Ankeny Community School District
School Board of Education Work Session & Meeting
July 20, 2009
6:30 P.M.

The Board of Education held the Board Meeting on July 20, 2009 at 6:30 P.M. in the Board Room.

Board Members present were:
Andrew Martin, President
Leslie Petersen, Vice-President (telephonically)
Pat Cahill
Aaron Johnson
Trent Murphy
Randy McMahill

Those absent were:
George Tracy

Also present were:
Dr. Matthew Wendt, Superintendent
Dr. Craig Hansel, CFO/Board Secretary
Dr. Bruce A. Kimpston, Assistant Superintendent of Administrative Services
Dr. Susan Meade, Assistant Superintendent C&I
Dr. Jen Lindaman, Executive Director Secondary Education
Dana Schon, Executive Director Elementary Education
Dr. Debbie Chapman, Curriculum Coordinator, Math/Assessment
Brad Johnson, Director Technology
Jacy Large, Director Support Services
Jenifer Owenson, Director of Human Resources
Don Peterson, Director Facilities & Construction
Jarrett Peterson, Communications/Marketing Coordinator

Others in Attendance:
John Darveau, Struxture
John Chapman
Sarah Ruba
Joan Haack
Lisa Ryan, (DM Register)

Item 1: <u>Call to Order</u>
Call to order was given by Board President Andrew Martin at 6:30 p.m.

Item 2: <u>Approval and acceptance without amendment of the July 20, 2009 Agenda</u>
On a motion by Director Johnson and seconded by Director Cahill, it was: RESOLVED: Approve and accept the July 20, 2009 agenda without amendment. Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, Petersen, and Martin. Directors voting no: none. Motion carried 6-0.

Item 3: <u>Work Session</u>
None.

Item 4: <u>Pledge of Allegiance</u>
Pledge of Allegiance was observed.

Item 5: <u>Recognitions</u>
None.

Item 6: <u>Communication from the Public</u>
None.

Item 7: <u>Consent Agenda</u>

A. Minutes of the July 6, 2009 School Board Meeting.

B. Bills – expenditures presented the 20th day of July: $1,626,933.64 in the General Fund, $245,264.31 in the Schoolhouse Fund, $237,162.08 in the Capital Projects Fund, $5,149,221.00 in Local Option Sales/Service Fund, $26,703.22 in Activity Fund and $28.00 in the Nutrition Fund.

C. Personnel Items

New Employment Agreements or Contracts

1. Teresa Collins, Special Ed Associate, TBD, Replacement
2. Sharon Terry, Sign Language Interpreter, Southeast, Replacement
3. Stephanie Templeton, 2nd Grade, East, Replacement
4. Audra Meyer, Level I Resource, East, Replacement
5. Charlene Judge, Secretary, Southeast, Replacement
6. Troy Neuroth, Custodian, Southeast, Replacement
7. Nikki Corbett, Secretary, High School, Replacement
8. Susan Wolter-Nus, Associate, Southeast, Replacement
9. April Hayes, ECSE Preschool Associate, Northeast, Replacement
10. Anita Carico, Secretary, District Office, Status Change: Temporary to Part-Time

Resignations

1. Lynn McCann-Harrison, Special Education Associate, Parkview
2. Peter Rameh, Assistant Boys Soccer, High School
3. Connie Kellogg, Associate, East

D. Construction

1. Construction Payments
   i. Construction Services, Inc.- High School in Prairie Trail - Payment #7 $2,359,686.00
   ii. Pro Commercial, LLC – Ashland Ridge Addition - Payment #4 $61,302.55

E. Contracts

1. Construction Testing and Special Inspections for the Middle School in Prairie Trail Development.
2. Mid American Energy for gas service to the Middle School in Prairie Trail Development.
3. Off-site Material Storage Agreement with Construction Services, Inc. – High School in Prairie Trail Development.
4. Off-site Material Storage Agreement with Pro Commercial, LLC – Ashland Ridge Elementary Addition.

On a motion by Director Murphy and seconded by Director McMahill, it was: RESOLVED: The Board approve and accept the July 20, 2009 Consent Agenda as presented. Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, Petersen, and Martin. Directors voting no: none. Motion carried 6-0.

Item 8: Informational Report(s)

Revenue and Expenditures for June 2009.

Item 9: Old Business

A. Approval of Board Policies – second and final reading

i. #501.10 Student Absences-Excused
ii. #501.11 Compulsory Attendance
iii. #501.13 Truancy-Unexcused
iv. #501.15 Students of Legal Age
v. #502.13 Weapons
vi. #502.15 Search and Seizure
vii. #502.20 Tobacco Products, Alcohol, Drugs
viii. #504.11 Wellness
ix. #603.7 Core Curriculum and 21st Century Learning to Include Global Awareness
x. #702.30 Student Eligibility for Transportation

On a motion by Director McMahill and seconded by Director Murphy, it was: RESOLVED: To approve for second and final reading the following policies:

SERIES 500
STUDENT PERSONNEL
~~#501.10 ATTENDANCE REQUIREMENTS~~

~~ELEMENTARY/MIDDLE SCHOOL/SENIOR HIGH~~

~~The philosophy of the District is that consistent and punctual attendance is of vital importance and is a prerequisite for completing an education.~~

~~Attendance requires cooperation and communication among students, parents/guardians, and school. Students will be expected to attend classes regularly and to be on time in order to receive maximum benefit from the instructional program, to develop habits of punctuality, respect, self-discipline, and responsibility, and to assist in keeping disruption of the educational environment to a minimum. The school year shall consist of 180 school days, and students shall attend all days that school is in session. Refer to Iowa Code Chapter 299.1 – Compulsory Attendance.~~

~~ELEMENTARY ATTENDANCE POLICY~~

~~The parent/guardian must notify the school by 8:30 a.m. if their child will not be in school that day. The attendance secretary or designee will call the child's home or the alternate number in case of no answer at the home, if the school is not notified of a student's absence by the parent/guardian. The parent/guardian shall also notify the school, in advance, of an anticipated absence. A student must provide a note from the student's parent/guardian in advance before they will be excused during the school day.~~

~~The following rules will be followed concerning absences and tardiness.~~

1. ~~When Absent: A student leaving school before 10:00 in the morning but returning by noon will be considered absent for the half day. A student leaving after 10:00 and before 2:00 will be considered absent for the half day.~~
2. ~~Students who are late less than 15 minutes will be marked tardy. Students who are late 15 minutes or more will be marked absent for one-half day.~~
3. ~~Students too ill to attend school all day may attend but not participate in any school activity that afternoon or evening.~~
4. ~~Health care appointments should be scheduled outside of regular school hours whenever possible.~~
5. ~~Refer to #502.60 Due Process for Suspension/Expulsion/Exclusion of a Student for procedures.~~

~~Steps to be followed for excessive absences or tardies:~~

~~Step 1 - If, in the principal's/designee's opinion, an attendance problem is developing, the parent/guardian will be contacted. The principal/designee will have the discretion to handle the first 10 tardies or absences. The principal will complete an Attendance Report. A copy will be sent to the parent/guardian and teacher, and one copy will be retained.~~

~~Step 2 If the problem continues, the principal/designee will fill out an Attendance Report and have a conference with the parent/guardian. The principal/designee will refer the student to the following resources: Truancy Officer; student outreach coordinator; AEA social worker; guidance counselor; or school nurse.~~

~~Student's whose excused absences exceed 15 days within one semester may be required to have a meeting with an administrator and or counselor to determine the best plan of action for the student's academic progress.~~

~~NOTE: The principal/designee may be the school nurse, guidance counselor, homeroom teacher, student outreach coordinator, or Truancy Officer. A conference could be a phone call, a school conference, or a home visit.~~

Approved: August 2, 1982 Reviewed: June 1, 2006 Revised: July 10, 2006

Ankeny Community School District

~~MIDDLE SCHOOL ATTENDANCE POLICY~~

~~The following rules will apply to all middle school students concerning absences and tardiness.~~

1. ~~Students late to school less than 60 minutes will be counted tardy. Students late to school more than 60 minutes will be counted absent. The absence may be excused or unexcused depending on the conditions.~~
2. ~~For the purpose of student records, student absences will be recorded in the minimum of half-day increments. A student absent from class at least one half of the available class periods in the morning or in the afternoon will be counted absent one half day. A student absent more than one half the periods in both the morning and afternoon will be counted absent one full day.~~

~~Absences from school are either excused or unexcused.~~

. ~~Excused absence: Acceptable excuses for being absent include the following, if a note or phone call from the parent/guardian is received by the school either before or immediately following the absence, except trips, which must be approved in advance.~~

A. ~~Illness of student: A student who is ill should not be in school. Students who are absent for prolonged periods of time may be asked to provide medical evidence from a doctor. Students too ill to attend school all day may attend but not participate in any school activity that afternoon or evening. Student's whose excused absences exceed 15 days within one semester may be required to have a meeting with an administrator and or counselor to determine the best plan of action for the student's academic progress.~~

B. ~~Serious illness or death of a family member.~~

C. Grave emergencies requiring the student's presence at home.
D. Educational experiences, such as excursions and trips, sponsored by the school and not available at other times.
E. Health care appointments which cannot be scheduled outside the school day. Excuses should be presented prior to appointments whenever possible.
F. Requests to accompany parents/guardians or parent/guardian approved sponsors on certain trips if arrangements are made with the office at least one day in advance.
G. Special exceptions, if approved by the principal/designee. The principal/designee has the option of establishing dismissal times for such exceptions.

II. Unexcused absence: Any absence from school other than those included in the area of excused absences will be considered an unexcused absence. An unexcused absence may be all or part of a school day.

A. Procedures for unexcused absences: Listed below is a summary of the procedure to be followed each day a student has an unexcused absence from school or the classroom. A student may be recommended for suspension, exclusion, or expulsion on his/her fifth unexcused absence in a school year.

1. The principal/designee will attempt to contact the parent/guardian within one school day after an unexcused absence. If personal contact cannot be made, a telephone message for the parent will be left at home or work whenever possible. If within three days personal contact has not been made, a certified letter will be mailed to the parent. Following the contact, the principal/designee will determine whether or not a conference with the parent/guardian is necessary.
2. A follow-up letter will be sent to the parent/guardian as soon as possible in order to document the incident. A copy of the District Attendance Policy will be included in the letter. (first unexcused absence).
3. A copy of the letter sent to the parent/guardian will be given to a counselor to place in the student's cumulative folder. Follow-up activities will be left to the judgment of the counselor.
4. The principal/designee may conduct an individual conference with the student when he/she returns to school.

The principal/designee will administer one of several disciplinary options based on the length or severity of the offense, the attitude of the student, the principal's overall knowledge about the student, and the student's past and present disciplinary record for each infraction of the attendance policy.

B. Possible Disciplinary Options to be Used Following an Unexcused Absence

1. Detention – Time will be served before or after school. The principal/designee will determine when and how this time will be made up. It is the student's responsibility to comply with the consequences. Exceptions will be allowed only with advance permission from the principal/designee.
2. In-school suspension ranging from a minimum of one-half day to three days.
3. Saturday School session(s).
4. Out-of-school suspension ranging from one to five days based on number of days absent.
5. Required conference with the parent/guardian before allowing the student to return to class.

Although student input will be considered, it will be the principal/designee who will make the final decision regarding the disciplinary action. All schoolwork missed will be required to be made up, and full credit will be given only if the work is completed on time. In most cases, teachers will allow two school days for each day missed from their class in order to make up all work. The same office procedure and disciplinary option will be followed for the first, second, and third unexcused absence.

Procedure for Fourth and Fifth Unexcused Absences

If there is a fourth unexcused absence, the Superintendent or his/her designee will chair a required meeting with the parent/guardian, principal/designee, and student. The student may be suspended out-of-school for a maximum of five days while arrangements with the parent/guardian are being made. During the conference, all parties concerned will discuss the seriousness of the offenses and the consequences of the next offense.

If a fifth unexcused absence occurs, the student will be suspended out of school for a maximum of 10 school days or until the Board of Education meets. The principal/designee will be required to recommend to the Board that the student either be expelled/excluded from school or determine some other type of alternative education program approved by the Board.

Failure of a Student to Follow Disciplinary Procedures

If a student does not comply with the disciplinary consequences relating to an unexcused absence, it will count as an additional unexcused absence, moving the student one step closer to the possibility of being expelled from school on his/her fifth violation. All procedures, communications, and due process will be followed. Any change from the original disciplinary action must be approved by the principal/designee, in advance, in order for a change to take place.

~~III. Parkview Middle School Tardy Policy~~

~~A. Each student will be allowed three free tardies arriving to school or class each semester.~~

~~B. After the 3rd tardy to school or class, the student will be assigned 25 minutes office detention.~~

~~C. All in-school tardies will be handled by the teacher to whose class the tardy occurs.~~

~~D. The principal/designee will administer necessary discipline in cases of excessive tardy abuse.~~

~~IV. Northview Middle School Tardy Policy~~

~~A. Each student will be allowed one free tardy for late arrival to school each semester.~~

~~B. Students will be allowed one free tardy to Homebase and all scheduled classes each semester. The classroom teacher assigning the tardy will administer consequences for the second tardy to each individual class. The tardy could result in a verbal warning or detention assigned by the teacher.~~

~~C. The third tardy and any additional tardies to an individual class will be administered by the office.~~

~~D. The first three tardies referred to the office will each result in 30 minutes of office detention.~~

~~E. On the fourth tardy of each semester referred to the office, the student will be assigned one day of in-school suspension and a step on the Northview progressive discipline policy.~~

~~F. On the fifth and sixth tardy of each semester, the student will be assigned 30 minutes detention for each tardy.~~

~~G. On the seventh office reported tardy of each semester and every third office reported tardy thereafter, the student will be assigned one day of Saturday school and advanced one step on the Northview progressive discipline policy.~~

~~H. For each tardy not already specified (8th, 9th, 11th, 12th, …) 30 minutes of detention will be assigned.~~

Approved: August 2, 1982 Reviewed: June 1, 2006 Revised: July 10, 2006

Ankeny Community School District

~~HIGH ATTENDANCE POLICY~~

~~Absences from school are either excused or unexcused.~~

~~I. Excused absence: Acceptable excuses for being absent include the following, if a note or phone call from the parent/guardian is received by the school either before or immediately following the absence, except trips, which must be approved in advance.~~

~~A. Illness of students: A student who is ill should not be in school. Students who are absent more than 5 days per quarter or over 15 days for the school year may be asked to provide medical evidence from a doctor for absences to be excused. Students who are not in school all day because of illness or unexcused absence may not practice or participate in any after school or evening activity but may attend. Going to the doctor for illness does not exempt one from this policy. Advance (24 hours or more) appointments for a doctor or dentist are exempt. Student's whose excused absences exceed 15 days within one semester may be required to have a meeting with an administrator and/or counselor to determine the best plan of action for the student's academic progress.~~

~~B. Serious illness or death of a family member.~~

~~C. Grave emergencies requiring the student's presence.~~

~~D. Educational experiences such as excursions and trips sponsored by the school and not available at other times.~~

~~E. Health care appointments which cannot be scheduled outside the school day. Excuses should be presented prior to appointments, whenever possible.~~

~~F. Requests to accompany parents/guardians or parent/guardian approved sponsors on trips, if requests are submitted in advance by the parent/guardian. There are two classes of requests:~~

~~1. For a trip of one day or less, requests must be submitted one school day prior to the proposed trip.~~

~~2. For trips of two or more days, requests must be submitted five school days prior to the proposed trip.~~

~~Excuses which are submitted after the absence will not be accepted, and such absences will be treated as unexcused.~~

~~G. Special exceptions, if approved in advance by the principal/designee.~~

~~II. Unexcused absences: Any absence from school classes other than those included in the areas of excused absences will be considered an unexcused absence.~~

A. Procedure for Unexcused Absence: Listed below is a summary of the procedures which will be followed each time a student has an unexcused absence from school or if he/she leaves or fails to attend one or more scheduled classes without advanced permission from the principal's office or teacher in charge. A student may be recommended for suspension, exclusion, or expulsion on his/her fifth **sixth** violation.

1. The principal/designee will hold an individual conference with the student on the first day **when** he/she returns to school. The principal/designee will administer one of several disciplinary options based on the length or severity of the offense, in accordance with the accompanying chart.
2. The student's parent/guardian will be contacted at home or work within one school day by the principal/designee explaining the nature of the offense. If phone contact cannot be established within three school days, a registered letter will be sent. Following the contact, the principal will determine whether or not a conference with the parent/guardian is necessary.
3. A follow up letter to the parent/guardian will be sent as soon as possible after the initial contact (see #1 above) to document the incident. A copy of the Board Attendance Policy will be included with the letter.
4. A copy of the letter sent to the parent/guardian will be referred to a counselor and placed in the student's cumulative folder. Upon receiving the copy, the counselor will schedule a conference with the student within three school days after the student returns to school (Step 1 only). A written summary of the conference, with the counselor's initials, will be placed in the file with a copy of the letter to be filed.

B. Detention – The following guidelines will be followed concerning detention due to unexcused absences:

1. A conference will be held between the principal/designee and the student. Detention will be set following the conference. A summary of the conference, to include disciplinary action taken, will be placed **documented** in the student's file by the principal/designee.

Number of Unexcused Incidents	**Communication with Parents**			
1x	Detention Time Before or after school Rate 2 ½ hours per day Missed or Saturday School	Phone Parents	Letter and policy to parents, copies to counselor for **entry into** student's records	Student meet with counselor **principal**
2x	Detention Time Rate 2 ½ hours per day Missed ISS or Saturday School Minimum- 1day; Maximum-3 days	Phone Parents	Letter and policy to parents, copies to counselor for **entry into** student's records	Optional: Conference with student, parent, principal summary of conference placed in student file
3x	Saturday School **Tuesday Session** Minimum-1 day; Maximum-3 days	Phone Parents	Registered letter to parents with copy of policy, copies to counselor for **entry into** student's records	Optional: Conference with student, parent, summary of conference placed in student file
4x	Suspended from attending school-Not to exceed 5 days; Minimum 3-day suspension Combination of ISS and OSS	Phone Parents	Registered letter to parents with copy of policy, copies to counselor for **entry into** student's records	Conference with student, parent, principal, Superintendent of Schools or designee-summary of conference placed in student file
5x	Suspension Not to exceed 10 days Recommendation for	Phone Parents	Registered letter to parents with copy of policy, copies to	Conference with student, parent, principal, Superintendent of Schools

	~~expulsion/exclusion~~		~~counselor for~~ **~~entry into~~** ~~student's records~~	~~or designee summary of conference placed in student file~~
~~6x~~	**~~Recommendation for expulsion/exclusion~~**	**~~Phone Parents~~**	**~~Registered letter to parents with copy of policy, entry into student's records~~**	**~~Board of Education will review the case with parents and principal prior to their decision~~**

~~2. Detention will be served in 15 minute or longer increments, and~~ **~~A~~** ~~student may begin the day the detention is issued or no later than one day after the student receives detention. Five school days will be allowed to make up the detention.~~

~~3. Detention issued on the day before a break or weekend will start upon classes resuming.~~

~~C. Procedure for Repeat Violators – The same procedure and disciplinary option will be followed for the first, second, and third unexcused absence as outlined in paragraph II.A. If there is a fourth violation, the Superintendent/designee will chair a meeting with the parent/guardian, principal/designee, and student. The student will be suspended from school for a maximum of five days while arrangements with the parent/guardian are being made. All parties concerned will discuss the seriousness of the offenses and the consequences of the next offense. A letter written~~ **~~record~~** ~~by the principal/designee summarizing the conference, student expectations, disciplinary action, and conditions will be added to the student's school discipline record.~~

~~D. Failure of a Student to Follow Disciplinary Procedure – If a student does not comply with the disciplinary action relating to an unexcused absence, it will count as an additional unexcused absence. This will move the student to the next step and increase the possibility of being expelled/excluded from school at the fifth step. All procedures, communications, and due process will be followed and documented. Any change from the original disciplinary action must be agreed upon in writing by the principal/designee in advance in order for a change to take place. Failure of the student to meet either of these two guidelines will be considered an unexcused absence. The student will be moved to the next unexcused absence step. However, the make-up time remains the original total detention time.~~

~~III. Step Procedure for Unexcused Absences – Any absence from classes other than those included in the areas of excused absence shall be considered an unexcused absence. Listed below is the step-by-step procedure that shall be followed when dealing with an unexcused absence during one school year~~ **~~semester~~**~~:~~

~~Step 1 First unexcused absence – The student will be given the opportunity to make up all school work missed for full credit as a result of the absence. Two and one half hours per day of unexcused absence will be made up as detention time before or after the regular school day.~~ **~~Detention will be assigned according to the length of the unexcused absence.~~** ~~The detention time will be in a regular, designated detention area supervised by a staff member as outlined in paragraph II.B. above. Failure to serve detention in a timely manner (usually five school days) will place the student on Step 2 and may result in the student being assigned Saturday School. The parent/guardian will be contacted by telephone by the attendance secretary. Also, a letter written by the principal/designee will be sent to the parent/guardian and a copy sent to the counselors for the~~ **~~inserted into the~~** ~~student's~~ **~~record~~** ~~cumulative folder. The letter will also contain a copy of the Board Attendance Policy. When the student returns to school after an unexcused absence, the student's school counselor will meet with the student.~~

~~Step 2 Second unexcused absence – The student will be given the opportunity to make up all school work missed for full credit as a result of the absence. Two and one-half hours per day of~~ **~~The~~** ~~unexcused absence will be made up as detention time before or after the regular school day~~**~~.~~** ~~as outlined in paragraph II.B. above or in Saturday school for a minimum of one or up to three Saturdays. The choice of detention or Saturday school will be at the discretion of the principal/designee.~~

~~The assistant principal/designee will ensure that the missed school work is available to the student. After the unexcused absence, the parent/guardian will be contacted by telephone. A letter written by the principal/designee will be sent to the parent/guardian and a copy sent to the counselors for the student's cumulative folder. The letter will also contain a copy of the Board Attendance Policy. During the phone call and in the letter, the parent/guardian will be offered the opportunity to~~

~~confer with the principal/designee. The parent/guardian or principal/designee may request that a conference be held.~~

~~Step 3 Third unexcused absence – The student will be given the opportunity to make up all work missed with full credit as a result of the absence. The student will be assigned time equal to the unexcused absence, with a maximum of three days, in Saturday School **Tuesday Session**. The principal/designee will see that the missed school work is available to the student. After the unexcused absence, the parent/guardian will be contacted by telephone. Also, a registered letter written by the principal/designee will be sent to the parent/guardian with a copy sent to the counselors for the student's cumulative folder. The letter will also contain a copy of the Board Attendance Policy. During the phone call and in the letter, the parents/guardians will be offered the opportunity to confer with the principal/designee. The principal/designee may also request that a conference be held.~~

~~Step 4 Fourth unexcused absence – The student will be suspended from attending classes and/or school for a minimum of three days and not to exceed five days at the discretion of the principal or designee. To be considered for reinstatement, **T**he student and parent/guardian must meet with the principal/designee and the Superintendent or designee. At the conference, the previous steps and circumstances which led to this suspension will be discussed and the appropriate action which will be taken should Step 5 **or 6** occur. A copy of the Board Attendance Policy will be given or sent to the parent/guardian. At the conclusion of this conference, the principal/designee shall determine the condition under which the student will be reinstated.~~

~~Step 5 Fifth unexcused absence – **The student will be suspended from attending classes and/or school for a minimum of five days and not to exceed ten days at the discretion of the principal or designee. he student and parent/guardian must meet with the principal/designee and the Superintendent or designee. At the conference, the previous steps and circumstances which led to this suspension will be discussed and the appropriate action which will be taken should Step 6 occur. A copy of the Board Attendance Policy will be given or sent to the parent/guardian.** Suspension with recommendation for expulsion/exclusion. The student will be suspended from attending classes and school for a period of time not to exceed 10 days. Prior to the reinstatement or expulsion/exclusion, the parent/guardian notification procedure outlined in Step 4 must occur. Written and oral communication with the parent/guardian shall include notice of the recommendation by the Superintendent or designee to the Board concerning the expulsion/exclusion from school. The Board will review the case with the parent/guardian and Superintendent or designee prior to their decision. The review and decision will be made by the Board within the 10 day suspension period.~~

~~**Step 6 Suspension with recommendation for expulsion/exclusion. The student will be suspended from attending classes and school for a period of time not to exceed 10 days. Prior to the reinstatement or expulsion/exclusion, the parent/guardian notification procedure outlined in Step 4 must occur. Written and oral communication with the parent/guardian shall include notice of the recommendation by the Superintendent or designee to the Board concerning the expulsion/exclusion from school. The Board will review the case with the parent/guardian and Superintendent or designee prior to their decision. The review and decision will be made by the Board within the 10 day suspension period.**~~

~~IV. Make-up Work – Teachers will allow two school days for each day missed from their classes in order to make up all work. Make-up work not turned in on time will receive a reduced grade.~~

~~V. Tardy Policy – At the beginning of each semester, teachers will explain to their students what constitutes a tardy. Teachers will inform students when they are recorded as tardy. Tardies will be reported to the office on the attendance slips collected each period of the day.~~

~~Procedures:~~

1. ~~The first 2 tardies each school year **semester** will result in warning.~~
2. ~~The 3rd tardy each school year **semester** will result in a half hour of **on** detention. Failure to serve detention will result in being assigned to Saturday School **Tuesday Session**.~~
3. ~~The 4th tardy each school year **semester** will result in one hour of **2** detentions.~~

4. ~~The 5th through 9th and 11th through 12th tardy each school year **semester** will result in one day of Saturday School **Tuesday Session** or ISS, as assigned by a principal.~~
5. ~~On the 10th tardy each school year **semester**, the student will be placed in ISS, and his/her parents/guardian will have to meet with the Superintendent's designee and suspending principal before the student may return to class. An effort will be made to remedy the cause of excessive tardies.~~
6. ~~On the 13th tardy each school year **semester**, the student will be suspended out of school and until the recommendation for expulsion has been reviewed by the Board of Education. The expulsion will be for the current semester, and the student may return the following semester with no tardies on the student's record.~~
7. ~~If a student is tardy because of a teacher detaining him/her, a pass should be brought from the detaining teacher to the class or study hall.~~

~~VI. Saturday School - The guidelines for Saturday School are as follows:~~

1. ~~Students will serve the number of Saturdays it takes to equal the length of the suspension that is given. Saturday sessions will be held from 8:00 a.m. to 11:30 a.m. This will equal one day of suspension.~~
2. ~~In this program, the students should have assignments to work on during each session. They will be working under the supervision of a regular classroom teacher who can provide some tutoring, if needed.~~
   a. ~~All work and books will be brought in at the beginning of the session.~~
   b. ~~Regular classroom teachers will have the responsibility of making out assignment sheets and grading the work done.~~
3. ~~If a student is assigned to Saturday School on Monday, Tuesday, or Wednesday, their Saturday class will start the Saturday of that week. If it occurs on Thursday or Friday, it will be a week from the following Saturday. The Saturdays will run consecutively until the suspension is completed. Exceptions - Saturdays that are included in vacation periods.~~
4. ~~Students or parents will be responsible for bringing and picking students up from Saturday classes.~~
5. ~~Parents will receive notification of dates of the suspension and for the Saturday classes.~~
6. ~~The option will still be given to the school administrator to remove a student from the school setting if they feel it is necessary. For suspensions longer than five days, a combination of suspension and Saturday School may be used.~~
7. ~~If a student assigned to a Saturday School session does not show up, the student will be required to complete the original period of suspension, plus one additional Saturday, if the reason for absence is unexcused by a principal.~~
8. ~~If, on a second unexcused occasion, a student misses a Saturday School session, the student will receive a five-day out-of-school suspension and be required to complete the accumulated suspensions.~~
9. ~~If a student misses a Saturday school session on a third unexcused occasion, the student will receive a five-day out-of-school suspension and appear at the next regular Board meeting, at which time the future status of the student will be determined.~~
10. ~~After a student accumulates four consecutive Saturday Schools, further disciplinary action will be fulfilled in ISS.~~

Approved: August 2, 1982 Reviewed: June 1, 2006 Revised: July 10, 2006
Ankeny Community School District

SERIES 500
STUDENT PERSONNEL
#501.10-STUDENT ABSENCES - EXCUSED

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

Student absences approved by the principal are excused absences. Excused absences will count as days in attendance for purposes of the truancy law. These absences include, but are not limited to, [illness, recognized religious observances, and school-sponsored or approved activities].

Students whose absences are approved will make up the work missed and receive full credit for the missed school work. It is the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed; ***the length of time to complete work will be determined by the teacher.***

Students who wish to participate in school-sponsored activities must attend school [the full day] the day of the activity unless permission has been given by the principal for the student to be absent.

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

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

Legal Reference: Iowa Code §§ 294.4; 299 (2007). 281 I.A.C. 12.2(4).

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

Approved: August 2, 1982 Reviewed: June 10, 2009 Revised: July 10, 2006

Ankeny Community School District

R.R for Policy 501.10A

General Attendance Regulations

- Students too ill to attend school for any part of the day may not participate in any school-sponsored activity that afternoon or evening. This includes, but is not limited to, school parties, field trips, concerts/performances, or athletic practices/competitions.
- Health care appointments are to be scheduled outside of the regular school hours whenever possible.
- For any absence the student may be required to make up the time missed from school.
- Students who miss 3 or more consecutive days for illness will be required to provide a doctor's note or see the school nurse.
- Students who accumulate 5 days of illness in one semester may be required to provide doctor's notes or see the school nurse for any future illnesses.

Procedures to be followed for absences (excused or unexcused)

After **six** accumulative absences:

- A letter will be sent home notifying the parent of the number of absences the student has accumulated.
- The letter will be generated by the attendance clerk, signed by the principal, and mailed to the student's home.
- An entry will be logged in Infinite Campus by the attendance clerk to note that the first contact has been made in regard to the student's absence.

After **ten** accumulative absences:

- A letter will be sent home expressing concern regarding the number of absences the student has accumulated.
- The letter will be generated by the attendance clerk, signed by the principal and school truancy officer and mailed to the student's home.
- The assistant principal will call the student's parent(s) to notify them that a second attendance letter has been sent regarding their student's absences.
- An entry will be logged in Infinite Campus by the assistant principal to note that the second contact has been made in regard to the student's absences.

After **twelve** accumulative absences:

- A letter will be sent home expressing concern regarding the number of absences the student has accumulated.
- The letter will be generated by the attendance clerk, signed by the principal and school truancy officer and mailed to the student's home.
- The truancy officer will call the student's parent(s) to notify them that a third attendance letter has been sent regarding their student's absences and a meeting to discuss their student's excessive absence is required.
- A meeting must be held with a student support team which could include student, parent, principal, guidance counselor, nurse, school outreach coordinator, and truancy officer.
- An attendance contract will be developed by the team including a timeline, expectations, a truancy court referral trigger, and success indicators.
- An entry will be logged in Infinite Campus by the principal documenting the outcome of the meeting.

Notes:

Principal's designee may be the school nurse or health associate, guidance counselor, dean, teacher or secretary. A conference could be by phone, home visit, or a school conference.

In extreme or unusual circumstances of student absence, principals may choose to adjust the above procedures.

R.R. for Policy #501.10B

Unexcused Absence Regulations

Incidents of unexcused absence will accumulate for each class with which students are enrolled. Upon each unexcused absence the teacher of the class will fill out a referral of the unexcused absence to the student's

alphabetic principal. Incidents of unexcused absence may result in the loss of privileges and will also result in application of consequences. Missing 15 or more minutes of class will be considered an absence.

Privileges

Students can earn a variety of privileges through positive attendance. Privileges that can be earned by students include privileged study hall, open campus study halls, and open campus lunches. Other privileges that can be earned by students are preferred parking spaces and prizes awarded for perfect attendance. It is important to note that privileges are earned as rewards for positive attendance and may be lost if attendance issues arise. Absences due to school related issues will not factor into this privilege system. Privileges may be revoked for academic or behavioral reasons at principal discretion. Principal discretion will be used in the awarding and removal of privileges.

Privileged Study Hall

Sophomores and Juniors can earn privileged study halls based upon positive attendance. This system calls for three "types" of study hall, defined below, in the rewarding and consequencing of attendance. After a time (defined below), students may earn the right to be placed in privileged study halls if they choose this option. Students may also be placed in restricted study halls as needed.

Academic Study Hall – Students may sign out to media center, go to academic resource centers, leave on teacher passes, etc. All students will begin placement in academic study halls until privileged study hall criteria have been met.

Privileged Study Hall – Students may sign out to media center, go to academic resource centers, leave on teacher passes, etc. Students may listen to Mp3 players, eat food and have drink sold at the school. If absences occur, excused or unexcused, after being placed in privileged study hall, status will be revoked for:

- 4 weeks for 1st unexcused absence or after three cumulative excused absences
- 6 weeks for 2nd unexcused absence or after six cumulative excused absences
- remainder of semester for 3rd unexcused absence or after eight cumulative excused absences

The following matrix will be used to reward attendance through privileged study halls

Sophomores	Juniors
Sophomores can earn privileged study hall for 2nd semester by having no unexcused absences, and fewer than 3 excused absences, during the first semester	Juniors can earn privileged study hall by having no unexcused absences, and fewer than 3 excused absences, during the previous semester or the first six weeks of the current semester. Juniors who meet this criteria are also eligible for open campus study hall during 2nd semester (1 study hall only)

Restricted Study Hall – Students will not leave this study hall.

Open Campus Study Hall

Sophomores are not eligible to earn open campus study hall privileges.

Juniors may earn open campus study hall for one period of study hall on their schedule for 2nd semester of their junior year based upon their attendance during 1st semester of their junior year. Juniors must have had zero unexcused absences and three or fewer excused absences from school during the 1st semester of their junior year. Any junior earning open campus study hall must have a signed parent permission slip before open campus privileges begin. Juniors who have not earned this privilege based upon the previous semester may earn the privilege if the first six weeks of 2nd semester meet the above criteria.

Seniors will begin each semester of their senior year with open campus study hall privileges. This privilege may be revoked upon the fourth unexcused absence from any one class or study hall.

If absences occur, excused or unexcused, after being awarded open campus study hall, the privilege will be revoked for:

- 4 weeks for 1st unexcused absence or after three cumulative excused absences
- 6 weeks for 2nd unexcused absence or after six cumulative excused absences
- remainder of semester for 3rd unexcused absence or after eight cumulative excused absences

Open Campus Lunch

Sophomores are not eligible to earn open campus lunch privileges.

Juniors may earn open campus lunch for 2nd semester of their junior year based upon their attendance during 1st semester of their junior year ***and*** the first six weeks of the 2nd semester of their junior year. Juniors must have had zero unexcused absences and five or fewer excused absences from school during this time frame. Any junior earning open campus lunch must have a signed parent permission slip before open campus privileges begin.

If absences occur, excused or unexcused, after being awarded open campus lunch, the privilege will be revoked for:

- 4 weeks for 1st unexcused absence or after three cumulative excused absences
- 6 weeks for 2nd unexcused absence or after six cumulative excused absences
- remainder of semester for 3rd unexcused absence or after eight cumulative excused absences

Seniors will begin each semester of their senior year with open campus lunch privileges. This privilege may be revoked upon the fourth unexcused absence from any one class or study hall.

Loss of Privileges

Students may lose privileges earned through incidents of unexcused or excused absences. Students who have unexcused absences may have consequences applied in addition to loss of privileges.

Consequences

Unexcused absence from class, study hall, or academic resource area may be dealt with in the following manner. Principals will have discretion to vary from these guidelines when deemed appropriate.

1st unexcused absence: one detention (assigned by principal)
2nd unexcused absence: two detentions (assigned by principal)
3rd unexcused absence: two detentions (assigned by principal)
4th unexcused absence: Tuesday Session and required parent meeting in which attendance contract will be initiated. Loss of credit consequence will be explained and buyback options will be discussed. Seniors may lose open campus lunch at this time.
5th unexcused absence: one day of suspension from that class
6th unexcused absence: three days of suspension from that class
7th unexcused absence: one day of suspension from all classes
8th unexcused absence: Student is removed from the class with no credit awarded. Restricted study hall will replace the class.

Attendance Contract

Students who get to the fourth unexcused absence in any one or more classes will have a meeting with a parent, principal, guidance counselor, teacher (if available) and truancy officer (if applicable). At this meeting an attendance contract will be initiated for the class(es) in question. The principal or designee will explain the potential for removal from the class if unexcused absences continue. The principal or designee will explain the buyback opportunity for the student. The principal or designee will explain the process for referral to truancy mediation (when applicable) if unexcused absences continue.

Attendance contract

Student Name: _____ Date:_____

I understand that because I am a student in the Ankeny Community School District, I am required by school policy to attend school every day on time as scheduled. By entering into this attendance contract, I understand that I am taking responsibility for an attendance problem.

_____1. I will attend school / each class daily
_____2. I will be on time for school / each class and not leave early
_____3. I will serve the consequences assigned to me
_____4. I understand that no absence from this class will be excused unless through the school nurse, a doctor's note, or by my principal.

I understand that if I get to my 8th unexcused absence in this class or in any other class, I may be removed from the class(es) without credit. I understand that I will be placed into a restricted study hall or in the learning center during the hour of the lost class(es). I understand that my transcript will reflect that I was administratively withdrawn from the class(es).

I understand that if I get to my 12th excused absence in this class or in any other class, the status of the class may be changed to pass /fail. I understand that if this occurs I will remain in class and if the class is passed no letter grade will be earned for the class, but rather the transcript will reflect a mark of "P".

I understand that if I am a student of mandatory attendance age and I am unable to follow the conditions of this contract, the Truancy Officer will be contacting the Polk County Attorney's Office for Truancy Court.

I understand that if I get to my 15th tardy in this class or in any other class, I may be removed from the class(es) without credit. I understand that I will be placed into a restricted study hall or in the learning center during the hour of the lost class(es). I understand that my transcript will reflect that I was administratively withdrawn from the class(es).

Buyback Opportunity

I understand that if I attend this class / these classes for 15 consecutive school days I will be reduced one "absence" (excused or unexcused) in each class, allowing me more opportunity to remain in the class(es) and /or opportunity to earn a letter grade in the class(es). Seniors may have open campus lunch privileges reinstated if they meet the above criteria if lost due to unexcused absences.

I understand that if I am on time for all of my classes for 15 consecutive school days, I will be reduced one tardy in each class, allowing me more opportunity to remain in the class(es).

This attendance contract was discussed to address the following issues (check all that apply):

_____ unexcused absences _____ excused absences _____ tardies

Class(es) to which this attendance contract applies:

Class Name: _____ Hr: ____ Issue: _____
Class Name: _____ Hr: ____ Issue: _____
Class Name: _____ Hr: ____ Issue: _____
Class Name: _____ Hr: ____ Issue: _____
Class Name: _____ Hr: ____ Issue: _____
Class Name: _____ Hr: ____ Issue: _____
Class Name: _____ Hr: ____ Issue: _____

I agree by my signature below to the above conditions, potential sanctions and buyback opportunities.

_____		_____	
Student signature	date	Parent signature	date
_____		_____	
Principal Signature	date	Counselor Signature	date
_____		_____	
Teacher signature	date	Truancy Officer (if applicable)	date

Excused Absence Regulations

Students who have excessive excused absences may have the following responses to those absences.

- Dr.'s note- student who misses more than 5 whole days of school within any one semester (or an equivalent number in a partial semester) may be required to produce a note from a doctor to have absences excused.
- Make-up time – students may be asked to make up time missed for excused absences in S.O.S. Students who are assigned this response and do not make up the time missed may be sanctioned for insubordination.
- L.O.P. – students may lose privileges as a result of excessive excused absences
- Pass / Fail – students who have excessive excused absences may have the status of a class or classes changed to pass / fail.
    - Upon the 9th excused absence from a class within one semester a meeting will be held with the student, a parent, and the principal or designee to inform of the potential for change of status in the class(es). An attendance contract will be created, including explanation of a buyback opportunity.
    - Students who have 12 excused absences from one or more classes within any one semester may have that class changed to a pass / fail status. If changed to pass / fail status students will continue working in the class(es) in question, but will not earn a letter grade if the course is passed, but rather the mark reflected on the transcript will be "P". Principal discretion may be used in cases of chronic or extreme illness or for other factors.

Tardy Regulations

A tardy will be assessed to a student who is not safely in a classroom by the time the third bell rings for class to begin. Students running in the hallway to get to class may be counted tardy. Tardies will accumulate for each student for each class in which they are enrolled. Teachers will tell students when they are tardy to class. After missing 15 minutes or more of a class, a student will be considered absent rather than tardy. The following consequences will be applied for tardiness.

- 1st tardy: Warning from teacher
- 2nd tardy: one detention (given by teacher – to be served with teacher)
- 3rd tardy: two detentions (given by teacher – to be served with teacher)
- 4th and subsequent tardies: teacher will fill out referral to office indicating the number of the tardy to the appropriate principal. Students will be assigned the following consequences from their principal:
    - 4th – 9th tardy: Tuesday Session
    - 10th tardy: Attendance contract issued and either one day of in school suspension or one week of S.O.S. assigned (consequence determined by principal)
    - 11th – 14th tardy: either one day of in school suspension or one week of S.O.S. assigned (consequence determined by principal)
    - 15th tardy: Student is removed from the class with no credit awarded. Restricted study hall will replace the class.

SERIES 500
STUDENT PERSONNEL
#501.11-COMPULSORY ATTENDANCE

~~A child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age, unless they meet one of the following conditions of exception specified in the Code of Iowa:~~

1. ~~Has completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma;~~

2. Is excused for sufficient reason by any court of record or judge;
3. While attending religious services or receiving religious instructions;
4. Is attending a private college preparatory school accredited or accredited on probation;
5. Is excused under section 299.22, Code of Iowa, *When deaf and blind children excused*; or
6. Is exempted under section 299.24, Code of Iowa, *Religious groups exempted from school standards.*

The Code requires that students attend school whenever school is in session.

Equivalent Instruction

In lieu of attendance in one of the District's schools, a student may attend elsewhere if equivalent instruction is provided by a certified teacher. Any person providing equivalent instruction shall provide evidence that any student instructed has complied with the immunization requirements according to the Code of Iowa. In addition, any person providing equivalent instruction, who is not a certified instructor, is a mandatory reporter of child abuse. Attendance in other than the public schools may be in nonpublic schools approved by the Department of Education, nonapproved private schools, or by private instruction.

Nonpublic Department of Education Approved Schools

If instruction is provided in a nonpublic school, the Superintendent shall contact the Iowa Department of Education. If the private school is approved, the Board will consider its program as meeting the equivalency standards.

Nonpublic, Nonapproved Schools

If the instruction is provided in non-Department of Education approved schools, the District shall request, from that school's administrator, Competent Private Instruction Forms, in duplicate, that include the names, ages, number of days in attendance of each student over six and under sixteen, the course of study pursued by each student, the text used, and the names of teachers. The Superintendent shall then evaluate the instruction of such school, after securing any additional information needed, and make a recommendation to the Board whether equivalent instruction is being provided by a certified teacher.

District Assisted Private Instruction

A certified teacher may provide resources and assistance to families who have children six to sixteen years of age and wish to participate in the District assisted home school option subject to the teacher certification.

The certified teacher will contact District assisted families two times every 45 days. Services from the coordinating teacher will include:

1. Providing instructional curriculum materials that are at a level appropriate to the student's age, abilities, and needs.
2. Assisting the private instructor by evaluating the student's learning, diagnosing educational needs, and planning learning activities.
3. Seeking a professional evaluation of a student who may be in need of special education by initiating a referral to the Heartland Area Education Agency.

A detailed plan is required for evaluating the student's progress. This plan may include annual testing by the District. All requests for assistance from a coordinating teacher must be submitted on or before September 15 to the home school teacher.

District resources will be available to students receiving private instruction who are participating in the District assisted program. However, scheduling and use of District services that disrupt or jeopardize regular programs will not be permitted. Students in private instruction may participate in regularly scheduled sections of classes such as physical education, art, or music, as well as any extracurricular activities that are part of the school program. In addition, arrangements may be made to use facilities and equipment, i.e. the media centers or computer labs. Fees assessed to regular students for certain instructional activities will also be charged to students in private instruction who participate in such programs. Access to District resources will be arranged through the home school teacher. Any requests for special services not available at the school site should be directed to the coordinating teacher. While involved in regular school activities, home schooled students will be expected to follow the rules and policies established by the District and State for all students.

Private Instruction (Home School)

The parent, guardian, or custodian of a student who places the student under private instruction, not in an accredited school, must submit a Competent Private Instruction Form to the District which includes the name and age of the student, the period of time during which the student will be under a private instruction program, text used, the name, address, and certificate number of the instructor, subjects covered, weekly lesson plans, and time spent on the areas of study.

If the student is identified for special education, a waiver must be signed by the parent/guardian and the AEA Special Education Director *before* home schooling may take place.

Legal Reference: Iowa Code §§294.4 (1989). 670 Iowa Admin. Code 3.2 (12). 281 Iowa Admin. Code 12.2 (4), 12.3 (8)

Cross Reference: #501.10Student Attendance; #502.11Student Discipline; #503.00Student Activities; #505.10Student Record; #501.11Compulsory Attendance

#501.11-COMPULSORY ATTENDANCE

Parents within the school district who have children over age six and under age sixteen by September 15, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 170 days. Students not in attendance for (3) consecutive weeks will be unenrolled. Students not attending the minimum days must be exempted by this policy as listed below or, referred to the county attorney. Exceptions to this policy include children who:

Are not attending due to a medically certified mental or physical condition;

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

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

The principal will investigate the cause for a student's truancy. If the principal is unable to secure the truant student's attendance, the principal should refer the student to the district juvenile court laision officer. If after the referral process, the student is still truant, principal will refer the matter over to the county attorney.

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

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

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

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

Note: The compulsory attendance law does not require school districts to have a truancy officer.

Legal Reference: Iowa Code §§ 259A; 279.10-.11; ch. 299; 299A (2007). 441 I.A.C. 41.25(8). 1978 Op. Att'y. Gen. 379. Iowa Code §§ 139A.8; 282.1, .3, .6 (2007). 1980 Op. Att'y Gen. 258.

Cross Reference: 501 Student Attendance; 507.1 Student Health and Immunization Certificates 601.1 School Calendar; 604.1 Competent Private Instruction; 501.10 R.R. Attendance Regulations

SERIES 500
STUDENT PERSONNEL
#501.13 TRUANCY-UNEXCUSED

~~A child who has reached the age of six and is under 16 years of age by September 15 is of compulsory attendance age. Truancy is the failure of a child of compulsory attendance age to attend school for at least 120 days each school year including at least 30 days each school quarter or a similar distribution of attendance throughout the school year, unless excused. Attendance at competent private instruction which complies with Chapter 299 and Chapter 299B, Code of Iowa, constitutes compliance with this policy, provided that all requirements are met.~~

~~Students are subject to disciplinary action for truancy. The student will be assigned the appropriate penalty from the unexcused absence policy.~~

~~The principal or designee shall investigate the cause for a student's truancy and keep a record of all truancies. If the principal or designee is unable to secure the truant student's attendance, the next step is to refer the matter to the Truancy Officer. If the student remains truant, the Truancy Officer shall refer the matter to the County Attorney for mediation or prosecution.~~

The District will participate in mediation, if requested by the county attorney. The District's Superintendent/Designee shall represent the District in mediation. The District will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

~~It shall be the responsibility of the Superintendent to develop administrative regulations regarding this policy.~~
~~*#299.1a*~~
~~*#299.12 Truancy Officer*~~
Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.
Truancy is the failure to attend school for the minimum number of days established in the school calendar by the board or the act of being absent without a reasonable excuse. These absences will include, but not be limited to, [senior pictures, drivers license, tardiness, shopping, hunting, concerts, preparation or participation in parties and other celebrations and employment]. Truancy will not be tolerated by the board.
Students are subject to disciplinary action for truancy including suspension and expulsion. Students will be expected to make up the work missed due to truancy. Students receiving special education services will not be assigned to [supervised study hall, in-school suspension] unless the goals and objectives of the student's Individualized Education Program are capable of being met.
It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. The administrative regulations will indicate the disciplinary action to be taken for truancy. Grade level regulations shall be adopted and published in student handbooks.
L*egal Reference: Iowa Code §§ 294.4; 299 (2007). 281 I.A.C. 12.2(4).*
Cross Reference: 206.3 Secretary; 410.3 Truancy Officer; 501 Student Attendance; 503 Student Discipline; 504 Student Activities; 506 Student Records; 501.10 Student Absences R..R. A & B; 501.11 Compulsory Attendance

SERIES 500
STUDENT PERSONNEL
#501.15 STUDENTS OF LEGAL AGE

Students who have attained legal age may continue the education program without payment of tuition as long as they are eligible to attend an Iowa public school and are residents of the school district.
Parents will be allowed to access and view the student's records without written permission from the student if the student is still a dependent for tax purposes. In most cases, with the discretion of the principal or the superintendent, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.
New policy for Ankeny
Legal Reference: 20 U.S.C. § 1232g (2004). Iowa Code §§ 22; 282.2, .6, .7; 285.4; 599.1; 622.10 (2007). 281 I.A.C. 12.3(6).
Cross Reference: 501 Student Attendance and 506 Student Records

SERIES 500
STUDENT PERSONNEL
~~#502.13 WEAPONS/FIREARMS/DANGEROUS OBJECTS~~

~~I. INTRODUCTION~~
~~District facilities, vehicles, and events are not appropriate places for weapons, firearms, or dangerous objects. Weapons, firearms, and other dangerous objects, including objects not normally considered dangerous unless used with the intent to threaten or harm persons or property, may be taken from students and others who bring them onto School District property or to District events. This policy applies to any area where disciplinary control is exercised under the student discipline policy. The possession of any prohibited object by a student shall be reported to the Superintendent or designee. If the object is a "dangerous weapon" or "firearm" as defined by these rules, the Superintendent or designee shall report the possession to the local law enforcement authorities.~~
~~II. DEFINITIONS~~
~~The term"dangerous weapon" includes any item or device designed primarily for use in inflicting death or injury upon a human being or animal and capable of inflicting death on a human being when used in the manner for which it was designed. Dangerous weapons include, but are not limited to, any offensive weapon, dagger, razor, stiletto, switchblade knife, or knife having a blade exceeding five inches in length. A "Dangerous weapon" also includes any instrument or device of any sort whatsoever used in a manner that indicates that the user intends to inflict death or serious injury on either the user or another and which, when so used, is capable of inflicting death or serious injury upon a human being.~~
~~Firearm is a specific type of weapon and is defined for purposes of these policies as a devise designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for any such weapon, or any explosive, incendiary, or poison gas.~~
~~A look-alike weapon is any object that resembles either a firearm or weapon but which does not meet the definition of either. A look-alike weapon includes, without limitations, BB guns, pellet guns, air rifles, dark colored squirt~~

~~guns, or any toy gun which resembles a firearm or weapon. Look-alike weapons possession may be punished to the same degree as firearms or dangerous objects.~~

~~Dangerous object is any item or devise which is used in a manner that could cause injury to any person or is used to threaten or intimidate another. The term "dangerous object" includes any weapon that does not meet the definition of a "dangerous weapon," and those items that are not designed to inflict injury, such as a pencil or a bottle, but are used or threatened to be used in a manner that could cause an injury.~~

~~III. VIOLATIONS~~

~~A. Any dangerous weapon, firearm, look a like weapon or dangerous object will be confiscated by the principal/designee. The parent will be notified and the principal/designee will determine if any discipline is necessary.~~

~~B. Any student in possession of a dangerous object shall be suspended for a period of not less than 5 days.~~

~~C. Any student displaying a dangerous object or possessing a weapon or look-alike weapon shall be suspended for a period of not less than 10 days and will be reinstated only after meeting with the Superintendent/designee.~~

~~D. Any student in possession of a dangerous object, weapon, or look-alike weapon that is used to threaten or injure another or used in a manner that could cause injury to any person shall be suspended with a recommendation for expulsion or exclusion.~~

~~E. Any student in possession of a firearm in any area where disciplinary control is to be exercised shall be expelled for not less than 12 months and will be referred to law enforcement authorities. The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis.~~

~~F. Any student who uses a firearm to threaten or injure any person may be expelled for more than 12 months depending upon the circumstances of the event. The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis.~~

~~G. Any person, other than a student, in possession of any weapon, firearm, or other dangerous object may be excluded from school property by the Superintendent, a principal, the Activity Director or the designee of each of them. The exclusion of a person for more than 10 days may be appealed to the Superintendent, and thereafter to the Board of Directors.~~

~~IV. NOTIFICATION OF PARENT/GUARDIAN AND LAW ENFORCEMENT OFFICIALS~~

~~The principal or designee shall make a reasonable effort to contact the parent/guardian of a student who violates this policy by phone or mail, depending upon severity of the violation, by the end of the following school day.~~

~~The superintendent/designee shall identify a counselor to provide academic advice and counseling services and to establish a plan for the reintegration into the school following a suspension, exclusion or expulsion, for any student suspended for more that 10 days or expelled or excluded from school due to the possession of a dangerous weapon or firearm.~~

~~Dangerous weapons or objects confiscated by District employees will be transferred to the appropriate law enforcement officials if expulsion or exclusion is recommended. A record of the transfer date and the name of the law enforcement official taking possession of the confiscated weapon or object will be attached to the discipline report.~~

~~Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or other dangerous objects for educational purposes.~~

Approved: December 2, 1996 Reviewed: June 10, 2009 Revised: June 12, 2006

Ankeny Community School District

SERIES 500

STUDENT PERSONNEL

#502.13-WEAPONS

The board believes weapons, other dangerous objects and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district. School facilities include, but are not limited to: school property, school vehicles, school buildings, school grounds, school parking lots, as well as any site at which a school sponsored event or trip is taking place.

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

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

Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

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

NOTE: This policy meets state and federal law.

Legal Reference: No Child Left Behind, Title IV, Sec. 4141, P.L. 107-110 (2004). Improving America's Schools Act of 1994, P.L. 103-382. 18 U.S.C. § 921 (2004). McClain v. Lafayette County Bd. of Education, 673 F.2d 106 (5th Cir. 1982). Iowa Code §§ 279.8; 280.21B; 724 (2007). 281 I.A.C. 12.3(6)

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

Approved: December 2, 1996 Reviewed: June 10, 2009 Revised: June 12, 2006

Ankeny Community School District

R.R. for Policy #502.13

Weapon (this definition excludes firearms)

For the purposes of these regulations, a weapon is defined as any item or device designed primarily for use in inflicting death or injury upon a human being or animal and capable of inflicting death on a human being when used in the manner for which it is designed. Weapons include, but are not limited to any offensive weapon, dagger, razor, stiletto, switchblade knife, or other knife.

- Any student found in possession of a weapon may be suspended for a period of up to10 days.
- Any student found to be displaying or brandishing a weapon shall be suspended for 10 days and will be reinstated only after a meeting with the Superintendent / designee.
- Any student found to be using a weapon to threaten or injure another person shall be suspended out of school with a recommendation for expulsion

Dangerous Object

For the purposes of these regulations, a dangerous object is defined as any item or device that does not fit the definition of a weapon which is used in a manner that could cause injury to a person or is used to threaten or intimidate another person. The term “dangerous object” includes those items which are not designed to inflict injury, such as a pencil or a bottle, but are used for no school purpose or to threaten to be used in a manner that could cause injury.

- Any student found in possession of a dangerous object shall be suspended for a period of not less than 5 days.
- Any student found to be displaying or brandishing a dangerous object shall be suspended for a period not to exceed 10 days.
- Any student found to be using a dangerous object to threaten or injure another person shall be suspended out of school with a recommendation for expulsion.

Look-a-like weapon

For the purposes of these regulations, a look-a-like weapon is defined as any object that resembles either a firearm or weapon, but does not meet the definition of either. A look-a-like weapon includes, but is not limited to, BB guns, pellet guns, air rifles, dark colored squirt guns, or any toy gun which resembles a firearm or weapon.

- Look-a-like weapon possession may be punished to the same degree as firearms or dangerous objects. The principal / designee will determine if discipline is necessary.
- Any student found to be displaying or brandishing a look-a-like weapon may be suspended for a period not to exceed 5 days.
- Any student found to be using a look-a-like weapon to threaten or injure another person may be suspended out of school with a recommendation for expulsion.

Firearm

Defined within policy

- Any student found in possession of a firearm in any area where disciplinary control is to be exercised shall be expelled for not less than 12 months and will be referred to law enforcement authorities. The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis.
- Any student found to be using a firearm to threaten or injure another person may be expelled for more than 12 months depending on the circumstances of the event. The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis.

Any person, other than a student, in possession of any weapon, firearm, or other dangerous object may be banned from school property by the Superintendent, a principal, the Activity Director or the designee of each of them. A person prohibited from school property for more than 10 days may be appeal to the Superintendent, and thereafter to the Board of Directors.

SERIES 500
STUDENT PERSONNEL
~~#502.15 INSPECTIONS/SEARCHES/SEIZURES~~

~~I. INSPECTIONS~~

~~"Inspections" is defined as an examination of an area that is not a protected student area. Inspections of lockers, desks, and other school-owned property or spaces may be conducted by administration at any time and without any suspicion of wrongdoing by students. The student and/or an adult witness shall be present when an administrator conducts an inspection under the provisions of this policy. The furnishing of a locker, desk, or other facility or space owned by the District and provided as a courtesy to a student shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility or space. Lockers, desks, or other school provided facilities or spaces are the property of the District and are assigned to students for uses necessary to school attendance. It is the responsibility of each student to keep lockers, desks, facilities, or spaces clean and undamaged. Any expense incurred to repair assigned lockers, desks, facilities, or spaces may be charged to the student.~~

~~The administration may, from time-to-time, arrange for law enforcement officials to bring in drug-sniffing dogs for the purpose of inspecting lockers, desks, and other areas used by students. Drug sniffing dogs may be used in these areas without school officials holding any individualized suspicion of wrongdoing on the part of a student/s. However, in the event that the drug sniffing dog goes on ìalertî in any of these areas, this ìalertî shall create a reasonable suspicion for school officials to initiate a further inspection to commence a search which may include the studentís possessions or the student him/herself. Drug-sniffing dogs shall not be used to sniff the bodies of students. Whenever a drug sniffing dog is brought into the school for an inspection, the administration will not ask students to be present for the inspection, because Iowa law prohibits drug sniffing dogs to search studentsí bodies.~~

~~II. SEARCHES/SEIZURES~~

~~"Search" is defined as the examination of any protected student area of the person of the student. A search may be conducted only when there is a reasonable relationship between the area of the search and the circumstances giving necessity and credibility to the search. This includes a consideration of the nature of the violation for which the search is being initiated, the age and gender of the person to be searched, and the objectives to be accomplished by the search.~~

~~All searches will be conducted by at least one administrator and one witness. The student will be invited to be present for the search, when possible and/or when or if any illegal, unauthorized, or contraband items are discovered. These items will be seized and may be turned over to law enforcement. An itemized list of any and all seized items will be given to the student. Possession of such items will be grounds for school disciplinary action and may include suspension or expulsion.~~

The search of a protected student area (a studentís body, clothing worn or carried by a student, a pocketbook, brief case, duffel bag, book bag, backpack, knapsack, or any other container used by a student for holding or carrying personal belongings of any kind and in the possession or immediate proximity of the student) may be conducted by administration whenever they have a reasonable suspicion that the student has violated or is violating either the law or school rules bearing on order or safety and that the search will produce evidence of the violation.

~~Studentís vehicles may be searched if administration has a reasonable suspicion that any illegal, unauthorized, or contraband items are contained inside.~~

~~Searches of a studentís person, handbag, book bag, etc. are permissible in situations where administration has a reasonable suspicion that a student has on their person, or inside personal items mentioned above, any illegal, unauthorized, or contraband items and that such search will produce evidence of such possession. These searches shall be conducted in a private setting with an administrator of the same sex and a same sex witness,~~

~~unless the health and safety of other persons could be endangered by delaying the search of the student and/or the studentís possessions.~~

- ~~School administrators and their staff will not, under any circumstances, conduct or authorize school employees to conduct or participate in strip searches or body cavity searches of any student.~~
- ~~"Seizure" is defined as taking legal possession of an item.~~
- ~~Administration will, to the degree possible, protect the identity of any individual who provides information to school administration suggesting the need to search a student, their belongings, a locker, a vehicle, or any area of school property.~~

Legal Reference: Iowa Code 808

#502.15-SEARCH AND SEIZURE

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and articulable suspicion that a school district policy, rule, regulation or law has been violated. The search is in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities. The furnishing of a locker, desk, parking space, or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, will not create a protected student area and will not give rise to an expectation of privacy with respect to the locker, desk, parking space, or other facility.

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

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

NOTE: This policy reflects the law regarding school district authority for searching students, their possessions and their lockers.

Legal Reference: U.S. Const. amend. IV. New Jersey v. T.L.O., 469 U.S. 325 (1985). Cason v. Cook, 810 F.2d 188 (8th Cir. 1987), cert. den., 482 U.S. 930 (1987). Iowa Code ch. 808A (2007).

281 I.A.C. 12.3(6).

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

R.R. for Policy #502.15

I. Searches, in general.

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

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

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

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

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

II. Types of Searches

A. Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order.
2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.

(a) Pat-Down Search: If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible.

(b) A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

B. Locker and Desk Inspections

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

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

C. Automobile Searches

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

SEARCH AND SEIZURE CHECKLIST

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

Eyewitness account.

By whom: ___

Date/Time: ___

_____

What was seen: _____

Information from a reliable source.

From whom: _____

Time received: _____

How information was received:

Who received the information: _____

Describe information: _____

_____

Suspicious behavior? Explain.

_____

_____

_____

_____

Student's past history? Explain.

_____

_____

_____

_____

Time of search: _____

Location of search: _____

Student told purpose of search: _____

Consent of student requested: _____

SEARCH AND SEIZURE CHECKLIST

Was the search you conducted reasonable in terms of scope and intrusiveness?

What were you searching for: _____

Where did you search? _____

Sex of the student: _____

Age of the student: _____

Exigency of the situation: _____

What type of search was being conducted: _____

Who conducted the search: _____

_____ _____

Witness(s):

_____

Explanation of Search.

Describe the time and location of the search:

_____

Describe exactly what was searched:

_____

What did the search yield: _____

What was seized: _____

Were any materials turned over to law enforcement officials?

_____

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

_____

SERIES 500
STUDENT PERSONNEL
#502.20-USE OF TOBACCO

~~The use or possession of tobacco in any form by any student on any District property or while attending any District sponsored function including summer school and summer activities is prohibited in accordance with the Code of Iowa and Board Policy. The District shall attempt to notify parents/guardians of the student of each offense within 24 hours by phone or by mailing a certified letter. Multiple offenses shall pertain only to the period from the first day of summer vacation to the last student day of the school year.~~

~~**I. Elementary (K-5)**~~

~~A. First Offense – Any student found using a tobacco substance, or having such a substance in his/her possession, will be suspended for a period of one day, In School Suspension.~~

~~B. Second Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, for the second time will be suspended for two days, In School Suspension. A parent and/or guardian and student must have a conference with the building administrator and the Superintendent or designee before being admitted back to classes.~~

~~C. Third Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, for the third and subsequent times will be suspended for a period of three days, In School Suspension. During the period of suspension, the parent and/or guardian and student must have a conference with the building principal and the Superintendent or designee. If it is determined that the continued presence of the student will cause substantial interference with the maintenance of the educational environment or the normal operation of the school, the Superintendent may recommend to the Board that the student be provided an alternative program from school for the remainder of the school year.~~

~~**II. Middle School (6-9)**~~

~~A. First Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, will be suspended for a period of three days, In School Suspension.~~

~~B. Second Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, for the second time will be suspended for three days, In School Suspension. A parent and/or guardian and student must have a conference with the building administrator and the Superintendent or designee before being admitted back to classes.~~

~~C. Third Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, for the third and subsequent times will be suspended for a period of five days, In School Suspension. During the period of suspension, the parent and/or guardian and student must have a conference with the building principal and the Superintendent or designee. If it is determined that the continued presence of the student will cause substantial interference with the maintenance of the educational environment or the normal operation of the school, the Superintendent may recommend to the Board that the student be provided an alternative program from school for the remainder of the school year.~~

~~III. **High School (10-12)**~~

~~A. First Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, will be suspended for a period of three days, In School Suspension.~~

~~B. Second Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, for the second time will be suspended for five days, In School Suspension. A parent and/or guardian and student must have a conference with the building administrator and the Superintendent or designee before being admitted back to classes.~~

~~C. Third Offense- Any student found using a tobacco substance, or having such a substance in his/her possession, for the third and subsequent times will be suspended for a period of five days, In School Suspension. During the period of suspension, the parent and/or guardian and student must have a conference with the building principal and the Superintendent or designee. If it is determined that the continued presence of the student will cause substantial interference with the maintenance of the educational environment or the normal operation of the school, the Superintendent may recommend to the Board that the student be expelled from school for the remainder of the school year.~~

SERIES 500
STUDENT PERSONNEL
#502.20-TOBACCO PRODUCTS, ALCOHOL, DRUGS

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, over the counter prescription drugs when used for improper purposes, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and

while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

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

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

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

The board requires the substance abuse prevention program include:

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

NOTE: This policy is mandatory and complies with the federal Drug-Free Schools Act but is expanded to also include tobacco products. This policy reflects Iowa law regarding tobacco products and minors.

Legal Reference: 34 C.F.R. Pt. 86 (2004). Iowa Code §§ 123.46; 124; 279.8, .9; 453A (2007).
281 I.A.C. 12.3(9); .5(3)(e), .5(4)(e), .5(5)(e), .5(21).

Cross Reference: 502 Student Rights and Responsibilities; 503 Student Discipline; 507 Student Health and Well-Being; 504.32 Administration of Medication to Students

SERIES 500

STUDENT PERSONNEL

~~#504.11 STUDENT NUTRITION AND WELLNESS POLICY~~

~~Statement of Intent~~

~~The Board of Directors of the Ankeny Community School District promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The board supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. The Board believes that improved health, fitness, and wellness contribute to improved student performance and learning.~~

~~Instructional Focus~~

~~To the extent possible, the school district shall work to provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors among its students. Through its school nutrition program, the school district shall work to support and promote proper dietary habits contributing to students' health status and academic performance.~~

~~Student Nutrition Services~~

~~The school district shall work to insure that foods available on school grounds and at school-sponsored activities during the instructional day meet or exceed generally accepted nutrition standards. To the extent possible, food will be served to students and staff with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging.~~

~~Communication With Families~~

~~As a way of better communicating with parents and students, the school district Web Site will be used whenever possible to display nutritional information related to foods being served in the school meals program. This will include specific information for parents of students who may have special dietary needs or health improvement requirements related to food and nutrition.~~

~~Implementation and Evaluation~~

~~Through its School Improvement Advisory Committee (SIAC), the school district will create a Sub-Committee on Nutrition and Wellness comprised of representatives of the school board, district administration, school nutrition staff, parents, community members, and students (where possible). The Sub-Committee will help the district develop and implement a wellness policy, and monitor its effectiveness. It will work to regularly receive information from parents and students on various aspects of the wellness policy and its implementation. The Sub-Committee will designate an individual to lead the process of implementation and evaluation, and to report annually to SIAC and the School Board regarding the effectiveness of the policy and how it might be improved.~~

~~Goals For Student Nutrition and Wellness~~

~~Specific goals established by the district for improving student nutrition and wellness will be published and reviewed annually in the "*Student Nutrition and Wellness Guidelines*" section of the Administrative Procedures of the district. General overall goals are as follows:~~

1. ~~Overall Goal For Nutrition Education and Promotion~~

~~To the extent possible within the structure of established curriculum and academic programs, the school district will provide grade-appropriate nutrition education and nutrition promotion designed to provide students with basic knowledge and understanding necessary to protect their health and understand the importance of good nutrition as a component of improved life skills.~~

2. ~~Overall Goal For Physical Activity~~

~~To the extent possible within the structure of established curriculum and academic programs, the school district will provide grade-appropriate emphasis on the importance of physical activity as a part of improved life skills.~~

3. ~~Overall Goal For Other School-Based Activities That Promote Student Nutrition and Wellness~~

~~To the extent possible within the structure of established curriculum and academic programs, the school district will provide information to students and parents that emphasizes the importance of a healthy diet and regular physical activity as a part of improved personal fitness and wellness.~~

4. ~~Overall Goal for Nutrition Guidelines For All Foods Available on Campus~~

~~To the extent possible, the district will strive to provide food served to students and staff at its facilities that meet established nutrition guidelines and promote student health and wellness with the overall goal of helping to reduce childhood obesity. The district will strive to meet these established guidelines in all of its food service operations.~~

~~Plan For Measuring Implementation~~

~~An annual evaluation and review of the Nutrition and Wellness Policy and the effectiveness of the educational programs and initiatives related to it will be conducted by the Superintendent of Schools or designee in conjunction with the full SIAC Committee, interested parents and staff of the school food service department. Results and recommended additions or changes to the policy or educational programs related to it will be submitted to the school board.~~

Legal Reference: Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq. (2005)
Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.
Approved: December 18, 200 Reviewed: June 10, 2009 Revised: _____

#504.11- WELLNESS

The board promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

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

The school district supports and promotes proper dietary habits contributing to students' health status and academic performance. All foods provided by the district during the instructional day should meet or exceed the state/federal

nutrition standards. Foods should be served with consideration toward nutritional integrity, variety, appeal, taste, safety and packaging to ensure high-quality meals.
The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may utilize electronic identification and payment systems; promote the availability of meals to all students; and/or use nontraditional methods for serving meals, such as "grab-and-go" or classroom breakfast.
The school district will develop a local wellness policy committee comprised of representatives of the board, parents, leaders in food/exercise authority and employees. The local wellness policy committee will develop a plan to implement and measure the local wellness policy and monitor the effectiveness of the policy. The committee will designate an individual to monitor implementation and evaluation the implementation of the policy. The committee will report to the board regarding the effectiveness of this policy.
Specific Wellness Goals

- specific goals for nutrition education, (see Appendix A)
- physical activity, (see Appendix B)
- other school-based activities that are designed to promote student wellness, (see Appendix C)

The nutrition guidelines for all foods available with the objective of promoting student health and reducing childhood obesity – (see Appendix D)
Monitor and evaluation of this policy – (see Appendix E)
Healthy Fundraising – (see Appendix F)
Healthy Rewards – (see Appendix G)
Healthy Celebration – (see Appendix H)
Legal Reference: Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq. (2007) and Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.,
Cross Reference: 504.6 Student Activity Program and 710 School Food Services
Approved: December 18, 2006 Reviewed: June 10, 2009 Revised: _____

Appendix A

NUTRITION EDUCATION AND PROMOTION

The school district will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences and elective subjects;
- includes enjoyable, developmentally appropriate, culturally relevant participatory activities;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity;
- links with meal programs, other foods and nutrition-related community services; and,
- includes training for teachers and other staff.

Appendix B

PHYSICAL ACTIVITY

Physical Activity
The school district will strive to provide students opportunities for physical activity based upon state/federal guidelines.
Physical Education
The school district will provide physical education that:

- is for all students in grades K-12 for the entire school year;
- is taught by a certified physical education teacher;
- includes students with disabilities, students with special health-care needs may be provided in alternative educational settings; and,
- engages students in moderate to vigorous activity during at least 50 percent of physical education class time.

(waiver can be granted if PE is in conflict with a student's religious beliefs)
Daily Recess
Elementary schools should provide recess for students that:

- is at least 30 minutes a day;
- is preferably outdoors;
- encourages physical activity; and,
- discourages extended periods (i.e., periods of two or more hours) of inactivity.

When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity and Punishment

Employees should not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Appendix C

OTHER SCHOOL-BASED ACTIVITIES THAT PROMOTE STUDENT WELLNESS

Integrating Physical Activity into Classroom Settings

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

- offer classroom health education that complements physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities;
- discourage sedentary activities, such as watching television, playing computer games, etc.;
- provide opportunities for physical activity to be incorporated into other subject lessons; and,
- encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.

Communication with Parents

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

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

Food Marketing in Schools

School-based marketing will be consistent with state/federal guidelines, nutrition education, and health promotion. The school district will:

- limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually;
- prohibit school-based marketing of brands promoting predominantly low-nutrition foods and beverages;
- promote healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products; and
- market activities that promote healthful behaviors (and are therefore allowable) including: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Examples: Marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; free samples or coupons; and food sales through fundraising activities.

Staff Wellness

The school district values the health and well-being of every staff member and will plan and implement activities that support personal efforts by staff to maintain a healthy lifestyle.

Student Involvement in Wellness Education/Promotion

The school district will strive to provide opportunities for students to be involved in the promotion and education of wellness to the student body and faculty.

Appendix D

NUTRITION GUIDELINES FOR ALL FOODS AVAILABLE ON CAMPUS

School Meals

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

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state and federal law;
- offer a variety of fruits and vegetables;
- serve only low-fat (1%) and fat-free milk and nutritionally equivalent non-dairy alternatives (as defined by the USDA); and,
- ensure that half of the served grains are whole grain.

Schools should:

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

Breakfast

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

- operate the breakfast program, to the extent possible;
- arrange bus schedules and utilize methods to serve breakfasts that encourage participation, or notify parents and students of the availability of the School Breakfast Program, where available; and,
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means.

Free and Reduced-Priced Meals

The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may:

- utilize electronic identification and payment systems;
- promote the availability of meals to all students.

Meal Times and Scheduling

The school district:

- should schedule meal periods at appropriate times;
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and,
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualification of Food Service Staff

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

- provide continuing professional development for all nutrition professionals; and,
- provide staff development programs that include appropriate certification and/or training programs for child nutrition directors, nutrition managers and cafeteria workers, according to their levels of responsibility.

Sharing of Foods

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

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

Elementary schools: The food service program will approve and provide all food and beverage sales to students in elementary schools. To this end:

- food in elementary schools should be sold as balanced meals, given young children's limited nutrition skills; and,
- foods and beverages sold individually should be limited to low-fat and non-fat milk.

Secondary schools:

In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable meal programs (including those sold through a la carte [snack] lines, vending machines, student stores or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards: Beverages, foods, and portion sizes will meet state and federal guidelines.

Fundraising Activities

All school fundraising activities will meet state/federal guidelines. The school district encourages fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities. (Appendix F)

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of meals, children's nutritional needs, children's ages and other considerations. The school district will disseminate a list of healthful snack items to teachers, after-school program personnel and parents. If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards

The school district will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually, as rewards for academic performance or good behavior, and will not withhold food or beverages (including food served through meals) as a punishment. The district has developed a flyer, Alternatives to Food Rewards, that provides guidance to support district personnel. (Appendix G)

Celebrations

Schools should evaluate their celebrations practices that involve food during the school day. The school district will disseminate a list of healthy party ideas to parents and teachers. (Appendix H)

Food Safety

All foods made available on campus shall adhere to food safety, security guidelines, and be legume/nut aware.
All foods made available on campus shall comply with the state and local food safety and sanitation regulations.
Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.
For the safety and security of the food and facility, access to the food service operations are limited to child nutrition staff and authorized personnel. Other than Family Consumer Science classes, food will not be prepared in classrooms due to food borne illness, student allergies, and safety/security of students.

Summer Meals

Schools in which more than 50 percent of students are eligible for free or reduced-price meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and, preferably, throughout the entire summer vacation. (At this point no Ankeny Schools quality for this program)

Appendix E

PLAN FOR MEASURING IMPLEMENTATION

Monitoring

The superintendent or designee will ensure compliance with established school district-wide nutrition and physical activity wellness policies.

In each school:

- the principal will ensure compliance with those policies in the school; and,
- food service staff, at the school or school district level, will ensure compliance with nutrition policies within food service areas

In the school district:

- the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school district has not received a SMI review from the state agency within the past five years, the school district will request from the state agency that a SMI review be scheduled as soon as possible; and,
- the district will ensure compliance with the school district's established nutrition and physical activity wellness policies, based on input from schools within the school district.

Every 5 years a committee will be formed to help review policy compliance, assess progress; and determine areas in need of improvement. As part of that review, the school district will review the nutrition and physical activity policies and practices and the provision of an environment that supports healthy eating and physical activity. The school district, and individual schools within the school district, will revise the wellness policies and develop work plans to facilitate their implementation.

Appendix F

Healthy Fundraising

Support a Healthy School Environment

Foods with little nutritional value such as candy, baked goods, and other foods like soda are commonly used for fundraising at schools. Schools typically make money selling these foods, but students pay the price. An environment that constantly provides children with sweets is promoting unhealthy eating habits that can have a lifelong impact. As we fact a national epidemic of

overweight children, many schools are turning to healthy fundraising alternatives.

Benefits of Healthy Fundraising

Healthy Kids Learn Better: Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

Provide Regular Messages: Fundraising with healthy foods and non-food items demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them.

Promotes a Healthy School Environment: Students need to receive consistent, reliable, healthy information and be given plenty of opportunity to use it. Finding healthy alternatives to fundraising is an important part of providing a healthy school environment.

Additional Resources

Healthy Fundraising & Vending Options: Produce for Better Health Foundation
http://www.Saday.com/html/educators/options.php

Clearinghouse for Fundraising Information:
http://www.fund-raising.com/index.htm

Consequences of Unhealthy Fundraising

Compromises Classroom Learning: Selling unhealthy food items contradicts the nutritional messages taught in the classroom. Schools are designed to teach and model appropriate skills and behaviors. Nutrition principles taught in the classroom are meaningless if they are contradicted by other activities that promote unhealthy choices. Selling candy and other sweets is like saying "You need to eat healthy foods to feel and do your best, but it is more important for us to make money than for you to be healthy and do well." Classroom learning and nutrition remains strictly theoretical if the school environment regularly promotes unhealthy behaviors.

Promotes the Wrong Message: Selling unhealthy foods provides a message that schools care more about making money than student health. We would never think of raising money with anything else that increases student health risks, but food fundraisers are often overlooked. As schools promote healthy lifestyle choices to reduce student health risks and improve learning, school fundraisers must be included.

Contributes to Poor Health: Chocolate, candy, soda, baked goods, and other foods that are commonly used as fundraisers provide unnecessary calories and displaced healthier food choices. Skyrocketing obesity rates among children are resulting in serious health consequences, such as increased incidence of type II diabetes and high blood pressure.

Appendix F

Fundraising Ideas

Schools can help promote a healthy learning environment by using healthy fundraising alternatives.

Things You Can Do

- Auction
- Bike-a-thon
- Bowling night/bowl-a-thon
- Craft fairs
- Carnivals
- Car Wash (pre-sell tickets as gifts)
- Dances
- Dinner fund-raiser with a live or silent auction
- Family game night
- Family/glamour portraits
- Festivals
- Golf tournament
- Jump rope-a-thon
- Magic show
- Raffle
    - Movie passes
    - Them bags
    - Gift certificates (gym, restaurant, store)
    - Yearbooks/class rings
    - VIP parking spaces
    - School even tickets
    - Salon/spa
- Read-a-thon
- Recycling cans/bottles/paper
- Rent-a-teen helper
    - Rake leaves, water garden, mow lawns, wash dog
- Science fair
- Singing telegrams
- Skate night/skate-a-thon
- Spelling bee
- Talent shows
- Tennis/horseshoe competition
- 3-on-3 basketball tournament
- Treasure hunt/Scavenger hunt
- Walk-a-thon
- Workshops/classes

Items You Can Sell

- Balloon bouquets
- Books and cookbooks
- Brick/stone/tile memorials
- Candles
- Crafts – House decorations
- Coupon books
- Discount coupon books
- Emergency kits for cars
- First aid kits
- Football or basketball seats
- Football or basketball seats
- Fruit and nut baskets
- Garage sale/yard sale
- Garden seeds
- Gift baskets
- Gift certificates
- Gift wrap/ribbons
- Greeting cards – Valentines
- Hats
- Kitchen ware
- Lunch box auctions
- Magazine subscription
- Music, CDs, videos
- Plants, bulbs, and flowers
- Pet treats and toys
- School event planners/calendars
- School spirit teams
    - Bumper stickers/decal
    - Calendars
    - Cookbook made by school
    - T-shirts/sweatshirts
    - Mugs, water bottles, souvenir cups
- School supplies
- Student artwork
- Stationery
- Trail mix

For more information on a healthy school environment, please contact Ankeny Public Schools Food & Nutrition Department (515) 965-9713 ext1216

Appendix G

ALTERNATIVES TO FOOD REWARDS IDEAS

Promoting a Healthy School Environment

Food is commonly used to reward students for good behavior and academic performance. It is an easy, inexpensive and powerful tool to bring about immediate short-term behavior change. Yet, using food as a reward has many negative consequences that go far beyond the short-term benefits of good behavior or performance.

Research clearly demonstrates that healthy kids learn better. To provide the best possible learning environment for children, schools must provide an environment that supports healthy behaviors. Students need to receive consistent, reliable health information and ample opportunity to use it. Finding alternatives to food rewards is an important part of providing a healthy school environment.

> "Rewarding children with unhealthy foods in school undermines our efforts to teach them about good nutrition. It is like teaching children a lesson on the importance of not smoking and then handing out ashtrays and lighters to the kids who did the best job listening."
>
> Marlene Schwartz, PhD, Co-Director
> Yale Center for Eating and Weight Disorders

Consequences of Using Food as Reward

Compromises Classroom Learning: Schools are institutions designed to teach and model appropriate behaviors and skills to children. Nutrition principals taught in the class-room are meaningless if they are contradicted by rewarding children with candy and other sweets. It is like saying "You need to eat healthy foods to feel and do your best, but when you behave or perform your best, you will be rewarded with unhealthy food." Classroom learning about nutrition will remain strictly theoretical if schools regularly model unhealthy behaviors.

Contributes to Poor Eating Habits: Rewarding with food can interfere with children's response to hunger cues. This teaches kids to eat when they are not hungry as a reward to themselves, and may contribute to the development of disordered eating.

Increase Preference for Sweets: Food preferences for both sweet and non-sweet foods increase significantly when foods are presented as rewards. This can teach children to prefer unhealthy foods.

Contributes to Poor Health: Foods commonly used as rewards (like candy and cookies) can contribute to health problems for children, e.g. obesity, diabetes, hypertension, and cavities. Food rewards provide unneeded calories and displace healthier food choices.

Encourages Over-consumption of Unhealthy Foods: Foods used as rewards are typically "empty calorie" foods – high fat, sugar, and salt with little nutritional value. Decreasing the availability of empty calorie foods is one strategy schools can use to address the current childhood obesity epidemic.

More than 15 percent of children are overweight, a three-fold increase from the 1970's[1]. At 400,000 deaths per year, poor eating habits and a sedentary lifestyle are fast becoming the leading cause of death in the United States, just behind smoking at 435,000 deaths per year[2].

References:
[1]Ogden CL., Flegal, KM Carrol MD and Johnson CL. Prevalence and Trends in Overweight Among US Children and Adolescents, 1999-2000. JAMA 2002;228:1728-1732
[2]Mokdad AH, Marks JS, Stroup DF, Gerberding JL. Actual causes of death in the United States. 2000. JAMA 2004; 291(10); 1238-1246

Appendix G

Alternatives to Food Rewards Ideas

Schools can help promote a healthy environment by using nonfood rewards. The ideas below are just a beginning and can be modified for different ages. Be creative, and don't forget the simple motivation of recognizing students for good work or behavior.

Elementary School Students

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with teacher or principal
- Private lunch in classroom with a friend
- Be a helper in the classroom
- Play a favorite game or do puzzles
- Stickers, pencils, bookmarks
- Certificates
- Extra recess
- Walk with the principal or teacher
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, desktop tents)

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or "no homework" pass
- Extra credit
- Fun brainteaser activities
- Computer time

High School Students

- Reduced homework
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

Share what works! Let us know your strategies to motivate students so we can share with others.

- Dance to favorite music in classroom
- Paperback book
- Show-and-tell
- Bank system – earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (singing, cart wheel, guitar playing, etc.)
- Read outdoors or enjoy class outdoors
- Have extra art time
- Have "free choice" time at the end of the day or end of the class period
- Listen with headset to a book on audiotape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

For more information on a healthy school environment, please contact Ankeny Public Schools Food & Nutrition Department at (515) 965-9713 ext1216

Additional Resources

Alternatives to Using Food as a Reward, Michigan State University Extension, 2003.
http://www.tn.fcs.msue.msu.edu/foodrewards.pdf
Constructive Classroom Rewards: Promoting Good Habits While Protecting Children's Health. Center for Science in the Public Interest, 2004.
http://cspi.org/nutritionpolicy/constructive_rewards.pdf
Non-food Ways to Raise Funds and Reward a Job Well Done. Texas Department of Agriculture, 2004
http://www.squaremeals.org/vgn/tda/files/983/1034_NonFoodRewards.pdf
Fitness Finders – http://www.fitnessfinders.net

Appendix H

HEALTHY CELEBRATIONS

Promoting a Healthy School Environment

Birthday parties and holiday celebrations at school provide a unique opportunity to help make healthy eating fun and exciting for children. Schools can take advantage of classroom celebrations to serve food that tastes good, is nutritious, and provides students with an opportunity for nutrition education experiences.

But It's Just a Cookie

Typically, foods for school celebrations include cookies, candy, cupcakes, and soda. So what's the harm? There is nothing wrong with an occasional treat, but unhealthy choices have become the norm rather than the exception. Parties, treats used as classroom rewards, food fundraisers, vending machines, snacks and school stores constantly expose children to high-fat, high-sugar, low-nutrient choices.

Overall, our children's eating habits are poor. Only two percent of children meet all Food Pyramid recommendations. Most children do not eat enough fruits, vegetables, or whole grains. Obesity rates among children are on the rise, with serious health consequences. Constant exposure to low-nutrient foods makes it difficult for children to learn how to make healthy food choices. By providing students with nutritious choices whenever food is available (including the classroom), schools can positively influence children's eating habits.

Benefits of Healthy Celebrations

Healthy Kids Learn Better: Research clearly demonstrates that good nutrition is linked to better behavior and academic performance. To provide the best possible learning environment for children, schools must also provide an environment that supports healthy behaviors.

Provides Consistent Messages: Providing healthy classroom celebrations demonstrates a school commitment to promoting healthy behaviors. It supports the classroom lessons students are learning about health, instead of contradicting them. Healthy celebrations promote positive lifestyle choices to reduce student health risks and improve learning.

Promotes a Healthy School Environment: In order to positively change eating behaviors, students need to receive consistent, reliable health information and ample opportunity to use it. Healthy celebrations are an important part of providing a healthy school environment.

Creates Excitement About Nutrition: Children are excited about new and different things, including fun party activities and healthy snacks (see back for ideas). School staff and parents need not to worry that children will be disappointed if typical party foods are not served in the classroom. Holiday treats and traditional birthday parties with cake will still be available at home.

Protects Children with Food Allergies: When parents send in food, it is difficult to ensure the safety of children with food allergies. Schools can protect food allergic children by providing nonfood celebrations or, if food is served, obtaining it from known sources such as the school food service program.

How-To's for Happy Healthy Parties

- Plan several contrasting activities – active and quiet, indoor and outdoor, individual and group.
- In addition to familiar games and food, offer something different. Children like adventure.
- Plan creative experiences such as art, music, and cooking.
- Involve children in planning and preparing the party. Let them make decorations and party favors.
- Put food in its proper place. Refreshments should compliment fun, not become the "main event."
- Be sure that each child receives a prize or favor, if such awards are given.
- Don't use food as rewards or prizes.
- Choose foods for fun, good taste, and health. Parties that feature healthful foods provide opportunities for children to practice making wise food choices.

Appendix H

Healthy Celebration Ideas

Schools can help promote a positive learning environment by providing healthy celebrations that shift the focus from the food to the child. Choose a variety of activities, games, and crafts that children enjoy. When food is served, make it count with healthy choices! Parties can even incorporate a fun nutrition lesson by involving children in the planning and preparation of healthy snacks. Try these ideas and healthy foods at school parties and other celebrations.

Non-Food Ways to Celebrate

Ways for families to celebrate special events

- Donate a book to the school library or classroom in honor of a child's birthday
- Donate funds to purchase new playground or physical education equipment in child's name, such as jump ropes and balls

- Nectarines
- Olives
- Oranges
- Papaya
- Peaches
- Pears
- Pineapple slices/chunk
- Radishes
- Snow peas

School or classroom celebrations

- Allow extra recess time
- Engage children in a special art project
- Host a field day
- Host an agriculture day – have a local farmer come in and have a taste test party
- Play an indoor game of child's choice
- Play games outside
- Take a walk around the school with principal or teacher
- Take the children on a field trip
- Turn on some music and dance

Ideas for classroom celebrations

Healthy Food Choices-must be pre-packaged

- Animal Crackers
- Angel food cake, plain or topped with fruit
- Baked chips and salsa
- Beef Jerky
- Dried fruit
- Fig Bars
- Fresh, Frozen, or Canned Fruits/Vegetables –
  - Apple
  - Baby carrots
  - Banana
  - Berries
  - Broccoli
  - Cauliflower
  - Celery sticks
  - Cucumber
  - Grapefruit
  - Kiwi
  - Mango
  - Melon slices
  - Squash slices
  - Strawberries
  - Sweet pepper slices (green, red, yellow)
  - Tomatoes
  - Watermelon slices
  - Zucchini
- Fresh Fruit topped with low-fat yogurt dip (apples and cinnamon with yogurt dip)
- Fruit Smoothies – made with 100% fruit juice, skim milk, and fresh fruit (berries, bananas, and pineapple)
- Fruit or Vegetable juice – (100% fruit or vegetable juice)
- Ham, cheese, or turkey sandwiches or wraps with low-fat condiments
- Low fat breakfast or granola bars
- Low-fat milk or dairy alternative (rice & soy milk)
- Pretzels or rice cakes
- Reduces-fat popcorn
- Seed (pumpkin seeds, sunflower seeds)
- Vegetables with low-fat yogurt dip
- Water
- Whole grain crackers with low-fat cheese or hummus
- Whole wheat English muffin or bagel with fresh fruit or peanut butter on top
- Whole wheat Pita with hummus or bean dip
- Quesadillas or bean burrito with salsa

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SERIES 600
EDUCATIONAL PROGRAM

#603.7-Core Curriculum and 21st Century Learning to include Global Awareness

Because of our growing interdependence with other nations in the world, mastery of core subjects and 21st century themes is essential for students. Core subjects include English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. Learning in Ankeny, grades kindergarten through twelve, will move beyond a focus on basic competency in cores subjects to understanding of academic content at higher levels by weaving 21st century interdisciplinary themes into core subjects. 21st century student outcomes are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. As curriculum is reviewed and adopted, emphasis will be placed on the following student outcomes:

Global Literacy-students will understand the linkage of economies, peoples, and cultures around the world, and to function comfortably and effectively in languages and cultures other than their own.

Financial, Economic, Business and Entrepreneurial Literacy-students will know how to make appropriate personal economic choices, understand the role of the economy in society, and use entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy-students will know how to participate effectively in civic life. They will know how to stay informed, understand governmental processes, exercise the rights and obligations of citizenship at local, state, national and global levels, and understand the local and global implications of civic decisions.

Health Literacy-students will obtain, interpret and understand basic health information and services and use such information and services in ways that are health enhancing. Students will understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. Students will use
available information to make appropriate health-related decisions, establish and monitor personal and family health goals, and understand national and international public health and safety issues.

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments will be aligned to produce a support system that produces 21st century outcomes for Ankeny's students. The skills support systems include:

Learning and Innovation Skills

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not.

A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. Learning and innovation skills include:

Creativity and Innovation - students will think creatively by utilizing a wide range of idea creation techniques, create new and worthwhile ideas, elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

Work Creatively with Others – students will develop, implement and communicate new ideas to others effectively; be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work, demonstrate originality and inventiveness in work; understand the real world limits to adopting new ideas; view failure as an opportunity to learn; and understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations – students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Reason Effectively – students will use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking – students will analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions – students will effectively analyze and evaluate evidence, arguments, claims and beliefs; analyze and evaluate major alternative points of view; synthesize and make connections between information and arguments; interpret information and draw conclusions based on the best analysis; and reflect critically on learning experiences and processes

Solve Problems - students will solve different kinds of non-familiar problems in both conventional and innovative ways, and identify and ask significant questions that clarify various points of view and lead to better solutions

Communicate Clearly – students will articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes and intentions;
use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade); utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact; and communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others – students will demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information, Media and Technology Skills

Students in the 21st century must access and evaluate information efficiently (time) and effectively (sources) and evaluate information critically and competently. The skills necessary to do so include:

Use and Manage Information – students will use information accurately and creatively for the issue or problem at hand; manage the flow of information from a wide variety of sources; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

Analyze Media- students will understand both how and why media messages are constructed, and for what purposes; examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products – students will understand and utilize the most appropriate media creation tools, characteristics and conventions; and understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

Apply Technology Effectively – students will use technology as a tool to research, organize, evaluate and communicate information; use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy ; and apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies.

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Flexibility and Adaptability – students will adapt to change, adapt to varied roles, jobs responsibilities, schedules and context, and work effectively in a climate of ambiguity and changing priorities. Students will incorporate feedback effectively, deal positively with praise, setbacks and criticism; and understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

Initiative and Self-Direction – students will manage goals and time; set goals with tangible and intangible success criteria; balance tactical (short-term) and strategic (long-term) goals; and utilize time and manage workload efficiently

Work Independently – students will monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners – students will go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise; demonstrate initiative to advance skill levels towards a professional level; demonstrate commitment to learning as a lifelong process; and reflect critically on past experiences in order to inform future progress

Interact Effectively with Others – students will know when it is appropriate to listen and when to speak and conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams – students will respect cultural differences and work effectively with people from a range of social and cultural backgrounds; respond open-mindedly to different ideas and values; and leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Manage Projects – students will set and meet goals, even in the face of obstacles and competing pressure; and prioritize, plan and manage work to achieve the intended result

Produce Results – students will demonstrate additional attributes associated with producing high quality products including the abilities to:

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams

Sources:

The Partnership for 21st Century Skills – Frameworks for 21st Century Learning

IASB plus other legal and cross references

New policy for Ankeny

Approved: _____ *Reviewed:* *June 10, 2009* *Revised:* _____

SERIES 700

AUXILIARY SERVICES

#702.30-STUDENT ELIGIBILITY FOR TRANSPORTATION

Elementary (K-5) students living more than 2 miles, middle school (6-9) students living more than 2 miles, and high school (10-12) students living more than 3 miles from a designated attendance center will be furnished transportation. The Ankeny Community School District follows State guidelines and the State law when determining eligibility. The distance to the designated school of attendance or to an approved bus route is measured on a public street or highway only and over the most passable and safest route for the school bus. The measurement starts in the middle of the roadway opposite the driveway entrance to the student's private residence and ends in the middle of the roadway opposite the nearest driveway entrance to the school grounds or designated pick-up point on the bus route. ~~Measurements are completed with a calibrated mechanical foot meter mounted in a school district vehicle, as odometers mounted on cars or trucks are not considered accurate enough for this purpose.~~

For students that do not meet the eligibility requirements for district provided transportation, the district will offer a pilot pay to ride program in the 2009-10 school year. The rules and regulations for that program follow in the 702.3 R. R.

Any student who is eligible for transportation may be required to meet a school bus on an approved route a distance of not to exceed three-fourths of a mile from their home without reimbursement.

When transportation by school bus is impracticable or where school bus service is not available, the Board may require the parents or guardians to transport their children to the school designated for attendance. The parent or guardian will be reimbursed for such transportation as designated by state law.

Students with special transportation needs will be provided transportation services as required by student's IEP, state or federal laws.

Approved: _____ Reviewed: June 10, 2009 Revised: July 14, 2003

R.R. for policy #702.30

Pay-to-Ride Student Transportation Program

Ankeny Community School District is pleased to offer an optional pay-to-ride student transportation program for elementary and middle school students who live within two miles of their assigned school and high school students who live within three miles of their assigned school.

Program details

- The program is provided on a space-available, first-come, first-served basis. Participation is limited according to capacity.
- The program is only available on existing bus routes. No additional routes will be considered for pay-to-ride students.
- Stops will be added or eliminated based on neighborhood participation.
- Stops must be at least 300 feet apart to comply with State law.
- Bus stop locations and times are assigned by Durham Transportation Services.
- Students must be picked up and dropped off at their assigned location only. Pick-up and drop-off must be at the same location.
- Requests for a change in a student's bus stop will only be honored if the student's address has changed.
- No guest students will be allowed to ride along with pay-to-ride students.
- All students riding the bus are subject to the rules and regulations of conduct and safety established by the Ankeny Community School District and Durham Transportation Services.
- A 50% refund will be granted if a student voluntarily discontinues riding and the request for a refund is made prior to the half-way point of the semester.
- No refunds will be granted after the halfway point of the semester, and no refunds will be granted for any other circumstances.

Fees

- Pay-to-ride fees are:
  - $150 per student, per semester, round-trip.
  - $75 per student, per semester, one-way
- All payments must be made in advance on a per-semester basis.
- The district will follow State guidelines for free- and reduced-price lunch students.

Application Process

1. To apply for pay-to-ride busing, please download the following form:
   - **Pay-to-ride application form**
2. Between the hours of 9:00 am and 3:00 pm, bring your application and payment in full for one semester to:

   Durham Transportation Services
   2017 SE Oak Dr.
   Ankeny, Iowa 50021
3. Although fees are collected by Durham Transportation services, all checks should be made to Ankeny Community School District.
4. Sign-up for first-semester takes place between June 1 and July 31, 2009.
5. Sign-up for second semester takes place between October 5 and December 4, 2009.
6. Durham staff will begin processing applications upon receipt, in the order they are received. Each application and payment will be kept on file until it is determined the student is eligible for a seat on the bus.
7. Placements will be made and letters will be mailed indicating the child's name, bus number, grade, and assigned pick-up and drop-off stop. Please note that communication may not be received until after August 5. Full refunds will be made on applications where no seats are available.

For Durham Transportation Use Only:

Date Received:_____ Time:_____

Ankeny Community School District
Pay-To-Ride Student Transportation Program
Registration Application/Agreement

Parent name: _____ Home phone: _____

Address: _____ Work phone: _____

City: _____ Zip: _____

Student Name	Attendance Center (School)	Service Requested (please check)		
		Round-Trip	One-way to school	One-way home

Total # of students riding round-trip: _____ x $150 = _____

Total # of students riding one-way: _____ x $75 = _____

Total semester payment: _____

Make checks payable to Ankeny Community School District.
Check or money-order only. Cash and credit cards are not accepted.
Confidential requests for waiver or reduction of rider fees must be submitted in writing.

Submit application and payment in person between 9:00 am and 3:00 pm to:

Durham Transportation Services
2017 SE Oak Dr.
Ankeny, Iowa 50021

I understand that by signing this registration agreement for bus service with Durham Transportation Services my child must conform to all Durham bus conduct rules and regulations, as well as all policies of Ankeny Community School District. I understand that I am contracting school bus service for one semester. If improper payment is made, my child's riding privileges will be revoked. No refunds will be given and there will be a $25 handling charge for all non-sufficient fund checks.

I further understand that my child's riding privileges may be revoked if he/she fails to follow Durham bus conduct rules or Ankeny School District rules and policies, or if he/she exhibits insubordination, is verbally abusive toward a driver, or participates in vandalism, (to which I accept responsibility and cost of repairing damages).

Additional program rules and procedures can be found on the school district Web site at www.ankenyschools.org. I have read these rules either on the Web site, or by requesting a copy of this information from Durham Transportation Services.

Signed (Parent or Guardian): _____ Date:_____

Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, Petersen, and Martin. Directors voting no: none. Motion carried 6-0.

B. Modifications of Long-Term Facility Plan

On a motion by Director Petersen and seconded by Director Cahill, it was: RESOLVED: To approve the recommended modifications of the long-term facility plan as follows:

The Board of Education reaffirms and approves the following components of the Board-Approved Long-Term Facility Master Plan adopted on February 5, 2007 and directs the Superintendent to accomplish the following:

- Establish two fully functioning, comprehensive high schools beginning with the class of 2013-2014;
- Construct and open a new high school building at Prairie Trail to serve 10-12 students;
- Retain grade configurations of K-5 for elementary schools, 6-7 and 8-9 for middle schools, and 10-12 for high schools.

The Board of Education reaffirms and approves the following components of the Board-Approved Long-Term Facility Master Plan adopted on June 16, 2008 and directs the Superintendent to accomplish the following:

- Remove all 8/9 middle school architectural considerations from the first new high school's building design and open the first new high school designated at Prairie Trail for the 2011–2012 school year;
- Construct and open a new 8-9 middle school building at Prairie Trail to serve 8-9 students;
- Form a Transition Team to determine best practice in transitioning a single secondary school system to a multiple secondary school system and submit the transition plan to the Board of Education by July 1, 2009. Aspects to address in the transition plan include, but are not limited to, academic programming, staffing, funding availability, mascots and colors, athletics and activities, vision and mission statements, and technology;
- Form a facility naming committee and recommend a plan for naming facilities to the Board of Education by January 1, 2010; and
- Achieve full membership and participation for two high schools in the Central Iowa Metropolitan League (CIML) for the 2013-2014 school year.

The Board of Education reaffirms and approves the following components of the Board-Approved Long-Term Facility Master Plan adopted on November 17, 2008 and directs the Superintendent to accomplish the following:

- Change the opening of elementary #9 to August 2011;
- Change the location of the second new high school to 90 acres on 36th Street;

The Board of Education amends and approves the following new components and enhancements to the Board-Approved Long-Term Facility Master Plan:

- Continue to utilize Terrace Elementary School as an elementary school serving students within the long-term facility master plan;
- Continue to utilize East Elementary School as an elementary school serving students within the long-term facility master plan;
- Upgrade portions of East Elementary School; Direct the Superintendent to present recommendations to the Board of Education by October 1;
- Direct the Superintendent to finalize a plan for needed infrastructure and utilities at the 36th Street and 18th Street district-owned locations, determine financial funding and present recommendations to the Board of Education by October 1;
- Develop a concept for one athletic (football, soccer, track) stadium to serve two high schools. Direct the Superintendent to recommend location, timeline and financial funding to the Board of Education by October 1;
- Direct the Superintendent to recommend to the Board of Education a plan to address a swimming/diving pool, tennis courts and baseball/softball fields to serve two high school programs by December 31; and
- Using the architectural recommendation for renovation needs to transition the current high school to an 8-9 middle school, direct the Superintendent to recommend the scope of renovations, financial funding and timeline to the Board of Education by December 31.

The Board of Education believes the Board-Approved Long-Term Facility Master Plan achieves the following important benefits and improvements for the community and its children:

- Achieves a majority of the original commitments made within the Board-Approved Long-Term Facility Master Plan unanimously adopted on February 5, 2007 and is consistent with the Board-Approved 2006-2007 Facility Planning Committee recommendations;
- Retains our rich and varied curriculum offerings now, and provides for equivalent offerings at the time two multi-secondary systems become operational;
- Provides both high schools access to all core extracurricular facilities required to maximize involvement and preserve program excellence;
- Allows staff to strategically prepare and implement the Board-Approved Long-Term Facility Master Plan;
- Provides a respectful transition from one high school to two high schools;
- Provides for reasonable building, campus and class sizes that ensure student safety, provides friendly traffic flow, and fosters critical relationships among students and teachers;
- Fully preserves the integrity of our grade configuration;
- Creates two fully functioning high schools located on separate sites; and
- Provides an optimal physical learning environment that is conducive to instructional delivery and scholarly study.

Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, Petersen, and Martin. Directors voting no: none. Motion carried 6-0.

[Director Petersen exited the meeting at 6:48 p.m.]

Item 10: New Business

A. Approval of Revised Concept Plan for Elementary #9

John Darveau, Lead Architect for Struxture Architects, presented the revised concept plan. He noted the differences between the preliminary design plan and the final plan coming to the board. He indicated that tonight's approval would grant permission for the firm to move forward with the more comprehensive design development phase. On a motion by Director McMahill and seconded by Director Murphy, it was: RESOLVED: To approve the revised concept plan for elementary #9 as presented. Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, and Martin. Directors voting no: none. Motion carried 5-0.

B. Board Policies – First of two readings

i. #602.42 Physical Education
ii. #604.1 Competent Private Instruction
iii. #604.2 Individual Instruction
iv. #604.6 Instruction at a Post-Secondary Educational Institution
v. #604.8 International and Foreign Students
vi. #604.10 Student Guidance and Counseling Program
vii. #604.13 Virtual / On-line Courses
viii. #605.31 Grade Level Acceleration

On a motion by Director Cahill and seconded by Director Murphy, it was: RESOLVED: To approve the following policies for the first of two readings:

SERIES 600
EDUCATIONAL PROGRAM
#602.42-PHYSICAL EDUCATION

All students' grades kindergarten through twelve shall be required to participate in physical education activities during each semester they are enrolled in school except for these reasons:

A. They are excused by the principal or school nurse due to illness or injury;

B. Students or parents/guardians of students who wish not to participate in physical education for religious reasons must submit a written request or statement. The request shall include a proposed alternate activity or study acceptable to the Superintendent or designee; and

C. Students may be excused when the student is enrolled in an academic program authorized by the school, which creates a conflict with scheduling. Any exception must meet State standards. The building principal must approve the request. Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center. Students may be excused from physical education courses if:

- The student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or
- The student has been exempted because of a conflict with the student's religious beliefs or
- The student is enrolled in academic courses not otherwise available to the student.

In addition, a twelfth grade student may be excused from the physical education when the student is enrolled in a cooperative or work-study program or other educational program authorized by the school which requires the student to leave the school premises for specified periods of time during the school day. Students who will not participate in physical education must have a written request or statement from their parents.

Note: This is a mandatory policy and reflects the educational standards.

Legal Reference: Iowa Code §256.11(5)(g) 281 I.A.C. 12.5

Cross Reference: 605.40 Graduation Requirements; 602.10 Curriculum

AHS PHYSICAL EDUCATION PHILOSOPHY

Physical Education is an integral part of the total education program of our district as it makes significant contributions to the psychological, mental, and social development of our youth. Recognizing that each student is unique, the AHS Physical Education Program provides for the varying needs of the students through a student-centered curriculum that provides a variety of choices of physical activities. The variety of activities creates opportunities for exposure to various lifetime activities and sports. Each student will have the opportunity to experience personal accomplishments, enhance their self-image, and develop desirable social skills and practices that lead to the growth and development of good citizens. The curriculum is designed to promote the development of physical and mental health in addition to providing students with the knowledge and skills that lead to personal wellness. AHS Physical Education emphasizes the importance of establishing and maintaining personal fitness levels, improving interpersonal skills, and encouraging physical activity over a lifetime.

PHILOSOPHY REGARDING EXEMPTIONS

We feel that only students with full schedules, including early bird, should possibly be exempt from PE as it is our philosophy that all students need to be exposed to a wide variety of lifelong physical activities. If students are exempt from Physical Education for being in a sport, they will only be exposed to that particular sport. To promote an active adult lifestyle, we need to lay the foundation for a lifetime of physical activity by exposing students to activities they can pursue long after they've left school. If we want kids to feel good about their skills and to not hesitate to use them, we need to provide them with the opportunity to practice various skills. Practice leads to competence which leads to confidence. AHS Physical Education helps students develop skills and attitudes that will equip them to lead an active, healthy lifestyle.

Physical Education class provides one of the few opportunities for students of various backgrounds to come together and work toward a common goal. Students with various backgrounds and abilities must work together in class. Integrating everyone teaches kids how to work together despite their social diversity, which develops good sportsmanship and citizenship.

A significant part of the AHS Physical Education Program includes the development of good citizens through the practice of good sportsmanship. Students will develop and demonstrate sportsmanship, which is desirable social skills, habits, attitudes, and personal behaviors that carry-out over a lifetime. The characteristics of sportsmanship and cooperation include self-control, self-confidence, loyalty, honesty, fairness, helpfulness, sensitivity, tolerance, and respect for others and their abilities. Students must practice being positive, supportive, responsible, reliable, motivated, as well as display a strong work ethic. These are all life-long skills that effect success in the classroom and in life.

Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

SERIES 600
EDUCATIONAL PROGRAM
#604.1-COMPETENT PRIVATE INSTRUCTION

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

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

The superintendent will determine whether the completed form is in compliance with the law. Specifically, the superintendent will determine whether the individual providing the instruction is either the student's parent, guardian, legal custodian or an Iowa licensed practitioner; whether the licensed practitioner's license is appropriate for the age and grade level of the student; that the student is being instructed a minimum of one hundred and forty-eight days per year; that immunization evidence is provided for students placed under competent private instruction for the first time and that the report is timely filed.

The school district will report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

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

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

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

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

The remediation plan is for no more than one year. Before the beginning of the school year, the student

may be re-tested and if the student achieves adequate progress the student may remain in competent private instruction.
New policy for Ankeny
NOTE: This policy reflects Iowa law on competent private instruction. The form in the accompanying exhibit is the Iowa Department of Education form.
Legal Reference: Iowa Code §§ 256.11; 279.10, .11; 299.1-.6, .11, .15, .24, 299A (2007). 281 I.A.C. 31.
Cross Reference: 501 Student Attendance; 502 Student Rights and Responsibilities; 504 Student Activities; 507.1 Student Health and Immunization Certificates; 604.7 Dual Enrollment; 604.9 Home School Assistance Program
Adopted: March 11, 2009 Reviewed: March 11, 2009 Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

SERIES 600
EDUCATIONAL PROGRAM
#604.2-INDIVIDUALIZED INSTRUCTION
The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district will receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.
Recommendations from the superintendent for individualized instruction will state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.
It is the responsibility of the superintendent to develop administrative regulations for individualized instruction.
New Policy for Ankeny
Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2007).
Cross Reference: 501.12 Pregnant Students; 604.1 Competent Private Instruction
Adopted: March 11, 2009 Reviewed: March 11, 2009 Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

SERIES 600
EDUCATIONAL PROGRAM
#604.6-INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION
Students in grades nine through twelve may receive academic or vocational-technical credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. The student may receive academic or vocational-technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.
Students in grades nine through twelve who successfully complete courses in post-secondary educational institutions under an agreement between the school district and the post-secondary educational institution will receive academic and vocational-technical credits in accordance with the agreement.
Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session if the student pays for the courses. Upon successful completion of these summer courses, the students will receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course is determined by the post-secondary educational institution. The board will have complete discretion to determine the academic credit to be awarded to the student for the summer courses.
The following factors are considered in the board's determination of whether a student will receive academic or vocational-technical credit toward the graduation requirements set out by the board for a

course at a post-secondary educational institution:

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

Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

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

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

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

The superintendent is responsible for annually notifying students and parents of the opportunity to take courses at post-secondary educational institutions in accordance with this policy. The superintendent will also be responsible for developing the appropriate forms and procedures for implementing this policy.

NOTE: This policy reflects current Iowa law.
New Policy for Ankeny
Legal Reference: Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (2007). 281 I.A.C. 12, 22.
Cross Reference: 505 Student Scholastic Achievement; 604.3 Program for Talented and Gifted Students
Adopted: March 11, 2009 Reviewed: March 11, 2009 Approved: October 9, 1989 Reviewed: April 8, 2009
Ankeny Community School District

SERIES 600
EDUCATIONAL PROGRAM
#604.8-INTERNATIONAL AND FOREIGN STUDENTS

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

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

Exchange Students

1. Ankeny High School will allow a maximum of 10 students each school year.

2. Students are expected to pay for normal expenses and full per pupil tuition. (Examples of normal expenses: Lunch, activity tickets, yearbooks, etc.)
3. Each student must be approved for admission by the principal or designee.
4. Students will not be accepted at mid-year unless the total number is less than the maximum allowed.
5. Students may not participate in commencement unless they meet Ankeny High School graduation requirements.

NOTE: The only legal requirement for foreign students is stated in the second bullet. However, the other requirements are strongly recommended.
New Policy for Ankeny
Legal Reference: Iowa Code § 279.8 (2007).
Cross Reference: 501 Student Attendance; 507.1 Student Health and Immunization Certificates
Adopted: March 11, 2009 Reviewed: March 11, 2009 Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

SERIES 600
EDUCATIONAL PROGRAM
#604.10-STUDENT GUIDANCE AND COUNSELING PROGRAM

The Board shall provide a guidance and counseling program for the students enrolled which is staffed by a guidance counselor certified with the State Department of Education and holding the qualifications required by the Board. The guidance counseling services will serve board approved Pre-K and grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program shall be designed to coordinate with the educational program and to involve licensed District personnel.

The school guidance counselor shall not, in giving testimony, disclose any confidential communications necessary and proper to enable the counselor to perform the counselor's duties. Any confidential communications properly entrusted to the counselor by a student or the student's parent/guardian in the counselor's capacity as the school guidance counselor shall not be disclosed.

Note: These stipulations are not intended to conflict with mandatory reporting of abuse rule.
Legal Reference: Iowa Code §§280.14; 622.10 (2007). 281 I.A.C. 12.3 (11)
Cross Reference: #506 Student Records; #602.41 Instructional Program; #603.60 Outside Resource Agency
Adopted: October 9, 1989 Reviewed: March 11, 2009 Approved: February 1, 1993
Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

SERIES 600
EDUCATIONAL PROGRAM
#604.13-VIRTUAL / ON-LINE COURSES

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

High school students may earn a maximum of (6) credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances: (Choose from the following or add others that fit the policy of the school district)

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

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

Provided courses are part of the student's regular school day coursework and within budgetary parameters, the costs for a virtual course, such as textbooks or school supplies, shall be borne by the parents for students enrolled full-time.

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

New policy for Ankeny

Note: For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 19 #1-September 14, 2005.

Legal Reference: Iowa Code 279.8 (2007); 281 I.A.C.15

Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:

Ankeny Community School District

SERIES 600

EDUCATIONAL PROGRAM

#605.31-GRADE LEVEL ACCELERATION

Requests for grade level acceleration (K-8) can be made by a parent/guardian or teachers to the building principal prior to May 1 to be effective for the following school year. Families moving into the District after May 1 shall be handled on an individual basis, according to policy.

The following will occur:

Review of data

Conference with school personnel and parents

Once a decision is made a report will be placed in the students cumulative file

The parents may appeal the decision to the superintendent or his/her designee

It is the intent of the following procedures to determine whether grade level acceleration is advantageous to the student.

I. Procedures to Be Followed After the Request is Made:

A. Testing: Appropriate tests, as determined necessary, will be administered.

B. Observation: If possible, the student will be observed in the school environment or pre-school environment with parent's/ guardian's permission.

C. Social History: Information will be collected from the parent/guardian and other people who have had the child in a school setting.

D. Scores from previous standardized tests will be examined and considered, when available. Examples -- I.T.B.S., etc.

The testing, observation, and social history may be completed by Ankeny School District staff members, Area Education Agency staff members, and/or privately certified individuals hired by the District. If a parent/guardian chooses privately certified people other than those selected by the District, all costs associated with them will be paid by the parent/guardian.

II. Conference: A conference will be held to consider all the data which has been collected in Roman Numeral I. The following people may be present at the conference:

Parent/Guardian

Classroom Teachers

AELP Teacher

Building Principal

Counselor

A.E.A. Personnel

Privately Certified Individuals Who Have Information to Present

Special Programs Director

Associate Superintendent of Instruction

A written report will be placed in the student's cumulative folder containing any information collected from the procedure listed above, plus the decision reached. Individuals not agreeing with the decision may add dissenting reports to be placed in the cumulative folder.

III. Appeal: A parent/guardian may appeal the decision to the Superintendent. Upon a review of all the information collected, plus a conference with the parent/guardian, the Superintendent will issue an opinion. If the parent/guardian is not satisfied with the decision of the Superintendent, an appeal may be made to the Board.
IV. Follow-Up to Acceleration
A. A conference should be held no later than at the end of the first 18 weeks of school to assess the student's progress. The parent/guardian, teachers, building principals, and others, as requested, will attend. The student will continue in the current level or be returned to the next grade lower based upon a decision of those attending the conference. Individuals not agreeing with the decision may add dissenting reports to be placed in the student's cumulative folder.
B. The parent/guardian may appeal the decision as described in III above.

#605.31-GRADE LEVEL ACCELERATION
Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.
Legal Reference: Iowa Code §§ 256.11, .11A; 279.8; 280.3 (2007). 281 I.A.C. 12.3(7); 12.5(16).
Cross Reference: 501 Student Attendance; 505 Student Scholastic Achiev; 605.6 Internet Appropriate Use 501.6 Student Transfers In
Adopted: March 11, 2009 Reviewed: April 8, 2009 Approved: February 1, 1993
Approved: October 9, 1989 Reviewed: April 8, 2009 Revised:
Ankeny Community School District

There was a question raised about the fee structure for policy #604.8 International and Foreign Students. Dr. Kimpston will be reviewing that fee structure and will report to the board as this policy is being considered for a second reading at the August 3 board meeting. Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, and Martin. Directors voting no: none. Motion carried 5-0.

C. Curriculum Adoption: Mathematics, Modern Language, and Visual Arts
Dr. Susan Meade provided a presentation for the board reviewing the four year curriculum review cycle and the work that has been done with the Mathematics, Modern Language, and Visual Arts for this coming year. Following Dr. Meade's report, board members expressed their appreciation and were very complimentary toward the work that had been completed.

Item 11: Board Reports

Policy Committee – this was given during the policy discussion.

Item 12: Superintendent's Report

Dr. Matthew Wendt covered the following items:

A. Thanked Jarrett Peterson and Kevin Koester for their work during the Summerfest. The communication efforts were appreciated and well received.
B. Distributed elementary #9 bond referendum brochure.
C. Invited the board members to the August 17th kickoff meeting for staff and asked them to attend if they could. There is going to be multiple local prominent speakers involved with the kickoff.
D. Money Magazine report rated Ankeny Community #62 on a list of 100 Best Places to Live in America. Dr. Wendt reviewed the criteria reporting that the process starts by identifying 2466 communities like Ankeny. We are very honored to receive this recognition.
E. August 3 board meeting will be the next time the board will get together. The board will discuss priorities and IASB resolutions.
F. Thanked Dr. Susan Meade and her staff for the work that was completed in the Curriculum review of Mathematics for next year.

Item 13: Closed Session(s)

None.

Item 14: <u>Adjournment</u>

On a motion by Director Johnson and seconded by Director Murphy, it was: RESOLVED: The meeting was adjourned at 8:25 p.m. Directors voting in favor of the motion: Cahill, Johnson, McMahill, Murphy, and Martin. Directors voting no: none. Motion carried 5-0.

Respectfully submitted,

_____ _____

Board President Board Secretary

Excellence in Education . . . By Putting Students First!