



**Dubuque**  
COMMUNITY SCHOOLS

» 2025-2026

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# PARENT-STUDENT HANDBOOK

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## DISTRICT WEBSITE

» [www.dbqschools.org](http://www.dbqschools.org)

The Dubuque Community School District website is the official electronic communication tool for the district. Parents and students will find a variety of helpful, timely information throughout the site, including the following:

- School Calendar
- Calendar of Events
- School Board Policies
- Lunch Menus
- School Board Agendas
- Registration Schedules
- School Delay Info
- Enrollment Details
- Staff Directory

Look for frequently used webpages referenced throughout this handbook for your convenience.

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## WEATHER-RELATED INFORMATION

Inclement weather may cause the district to delay start times, release early, transition to a virtual learning day or, in rare instances, cancel the school day. This decision is based on district-wide conditions, on-site observations and weather reports.

When a schedule change is made due to inclement weather, families will be notified by phone, email and/ or text message using the district's mass notification system. The district's inclement weather line (563/552-3035), website ([www.dbqschools.org](http://www.dbqschools.org)), and social media channels ([facebook.com/dbqschools](https://facebook.com/dbqschools) and [x.com/dbqschools](https://x.com/dbqschools)) will also be updated and area television and radio stations will be notified of the change. When a virtual learning day is called, it is considered a school day. If a day was canceled completely, it would be made up at the end of the school year.

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## ASBESTOS NOTICE

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos.

To give you some background, asbestos has been used as a building material for many years. Asbestos' properties made it an ideal building material for insulation, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. EPA began action to limit uses of asbestos products in 1973 and banned most uses of asbestos products as building materials in 1978.

Periodic surveillances are completed and documented every 6 months, and the management plans are updated every 3 years as required by AHERA.

The Management Planner has developed an asbestos management plan for our facilities which includes: this notification letter, education and training of our employees, and a set of plans and procedures designed to minimize the disturbance of the asbestos containing materials, and plans for regular monitoring of the asbestos-containing materials.

A copy of the asbestos management plan is available for your inspection in our Buildings and Grounds Offices during regular office hours. All inquiries regarding the plan should be directed to Rob Powers, Manager of Buildings and Grounds, who is our Asbestos Program Manager.

Our intent is not only to comply with, but exceed federal, state and local regulations in this area. Our plan is to take whatever steps are necessary to ensure that our students and employees have a healthy, safe environment in which to learn and work.

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## PUBLIC NOTICE: TITLE IX

The Dubuque Community School District does not discriminate on the basis of sex and prohibits discrimination in all education programs and activities operated by the district, as required by Title IX, including in admission and employment.

Inquires about the application of Title IX to the district may be referred to the district's Title IX coordinator, the Office of Civil Rights, or both.

The district's Title IX non-discrimination policy and grievance procedures are located in electronic format within the district's policy reference manual, accessible through the district's website. For questions locating this policy please contact the Board Secretary.

Individuals wishing to report conduct that may constitute sex discrimination and/or make a complaint of sex discrimination should contact the district's Title IX Coordinator:

Mimi Holesinger  
*Director of Behavior and Learning Supports*  
2300 Chaney Road  
Dubuque, IA 52001-3095  
P: 563/552-3105  
[mholesinger@dbqschools.org](mailto:mholesinger@dbqschools.org)

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## NOTICE OF NON-DISCRIMINATION

The Dubuque Community School District will not discriminate in its educational activities on the basis of age, ancestry, color, creed, familial status, marital status, national origin, physical attributes, physical or mental ability or disability, political belief, political party preference, race, religion, sex, sexual orientation, or socioeconomic status and provides equal access to the Boy Scouts and other designated youth groups.

The Dubuque Community School District offers Career Technical Education (CTE) programs in the following service areas:

- Applied Sciences, Technology, Engineering, and Manufacturing
- Business, Finance, Marketing, and Management
- Health Sciences
- Human Services
- Information Solutions

To be admitted for CTE courses, students must meet the necessary course prerequisites. The district will not discriminate in determining CTE admission and participation. Lack of English language skills will also not be a barrier to admission and participation in the district's CTE programs.

Please direct inquiries about this statement to:

Brian Kuhle  
Dubuque Community Schools  
2300 Chaney Road  
Dubuque, Iowa 52001-3095  
[bkuhle@dbqschools.org](mailto:bkuhle@dbqschools.org)  
563/552-3000

For the full policies, see SCHOOL BOARD POLICY #1005.

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## ERRORS AND OMISSIONS

The Dubuque Community School District has taken every effort to ensure the accuracy and timeliness of this publication. In the event of a typographical error or omission, the official documented board policy or board action will serve as recognized policy. Some policies may be revised throughout the year.

The most current policies can always be found at:  
[www.dbqschools.org/schoolboard](http://www.dbqschools.org/schoolboard)



Fall 2025

Dear Families,

Welcome to the 2025–2026 school year! We're excited to kick the year off and continue building on the great work started last year with our five-year strategic plan. It's shaping our work as a district and most importantly, how we support every student, every day.

The plan's theme continues to say it best:

**READY. FOR YOU.**

It's more than a theme – it's a promise. We're here to meet your student where they are, help them explore what's possible, and give them the tools and experiences to chase their own version of success. We're not here to define it for them, we're here to help them discover it.

Behind this work is a team of nearly 2,000 passionate educators and staff, all committed to making this year a great one. They're supported by our volunteer Board of Education, who help guide our efforts with students at the center of every decision.

Inside this handbook, you'll find key information to help you get started, from district policies to state and federal guidelines. Some of it we're required to share each year, but all of it is meant to help you feel informed and confident as we begin the year.

As we begin the year, and as we always do, we encourage you to stay involved in your student's education. Connect with your student's school, reach out if you have questions or concerns, and help us promote strong attendance.

We're proud to offer the most comprehensive educational offerings in the area. And we'll be right here with you, helping your student not just be ready for anything—but **READY** for everything.

Here's to a fantastic school year!

Sincerely,

A handwritten signature in blue ink that reads "Amy Hawkins". The signature is fluid and cursive, with the first name "Amy" and last name "Hawkins" clearly distinguishable.

Amy Hawkins  
Superintendent of Schools

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# »» MISSION + VISION + VALUES

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## OUR MISSION

TO DEVELOP **world-class learners** AND **citizens of character**  
IN A **safe and inclusive** LEARNING COMMUNITY

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## OUR VISION

**Unfolding the potential of every student by empowering the educator/student relationship through:**

- » promoting the roles and responsibilities we all have in the 21st-century learning process;
  - » removing barriers;
  - » creating an environment where character and citizenship count;
  - » leveraging content knowledge to become critical thinkers and problem solvers; and
  - » providing multiple pathways to unlocking student potential.
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## OUR VALUES

**The Board of Education believes:**

- » **we will** celebrate the value each individual brings to our diverse learning community;
- » **we will** make decisions that are student-centered, data-driven and always anchored in sound process;
- » **we will** operate transparently, ethically and equitably with unwavering certainty;
- » **we will** steward our resources wisely, efficiently and purposefully;
- » **we will** improve continuously, seeking to always do better when we know better;
- » **we will** develop and empower leadership across all levels of the district; and
- » **we will** cultivate strong relationships and shared goals as we seek success for all.

Want to see the MISSION, VISION and VALUES come to life?

Look no further than the district's strategic plan. Online now at [www.dbqschools.org/strategicplan](http://www.dbqschools.org/strategicplan).

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# »» DISTRICT STAFF

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## BOARD OF EDUCATION

Please see [www.dbqschools.org/schoolboard](http://www.dbqschools.org/schoolboard) for a current list of board members and officers.

### Looking for someone?



Find an up-to-date listing of district contacts for administrative and curricular areas online at:  
[www.dbqschools.org/contact](http://www.dbqschools.org/contact)

OR



Call the main district office at **562/552-3000** if you're unsure who to contact for information on a particular topic and we'll connect you to the appropriate staff member.

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## EXECUTIVE STAFF

### EDUCATIONAL LEADERSHIP

**Executive Director of Elementary Education:** Lisa Feltes

**Executive Director of Secondary Education:** Mark Burns

**Executive Director of Special Education:** Brenda Duvel

### OPERATIONAL LEADERSHIP

**Chief Financial Officer:** Lisa Demmer

**Chief Human Resources Officer:** Brian Kuhle

**Chief Communication Officer:** Mike Cyze

**Chief Technology Officer:** Coby Culbertson

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# » SCHOOL DIRECTORY

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## PRESCHOOL CENTERS

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**Seedlings Preschool Center** *Administrator:* Susan Meehan | *Secretary:* Julie Weis  
P: 563/552-3680 | F: 563/552-5231 | 7810 Chavenelle Road | Dubuque, IA 52002 | [www.dbqschools.org/seedlings](http://www.dbqschools.org/seedlings)

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## ELEMENTARY SCHOOLS

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**Audubon Elementary School** *Principal:* Ed Glaser | *Secretary:* Karen Fox  
P: 563/552-3300 | F: 563/552-3301 | 605 Lincoln Avenue | Dubuque, IA 52001 | [audubon.dbqschools.org](http://audubon.dbqschools.org)

**Bryant Elementary School** *Principal:* Megan Richardson | *Secretary:* Tara Franklin  
P: 563/552-3400 | F: 563/552-3401 | 1280 Rush Street | Dubuque, IA 52003 | [bryant.dbqschools.org](http://bryant.dbqschools.org)

**Carver Elementary School** *Principal:* Erik Johnson | *Secretary:* Becky Neumann  
P: 563/552-4500 | F: 563/552-4501 | 2007 Radford Road | Dubuque, IA 52002 | [carver.dbqschools.org](http://carver.dbqschools.org)

**Eisenhower Elementary School** *Principal:* Andy Ferguson | *Secretary:* Julie Banigan  
P: 563/552-3500 | F: 563/ 552-3501 | 3170 Spring Valley Road | Dubuque, IA 52001 | [eisenhower.dbqschools.org](http://eisenhower.dbqschools.org)

**Irving Elementary School** *Principal:* Renee Wagner | *Secretary:* Meg Gilligan  
P: 563/552-3800 | F: 563/552-3801 | 2520 Pennsylvania Avenue | Dubuque, IA 52001 | [irving.dbqschools.org](http://irving.dbqschools.org)

**Hoover Campus** *Site Administrator:* Mimi Holesinger | *Clerical / Health Paraprofessional:* Elizabeth Kuhle  
P: 563/552-3700 | F: 563/552-3701 | 3259 St. Anne Drive | Dubuque, IA 52001

**Kennedy Elementary School** *Principal:* Andy Peterson | *Secretary:* Lee Ann Volkert  
P: 563/552-3900 | F: 563/552-3901 | 2135 Woodland Drive | Dubuque, IA 52002 | [kennedy.dbqschools.org](http://kennedy.dbqschools.org)

**Lincoln Elementary School** *Principal:* Megan Elsinger | *Secretary:* Jennilee Silvis  
P: 563/552-4050 | F: 563/552-4051 | 555 Nevada Street | Dubuque, IA 52001 | [lincoln.dbqschools.org](http://lincoln.dbqschools.org)

**Marshall Elementary School** *Principal:* Nicholas Hess | *Secretary:* Lori Ann Smith  
P: 563/552-4100 | F: 563/552-4101 | 1450 Rhomberg Avenue | Dubuque, IA 52001 | [marshall.dbqschools.org](http://marshall.dbqschools.org)

**Prescott Elementary School** *Principal:* Chris Nugent | *Secretary:* Kim Sheldon  
P: 563/552-4200 | F: 563/552-4201 | 1151 White Street | Dubuque, IA 52001 | [prescott.dbqschools.org](http://prescott.dbqschools.org)

**Sageville Elementary School** *Principal:* Kathleen Walech-Haas | *Secretary:* Karen Bahl  
P: 563/552-4300 | F: 563/552-4301 | 12015 Sherrill Road | Dubuque, IA 52002 | [sageville.dbqschools.org](http://sageville.dbqschools.org)

**Table Mound Elementary School** *Principal:* Matthew Hull | *Secretary:* Julie Koontz  
P: 563/552-4400 | F: 563/552-4401 | 100 Tower Drive | Dubuque, IA 52003 | [tablemound.dbqschools.org](http://tablemound.dbqschools.org)

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## MIDDLE SCHOOLS

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**Jefferson Middle School** *Principal:* Greg Lehman | *Secretary:* Chris Neuhaus  
P: 563/552-4700 | F: 563/552-4701 | 1105 Althausen Avenue | Dubuque, IA 52001 | [jefferson.dbqschools.org](http://jefferson.dbqschools.org)

**Roosevelt Middle School** *Principal:* Jeff Johl | *Secretary:* Jordan Coleman  
P: 563/552-5000 | F: 563/552-5001 | 2001 Radford Road | Dubuque, IA 52002 | [roosevelt.dbqschools.org](http://roosevelt.dbqschools.org)

**Washington Middle School** *Principal:* Chris Oberhoffer | *Secretary:* Ann Droeszler  
P: 563/552-4800 | F: 563/552-4801 | 51 North Grandview Avenue | Dubuque, IA 52001 | [washington.dbqschools.org](http://washington.dbqschools.org)

**Dubuque Online Middle School** *Principal:* Valerie Loewenberg | *Secretary:* Pam Farley  
P: 563/552-4900 | F: 563/552-4901 | 2300 Chaney Road | Dubuque, IA 52001 | [onlineschool.dbqschools.org](http://onlineschool.dbqschools.org)

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## HIGH SCHOOLS

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**Hempstead High School** *Principal:* Julia Jorgenson | *Secretary:* Pam Scales  
P: 563/552-5200 | F: 563/552-5231 | 3715 Pennsylvania Avenue | Dubuque, IA 52002 | [hempstead.dbqschools.org](http://hempstead.dbqschools.org)

**Senior High School** *Principal:* Brian Howes | *Secretary:* Allison Pusateri  
P: 563/552-5500 | F: 563/552-5702 | 1800 Clarke Drive | Dubuque, IA 52001 | [senior.dbqschools.org](http://senior.dbqschools.org)

**Dubuque Online High School** *Principal:* Valerie Loewenberg | *Secretary:* Pam Farley  
P: 563/552-4900 | F: 563/552-4901 | 2300 Chaney Road | Dubuque, IA 52001 | [onlineschool.dbqschools.org](http://onlineschool.dbqschools.org)

**Alta Vista Campus** 1090 Alta Vista Street | Dubuque, IA 52001 | [altavista.dbqschools.org](http://altavista.dbqschools.org)

**Alternative Learning Center, Heart Program and Summit Program** *Administrator:* Eddie Santiago | *Secretary:* Alicia Meyer  
P: 563/552-5800 | F: 563/552-5801

**Cornerstone Academy** *Administrator:* Dan Powers | *Secretary:* Cindie Reiter  
P: 563/552-4600 | F: 563/552-4601

# SCHOOL CALENDAR

## 2025-2026 SCHOOL CALENDAR

Adopted December 11, 2023  
Revised July 1, 2024 with no changes to instructional days.

JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
												1	2							
		1	2	3	4	5	3	4	5	6	7	8	9		1	2	3	4	5	6
6	7	8	9	10	11	12	10	11	12	13	14	15	16	7	8	9	10	11	12	13
13	14	15	16	17	18	19	17	18	19	20	21	22	23	14	15	16	17	18	19	20
20	21	22	23	24	25	26	24	25	26	27	28	29	30	21	22	23	24	25	26	27
27	28	29	30	31			31							28	29	30				

OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
													1							
			1	2	3	4	2	3	4	5	6	7	8		1	2	3	4	5	6
5	6	7	8	9	10	11	9	10	11	12	13	14	15	7	8	9	10	11	12	13
12	13	14	15	16	17	18	16	17	18	19	20	21	22	14	15	16	17	18	19	20
19	20	21	22	23	24	25	23	24	25	26	27	28	29	21	22	23	24	25	26	27
26	27	28	29	30	31		30							28	29	30	31			

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
							1	2	3	4	5	6	7	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30	31					29	30	31				

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
												1	2							
			1	2	3	4	3	4	5	6	7	8	9		1	2	3	4	5	6
5	6	7	8	9	10	11	10	11	12	13	14	15	16	7	8	9	10	11	12	13
12	13	14	15	16	17	18	17	18	19	20	21	22	23	14	15	16	17	18	19	20
19	20	21	22	23	24	25	24	25	26	27	28	29	30	21	22	23	24	25	26	27
26	27	28	29	30			31							28	29	30				

### AUGUST

15, 18, 19, 20, 21: Professional-Learning Days  
22: Orientation for Grades PreK-5, 6, 9  
(scheduled by schools during this timeframe)  
25: First Day of School for Grades K-12  
28: First Day of Preschool  
29: One-Hour Late Start

### SEPTEMBER

1: No School (Labor Day)  
5, 12, 19, 26: One-Hour Late Start

### OCTOBER

3, 17, 24: One-Hour Late Start  
10: No School (Professional-Learning Day)  
23, 27, 28, 29, 30: Parent-Teacher Conferences  
(scheduled by schools during this timeframe)  
30, 31: No School

### NOVEMBER

7, 14, 21: One-Hour Late Start  
17: First Trimester Ends  
26, 27, 28: No School (Thanksgiving)

### DECEMBER

5, 12, 19: One-Hour Late Start  
22-31: No School (Winter Break)

### JANUARY

1: No School (Winter Break)  
2: No School (Professional-Learning Day)  
9, 16, 23, 30: One-Hour Late Start  
16: First Semester Ends (High School)  
19: No School (Martin Luther King Jr. Day)

### FEBRUARY

6, 20, 27: One-Hour Late Start  
13: No School (Professional-Learning Day)  
27: Second Trimester Ends

### MARCH

5, 9, 10, 11, 12: Parent-Teacher Conferences  
(scheduled by schools during this timeframe)  
6, 20, 27: One-Hour Late Start  
12, 13: No School

### APRIL

3, 6: No School (Spring Break)  
10, 17, 24: One-Hour Late Start












### MAY

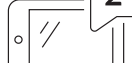
1, 8, 15, 22, 29: One-Hour Late Start  
21: Last Day for Seniors  
25: No School (Memorial Day)  
29: Last Scheduled Day of Classes  
29: Dubuque Online High School Graduation  
(Roosevelt Auditorium at 6 p.m.)  
30: Hempstead High School Graduation  
(Dalzell Field at 10 a.m.) and Dubuque Senior  
High School Graduation (Dalzell Field at 3 p.m.)  
31: Outdoor Graduation Rain Date


### JUNE

1: Staff Professional-Learning Day  
(or following last day of school)  
1, 2, 3, 4, 5: Make-up Day if Needed

Additional make-up days will be added to  
the end of the school year, if necessary.

 Professional-Learning Day (No School)
  Student Orientation (Select Grades)
  First/Last Day of School
  First Day of Preschool
  One-Hour Late Start
  Non-school Day
  Make-up Day
  Parent-Teacher Conference Day
  End of Trimester
  End of Semester
  High School Graduation


**24** Connect with us any day of the year. Looking for lunch menus? Checking grades in Infinite Campus? Viewing the event calendar? It's just a click away all day, every day at:  
» [www.dbqschools.org](http://www.dbqschools.org)


**24** Let your fingers do the walking... No internet access? The answers to two common questions are a phone call away.  
» SCHOOL LUNCH HOTLINE: 563/552-3250  
» WEATHER HOTLINE: 563/552-3035

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## SECTION I

# » ENROLLMENT / REGISTRATION

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2	Residency Guidelines
2	Permissions + Acknowledgments
2	In-District Transfer
3	District-to-District Open Enrollment

## NEW STUDENT ENROLLMENT + ANNUAL REGISTRATION

**Welcome to the Dubuque Community School District!** Start the enrollment process by completing the following steps:

**1. COMPLETE AND SUBMIT NEW STUDENT ENROLLMENT APPLICATION**

- Enrollment for all new students to the district may be completed ONLINE.

Go to [www.dbqschools.org/enrollment](http://www.dbqschools.org/enrollment) and click on ENROLL NOW!

**2. SUBMIT REQUIRED DOCUMENTS »** The following documents are required for new student enrollment and, if applicable, for current students with a change of address:

- Proof of Residence
- Proof of Age (based on grade level)

Go to [www.dbqschools.org/enrollment/required-documents](http://www.dbqschools.org/enrollment/required-documents) for details including ways to submit.

*Enrollment applications will not be considered complete until these documents have been submitted.*

**3. SUBMIT REQUIRED PAPERWORK »** The following additional paperwork, based on grade level, may be required to be submitted before the first day of school:

- Physical Examination
- Immunization Certificate or Exemption
- Dental Screening Certificate
- Vision Screening Certificate

Go to [www.dbqschools.org/enrollment/required-paperwork](http://www.dbqschools.org/enrollment/required-paperwork) for details including ways to submit.

Visit [www.dbqschools.org/enrollment](http://www.dbqschools.org/enrollment) for more information.

NOTE: Existing students currently enrolled will receive information annually outlining the necessary forms and procedures for completing annual registration verification.

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## RESIDENCY GUIDELINES

Iowa law requires a student to be a resident of the district in which they attend school. A student's school assignment in the Dubuque Community School District is geographically based and determined by the student's address of residence. Submitting proof of residency is required to ensure the ability to confirm this assignment.

Parents/guardians wishing to have their student attend a district school other than the one assigned by geography will need to complete an In-District Transfer Application in accordance with the established guidelines. See next page for more information on In-District Transfer.

NOTE: If your student(s) resides in another Iowa school district, an Iowa District-to-District Open Enrollment application is required. If your student(s) does not reside in Iowa, tuition is the responsibility of the parent/guardian. For additional information, please contact the District Enrollment Office at 563/552-3000. Also see next page for more information on District-to-District Open Enrollment.

### Proof of Residence

(see list of accepted documents below)

#### Required for:

- all new students to the district, including new students added to a current household
- current students who have a change in address

#### An acceptable document:

- must be current and include a date
- must include the name and address that matches the name and address of the parent or legal guardian of the student(s) being enrolled

#### Please provide one of the following:

*If you are a HOMEOWNER:*

- mortgage statement from last or current month
- utility bill from last or current month
- most recent tax receipt
- if recently closed on home, settlement statement from the closing OR warranty deed

*If you are a RENTER:*

- current rental or lease agreement
- utility bill from last or current month

*If you are a CO-RESIDENT:*

- bank statement OR pay stub from last or current month
- completed and NOTARIZED verification of residency for the family with whom you are residing with

If none of the above describe your current situation, please contact the district enrollment office at [enrollment@dbqschools.org](mailto:enrollment@dbqschools.org) or 563/552-3058.

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## PERMISSIONS + ACKNOWLEDGMENTS

Each year, the Dubuque Community School District seeks necessary permissions and acknowledgments from parents/guardians during the annual registration verification process.

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## IN-DISTRICT TRANSFER

In-District Transfer refers to students who live in the Dubuque Community School District and are wishing to enroll in a different school than their home school. The Dubuque Community School District offers K-12 in-district transfer to an attendance center other than the home center on a space-available basis. The intent of the policy is to permit a wide range of educational choices for students and to maximize the ability of parents/guardians to use those choices. Because of limited space, certain restrictions/conditions are necessary. For more information, or an application, refer to school board policy #6218 In-District Transfer, available on the district's website at [www.dbqschools.org](http://www.dbqschools.org).

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## DISTRICT-TO-DISTRICT OPEN ENROLLMENT

District-to-District Open Enrollment is the process by which parents residing in an Iowa district may enroll their children into another Iowa school district under the terms and conditions of Iowa Code section 282.18 and the administrative rules of the Iowa Department of Education, 281 Iowa Administrative Code Chapter 17.

Parents or guardians requesting open enrollment in or out of the school district must complete an application form that is available in the central office of all Iowa school districts and available via the Iowa Department of Education's website at [www.educateiowa.gov/pk-12/options-educational-choice/open-enrollment](http://www.educateiowa.gov/pk-12/options-educational-choice/open-enrollment). The completed form must be filed with both the resident and the receiving district for each child in the family for which open enrollment is desired. **The application deadline for students in grades 1-12 to open enroll for the upcoming school year is March 1; and the deadline for kindergarten students to open enroll for the current school year is September 1.**

Applications shall indicate the current grade level and whether or not the student is in a special education program. The parent/guardian may request the desired attendance center, but final placement is subject to board or administrative discretion.

According to the Iowa Department of Education Open Enrollment Handbook, students who open enroll in grades nine through 12 are not eligible to participate in varsity contests and competitions during the first 90 school days of transfer (not counting summer school) unless an exception applies allowing immediate eligibility. For a list of exceptions to this rule, please see Iowa Administrative Code subrule 281—36.15(4).

The parent/guardian is responsible for transporting the student to and from the receiving district, unless the family qualifies for transportation assistance according to income guidelines. If the parent/guardian qualifies for transportation assistance and requests it, the resident district must provide transportation assistance in accordance with established guidelines.

The open enrollment application is valid for the duration of the student's attendance. Open enrollment to the receiving district continues until the student graduates or until the parent/guardian notifies the district in writing that they desire to terminate open enrollment (Iowa Code section 282.18(6)).

A school district may deny an open enrollment for the following reasons as outlined by the State of Iowa:

- The district is not able to provide the appropriate special education program.
- The student is under suspension or expulsion.
- The district has insufficient classroom space to accommodate the student.
- The student was previously open enrolled to the district, was defined as truant and not permitted to open enroll back to the receiving district again by the receiving district school board.
- The application was filed after the deadline without good cause.

If open enrollment is denied, the parent/guardian may appeal to Iowa District Court. If the application meets good cause due to alleged repeated acts of harassment or if the child is alleged to have a serious health condition that the resident district cannot adequately address, an appeal may be filed with the Iowa State Board of Education.

For more information, refer to school board policy #6217 and #6217-A, available on the district's website at [www.dbqschools.org](http://www.dbqschools.org).

### REQUIRED NOTIFICATION

Districts must notify parents of open enrollment deadlines, transportation assistance, and possible loss of athletic eligibility for open enrollment of students by September 30 of each school year. Notification shall also be provided to any parent/guardian who transfers into the district during the school year.

## SECTION II

# » FEES / PERMITS / WAIVER BENEFITS

<b>4-5</b>	Student Fees
<b>6</b>	Device Protection and Fine Overview
<b>7</b>	Charge and Refunds for Students Leaving the District
<b>7</b>	Student Permit to Drive to School
<b>7</b>	Meal Prices
<b>8</b>	Meal Assistance Programs
<b>8</b>	Fee Waiver Benefits
<b>8</b>	Meal Charge Guidelines
<b>9</b>	High School Yearbook Guidelines

## STUDENT FEES FOR 2025-2026

<b>Preschool</b>	For those students not enrolled in the free four-year-old preschool program.	\$ 444.00 per month \$ 3,994.00 per year
<b>Elementary School</b>	Curriculum Resource Fees – K-5 (full-time) Instrument Rental – All Including Percussion	\$ 95.00 per student \$ 50.00 per year
<b>Middle School</b>	Curriculum Resource Fees Instrument Rental – All Including Percussion Replacement ID * Replacement Lanyard * Replacement Music *	\$ 110.00 per student \$ 50.00 per year \$ 3.00 each \$ 2.00 each varies based on cost
<b>High School</b>	Curriculum Resource Fees Activity Pass * Cap and Gown Fee CNA Students – ALEKS Math Test for NICC CNA Students – Background Check for NICC Driver Education Instrument Rental (Band & Orchestra) Marching Band Shoes – one time purchase * Replacement ID * Replacement Lanyard * Replacement Music * Replacement Safety Glasses * Student Parking Permit *	\$ 110.00 per student \$ 50.00 per student \$ 31.00 per student \$ 15.00 per student \$ 20.00 per student \$ 379.00 \$ 50.00 per year \$ 29.00 per pair \$ 3.00 each \$ 2.00 each varies based on cost \$ 3.00 per pair \$ 40.00
<b>Transportation</b>	Seats Available	\$ 350.00 per year
<b>Home School Students</b>	K-12 (per graded course fee) ISASP Testing * Dual Enrolled Students ISASP Testing * Home School Assistance Program and Dual Enrolled Students Independent Private Instruction * Math Assessment Independent Private Instruction * Reading/Language Arts and Writing Assessment Independent Private Instruction * Science Assessment	\$ 15.00 per course no charge no charge \$ 3.00 each \$ 4.25 each \$ 4.75 each
<b>Summer School Charges</b>	Driver Education (district students)	\$ 379.00
<b>(June, July, August 2025)</b>	Credit Recovery Workshop *	\$ 25.00
<b>Miscellaneous Fees *</b>	Chargeback Fee Transcript Fees	\$ 20.00 per item \$ 5.00 per transcript

\* NOT SUBJECT TO FEE WAIVER

CONTINUED »

## TEXTBOOK CARE GUIDELINES

Per Iowa Code 301.1:

3. As used in subsection 2, "textbooks" means any of the following:
  - a. Books and loose-leaf or bound manuals, systems of reusable instructional materials or combinations of books and supplementary instructional materials which convey information to the student or otherwise contribute to the learning process.
  - b. Electronic textbooks, including but not limited to computer software, applications using computer-assisted instruction, interactive videodisc, and other computer courseware and magnetic media.
  - c. Laptop computers or other portable personal computing devices which are used for nonreligious instructional purposes only.

Curriculum resources are furnished by the school. These resources include items such as textbooks, digital texts and companion

materials, software packages, and other items are an important part of the basic school curriculum and constitute a major District expenditure. It is imperative that both students and teachers consistently strive for good textbook care which will maximize textbook usefulness.

The following guidelines have been established for the Dubuque Community Schools:

### Accounting System

The teacher is responsible for monitoring the condition of classroom textbooks and for reporting to the textbook control person unusual textbook damage. At the end of each semester/trimester, an inspection of the textbooks should be made in order to preserve the life of the book.

### Damage of Curriculum Resources *Permanent Marks/Major Repairs:*

Students will be charged the current publisher or vendor replacement cost.

Principals and School Business Managers will attempt to settle all student financial matters prior to the end of the school year. Report cards may not be held if the student account is delinquent or the family is unable to meet their financial obligation.

## STUDENT FINES

### Lost Curriculum Resources

*Refer to definition of textbooks.*

Students will be charged the current publisher or vendor replacement cost for lost curriculum resources.

Refunds will only be given for books lost during the current school year and previous school year. Refunds for lost books that were paid for before the previous school year will not be distributed and will be deleted in Destiny.

### Payment of Fines / Fees

All student accounts must be in good standing (fines/fees paid) before a student can participate in a school-sponsored out-of-state or out-of-country trip.

### Rebound Textbooks

\$12.90

### Replacement Cost for Lost Calculators

Students will be charged the current replacement cost for lost calculators.

## DEVICE PROTECTION AND FINE OVERVIEW

The Dubuque Community School District (DCSD) recognizes there is a need to protect the investment of the district-issued, student-assigned device and/or accessories.

The following outlines the various areas of protection provided by the district: Original Equipment Manufacturer (OEM) warranty, break/fix protection and corresponding obligations regarding use of the device and/or accessories by the student.

### THEFT, LOSS OR FIRE

The OEM Warranty or the break/fix protection referenced above DOES NOT cover Dubuque Community School District devices and/or accessories that are stolen, lost or damaged by fire while in a student's custody. The student/parent will be responsible for incurring any replacement costs (not to exceed \$350.00) of the district-issued, student-assigned device and/or accessories should it be stolen, lost or damaged.

Students/parents may wish to carry their own personal insurance to protect the device and/or accessories in cases of theft, loss, or accidental damage. Please consult with your insurance agent for details about your personal coverage of the device and/or accessories.

Additionally, a parent/guardian can visit <https://www.dbqschools.org/district/curriculum/anytimeanywhere-learning/> for a listing of companies to purchase supplemental insurance coverage for the device and/or accessories. Please note that the Dubuque Community School District is not affiliated or associated with, and will not endorse, any insurance provider. Information is provided by the District about supplemental provider is simply for the parent/guardian to investigate and engage regarding their program. Any insurance obtained by a third party is solely between the parent/guardian and the insurance provider.

### INTENTIONAL DAMAGE

Students/Parents are responsible for full payment of intentional damages to district-issued, student-assigned devices. OEM Warranty or the Dubuque Community School District's Break/Fix Protection **DOES NOT** cover intentional damage of the device and/or accessories. Officials with the Dubuque Community School District will make the determination regarding intentional damage of the district-issued, student assigned device and/or accessories.

The following table is an estimate for pricing related to intentional damage for a device issued or used by a student::

SCHEDULE OF DAMAGE OR DEFACEMENT	FINE
<b>SCHEDULE "A"</b> – Examples, but not limited to, would be: Missing/Removed Asset Tags or other Designated Identification Labels	\$ 10.00
<b>SCHEDULE "B"</b> – Examples, but not limited to, would be: Device Input Ports, Speakers, Web Camera, Various Cable/Plastics/Screw Kits	\$ 35.00
<b>SCHEDULE "C"</b> – Examples, but not limited to, would be: Casing/Housing, Internal Battery, Power Adapter, Keyboard (missing keys)	\$ 80.00
<b>SCHEDULE "D"</b> – Examples, but not limited to, would be: Touchscreen Display, Internal Hard Drive	\$ 230.00
<b>SCHEDULE "E"</b> – Significant damage to device that parts and repair costs would exceed the value of the device.	\$ 360.00

All costs of repairs, parts, and fines deemed necessary are the sole discretion of the Dubuque Community School District, the OEM and/or the District's supplemental coverage provider.

## CHARGE AND REFUNDS FOR STUDENTS LEAVING THE DISTRICT

Refunds for students leaving the Dubuque Community School District system can only be issued after they have returned books and materials and paid outstanding fines or fees. Instrument rental refunds are based on the refund percentages shown below. After the first week of school, all fee refunds will be prorated by the appropriate month. Refunds must be requested during the **current** school year. Refund requests for past school years will not be accepted.

There will be no refunds on Activity Passes or Student Parking Permits.

GRADE LEVEL	CHARGE		REFUND		
	Waiver 60% Fee	No Waiver 100% Fee	Waiver 60% Fee	No Waiver 100% Fee	
<b>K - 5 * (full-time)</b>					
First Week of School	\$ 57.00	\$ 95.00	\$ 57.00	100%	\$ 95.00
September	\$ 57.00	\$ 95.00	\$ 45.60	80%	\$ 76.00
October	\$ 57.00	\$ 95.00	\$ 39.90	70%	\$ 66.50
November	\$ 57.00	\$ 95.00	\$ 34.20	60%	\$ 57.00
December	\$ 57.00	\$ 95.00	\$ 28.50	50%	\$ 47.50
January **	\$ 57.00	\$ 95.00	\$ 22.80	40%	\$ 38.00
February **	\$ 28.50	\$ 47.50	\$ 17.10	30%	\$ 28.50
After February	\$ 28.50	\$ 47.50	\$ ---	0%	\$ ---

Middle School *	Waiver 60% Fee		No Waiver 100% Fee		
	Waiver 60% Fee	No Waiver 100% Fee	Waiver 60% Fee	No Waiver 100% Fee	
First Week of School	\$ 66.00	\$ 110.00	\$ 66.00	100%	\$ 110.00
September	\$ 66.00	\$ 110.00	\$ 52.80	80%	\$ 88.00
October	\$ 66.00	\$ 110.00	\$ 46.20	70%	\$ 77.00
November	\$ 66.00	\$ 110.00	\$ 39.60	60%	\$ 66.00
December	\$ 66.00	\$ 110.00	\$ 33.00	50%	\$ 55.00
January **	\$ 66.00	\$ 110.00	\$ 26.40	40%	\$ 44.00
February **	\$ 33.00	\$ 55.00	\$ 19.80	30%	\$ 33.00
After February	\$ 33.00	\$ 55.00	\$ ---	0%	\$ ---

High School *	Waiver 60% Fee		No Waiver 100% Fee		
	Waiver 60% Fee	No Waiver 100% Fee	Waiver 60% Fee	No Waiver 100% Fee	
First Week of School	\$ 66.00	\$ 110.00	\$ 66.00	100%	\$ 110.00
September	\$ 66.00	\$ 110.00	\$ 52.80	80%	\$ 88.00
October	\$ 66.00	\$ 110.00	\$ 46.20	70%	\$ 77.00
November	\$ 66.00	\$ 110.00	\$ 39.60	60%	\$ 66.00
December	\$ 66.00	\$ 110.00	\$ 33.00	50%	\$ 55.00
January **	\$ 66.00	\$ 110.00	\$ 26.40	40%	\$ 44.00
February **	\$ 33.00	\$ 55.00	\$ 19.80	30%	\$ 33.00
After February	\$ 33.00	\$ 55.00	\$ ---	0%	\$ ---

\* Includes all special education

\*\* Students enrolling for the 2nd semester should be charged the reduced February fee. Refunds are for 1st semester students.

## STUDENT PERMIT TO DRIVE TO HIGH SCHOOL

Beginning July 1, 2024, the current Minor School License was updated and renamed to the Special Minor's Restricted License (SMRL).

For information on how to get a Special Minor's Restricted License and details on what a student can do with the license, please visit <https://iowadot.gov/mvd/driverslicense/under-18>.

Upon completing the affidavit from the Driver's License Bureau website and the parental consent form, the student submits the affidavit to the high school principal's office (who is the superintendent's designee) for approval. When signed by the Principal, it is to be returned to the Driver's License Bureau for processing.

In the case of both Hempstead High School and Dubuque Senior High School, there is a parking application process and fee to be paid to park in a school lot. Please inquire at your high school for how to proceed with obtaining this permit.

## MEAL PRICES FOR 2025-2026

### BREAKFAST PROGRAM

Elementary School	\$ 1.85
Middle School	\$ 1.90
High School	\$ 1.90
Reduced	\$ .30
Milk	\$ .55

### LUNCH PROGRAM

Elementary School	\$ 2.90
Middle School	\$ 3.10
High School	\$ 3.15
Reduced	\$ .40
Milk	\$ .55



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## MEAL ASSISTANCE PROGRAMS

### MEAL ASSISTANCE PROGRAMS

**Families wishing to receive MEAL ASSISTANCE fall into three main categories:**

- Direct Certification
- Community Eligibility Provision (CEP)
- Free and Reduced-Price Meals Application

**DIRECT CERTIFICATION:** a household member receives federal SNAP or FIP benefits; receives a DHS letter; is homeless; a runaway or migrant; is a foster child

**Do you need to apply for meal assistance?** NO! Regardless of where your student attends, **free or reduced-price meals are automatic** and no additional meal assistance form is needed.

**If you apply for a fee waiver, do you need to submit additional paperwork?** USUALLY NO! For most students, completing the fee waiver application in annual registration is all that's needed. **The district will reach out to directly certified families needing additional paperwork.**

*If not directly certified, a household's meal assistance category is based on where the member(s) of the household attends school.*

#### **COMMUNITY ELIGIBILITY PROVISION (CEP):**

a household member attends Alta Vista Campus, Audubon, Jefferson, Lincoln, Marshall, Prescott, Washington

**Do you need to apply for meal assistance?** NO! Students in these schools do NOT need to complete the Free and Reduced-Price Meals Application. **ALL students in these schools receive no-cost meals, regardless of income.**

**If you apply for a fee waiver, do you need to submit additional paperwork?** YES! Households with ALL students attending a CEP school who are not directly certified must submit a completed Income Verification Form to determine eligibility for waivable fees. **The district will provide this form to families needing to verify household income.**

Find more information on the district website at [www.dbqschools.org/mealprograms](http://www.dbqschools.org/mealprograms).

#### **FREE AND REDUCED-PRICE MEALS:**

a household member attends Bryant, Carver, Eisenhower, Hempstead, Irving, Kennedy, Roosevelt, Sageville, Senior, Table Mound or Seedlings Preschool Center

**Do you need to apply for meal assistance?** YES! Students in these schools who are not directly certified **must complete the Free and Reduced-Price Meals Application** and meet federal income guidelines to receive meal assistance.

**If you apply for a fee waiver, do you need to submit additional paperwork?**

YES! Households with students in these schools who are not directly certified **must submit a completed Free and Reduced-Price Meals Application** to determine eligibility for waivable fees.

Access the Free and Reduced-Priced Meals Application, including complete instructions, on the district website at [www.dbqschools.org/mealprograms](http://www.dbqschools.org/mealprograms). Printed copies of the application are also available at any school.

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## FEE WAIVER BENEFITS

Based on federal income eligibility guidelines, households may qualify to have district FEES **WAIVED OR REDUCED. Families wishing to receive a FEE WAIVER must waive confidentiality of household income eligibility status by completing a fee waiver application.**

- Only ONE fee waiver application PER HOUSEHOLD is required.
- A new fee waiver application must be completed EACH YEAR.

The **fee waiver application** is included in the district's online ANNUAL REGISTRATION process and covers all school-aged children in the household.

Find more information, including how households qualify for fee waiver benefits, on the district website at [www.dbqschools.org/mealprograms](http://www.dbqschools.org/mealprograms).

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## MEAL CHARGE GUIDELINES

The Dubuque Community School District is committed to offering breakfast and lunch to all students within the district.

These meals may have a cost associated with them depending on the student's school of attendance and any meal assistance the student/family may receive.

For instances in which a student's meal account balance becomes negative, the district has established administrative guidelines that determine when a student is no longer able to purchase a la carte meals or when a student may be served an alternate meal.

For more information, refer to school board policy #7002, available in Section VI School Board Policies of this handbook and on the district website at [www.dbqschools.org](http://www.dbqschools.org).



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# HIGH SCHOOL YEARBOOK GUIDELINES

## Underclass Student Portraits

All students who have their pictures taken during registration or on one of the picture re-take days will be included in the portrait section of the yearbook. Although an effort will be made to include students who transfer to the school after all professional pictures have been taken, we do not guarantee that those students will be included in the portrait section of the yearbook.

## Senior Portraits

All photos and artwork must conform to school policies and standards and are subject to approval by but not limited to the yearbook staff, yearbook adviser, and the school administration. The yearbook staff reserves the right to crop and/or resize any photos submitted without permission, notification or approval. Photos which represent any of the following may also be edited or excluded.

- Violating school policies
- Display of firearms, weapons, drugs, tobacco, alcohol or gambling. Writing, logos, art, or symbols that refer to, promote, or in any way advertise firearms, weapons, drugs, tobacco, alcohol, or gambling are not acceptable for publication
- Inappropriate gestures or postures
- All hand gestures
- Revealing or obscene clothing, or any form of dress that is not considered appropriate
- Photos which include more than one person

Students will be responsible for providing digital jpeg files of their senior portraits by the appointed deadline in the fall of their graduating year. Students who fail to submit pictures before the deadline run the risk of having their school ID pictures used or of being excluded from the portrait section of the yearbook.

After the deadline, students will have a one-week grace period to submit a photo without penalty. Thereafter, a late charge will be assessed to any senior who submits a portrait for publication in the yearbook. This charge must be paid before the portrait will be accepted for publication. Any portrait that has not been submitted by February 1 will not be included in the yearbook.

Students who have been previously published in the senior portrait section will not be included in subsequent publications of the yearbook.

## Yearbook Distribution

Students who purchased yearbooks may pick them up during registration for the upcoming school year. After registration, yearbooks may be picked up in the school office. Yearbooks will be available for pick up for two years. After two years, we do not guarantee that yearbooks will be available. Those who have not picked up their yearbooks within the two-year time frame will not receive a refund.

## SECTION III

# » GRADUATION / SENIOR YEAR PLUS

10	Graduation Requirements
10	Senior Year Plus Options

## GRADUATION REQUIREMENTS

**To be eligible to receive a diploma from the Dubuque Community School District, a student must complete the 44 credit requirements shown to the right by graduation class year.** →

Each credit is equivalent to one semester of 90 days for five day/week courses or ½ Carnegie unit.

Prior to graduation, all students must demonstrate competency in cardio-pulmonary resuscitation as required by the State of Iowa.

Ninth, tenth, and eleventh grade students are required to be enrolled in a minimum of six class periods per semester while attending Dubuque Community High Schools. Students enrolled in grade twelve may take fewer than six class periods if they are on schedule to complete minimum graduation requirements.

Students participating in athletics, music, theatre or speech activities must take a minimum of four classes in the semester prior to and during the activity to be eligible for participation.

Credits earned beyond a graduation requirement are automatically counted as elective credits. An option to meet graduation requirements based on the Essential Elements of the Iowa Common Core is available to students with the most significant disabilities.

DISCIPLINE	REQUIRED COURSES	CREDITS
English	English	7
	Speech	1
Math	Mathematics	6
Science	Physical Science	2
	Life Science	2
	Earth/Space Science	2
Social Studies	World History	2
	U.S. History	2
	Government	1
	Behavioral Science	1
Wellness	Wellness	4
Financial Literacy	Financial Literacy	1
Electives	Electives	13
TOTAL		44

## SENIOR YEAR PLUS OPTIONS

**Students interested in earning college credits while in high school should contact the school counselor for information, application forms, and enrollment procedures.**

The Senior Year Plus Program provides students a way to concurrently access secondary and postsecondary credit through advanced placement, postsecondary enrollment options, and concurrent enrollment.

Student eligibility regulations and specifics regarding the Advanced Placement Program, Postsecondary Enrollment Options Program and Concurrent Enrollment Program for students is outlined fully in the district's High School Course Guide for both Hempstead and Senior.

The High School Course Guide is available on the district website at [www.dbqschools.org/high-school-course-guide](http://www.dbqschools.org/high-school-course-guide).

# HEALTH + WELLNESS

11	Administration of Medication at School	<p><b>Want to learn more about a health and wellness topic?</b></p> <p>The Dubuque Community School District website contains more detailed information concerning health and wellness in our schools.</p> <p>See page: <a href="http://www.dbqschools.org/health-services">www.dbqschools.org/health-services</a></p>
12	Health / Dental / Vision Screening	
12	Lead Screening	
12	Hearing Screening	
13	Health Assessment	
13	Immunizations	
13	Physical Examinations	
13	Athletics Medical Eligibility and Concussion Protocol	
14	Communicable and Infectious Diseases	
14	Student Illness or Injury at School	
14	Wellness	
14	Health Education Program for Students	
14	Hawki Insurance for Children	

## ADMINISTRATION OF MEDICATION AT SCHOOL

**ALL** medications, over-the-counter as well as prescribed (see **Exceptions**), will require written and dated authorization from the parent or guardian **AND** a legal prescriber (physician, dentist, podiatrist, advanced registered nurse practitioner, physician assistant, or another healthcare provider authorized to legally prescribe medications). A “Medication Administration Permission Form (Prescription and Over-the-Counter)” shall be filled out and signed by both the legal prescriber and the parent/guardian.

- Prescription medication must be in the original containers with the pharmacy label attached. Over-the-counter medications must also be in the original containers.
- Parents should bring their child’s medication to the school’s Health Office or have it delivered by the pharmacy. The majority of pharmacies will deliver medications to the school for free. If the medication is sent with your child, please call the Health Office and notify us, and tell us the amount you are sending.
- Students are only allowed to take medication in school when it is administered by the school nurse/qualified personnel in the health office.
- If medication is required to be self-administered for asthma or airway constriction, the Consent Form “Asthma or Airway Constricting Medical Self-administration Consent” is to be used.
- If other alternative provisions are necessary for medication administration, they must be made through the school nurse.
- “Medication Administration Permission Form (Prescription and Over-the-Counter)” forms are only good for the current school year.
- No medication will be kept at school through the summer months. Any medication left will be discarded.
- Only a month supply of medication should be provided to the school and it is the responsibility of the parent/guardian to provide any necessary supplies required for medication administration (e.g. syringes or droppers for liquid medications, soft food or

juice to aid with swallowing solid medications, etc.). Supplies must be provided with the medication and be clearly labeled with the student’s name.



### FORM 16: Medication Administration Permission Form (Prescription and Over-the-Counter)

The form is available at the back of this handbook, in the school health offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).



### FORM 19: Asthma or Airway Constricting Medication Self-administration Consent

The form is available at the back of this handbook, in the school health offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

### Exception Only for Middle and High Schools (Administration of Medication)

Acetaminophen (ie, Tylenol) and ibuprofen (ie, Motrin) may be administered by the School Nurse or authorized staff member with parental or guardian consent based on student self-referral. Parent(s)/guardian(s) may give consent during the annual registration verification process, in writing to the school health office or by email to the school health office. Students may receive up to 5 doses, after which the School Nurse will assess the student and contact parent or guardian to determine if medical referral is needed before any more doses can be given. Furthermore, based on the assessment findings, a school nurse may refuse to administer either medication regardless of number of doses given until parent obtains written permission of licensed healthcare provider via a medication release form/order or can determine if appropriate to administer medication regardless of number of doses given.

### Sunscreen

Sunscreen is considered an OTC (over-the-counter) by the Food & Drug Administration (FDA). Students will be allowed to carry sunscreen supplied by the parent/guardian/student and self-apply without written permission. School staff may apply sunscreen to students if they will be exposed to the sun for 30 minutes or more during the school day. If a parent/guardian does NOT want school staff to apply sunscreen at any time during the school day, they must notify the school office of their request.

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## HEALTH, DENTAL AND VISION SCREENING

### HEALTH SCREENINGS

Throughout the year, the school district health services provides health screening for vision and hearing for identified students in grades PK-12. Dental screenings are provided for students in kindergarten and grade 9 if they have not had a dental screening and returned the dental certificate (see FORM 6).

Parents/Guardians of kindergarten and 9th grade students who have not submitted a certificate of dental screening will be notified indicating the date(s) the screenings will take place at school. Students will be automatically screened on the date(s) indicated unless parent/guardian notifies school health office stating that they do not want their student screened.

### DENTAL CERTIFICATE OF SCREENING

The State of Iowa requires that all kindergarten and 9th grade students have a dental screening and submit a certificate of the dental screening to the school office. All out-of state transfer students, at any grade level, entering elementary or high school are also required to have a dental screening. For an elementary school student, a screening that is done between the ages of 3-6 years old is acceptable.

More information can be found at the Iowa Department of Health and Human Services website at <https://hhs.iowa.gov/programs/programs-and-services/dental-and-oral-health/school-dental-screening-requirement>.



#### FORM 6: Iowa Certificate of Dental Screening

The form is available at the back of this handbook, in the school health offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms). It may also be available at your dental office.

### VISION CERTIFICATE OF SCREENING

Iowa Department of Public Health Child Vision Screening

1. Parents or guardians need to make sure their child has a vision screening at least once before starting kindergarten and again before starting 3rd Grade.

2. **Kindergarten Screenings:** A screening will be counted if it is done no earlier than 1 year before and no later than 6 months after school starts.
3. **3rd Grade Screenings:** A screening will be counted if it is done no earlier than 1 year before and no later than 6 months after school starts.
4. The requirement for a child vision screening will count by any of the following:
  - a. A vision screening or comprehensive eye exam by an eye doctor (ophthalmologist or optometrist).
  - b. A vision screening conducted at a doctor's office, a free clinic, a childcare center, a local public health department, a public or accredited nonpublic school, or a community-based organization or by an advanced registered nurse practitioner or physician assistant.
  - c. A vision screening done by Prevent Blindness Iowa volunteers or IowaKidSight and Lion's Club Volunteers.
5. The child vision screening requirement does not apply if the child vision screening conflicts with a parent's or guardian's genuine and sincere religious belief.
6. A child will not be withheld from school because a parent or guardian did not provide proof that the child received a vision screening.

Please direct questions regarding vision screening to the Iowa Department of Health and Human Services at 800/972-2017.

NOTE: Kindergarten and third-grade students in the Dubuque Community School District are provided a vision screening at school in the fall, which fulfills this requirement. If you wish to have a screening by another provider, please have the Certificate of Vision Screening completed and returned to school.



#### FORM 10: Iowa Certificate of Vision Screening

The form is available at the back of this handbook, in the school health offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

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## LEAD SCREENING

The Iowa Department of Public Health recommends that all children have a blood test before entering kindergarten or soon after the parents are notified that a screening is needed. The department will provide the Dubuque Community School District with a list of students and families to follow up with in order to ensure that lead testing occurs if needed. **More information can be found at the Iowa Department of Health and Human Services website at [hhs.iowa.gov](http://hhs.iowa.gov).**

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## HEARING SCREENING

Keystone Area Education Agency will provide routine, no-cost hearing screenings for special-education preschool students; all students in preschool and grades 1 and 5; any student with known hearing loss; and any student referred for testing. Students not included in these groups may request a screening by contacting the school nurse. Families will receive the results of the hearing screening once completed.

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## HEALTH ASSESSMENT

For students new to the Dubuque Community School District, health assessment questions are included in the new student enrollment application. These questions are also included in the annual registration verification process completed each year by all students in the Dubuque Community School District.

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## IMMUNIZATIONS

Iowa law outlines the immunization requirement for students attending elementary or secondary schools, with specific requirements for students entering preschool, kindergarten, 7th grade and 9th grade.

All students enrolling in 7th grade are required to have one dose of both the Meningococcal Conjugate and the Tdap (Tetanus, Diphtheria, Pertussis) vaccines.

All students enrolling in 12th grade are required to have two doses of the Meningococcal Conjugate vaccine (or one dose if a previous dose was received when the student was 16 years old or older).

Without an immunization record, your student cannot start school, and will be excluded until the school receives an Iowa Health and Human Services (HHS) approved record.

The record of immunization requirement may be met through submission of an approved:

- Iowa HHS immunization record,
- Iowa HHS provisional record demonstrating that the student has begun the required immunizations,
- Iowa HHS religious exemption record or,
- Iowa HHS medical exemption record signed by a prescribing doctor specifying that the immunizations required would be injurious to the student or to any household member (exemptions do not apply when the Iowa Council of Health and Human Services has determined and the Director of Iowa Health and Human Services has declared an emergency or epidemic exists)

Please submit an approved record to your student's school as soon as possible. If your student has access to a healthcare provider, the provider will not physically send records to the school automatically on your student's behalf.

The official Iowa immunization or exemption forms are available at [www.dbqschools.org/forms](http://www.dbqschools.org/forms), in school health offices, or from your healthcare provider.

**More information can be found at the Iowa Department of Education website at [educate.iowa.gov/pk-12/student-supports/specialized-support/student-health-services/requirements](http://educate.iowa.gov/pk-12/student-supports/specialized-support/student-health-services/requirements).**

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## PHYSICAL EXAMINATIONS

Parents are encouraged to have their children receive periodic physical examinations. By Iowa law, students enrolling in preschool are required to have an up-to-date (defined as within the last calendar year) physical examination on file with the district. Students will not be allowed to attend school until the form is submitted to the District Enrollment Office.



### **FORM 7: Iowa Infant, Toddler, Preschool Age (including Kindergarten entry) Child Health Form**

The form is available at the back of this handbook, in the school health offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

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## ATHLETICS MEDICAL ELIGIBILITY AND CONCUSSION PROTOCOL

Iowa law includes a number of requirements designed to ensure the safety and health of students participating in interscholastic athletics.

Students in grades 7-12 (and their parents/guardians) who participate in extracurricular interscholastic athletics, cheerleading or dance are required to read and sign the fact sheet entitled "HEADS UP: Concussion in High School Sports." This signature occurs when registering students for athletic participation in the district's Bound system.

Every year, all students who participate in IHSA/IGHSAU athletics (grades 7-12) are also required by Iowa law to have a current physical examination by a licensed healthcare provider. The Iowa Athletic Pre-Participation Physical Examination includes a Medical History Questionnaire (p1-2), Physical Examination (p3) and Medical Eligibility Form (p4).

**ONLY the Medical Eligibility Form (p4) is required to be on file at the school for athletic participation.**

**DO NOT UPLOAD or RETURN the Medical History Questionnaire (p1-2) OR Physical Examination (p3) to the school activities office.**

The parent/guardian may retain a copy of these pages for their records, as well as the healthcare provider who performs the physical examination. These pages are NOT REQUIRED to be on file at the school for athletic participation and should only be given to the school health office for medical purposes. Physicals are valid for 12 months from the date of the last exam. A grace period, not to exceed thirty (30) days, is allowed for expired physical examinations.



### **FORM 12: Iowa Medical Eligibility Form**

The form is available at the back of this handbook, in the school activities offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

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## COMMUNICABLE AND INFECTIOUS DISEASES

Students with a communicable or infectious disease, as defined by the State Department of Health, may be able to attend school without creating a risk of transmission of the illness or other harm to the students or the employees per guidance of the local or state health department. If there is a questions about whether a student should be attending school, please contact the school health office, district health services, or your healthcare provider. Infectious or communicable disease include, but are not limited to, whooping cough (pertussis), mumps, chicken pox, and measles.

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## STUDENT ILLNESS OR INJURY AT SCHOOL

A student who becomes ill or is injured at school must notify his or her teacher or another employee as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify the parents/guardians with the phone numbers on file at school. If no one is available by phone and the condition is or has the potential to become life threatening, the school personnel will call 9-1-1. If the student is too ill to remain in school, the student will be released to the student's parents/guardian or, with parental permission, to another person directed by the parents/guardians.

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## WELLNESS

We are dedicated to ensuring that your child is not only safe at school and healthy, but we will work with you to guide your child(ren) on a path of total wellness.

Children of all ages must be physically, mentally, and emotionally healthy to enhance learning. Dubuque school nurses promote the health and safety of our students and staff in school, at home, and in the community. As a school district, we are dedicated to increasing health knowledge, attitudes and skills, increasing positive health behaviors and health outcomes, improving education outcomes, and improving social outcomes.

Health services will identify and promote the use of resources for developing school health policies and for assessing and planning school health programs.

The District has a Local Wellness Policy Committee that consists of parents, students, school food service administration, school board members, school administrators, nurses, physical education teachers, and community members. This committee will continue to promote healthy lifestyles, review and measure implementation, and evaluate the district local wellness policy.

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## HEALTH EDUCATION PROGRAM FOR STUDENTS

The Dubuque Community School District provides instruction in compliance with the Iowa Department of Education Human Growth and Development and Health Education requirements for grades K-12 based on age-appropriate and research-based materials and resources.

A state law passed in 1989 requires the school district to provide you with the above information. The law also states that "a pupil shall not be required to take instruction in human growth and development if the pupil's parent or guardian files with the appropriate principal a written request that the pupil be excused from the instruction. Notification that the written request may be made shall be included in the information provided by the school district.

To request that your child(ren) be excluded from a particular health topic, complete the Wellness Curriculum Student Exclusion form.



### FORM 11: Wellness Curriculum Student Exclusion

The form is available at the back of this handbook, in the school health offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

Therefore, if you wish to inspect any health materials prior to their use in your child's classroom, please contact the principal's office at your school to arrange a scheduled time when you can review them. There are many concerns in today's society about health and safety, particularly as it pertains to the future health and safety of our children. We recognize the important role of parents in this challenge. It is our hope that we can assist you in meeting that challenge so that our children can realize a healthy and safe future.

Hannah Porcic, Lead Nurse  
Joe Maloney, Director of Activities and Athletics

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## HAWKI INSURANCE FOR CHILDREN

Parents can apply for low-cost health insurance for their children through the state's Healthy and Well Kids in Iowa (Hawki) program. Children, birth to 19, who meet certain criteria, are eligible. The coverage includes doctor's visits, hearing services, dental care, prescription, immunizations, physical therapy, vision care, speech therapy and hospital services to name a few. Parents are urged to call 800/257-8563 (toll free), or go to the website at [hhs.iowa.gov/programs/welcome-iowa-medicaid/plans-programs/hawki](http://hhs.iowa.gov/programs/welcome-iowa-medicaid/plans-programs/hawki) for more information, or ask their student's school nurse.



## SECTION V

# » PARENT INVOLVEMENT

15	Parent-Teacher-Student Conferences
15	Visiting Your Child's School
15	Volunteering + Mentoring

## PARENT-TEACHER-STUDENT CONFERENCES

Twice during each school year (Fall and Spring) time is set aside specifically for parents and students to conference with the student's teacher(s). Conference times vary by school, but will generally be offered over a two-week timeframe in the fall and spring.

Look for information directly from you school regarding scheduling a conference time.

Please call the school if you have questions regarding school conferences or have not been contacted. This is an important time in the education of your child as teacher(s), parent and student to work together to plan strategies for success in the education of your child(ren).

## VISITING YOUR CHILD'S SCHOOL

Parents/Guardians are welcome and encouraged to schedule classroom visits at any time during the year except the first and last two weeks school is in session, and during the time that standardized tests are being administered. Parents/guardians may not bring pre-school children or infants with them for classroom visits, field trips or room parties because younger children can distract the attention of both the visitor and the class. When in the classroom observing a class in session, please do not attempt to hold a conference with the teacher about your child.

Whenever visiting a school, visitors should check in at the school office upon entering the building. Visitors are then checked-in to building using the Raptor Visitor Management System. The system uses the visitor's government-issued photo ID to check against the National Sex Offender Registry and then prints a time-stamped photo ID that the visitor should wear at all times while visiting. Any visitors to the school are expected to comply with all district policies.

For more information, refer to school board policy #9004, available on the district website at [www.dbqschools.org](http://www.dbqschools.org).

## VOLUNTEERING + MENTORING

It is the policy of the Dubuque Community School District Board of Directors to make every reasonable effort to provide a safe learning environment for students working with volunteers/mentors. Therefore, the District requires anyone who works directly with students or assists staff on a regular basis to supervise/chaperone students; or act as a primary authority figure to complete the forms in the Non-employee Background Check Packet.

These forms are located in the back of this handbook, online at the district website ([www.dbqschools.org/volunteer](http://www.dbqschools.org/volunteer)), the Forum, or at any school office in the district. The packet must be filled out completely, returned to the Human Resources Department at the Forum directly or via your home school.

Once the background check is completed and approved by Human Resources you may volunteer/mentor in the district. All inquiries regarding the applicant's status will be directed through the schools.

Background checks must be updated every five years to remain eligible for volunteering. For more information, refer to school board policy #4614, available on the district website at [www.dbqschools.org](http://www.dbqschools.org).

Learn more about our state-certified student mentoring program and how to become a mentor at [www.dbqschools.org/student-mentoring](http://www.dbqschools.org/student-mentoring).



**FORM 17: Non-Employee Background Check Packet**  
The form is available at the back of this handbook, in the school offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

# » NOTICES

16	Family Education Rights and Privacy Act (FERPA) Notice
17	Release of Student Information
17	Title 1 Parent Notification Requirements
18	Protection of Pupil Rights Amendment (PPRA) Notice
19	Section 504 of the Rehabilitation Act of 1973
19	Accessible Instructional Materials (AIM)
20	Student Data Privacy and Online Safety Notice
20	Bus Video Monitoring Systems

## FAMILY EDUCATION RIGHTS AND PRIVACY ACT NOTICE (FERPA)

### Student Educational Records

The student records maintained by the Dubuque Community Schools are composed primarily of testing records, psychological reports, grade records, health records, attendance records, records relating to extracurricular activities, age records, and records of former disciplinary actions. These records are kept at the school of attendance and are under the charge of the principal of each school.

Upon request, the School District may disclose education records without parental consent to school officials of another school or school system in which a student seeks or intends to enroll.

A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member; a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

### Parents' Right To Review

A parent of a student or a student who has reached age 18 may inspect the educational records of the student except as limited by law. The opportunity to inspect may be made at the school of attendance and shall be provided within 45 days of the request by a parent, or by a student who has reached age 18. The principal of the school may require that such request be made in writing.

### Parents' Right to Amend

The parent of a student or a student who has reached age 18, who believes that information contained in the records is inaccurate or misleading, may request in writing that certain records be amended and the reason therefore, and such request will be considered by the school district as provided by the Family Educational Rights and Privacy Act.

### Parents' Right to File Complaint

If the parent feels the school district failed to comply with FERPA requirements, he or she has the right to file a complaint with the US Department of Education concerning the alleged failures. Complaints should be filed with: Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920

### Legal Status of Student

If a student's legal status, such as the student's name of the student's custodial arrangement, should change during the school year, the parent or guardian must notify the school district. The school district needs to know when these changes occur to ensure that the school district has a current student record.

### Inspection of Educational Materials

Parents and other members of the school district community may view the instructional materials used by students in the office. Copies may be obtained according to board policy. Tests and assessment materials are only available for inspection with the consent of the superintendent. Persons wishing to view instructional materials or to express concerns about instructional materials should contact their home school.



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## RELEASE OF STUDENT INFORMATION

### DIRECTORY INFORMATION

In accordance with FERPA and Board Policy #5103, the following information may be released to the public in regard to any individual student of the school district as necessity or desirability arises:

name, address, telephone listing, photograph, image or likeness, video tapes and images produced in any other media, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous school or institution attended by the student

Any parent or guardian wanting this information withheld must make objection, in writing, **within two weeks of receiving this notice**, to the principal or other person in charge of the school which the student is attending. This request must be made on a yearly basis.



#### FORM 10: Student Directory Information and Photo Opt-Out Form

The form is available at the back of this handbook, in the school offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

### MILITARY INFORMATION

Federal law requires schools that receive financial aid to give military recruiters the names, addresses, and phone numbers of high school juniors and seniors, and to provide military recruiters with the same access to students as employers and college recruiters. Any parent or guardian wanting this information withheld from the military must make objection on a yearly basis as part of online registration.

### NORTHWEST EVALUATION ASSOCIATION DATA DISCLOSURE

Pursuant to 34 CFR 99.33(b), a school may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school if the disclosures meet the requirements of Section 99.31 and the schools have complied with Section 99.32(b) which requires a record of the disclosure, including the names of the additional parties to which the receiving party may disclose and the legitimate interests which each of the additional parties has in requesting or obtaining the information.

Pursuant to 34 CFR 99.33(b), the Dubuque Community Schools have granted permission to the Northwest Evaluation Association (NWEA) to allow the Iowa Department of Education (DE) direct access to student test scores and student, school, and district level information resulting from assessments administered from this point until this agreement is terminated or modified by either party. This agreement will allow the DE to link NWEA data to Iowa's Statewide Longitudinal Data System. This permission shall be in effect from January 21, 2011 until terminated in writing by either organization.

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## TITLE 1 PARENT NOTIFICATION REQUIREMENTS

### PARENTS RIGHT-TO-KNOW SEC. 1111 (H) (6) OF IOWA CODE

Parents of students in Title 1 schools are guaranteed annual notification of their "right to know" about teacher qualifications by their school district. That means parents may request and receive information regarding the professional qualifications of the student's classroom teachers including:

- whether the teacher is state-certified;
- whether a teacher is teaching under emergency or other provisional status; and
- the baccalaureate degree major of the teacher and any other graduate degree major or certification.
- whether the child is provided services by a paraprofessional and, if so, his/her qualifications.

This serves as notification that, parents at the beginning of each year, have the right to information on the professional qualifications of their child's classroom teacher from the school district.

- Notification may be included in district news letters or other communications to parents
- Notification will occur should a child be taught for four or more weeks by a teacher who is not highly qualified

Parents must be informed if their child is placed in a Limited English Proficient program. LEAs must provide parents with information on student's performance level on each state assessment. (required in Chapter 12 of Iowa Administrative Code).

### PARENT NOTIFICATION SEC. 1118 (C) (4) OF IOWA CODE

Schools must provide parents of participating children –

- timely information about the Title 1 program
- a description and explanation of the curriculum, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
- if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicable possible; and
- if the school-wide program plan under section 1114 (b) (2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

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## PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA) NOTICE

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

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

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

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

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

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

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

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The Dubuque Community School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

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## SECTION 504 OF THE REHABILITATION ACT OF 1973

### AMERICAN DISABILITIES ACT (ADA) - PUBLIC NOTICE

Section 504 and ADA is an Act which prohibits discrimination against persons with a disability by an institution receiving federal financial assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating and working);
2. has a record of such impairment; or
3. is regarded as having such an impairment

In order to fulfill obligations under Section 504, the Dubuque Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The school district has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

A parent may request a form to initiate a referral for any student by contacting the principal of any school or the ADA/Section 504 Coordinator. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to:

1. inspect and review his/her child's educational records;
2. make copies of these records;
3. receive a list of all individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights; and
6. a hearing on the issue if the school refuses to make the amendment.

If there are any questions, please feel free to contact The Office of the Superintendent at 2300 Chaney Road, Dubuque, Iowa 52001.

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## ACCESSIBLE INSTRUCTIONAL MATERIALS (AIM)

The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) included the requirement that students with visual impairments and students with print disabilities receive their textbooks and core-related instructional materials in a timely manner.

Core curriculum material and textbooks may need to be converted to these specialized formats. Specialized formats enable students with print disabilities to gain the information they need to complete tasks, master IEP goals, and reach curricular standards.

These accessible materials may be secured from different sources depending upon the defining characteristics of the students' disability and need. Decisions regarding Accessible Instructional Material must be made by the IEP Team.

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## STUDENT DATA PRIVACY AND ONLINE SAFETY NOTICE

The Dubuque Community School District is committed to protecting student privacy and ensuring a safe, secure digital learning environment. In compliance with federal regulations, the district adheres to the Children's Internet Protection Act (CIPA) and the Children's Online Privacy Protection Act (COPPA) and utilizes Microsoft 365 for Education in accordance with applicable privacy and security standards.

### **CHILDREN'S INTERNET PROTECTION ACT (CIPA)**

In accordance with the Children's Internet Protection Act (CIPA), the district employs internet filtering and monitoring technologies to prevent access to content that is obscene, harmful to minors, or otherwise inappropriate. These safeguards are applied to all district-managed devices and networks, including those used in remote learning environments. All student web activity is filtered through district-managed systems to ensure compliance with CIPA and to promote safe, responsible digital behavior. In addition, all student email communications are archived and monitored using district-provided resources to support safety, accountability, and instructional continuity. Learn more about CIPA at [www.fcc.gov/consumers/guides/childrens-internet-protection-act](http://www.fcc.gov/consumers/guides/childrens-internet-protection-act).

### **CHILDREN'S ONLINE PRIVACY PROTECTION ACT (COPPA)**

The district complies with the Children's Online Privacy Protection Act (COPPA), which governs the collection and use of personal information from children under the age of 13 in online environments. In educational settings, schools may act on behalf of parents to provide consent for the use of digital tools that support classroom instruction. The district carefully reviews and approves all digital resources used with students to ensure they meet COPPA requirements and protect student privacy. The district continues to align its practices with these evolving standards to ensure student data remains protected. Learn more about COPPA at [www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa](http://www.ftc.gov/legal-library/browse/rules/childrens-online-privacy-protection-rule-coppa).

### **MICROSOFT 365 FOR EDUCATION**

The Dubuque Community School District utilizes Microsoft 365 for Education to support instruction, collaboration, and communication. This platform includes access to tools such as Outlook, Word, Excel, PowerPoint, OneNote, and OneDrive. Microsoft 365 is managed by the district and restricted to educational use. It is free of advertising and commercial data collection, and it complies with FERPA, CIPA, and COPPA regulations. Student accounts are provisioned and monitored by the district within a secure, closed-campus environment. No third-party access to student data is permitted without appropriate legal safeguards and parental consent, where applicable. Learn more about Microsoft 365 for Education at [learn.microsoft.com/en-us/compliance/regulatory/offering-ferpa](http://learn.microsoft.com/en-us/compliance/regulatory/offering-ferpa).

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## BUS VIDEO MONITORING SYSTEMS

The Dubuque Community School District Board of Directors has authorized the use of video cameras on school district buses and vans. The video cameras will be used to monitor student behavior, to maintain order on the school buses and vans, and to promote and maintain a safe environment.

Students and parents are hereby notified that the content of the video may be used in a student disciplinary proceeding. Video will be retained outside the established retention window only if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. In some cases, video may be deemed a confidential student record.

# » SCHOOL BOARD POLICIES

<b>21-24</b>	Anti-Bullying/Anti-Harassment #1001 + #1001 A1	<p><b>Keep up-to-date with policy changes.</b></p> <p>The policies included in this handbook are current as of its publication date, but board policies are updated on a regular schedule and as needed. The Dubuque Community School District website has the most current version of all board policies.</p> <p>During the 2025-2026 school year, a review is being conducted of the district's policy numbering to better align with the statewide Iowa Association of School Board's numbering system. As a result, district policies are expected to be renumbered during the school year.</p> <p>See page: <a href="http://www.dbqschools.org/schoolboard">www.dbqschools.org/schoolboard</a></p> <p>Or contact the board secretary at 563/552-3037 for a printed copy.</p>
<b>24-26</b>	Anti-Discrimination #1005 + #1005 A1	
<b>27</b>	Abuse of Students by School District Employees #4606	
<b>27-28</b>	Chronic Absenteeism and Truancy #5107 + #5107 A1	
<b>29</b>	Juvenile Justice System Information Sharing #5108	
<b>30</b>	Homeless Children and Youth #5110	
<b>31-36</b>	Student Conduct #5200 + #5200 A1	
<b>37</b>	Physical Restraint and Confinement #5203 + #5203 A1	
<b>38-41</b>	Discipline of Students Who Make Threats of Violence or Cause Incidents of Violence #5205	
<b>42-45</b>	Participation Code for Activities #5305 + #5305 A1	
<b>46-47</b>	Student Responsible Use of Technology #5504	
<b>48-49</b>	Student Use of Personal Electronic Devices #5507 + #5507 A1	
<b>50-51</b>	Parent and Family Engagement in Title I Buildings #6202	
<b>52-53</b>	Competent Private Instruction #6220 + #6220 A1	
<b>54</b>	Unpaid Meal Accounts #7002 + #7002 A1	
<b>55</b>	Stock Prescription Medication Supply #8161	
<b>56</b>	Public Conduct on School Premises #9005	

## ANTI-BULLYING/ANTI-HARASSMENT #1001

Chapter 1: EDUCATIONAL PHILOSOPHY  
Chapter 1: EDUCATIONAL PHILOSOPHY

The Dubuque Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. The Board has in place policies, procedures and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment.

Bullying and/or harassment of or by students, employees, and volunteers is against federal, state, and local policy and is not tolerated by the Board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities. School employees, volunteers, and students shall not engage in bullying or harassing behavior while away from school grounds if the conduct materially interferes with or will otherwise likely affect the efficient management and orderly operation of the district or the overall educational environment.

Complaints may be filed with the school administrator/department supervisor, the Director of Behavior and Learning Supports, or the Director of Human Resources pursuant to the investigation procedures accompanying this policy. The Superintendent or designee is responsible

for implementation of this policy and all accompanying procedures. Complaints will be promptly and reasonably investigated. Within 24 hours of receiving a report that a student may have been the victim of conduct that constitutes bullying and/or harassment, the district will notify the parent or guardian of the student. The district will take action to stop the harassment, remedy the harassment, prevent recurrence and provide appropriate interim measures to protect the complainant (including counseling or other resources) if necessary. School administrators/department supervisors, or their designee will be the initial investigator for handling complaints of alleged bullying or harassment from both students and staff. An alternate investigator will be designated in the event it is claimed that the initial investigator, the superintendent, or the superintendent's designee committed the alleged bullying or harassment, or some other conflict of interest exists.

If as a result of viewing surveillance system data or based on a report from a school district employee, the district determines that a student has suffered bullying or harassment by another student enrolled in the district, a parent or guardian of the student may enroll the student in another attendance center within the district that offers classes at the student's grade level, subject to the requirements and limitations established in Iowa law related to this topic.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in accordance with this policy to a school official designated by the school district, shall be immune from civil or criminal liability relating to such report including any administrative, judicial, or other proceeding resulting from or relating to the report.



Individuals who knowingly file false bullying or harassment complaints and/or any person who gives false statements in an investigation may be subject to discipline by appropriate measures.

### Retaliation Prohibited

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

### Definitions

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

- “Harassment” and “bullying” mean any repeated and targeted electronic, written, verbal, or physical act or other ongoing conduct toward an individual that creates an objectively hostile school environment that meets one or more of the following conditions:
  1. Places the individual in reasonable fear or harm to the individual’s person or property.
  2. Has a substantial detrimental effect on the individual’s physical or mental health
  3. Has the effect of substantially interfering with the individual’s academic or career performance.
  4. Has the effect of substantially interfering with the individual’s ability to participate in or benefit from the services, activities or privileges provided by a school.
- “Electronic” means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- “Volunteer” means an individual who is not an employee and has regular, significant contact with students.

### Publication of Policy

The Board will annually publish this policy. The policy will be publicized by the following means:

- Inclusion in the parent/student handbook
- Inclusion in the annual policy notification to staff
- Inclusion on the school or school district’s web site
- Available upon request at the Forum, 2300 Chaney Road
- Distributed and posted in schools

Adopted: May 23, 1977

Revised: June 8, 2020

Revised: December 9, 2024

Revised: July 21, 2025

## ADMINISTRATIVE GUIDELINES FOR ANTI-BULLYING/ANTI-HARASSMENT #1001 A1

### ANTI-BULLYING/ANTI-HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been bullied or harassed may attempt to resolve the matter informally by:

- Communicating to the bully or harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the bully or harasser, the individual should ask a school administrator/department supervisor for help.
- If the bullying or harassment does not stop, or the individual does not feel comfortable confronting the bully or harasser, the individual should:
  - report to a school administrator/department supervisor; and
  - write down exactly what happened, keep a copy and give another copy to the school administrator/department supervisor including:
    - what, when and where it happened;
    - who was involved;
    - exactly what was said or what the harasser or bully or harasser did;
    - witnesses to bullying or harassment;
    - what the student or staff member said or did, either at the time or later; how the student or staff member felt; and how the harasser or bully responded.

The school administrator/ department supervisor may include an informal process to resolve the situation. The complainant and alleged bully or harasser may be given the option of seeking a voluntary resolution of the incident. The process for voluntary resolution may include mediation and will only be exercised if both parties agree. If the informal process is not satisfactory to the complainant, the complainant can end the process at any time. This informal process may be skipped if the allegation is sexual violence, as mediation is not an advised process for the resolution of such cases.

### Filing a Complaint

An individual who believes that the individual has been harassed or bullied may file a formal complaint with the school administrator/department supervisor, the Director of Behavior and Learning Supports, or the Chief Human Resources Officer. The complaint form is available on the Dubuque Community Schools website, upon request at all district buildings, and from the district office. If the complainant is a school employee, after filing the complaint the employee may separately notify the parent or guardian of the student alleged to have been bullied or harassed. An alternate investigator will be designated in the event it is claimed that the school administrator/department supervisor, the superintendent or superintendent’s designee committed the alleged bullying or harassment, or some other conflict of interest exists. The complainant will state the nature of the complaint, and the remedy requested. The complainant shall receive assistance as needed.

## Investigation

The Director of Behavior and Learning Supports or the Chief Human Resources Officer will be responsible for handling or delegating to a designee (hereinafter “investigator”) all complaints alleging bullying or harassment. The school district will promptly and reasonably investigate allegations of bullying and harassment upon receipt of a formal written complaint. In an effort to resolve the complaint at the lowest level, the school administrator/department supervisor or other building-level designee may be the initial investigator for handling complaints alleging bullying and harassment. The investigator has the authority to initiate an investigation in the absence of a formal written complaint.

The investigation may include, but is not limited to the following:

- Interviews with the complainant (and the target if a complaint was made on behalf of the target) and the individual named in the complaint (“respondent”);
- A request for the complainant and/or the target to provide a written statement regarding the nature of the complaint;
- A request for the respondent to provide a written statement;
- Interviews with witnesses identified during the course of the investigation;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documentation or information deemed relevant to the investigation.

The investigator shall consider the totality of circumstances presented in determining whether a preponderance of the evidence found the conduct objectively constitutes bullying or harassment as defined in Board policy. Upon completion of the investigation, the investigator shall issue a report with respect to the findings and provide a copy of the report to the appropriate school principal/department supervisor and the Director of Behavior and Learning Supports. Additionally, if the investigation involved an adult staff member or volunteer, a copy will be provided to the Chief Human Resources Officer.

The complaint and identity of the complainant/target, respondent or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

District employees, students, parents/guardians, and volunteers shall fully and fairly cooperate in the investigation. The district will take action to stop the bullying or harassment, remedy the bullying or harassment, prevent recurrence, and provide appropriate interim measures to protect the complainant (including counseling or other resources) if necessary.

It is the responsibility of the Superintendent or designee to develop procedures regarding this policy.

The Superintendent or designee also is responsible for organizing training programs for students, staff members, and volunteers who have direct contact with students and staff members. The training will include how to recognize harassment or bullying and what to do in case a student or staff is harassed or bullied. It will also include proven effective anti-harassment/anti-bullying strategies. The Superintendent or designee will also develop a process for evaluating the effectiveness of the policy in reducing harassment and bullying.

## Decision

The investigator, school administrator/department supervisor or Superintendent, depending on the individuals involved, shall inform the complainant and the accused about the outcome of the investigation. If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

## Appeal

If after notification of the outcome of the initial investigation, the complaint is not resolved to the complainant’s satisfaction, the complainant has ten (10) calendar days to request an appeal to the Director of Behavior and Learning Supports or the Chief Human Resources Officer. At that time, The Director of Behavior and Learning Supports (if a student complaint) or the Chief Human Resources Officer (if an employee or volunteer complaint) will conduct a further review of the initial investigation into the situation and notify the complainant of their decision to support, modify, or overturn the initial decision within ten (10) working days of receipt of the complainant’s appeal. If the Director of Behavior and Learning Supports or the Chief Human Resources Officer conducted the initial investigation as an alternate investigator, the Superintendent will designate an alternate investigator to conduct the appeal.

If, after receipt of the decision from the first level of appeal outlined above, the complaint is still not resolved to the complainant's satisfaction, the complainant may request an appeal to the Superintendent in writing within ten (10) working days of notification of the outcome from the Director of Behavior and Learning Supports or Chief Human Resources Officer. The complainant may request a meeting with the Superintendent and may be accompanied by a family member, colleague, or legal counsel, although the Superintendent shall not be required to hold such a meeting. The Superintendent or designee shall review the previous investigations and may, if he or she deems necessary, order or conduct further investigation into the matter. The Superintendent shall, within ten (10) working days of receiving the complaint unless extenuating circumstances prevent otherwise, file a written decision either supporting, modifying, or overturning the decision of the Director of Behavior and Learning Supports or the Chief Human Resources Officer resolving the matter. The decision of the Superintendent will be considered final.

This procedure in no way denies the right of the complainant to file a complaint with the Dubuque Human Rights Commission, the Iowa Civil Rights Commission, the Iowa Department of Education, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or to seek private counsel for complaints of bullying and harassment.

All questions regarding these procedures should be directed to:

Amy Hawkins  
Superintendent of Schools  
(563) 552-3102  
ahawkins@dbqschools.org

Brian Kuhle  
Chief Human Resources Officer  
(563) 552-3000  
bkuhle@dbqschools.org

Mimi Holesinger  
Director of Behavior and Learning Supports  
(563) 552-3105  
mholesinger@dbqschools.org

The above contacts are all located at 2300 Chaney Road, Dubuque, Iowa 52001.

Further information may be posted on the district's website: [www.dbqschools.org](http://www.dbqschools.org)



**FORM 13: Complainant Bullying and Harassment Incident Report**

The form is available at the back of this handbook, in the school offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

## ANTI-DISCRIMINATION #1005

Chapter 1: EDUCATIONAL PHILOSOPHY  
Chapter 1: EDUCATIONAL PHILOSOPHY

The Board will not discriminate in its educational activities on the basis of age, ancestry, color, creed, familial status, marital status, national origin, physical attributes, physical or mental ability or disability, political belief, political party preference, race, religion, sex, sexual orientation, or socioeconomic status. The Board will admit students regardless of their immigrant status or English-speaking status.

The Board requires all agencies, vendors, contractors, and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The Board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of age, ancestry, color, creed, familial status, marital status, national origin, physical attributes, physical or mental ability or disability, political belief, political party preference, race, religion, sex, sexual orientation, or socioeconomic status. Further, the Board affirms the right of all students and staff members to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Complaints may be filed with the building principal, the Director of Behavior and Learning Supports, or the Chief Human Resources Officer pursuant to the investigation procedures accompanying this policy. The Superintendent or designee is responsible for implementation of this policy and all accompanying procedures. Complaints will be promptly and reasonably investigated. Building principals or their designee will be the initial investigator for handling complaints of alleged discrimination from both students and staff. An alternate investigator will be designated in the event it is claimed that the building administrator, the superintendent, or superintendent's designee committed the alleged discrimination, or some other conflict of interest exists.

Adopted: August 13, 2007  
Reviewed: October 12, 2020  
Revised: April 14, 2025  
Revised: July 21, 2025

### ADMINISTRATIVE GUIDELINES FOR ANTI-DISCRIMINATION #1005 A1

#### ANTI-DISCRIMINATION INVESTIGATION PROCEDURES

Individuals who feel that they have been discriminated against may attempt to resolve the matter informally by:

- Communicating to the discriminator that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the discriminator, the individual should ask a building administrator or supervisor for help.



- If the discrimination does not stop, or the individual does not feel comfortable confronting the discriminator, the individual should:
  - report to a building administrator or supervisor; and
  - write down exactly what happened, keep a copy and give another copy to the building administrator or supervisor including:
    - what, when and where it happened;
    - who was involved;
    - exactly what was said or what the discriminator did;
    - witnesses to the discrimination;
    - what the student or staff member said or did, either at the time or later; how the student or staff member felt; and how the discriminator responded.

The building administrator or supervisor may include an informal process to resolve the situation. The complainant and alleged discriminator may be given the option of seeking a voluntary resolution of the incident. The process for voluntary resolution may include mediation and will only be exercised if both parties agree. If the informal process is not satisfactory to the complainant, the complainant can end the process at any time.

### **Filing a Complaint**

An individual who believes that the individual has been discriminated against may file a formal complaint with the building administrator or supervisor, the Director of Behavior and Learning Supports, or the Chief Human Resources Officer. The complaint form is available on the Dubuque Community Schools website, upon request at all district buildings, or from the district office. If the complainant is a school employee, after filing the complaint, the employee may separately notify the parent or guardian of the student alleged to have been discriminated against. An alternate investigator will be designated in the event it is claimed that the building administrator or supervisor, the superintendent or superintendent's designee committed the alleged discrimination, or some other conflict of interest exists. The complainant will state the nature of the complaint, and the remedy requested. The complainant shall receive assistance as needed.

### **Investigation**

The Director of Behavior and Learning Supports or the Chief Human Resources Officer will be responsible for handling or delegating to a designee (hereinafter "investigator") all complaints alleging discrimination. The school district will promptly and reasonably investigate allegations of discrimination upon receipt of a formal written complaint. In an effort to resolve the complaint at the lowest level, the building Principal or other building-level designee may be the initial investigator for handling complaints alleging discrimination. The investigator has the authority to initiate an investigation in the absence of a formal written complaint.

The investigation may include, but is not limited to the following:

- Interviews with the complainant (and the target if a complaint was made on behalf of the target) and the individual named in the complaint ("respondent");
- A request for the complainant and/or the target to provide a written statement regarding the nature of the complaint;
- A request for the respondent to provide a written statement;
- Interviews with witnesses identified during the course of the investigation;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documentation or information deemed relevant to the investigation.

The investigator shall consider the totality of circumstances presented in determining whether a preponderance of the evidence found the conduct objectively constitutes discrimination as defined in Board policy. Upon completion of the investigation, the investigator shall issue a report with respect to the findings and provide a copy of the report to the appropriate building principal and the Director of Behavior and Learning Supports. Additionally, if the investigation involved an adult staff member or volunteer, a copy will be provided to the Chief Human Resources Officer.

The complaint and identity of the complainant/target, respondent or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

District employees, students, parents/guardians, and volunteers shall fully and fairly cooperate in the investigation. The district will take action to stop the discrimination, remedy the discrimination, prevent recurrence, and provide appropriate interim measures to protect the complainant (including counseling or other resources) if necessary.

It is the responsibility of the Superintendent or designee to develop procedures regarding this policy. The Superintendent or designee also is responsible for organizing training programs for students, staff members, and volunteers who have direct contact with students and staff members. The training will include how to recognize discrimination and what to do in case a student or staff is discriminated against. It will also include proven effective anti-discrimination strategies. The Superintendent or designee will also develop a process for evaluating the effectiveness of the policy in reducing discrimination.

### **Decision**

The investigator, building principal or Superintendent, depending on the individuals involved, shall inform the complainant and the accused about the outcome of the investigation. If, after an investigation, a student is

found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

Individuals who knowingly file false discrimination complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

### Appeal

If after notification of the outcome of the initial investigation, the complaint is not resolved to the complainant's satisfaction, the complainant has ten (10) calendar days to request an appeal to the Director of Behavior and Learning Supports or the Chief Human Resources Officer. At that time, The Director of Behavior and Learning Supports (if a student complaint) or the Chief Human Resources Officer (if an employee or volunteer complaint) will conduct a further review of the initial investigation into the situation and notify the complainant of their decision to support, modify, or overturn the initial decision within ten (10) working days of receipt of the complainant's appeal. If the Director of Behavior and Learning Supports or the Chief Human Resources Officer conducted the initial investigation as an alternate investigator, the Superintendent will designate an alternate investigator to conduct the appeal.

If, after receipt of the decision from the first level of appeal outlined above, the complaint is still not resolved to the complainant's satisfaction, the complainant may request an appeal to the Superintendent in writing within ten (10) working days of notification of the outcome from the Director of Behavior and Learning Supports or Chief Human Resources Officer. The complainant may request a meeting with the Superintendent and may be accompanied by a family member, colleague, or legal counsel, although the Superintendent shall not be required to hold such a meeting. The Superintendent or designee shall review the previous investigations and may, if he or she deems necessary, order or conduct further investigation into the matter. The Superintendent shall, within ten (10) working days of receiving the

complaint unless extenuating circumstances prevent otherwise, file a written decision either supporting, modifying, or overturning the decision of the Director of Behavior and Learning Supports or the Chief Human Resources Officer resolving the matter. The decision of the Superintendent will be considered final.

This procedure in no way denies the right of the complainant to file a complaint with the Dubuque Human Rights Commission, the Iowa Civil Rights Commission, the Iowa Department of Education, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or to seek private counsel for complaints discrimination.

All questions regarding these procedures should be directed to:

Amy Hawkins  
Superintendent of Schools  
2300 Chaney Road  
Dubuque, Iowa 52001  
(563) 552-3012  
ahawkins@dbqschools.org

#### Bullying & Harassment questions and complaints:

Mimi Holesinger  
Director of Behavior and Learning Support  
2300 Chaney Road  
Dubuque, Iowa 52001  
(563) 552-3105  
mholesinger@dbqschools.org

#### Title II questions and complaints:

Lisa Feltes  
Executive Director of Elementary Education  
2300 Chaney Road  
Dubuque, Iowa 52001  
(563) 552-3077  
lfeltes@dbqschools.org

#### 504 questions and complaints:

Rebecca Fellenzer  
Director of Student Services  
2300 Chaney Road  
Dubuque, Iowa 52001  
(563) 552-3083  
rfellenzer@dbqschools.org

#### Employee questions:

Brian Kuhle  
Chief Human Resources Officer  
2300 Chaney Road  
Dubuque, Iowa 52001  
(563) 552-3000  
bkuhle@dbqschools.org



#### FORM 14: Complainant Discrimination Incident Report

The form is available at the back of this handbook, in the school offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

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## ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES #4606

Chapter 4: PERSONNEL  
Section 7: MISCELLANEOUS

Physical or sexual abuse of students, including but not limited to sexual or physical relationships, grooming behavior, and otherwise inappropriate relationships with students by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by timely reporting to all relevant agencies as required by law. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible.

Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process. If the Iowa Department of Health and Human Services reports to the board of directors of the district that an allegation of abuse of a student has been made against a school employee, the district will place the employee on administrative leave until the resolution of the investigation. The employee will be prohibited from entering school property while on administrative leave.

The superintendent is responsible for drafting administrative regulations to implement this policy.

Adopted: June 12, 1989  
Reviewed: September 11, 2023  
Annual Review: July 15, 2024  
Revised: July 21, 2025

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## CHRONIC ABSENTEEISM AND TRUANCY #5107

Chapter 5: STUDENT PERSONNEL  
Section 2: STUDENT ATTENDANCE

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

Chronic absenteeism, as defined in Iowa Code 299.1, means missing more than ten (10) percent of the scheduled school days (elementary schools) or instructional hours (middle and high schools) in the grading period. Truancy, as defined in Iowa Code 299.8, means a child of compulsory attendance age who is absent from school for any reason for at least twenty (20) percent of the days (elementary schools) or hours (middle and high schools) grading period.

Student absences that are determined to be exempt are not used to determine truancy. Chronic Absenteeism and Truancy does not apply to students who have been exempted for any of the following:

- have completed the requirements for graduation;
- for sufficient reason by any court of record or judge;
- are attending religious services or receiving religious instruction;
- are unable to attend school due to legitimate medical reasons, such as hospitalization or receiving treatment or care by a licensed physician;
- have an Individualized Education Program that specifically addresses a disability- related impact on attendance and requires possible modification to attendance requirements;
- have a plan under section 504 of the federal Rehabilitation Act, 29, U.S.C 794, that specifically addresses a disability-related impact on attendance and requires possible modification to attendance requirements;

- is a military applicant undergoing military entrance processing.
- is engaged in military service.
- is traveling to attend a funeral.
- is traveling to attend a wedding.
- are excused under Iowa Code 299.22; or
- are exempt under Iowa Code 299.24.

It is the responsibility of the superintendent, in conjunction with the designated school officials, to develop administrative regulations regarding this policy. The administrative guidelines will indicate supportive measures and disciplinary actions to address truancy, as well as guidance on local exemptions.

Adopted: September 16, 1991  
Revised: September 14, 2020  
Revised: November 11, 2024  
Revised: July 21, 2025

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### ADMINISTRATIVE GUIDELINES FOR CHRONIC ABSENTEEISM AND TRUANCY #5107 A1

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

This regulation is divided into two sections: Section I addresses legal requirements related to chronic absenteeism and truancy and Section II addresses additional academic, disciplinary and extracurricular

consequences students face due to chronic absenteeism and truancy. It is important for students to recognize that chronic absenteeism and truancy impacts all these facets of their educational experience.

## **SECTION I – LEGAL REQUIREMENTS**

### **Chronic Absenteeism**

When a student meets the threshold, as required by Iowa Code 229.1-229.5, to be considered chronically absent the school official will send notice by mail or e-mail to the

Dubuque County attorney's office. The school official will also notify the student, or if a minor, the student's parent, guardian or legal or actual custodian via mail, e-mail, electronic message or delivered in person, that includes information related to the student's absences from school and the policies and disciplinary processes associated with additional absences.

### **School Engagement Meeting**

If a student is absent from school for at least fifteen (15) percent of the days (elementary schools) or hours (middle and high schools) in the grading period, and the school official determines that the student's absences are negatively affecting the student's academic progress, the school official will attempt to find the cause of the absences and organize, hold and participate in a school engagement meeting. The following individuals must participate in the school engagement meeting:

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

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

### **Absenteeism Prevention Plan**

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

## **SECTION II – ACADEMIC AND DISCIPLINARY REQUIREMENTS**

Students are required to be in attendance, pursuant to Board policy, in alignment with the District calendar for the school year unless their absences are considered "exempt". Student-level consequences will not apply to exempt absences.

In addition to the reasons listed which are exempt as outlined in Iowa Code 299.1 – 299.5, and outlined in this policy, parents/guardians or emancipated minor may contact school administration or designee to discuss the reason for an absence and request a consideration of an exemption. In collaboration with District officials, school administrators will consider the following guidelines when determining if a student's absence qualifies to be exempt.

- Absences where the student, if an emancipated minor, or otherwise his/her parent or guardian, has not contacted the school regarding the reason for the absence will not be considered exempt.
- Regular and ongoing absences and tardies that interfere with a student's ability to receive their required education will not be considered exempt.
- Absences due to a student meeting the District's illness and exclusion criteria will be exempt. The document outlining the criteria is located in each building's health office.
- Requests for family trips or vacations will be considered. Students must complete all required make-up work within a reasonable time upon returning to school.

### **Academic Accountability**

Students who are absent from school miss instruction, which could negatively impact the student's grades. Students are required to do make-up work within a reasonable amount of time for all absences. Teachers will provide full credit for work submitted in a timely fashion. Additionally, no student will be dropped from classes based exclusively on attendance. However, it is the responsibility of the student to follow the instructions of the teacher(s) to complete and hand in the work necessary. Students who fail to attend make-up sessions, as assigned, and fail to complete and submit assignments satisfactorily will have an impact on their grade(s).

The administration will make reasonable efforts to advise and counsel and may impose disciplinary steps upon students exhibiting excessive absences that are not deemed "exempt." Such advice, discipline and counseling is in addition to the requirements listed in Section 1 of this regulation and includes, but is not limited to, oral or written notices to the student and his or her parents/guardians, conferences with the student and parents/guardians, written contracts, mediation, or loss of non-academic privileges such as extracurricular activities.

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# JUVENILE JUSTICE SYSTEM INFORMATION SHARING #5108

Chapter 5: STUDENT PERSONNEL  
Section 2: STUDENT ATTENDANCE

**Statement of Purpose:** It is the intent of the Dubuque Community School District to assist in reducing juvenile crime by promoting cooperation, collaboration and the sharing of appropriate information between the schools and agencies listed below, prior to a student's adjudication, in order to

- Improve school safety,
- Reduce alcohol and illegal drug use,
- Reduce truancy, and
- Reduce in-school and out-of-school suspensions.

To accomplish these goals, the school district will establish a formal agreement with each of the agencies identified below.

This agreement's further purpose is to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well-supervised educational programs and to supplement these educational programs with coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

**Identification of Agencies:** This agreement is between the Dubuque Community School District and the following juvenile justice agencies (hereinafter referred to as "agencies"):

- Department of Human Services
- Juvenile Court Services
- City of Dubuque Police Department
- Dubuque County Sheriff's Department

**Statutory Authority:** This agreement implements the provisions of Iowa Code 280.25.

## Conditions for Sharing Information:

- a. With the principal's permission, school staff may disclose to the agencies information contained in a student's record which is directly related to the juvenile justice system's ability to effectively serve the student. This may include, but is not limited to, information about academic performance, attendance, or school behavior.
  - b. If a student has not been adjudicated delinquent in juvenile court, this information may be disclosed by a school to the agencies without parental consent or a court order. [A delinquency adjudication is a judge's formal determination that the student has committed an act which would be a crime if committed by an adult.]
  - c. If a student has been adjudicated delinquent in juvenile court, information may be disclosed by a school to the agencies only with parental consent or a court order.
1. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family, or to coordinate the delivery of programs and services to the student or the student's family.

Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

Information obtained by the school from other juvenile justice agencies may not be used as the basis for disciplinary action of the student.

2. This agreement only governs a school district's ability to share information and the purpose for which that information can be used. Other agencies are bound by their own respective confidentiality policies.

**Confidentiality.** Confidential information shared between the schools and agencies, pursuant to this agreement, will remain confidential and will not be shared with any other person, unless otherwise provided by law. Agencies or individuals violating the terms of this agreement subject their entity represented and themselves personally to legal action pursuant to federal and state law.

**Amendments.** This agreement constitutes the entire agreement among the signature parties with respect to information sharing. Agencies may be added to this agreement only with Board approval.

**Signature Authority.** The board president and superintendent are authorized to sign this agreement on behalf of the district. The superintendent or designee will be responsible for monitoring implementation of its provisions and maintaining a file of signers to this agreement.

**Duration.** This agreement shall be effective from the date of signing and shall remain in effect until it is either revoked by the parties or superseded by state or federal statute.

**Termination.** Any part to this agreement may discontinue sharing information with any or all of the other signatories if the intent or letter of this agreement is violated.

Adopted: February 9, 2004

Revised: June 8, 2009

Reviewed: June 3, 2014

Revised: September 9, 2019



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## HOMELESS CHILDREN AND YOUTH #5110

### Chapter 5: STUDENT PERSONNEL Section 2: STUDENT ATTENDANCE

The Board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment, and eliminate existing barriers to their receiving education that may exist in district policies or practices.

The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the Director of Student Services. A homeless child or youth is defined as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or awaiting foster care placement;
2. A child or youth who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. A child or youth who is living in a car, park, public space abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs "1" through "3" above. So that enrollment of homeless children and youth of school age may be facilitated, the following policy areas shall be modified as follows:

**Enrollment Requirements:** Homeless students including unaccompanied youth will be enrolled immediately even if they are missing records and documents normally required for enrollment.

**Placement:** According to the McKinney Vento Act a child's district of origin is the school district or school where the child was last enrolled. The deciding factor shall be the welfare of the child. As much as possible, the child will not be required to change attendance centers within the district every time the child changes residence.

**Waiver of Fees and Charges:** Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived at the discretion of the superintendent or designee.

**Transportation:** When students enroll in a new school, they must be provided with any transportation services that are offered to non-homeless students. In addition, homeless students may be provided transportation to their school of origin as required by the McKinney Vento Act.

**Special Services:** All services which are available to resident students are made available to homeless children or youths enrolled in the school district.

Services include special education, talented and gifted, title 1 programs, vocational education, English as a second language programs, health services and food and nutrition programs.

**Dispute Process:** If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is sought, pending resolution of the dispute. The student will also have the right as a student in transition to all appropriate educational services, transportation, and free meals while the dispute is pending.

The school homeless liaison will provide the parent or unaccompanied youth with a written explanation of the district's decision on the disputed issue and the right of the parent or unaccompanied youth to appeal that decision. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The parent, unaccompanied youth, or school district may appeal the school district's decision as provided in the state's dispute resolution process.

Adopted: April 13, 2009  
Revised: January 13, 2014  
Reviewed: July 15, 2019

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# STUDENT CONDUCT #5200

**NOTE: This policy is scheduled for review and possible revision in the 2025-2026 school year. Please see [www.dbqschools.org/schoolboard](http://www.dbqschools.org/schoolboard) for the most current version of the policy.**

Chapter 5: STUDENT PERSONNEL  
Section 3: STUDENT DISCIPLINE

## POLICY

### A. Statement of Beliefs for Policy #5200

In order to fulfill the mission of the Dubuque Community School District, and to develop world-class learners and citizens of character in a safe and inclusive learning community, student behavior expectations and consequences must be shared with and understood by the community. This community includes students, parents, teachers, administrators, school staff, volunteers, related community agencies, and the general public.

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

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

Policy #5200 addresses student behavior expectations and consequences, and district administration has the authority to develop guidelines for administration of this policy. This policy supports the vision and values already established by the school district and uses the following beliefs as the basis of this document.

1. **Rights carry responsibilities.** Students must be guided to make choices and take actions which respect the rights of others, recognize their impact on others, and understand that all choices have consequences.
2. **Individuals can learn to demonstrate appropriate school and public behaviors.** Students benefit from a school environment where they will experience success and learn from their mistakes.
3. **All students should have the right to achieve a quality education.** All students and staff have a joint responsibility to create learning conditions that result in substantial learning and respect the dignity of all people.
4. **The individual worth of each person must be valued.** Student behavior expectations are consistent. Consequences and interventions are appropriate to the situation and the student.

5. **Positive student behavior is based on a partnership between student, school, family, and community.** Quality, long-term relationships among family, educators, staff, and the community result in greater learning, better use of resources, and greater student satisfaction of school life.
6. **School must be a safe place for all.** Students must comply with all local, state, and federal laws, which enhance their personal safety and that of others. Unsafe and dangerous situations that threaten or harm others will not be tolerated.

### B. Due Process

Due process serves the interest of the school in maintaining an orderly environment conducive to learning and the rights of the student. Students accused of engaging in prohibited behavior will receive due process to include:

- Notifying the student of the infraction;
- Explaining the evidence of such an infraction; and
- Giving the student the opportunity to explain their side of the story. At the Principal's or designee's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

### D. Administrative Actions

Student conduct which violates the vision, values, and policies of the Dubuque Community School District is subject to administration action such as intervention, correction, or other consequences determined by school officials as set forth in this policy, which may include, but is not limited to, suspension or expulsion. Administrative actions are listed in the Administrative Guidelines to this policy in order to provide the Principal or designee with options for improving student behavior. In choosing an administrative action, authorized personnel will consider the facts and circumstances surrounding the incident, including the student's past performance, duration, intensity, and frequency of the student's behavior, as well as seriousness of the incident.

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

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; or while attending or engaged in school district activities will be suspended by the Principal or designee. Notice of the suspension is sent to the Board President and the Board will review the suspension and decide if it will hold a disciplinary hearing to determine if it will impose further sanctions against

the student which may include expulsion. In making its decision, the Board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of this policy is defined as, when, without justification, a student does any of the following:

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

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

Removal from the classroom means a student is sent to the school Principal's or designee's office. It is within the discretion of the person in charge of the classroom to remove the student. This policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.

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

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities or a loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten (10) consecutive school days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms

will result in immediate reinstatement of the penalty.

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

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

## E. Appeal Process

An appeal process exists for students to appeal the consequences and interventions taken as a result of the school policies. Students, parents, or guardians wishing to appeal an administrative action should first speak with the person administering the action. If the issue is not resolved, students, parents, or guardians shall use the following chain of command:

- Level 1: Teacher or staff member;
- Level 2: Student Needs Facilitator, Assistant Principal, Principal, or the appointed designee;
- Level 3: Superintendent or their designee; and
- Level 4: School Board.\*
- \*Only incidents involving suspension for more than ten (10) consecutive days or expulsion have a right to a hearing before the Board of Education. For actions taken short of that, a student or parent may request a review by the Board of Education. Such review may be granted or denied at the discretion of the Board.
- Students identified for special education services shall receive all due process consideration required under federal and state law. State of Iowa law pertaining to special education is detailed in the Iowa Administrative Rules for Special Education.

It is the responsibility of the Superintendent or designee, in conjunction with the Principal, to develop administrative regulations regarding this policy.

A copy of this policy will be made available to each student and staff member in the district at the beginning of the school year, and to each new student who enters the school system during the academic year. In addition, copies of this policy are always available to students, parents or guardians, and staff at each school, at The Forum (2300 Chaney Road, Dubuque, IA 52001) and on the district's website at [www.dbqschools.org](http://www.dbqschools.org).

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

Adopted: June 15, 1998  
 Revised: May 9, 2016  
 Revised: September 12, 2022  
 Revised: May 13, 2024



## ADMINISTRATIVE GUIDELINES FOR STUDENT CONDUCT #5200 A1

### PROBLEM BEHAVIORS

The following categories define behaviors which are prohibited because they are disruptive to the learning process, student achievement, and respectful relationships. This list is considered comprehensive, but not all inclusive. Any behavior that distracts from the learning environment or adversely affects the good order, efficiency, management, or welfare of the school is under the jurisdiction of this policy.

#### Abusive or Inappropriate Language/Profanity

Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.

#### Alcohol Related

Student is in possession of, is using, or is found to be under the influence of alcohol.

#### Arson

Student sets a fire, attempts to set fire, or uses incendiary devices with the intent of causing damage or creating a distraction.

#### Bullying

Student engages in behavior that is considered bullying as defined by Iowa Code §280.28. Bullying means any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:

1. Places the individual in reasonable fear or harm to the individual's person or property;
2. Has a substantial detrimental effect on the individual's physical and/or mental health; or
3. Has the effect of substantially interfering with the individual's academic or career performance. Has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities or privileges provided by a school. See Policy #1001, Policy #1005, and Policy #1006.

#### Combustible Related

Student is in possession of or uses substances/objects readily capable of catching fire or burning and causing bodily harm and/or property damage (including but not limited to matches, lighters, firecrackers, gasoline, lighter fluid).

#### Communication of a Threat

Student communicates a threat through any means to endanger students and/or staff en masse.

#### Defiance/Insubordination/Non-Compliance

Student engages in refusal to follow directions or talks back to teachers/staff.

#### Disrespect

Student engages in behavior that is reasonably considered rude, impolite, or discourteous toward other individuals.

#### Disruption

Student engages in willful or continued disobedience of rules designed for the orderly operation of the school. Student demonstrates expression in any form, including electronic, or distribution by any means of material which is lewd, indecent, vulgar, obscene, libelous, slanderous, or which encourages violent or unlawful acts.

#### Dress Code Violation

Student wears any form of clothing, apparel, which is indecent, lewd, immodest, vulgar, obscene, disruptive of the orderly operation of the school, or which constitutes a health or safety hazard. Student is not allowed to wear or exhibit clothing, apparel, which depict, advertise, or promote any substance prohibited by these rules (including beer, alcohol, controlled substances, or tobacco products).

#### Drug Related

Student uses, is in possession of, sells, supplies, or is under the influence of any controlled or illegal substance (drugs) or has unlawful possession of a prescribed drug. The Board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of controlled substances, synthetic 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 or operated school or chartered vehicles; while attending or engaged in school activities; or while away from school grounds if the misconduct will distract from the learning environment or adversely affects the good order, efficiency, management, or welfare of the school district.

Student is in possession of paraphernalia related to the use or distribution of illegal substances. This includes but is not limited to: pipes, rolling papers, scales, or electronic vapor devices and products.

Student who needs to take medication during the school day or on a school sponsored activity should refer to Policy #7200.

#### Forgery/Plagiarism

Student has signed a person's name without that person's permission or depicts himself as another person. Student takes someone else's work or ideas and passes them off as one's own.

#### Gang Affiliation Display

Student uses gesture, dress and/or speech to display affiliation with a "gang" as defined by Iowa Code §723A.

#### Harassment

Student engages in behavior that is considered harassment as defined by federal, state, local, or school policy. Under federal law, discriminatory harassment is considered unwelcome conduct based on a protected class. These protected classes are: race, color, national origin, disability, age, sex and religion. Harassing conduct may take many forms, including threats, physical

assaults, and verbal and/or written abuse. This conduct may be physically threatening, degrading, or humiliating. Harassment can happen in person, through third parties, by electronic device, or on the internet. Harassment creates a hostile environment when the conduct is sufficiently serious to interfere with or limit a student's ability to participate in or benefit from the school's program on the basis of a protected class.

Under Iowa law, harassment is paired with bullying. See bullying above and see Policy #1001, Policy #1005, and Policy #1006.

#### **Inappropriate Display of Affection**

Student engages in inappropriate, verbal and/or physical gestures or contact with another student/adult, regardless of whether consensual or not.

#### **Inappropriate Location**

Student is in an area that is outside of property within the jurisdiction of the school district, school owned and/or operated school or chartered vehicles, or area being used for school activities. Student is not to be in areas of school property for which they have not been given permission or granted access.

#### **Lying/Cheating**

Student delivers a message that is untrue or deliberately violates rules. Student acts dishonestly or unfairly in order to gain advantage on academic assignments or examinations.

#### **Other Behavior**

Student engages in behavior that is detrimental to the best interest of the school, staff, students, or self.

#### **Parking Violations**

Student parks a motorized vehicle in an unauthorized area or without a proper permit on school property or is in violation of any other parking lot rules of the school. Parking vehicles on school premises is a privilege for which the district may charge a fee and for which the school may establish procedures and regulations.

#### **Peer Conflict**

Student engages in behavior that creates a physical, verbal, or cyber conflict with a peer or peers. Peer conflict differs from bullying and harassment when the students have equal power, when the behavior is intermittent or accidental, when both parties are willing to resolve the conflict, or when the relationship is valued/maintained.

#### **Physical Aggression (Including Assault)**

Student engages in actions involving serious physical contact (e.g., hitting, punching, striking with an object, kicking, hair pulling, scratching, etc.) The offender(s) and victim(s) may or may not require medical attention either on or off site to constitute physical aggression or be a violation of this policy.

#### **Physical Fighting**

Student engages in a mutual physical fight. The offender(s) and victim(s) may or may not require medical

attention either on or off site to constitute physical fighting or be a violation of this policy.

#### **Property Damage/Vandalism/Misuse**

Student participates in an activity that results in damage, destruction, or misuse of property.

#### **Skip Class**

Student leaves or misses class without permission.

#### **Skip Detention**

Student leaves or misses a previously assigned detention (lunch, before/after school or Saturday School).

#### **Tardy**

Student is tardy to class or school as defined in Policy #5107.

#### **Technology Violation**

Student engages in inappropriate use of computer, cell phone, music/video players, camera, and/or electronic devices. It is a privilege (not a right) for Dubuque Community School District students to have access to the District's network, Internet, digital systems, and other electronic devices on school property. Students may maintain this privilege only if the rules of use are adhered to.

Cameras and other recording devices are only to be used in school for class assignments, class projects, or for teacher or principal-approved occasions. Videotaping, photography, and/or transmission without student or staff permission are prohibited. Under no circumstances should cameras (including cell phone cameras) be used in locker rooms or bathrooms. Under no circumstances may students share, access or transmit any material (e.g., pornography, obscene, or illegal content) in violation of federal, state, or local law. Students are expected to always comply with data privacy laws and rules. See Policy #5501, Policy #5504, and Policy #5207.

#### **Theft**

Student takes/passes on or attempts to take/pass on property that belongs to another person or the school.

#### **Tobacco Related**

Student is in possession of or is using tobacco or other nicotine-based products, including electronic vapor devices and products. See Policy #4601.

#### **Truancy**

Student does not attend school regularly and punctually; absences are unexcused. See policy #5107.

#### **Threat to a Person**

Student engages in verbal or written communication which is intended to place another in fear or is offensive, insulting, painful or hurtful to another person.

#### **Weapons Related**

Student is in possession of knives (real or look-alike), guns (real or look-alike) or other objects readily capable of causing bodily harm. See Policy #5202

## **MENU OF ADMINISTRATIVE ACTIONS**

The purpose of this section, Menu of Administrative Actions, is to provide the Principal or designee with potential options for improving student behavior. Actions taken with a student who has violated this policy will be intended to help the student understand and refrain from engaging in the behavior again. Administrative actions taken will be left to the discretion of the Principal or designee. Factors such as the student's past performance, the circumstances of a specific infraction (including its frequency, intensity, and duration), and the seriousness of any incident will also be taken into consideration.

### **In-School Suspension**

In-school suspension is the temporary isolation of a student from one or more classes while under the supervision of the Principal or designee. In-school suspensions may be imposed by the Principal or designee for infractions of school rules, which are serious, but which do not warrant the necessity of removal from school.

The Principal or designee will conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity for the student to respond. In-school suspension will not be imposed for more than ten (10) school days. Written notice and reasons for the in-school suspension will be sent to the student's parents or guardians.

### **Out-of-School Suspension**

Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.

A student may be suspended out of school for up to ten (10) school days by a Principal or designee for a commission of gross or repeated infractions of school rules, regulations, policy, or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. Students will not be suspended for a period longer than three (3) days for the same infraction unless permission has been obtained from the Superintendent. The Principal or designee may suspend students after conducting an investigation of the charges against the student, giving the student: a. Oral or written notice of the allegations against the student, and b. The opportunity to respond to those charges. At the Principal's or designee's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the Superintendent. A reasonable effort is made to personally notify the student's parents, and such effort

is documented by the person making or attempting to make the contact. Written notice to the parents will include the circumstances which led to the suspension and a copy of the Board policy and rules pertaining to the suspension.

### **Expulsion**

Expulsion means an action by the Board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board. See Policy #5201.

### **Interim Setting by School Personnel**

A student entitled to special education services may be placed in an interim alternative educational setting. This action taken is a valid option only for students entitled to special education and only if the problem behavior was drug-related, weapon-related, or resulted in serious bodily injury. The maximum duration of this action is forty-five (45) days per incident.

### **Action Pending**

A Principal or designee may use additional time for investigation or decision-making regarding the administrative action to employ.

### **Apology**

The student may be required to submit an apology to another student, adult, or the school body regarding misbehavior. This apology may be written, verbal or communicated electronically as directed by the Principal or designee.

### **Bus Suspension**

Students who violate rules established for appropriate behavior for school bus passengers may be denied opportunity to ride the bus for a specific period of time. Students who have lost the privilege of riding the bus may be required to attend sessions designed to reteach bus behaviors to regain bus privileges. These sessions may be held during the school year or summer months.

### **Board Hearing**

The student may be required to go before the Dubuque Community School District Board of Education for determination of the consequences to behavior.

### **Community Service**

The student may be assigned duties directly related to the offense or infraction in the student's school building, in district facilities, on district buses/vehicles, or in the community.

### **Conference with Student**

Student meeting with administrator, staff, and/or parent (in any combination).

### **Conflict Resolution/Mediation**

The student may be assigned participation in the process of conflict resolution or mediation facilitated by school officials, students, or community agencies agreeable to school officials to identify causes of unacceptable behavior, to examine alternative behaviors and to develop a plan of action to resolve the conflict.

### **IEP Meeting**

The student's IEP team may be called together for a meeting to determine if the student's actions are related to the identified disability, and if determined, the appropriate measures to take to prevent the behavior from re-occurring.

### **Individualized Behavior Support Plan**

The student may spend time in a specified area away from scheduled activities/classes to utilize/and or receive support to utilize behavior strategies identified in a documented individualized student behavior support plan.

### **Individualized Instruction**

The Principal or designee may assign individualized instruction specifically related to the student's problem behaviors.

### **Letter Sent**

A letter or another form of communication to the student's parents/guardians may be sent explaining the student's behavior and suggestions for improvement.

### **Loss of Privilege**

A student may be denied privileges and access to equipment, specified areas, or events. For athletics see Policy #5305.

### **Mentoring**

An adult mentor, including school officials and community members, may be used as a means of offering students support in adjusting their behavior.

### **Parent Contact**

Contact with parent(s) or guardian(s) may be by phone, email, or person to person and is designed to provide notification of and/or discuss the problem behavior.

### **Physical Restraint**

Physical restraint or seclusion may be utilized to prevent or terminate an imminent threat of bodily injury to the student or others; to prevent serious damage to property of significant monetary value or significant nonmonetary value or importance; when the student's actions are seriously disrupting the learning environment; or when it is necessary to ensure the safety of the student and others. All physical restraints and seclusions will be conducted and documented according to Policy #5203.

### **Police Intervention**

School officials may call upon the police department to assist in situations involving illegal student behavior or where the immediacy, severity or chronic nature of the behavior poses a serious threat to staff or other students.

### **Probation**

Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the Principal or designee for infractions of school rules which do not warrant the necessity of removal from school.

The Principal or designee will conduct an investigation of the allegations against the student prior to imposition

of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parent(s) or guardian(s).

### **Referral to Outside Agencies**

School officials may use a referral to external agencies to bring special expertise or resources to the modification of student behavior.

### **Removal from a Class**

Principal or designee may remove a student from a segment (class) of the school day or activity for the duration of a semester or trimester if the student's behavior is deemed substantially disruptive following several other intervention measures by school officials. The student may be assigned to a similar class.

### **Restitution**

A student may be required to restore stolen or damaged property to its original state or engage in activities designed to restore the good order and effective management of the school.

### **Saturday School**

A student may be required to attend classes/make up work on a Saturday. A student may also be required to attend a Saturday session to re-learn bus safety expectations/guidelines.

### **Search and/or Seizure**

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. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. See Policy #5201.

### **Student Responsibility Plan**

Students, in cooperation with school staff, will develop a written plan to be used to correct an infraction. This will include desired behavior, action steps, and timeline.

### **Time in Office**

A student may be required to spend time in the office away from scheduled activities/classes.

### **Time Out/Detention**

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the school principal disciplining the student. A detention may be considered a time out if it is given during the school day (e.g. lunch detention) and the student is away from scheduled activities/classes.

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## PHYSICAL RESTRAINT AND CONFINEMENT #5203

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### Chapter 5: STUDENT PERSONNEL Section 3: STUDENT DISCIPLINE

In order to provide for the safety and security of all students, an employee may use reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:

- to quell a disturbance or prevent an act that threatens physical harm to any person;
- to obtain possession of a weapon or other dangerous object within a student's control;
- for the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3;
- for the protection of property as provided for in Iowa Code section 704.4 or 704.5;
- to remove a disruptive student from class or any area of school premises or from school-sponsored activities off school premises when other less restrictive alternatives are not feasible;
- to protect a student from the self-infliction of harm;
- to protect the safety of others.

In addition, no employee is prohibited from using incidental, minor, or reasonable physical contact in order to maintain order or control.

Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:

1. the size and physical, mental, and psychological condition of the student;
2. the nature of the student's behavior or misconduct provoking the use of physical force;
3. the means or method used in applying the physical force;
4. the potential of injury to the student which may result from use of physical force;
5. the motivation of the school employee using physical force.

The principal or designee shall attempt to notify a student's parent or guardian on the same day the student is subjected to physical restraint or physical confinement, and will send written documentation within three school days.

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

Note: Physical restraint should not be confused with corporal punishment. Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. This includes the use of unreasonable or unnecessary force or physical contact made with the intent to harm or cause pain.

Adopted: June 8, 2009  
Reviewed: May 6, 2014  
Revised: July 20, 2020

### ADMINISTRATIVE GUIDELINES FOR PHYSICAL RESTRAINT AND CONFINEMENT #5203 A1

In implementing this policy, staff members will comply with the guidelines listed below.

1. Any physical force or contact employed in the restraint or confinement of a student must be reasonable and necessary under the circumstances.
2. No employee shall inflict, or cause to be inflicted, any intentional physical (or corporal) punishment upon a student.
3. If a student is physically confined in a room or area where the student's egress is restricted, the conditions of the confinement must meet all requirements of Iowa Code 281-103.6.
4. The Iowa Department of Education's rules prohibit the use of prone restraint except in an emergency situation and the "public agencies" must take immediate steps to terminate the prone restraint, subrule 103.8(1).
5. The principal or designee shall attempt to notify a student's parent or guardian on the same day the student is subjected to physical restraint or physical confinement.
6. Students will be checked by a school health professional after incidents of physical restraint or confinement.
7. The student's parent or guardian must be provided a written copy of the documentation relating to physical restraint, or confinement, as required by law postmarked within three school days of the occurrence. Reports of physical restraint, confinement or detention will also be filed with the superintendent or designee at the same time documentation is sent to parents/guardians.
8. While an employee may use reasonable and necessary force for the reasons outlined in this policy, it is expected that school employees, before using physical restraint or physical confinement, shall receive adequate and periodic training, which shall be documented and include training relating to this policy, these guidelines, and applicable Iowa law. Training will include positive behavior interventions and supports, alternatives to seclusion and restraint, crisis prevention and intervention, crisis de-escalation techniques, team debriefing, and the safe and effective use of physical restraint and confinement.



# DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS OF VIOLENCE #5205

Chapter 5: STUDENT PERSONNEL  
Section 3: STUDENT DISCIPLINE

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

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

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

## PUBLICATION OF POLICY

The Board will annually publish this policy. The policy will be publicized by the following means:

- Publish the policy on the district website (2023 Iowa Acts, Chapter 96 [House File 604], Sec. 7, new section 279.79, subsection 1)
- Provide each parent or guardian with a copy of the policy and require the parent or guardian acknowledge the receipt of the policy in writing or electronically (2023 Iowa Acts, Chapter 96 [House File 604], sec. 8).
- Have policy available upon request at the Forum, 2300 Chaney Road.

## DISTRICT RESPONSE TO A THREAT OR INCIDENT OF VIOLENCE BY A STUDENT

### A. Reporting a Threat of Violence or an Incident of Violence (see definitions below)

In the case of any threat of violence or incident of violence that results in injury, property damage, or assault by a student, the teacher or other staff member will report to the school principal or designee within 24 hours of the incident. The principal or

designee will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the report and complete an investigation of the incident as soon as possible. The classroom teacher or other certified staff member may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, Chapter 96 [House File 604], sec. 4).

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

### B. Escalating Responses to Threats of Violence or an Incident of Violence (see definitions below)

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage, and/or who commits an assault, will be subject to escalating levels of discipline for each occurrence; unusually serious incidents may be escalated to a higher level. The principal or designee has discretion in determining which level to assign the incident after looking at the nature of the incident as well as the age, grade level and maturity of the student. When appropriate, referrals will be made to local law enforcement. The district retains the authority to assign the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence (2023 Iowa Acts, Chapter 96 [House File 604], sec. 7, new section 279.79, subsection 5).

## DEFINITIONS

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

- "Threat of violence" means a credible written, verbal, electronic, or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault.
- "Incident of violence" means the intentional use of physical force or power against oneself, another person, a group or community, or property resulting in injury, property damage, or assault.

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- “Injury” means “physical pain, illness, or any impairment of physical condition.” State v. McKee, 312 N.W.2d 907, 913 (Iowa 1981).
- “Property damage” means any destruction, damage, impairment, or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate, building, or fixture attached to a building or structure, and personal property, which includes intangible property (Iowa Code section 4.1(21)).
- “Assault” means when, without justification, a student does any of the following: an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another. The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social, or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity and does not create an unreasonable risk of serious injury or breach of the peace (following Iowa Code section 708.1).

Level	PreK – 2: Escalating Response for Offender
1	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Requires an IEP meeting to determine if the behavior of concern was caused by or has a direct and substantial relationship to the student’s disability. If required, the team will assure the student’s Individualized Education Program (IEP) includes a specific plan to address the behavior of concern.</li> <li>• Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Parent or guardian conference that includes the student, when appropriate;</li> <li>• When appropriate and with written parent or guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>• Behavior intervention student agreement coupled with another response(s);</li> <li>• Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>• Detention; and/or</li> <li>• Temporary removal from class.</li> </ul> </li> <li>• Unless the first offense is unusually serious, the principal or designee will avoid permanent removal from a class.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires an IEP meeting for any student who does not have a current Individualized Education Program (IEP) that includes a specific plan to address the behavior of concern.</li> <li>• Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Responses listed in Level 1 above;</li> <li>• Temporary or permanent removal from extracurricular activities;</li> <li>• Temporary or permanent removal from class;</li> <li>• In-school suspension;</li> <li>• Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>• Placement in an alternative learning environment, when appropriate.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Requires parent or guardian notification.</li> <li>• Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>• Requires an IEP meeting for any student who does not have a current Individualized Education Program (IEP) that includes a specific plan to address the behavior of concern.</li> <li>• Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>• Responses listed in Levels 1 &amp; 2 above;</li> <li>• Out-of-school suspension; and/or</li> <li>• Recommendation for expulsion.</li> </ul> </li> </ul>

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Level	Grades 6 to 8: Escalating Response for Offender
1	<ul style="list-style-type: none"> <li>Requires parent or guardian notification.</li> <li>Requires an IEP meeting to determine if the behavior of concern was caused by or has a direct and substantial relationship to the student's disability. If required, the team will assure the student's Individualized Education Program (IEP) includes a specific plan to address the behavior of concern.</li> <li>Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>Parent or guardian conference that includes the student, when appropriate;</li> <li>When appropriate and with written parent or guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>Behavior intervention student agreement coupled with another response(s);</li> <li>Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>Detention; and/or</li> <li>Temporary removal from class.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>Requires parent or guardian notification.</li> <li>Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>Requires an IEP meeting for any student who does not have a current Individualized Education Program (IEP) that includes a specific plan to address the behavior of concern.</li> <li>Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>Responses listed in Level 1 above;</li> <li>Temporary or permanent removal from extracurricular activities;</li> <li>Temporary or permanent removal from class;</li> <li>In-school suspension;</li> <li>Out-of-school suspension;</li> <li>Suspension of transportation privileges, if misconduct occurred in a school vehicle; and/or</li> <li>Placement in an alternative learning environment, including online school, when appropriate.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>Requires parent or guardian notification.</li> <li>Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>Requires an IEP meeting for any student who does not have a current Individualized Education Program (IEP) that includes a specific plan to address the behavior of concern.</li> <li>Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> <li>Responses listed in Levels 1 &amp; 2 above; and/or</li> <li>Recommendation for expulsion.</li> </ul> </li> </ul>

Level	Grades 9 to 12: Escalating Response for Offender
1	<ul style="list-style-type: none"> <li>Requires parent or guardian notification.</li> <li>Requires an IEP meeting to determine if the behavior of concern was caused by or has a direct and substantial relationship to the student's disability. If required, the team will assure the student's Individualized Education Program (IEP) includes a specific plan to address the behavior of concern.</li> <li>Responses to an incident may include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>Parent or guardian conference that includes the student, when appropriate;</li> <li>When appropriate and with written parent or guardian consent, counseling, and/or mental health counseling subject to available resources of the district;</li> <li>Behavior intervention student agreement coupled with another response(s);</li> <li>Restitution or opportunities to repair relationships coupled with another response(s);</li> <li>Detention;</li> <li>Temporary removal from extra-curricular activities;</li> <li>Temporary removal from class;</li> <li>In-school suspension; and/or</li> <li>Suspension of transportation, if misconduct occurred in school vehicle.</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>Requires parent or guardian notification.</li> <li>Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>Requires an IEP meeting for any student who does not have a current Individualized Education Program (IEP) that includes a specific plan to address the behavior of concern.</li> <li>Responses to an incident may include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>Responses listed in Level 1 above;</li> <li>Temporary or permanent removal from extra-curricular activities;</li> <li>Temporary or permanent removal from class;</li> <li>Out-of-school suspension; and/or</li> <li>Placement in an alternative learning environment, including online school, when appropriate.</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>Requires parent or guardian notification.</li> <li>Review of response to prior offense, if applicable, to inform increased level of response.</li> <li>Requires an IEP meeting for any student who does not have a current Individualized Education Program (IEP) that includes a specific plan to address the behavior of concern.</li> <li>Responses to an incident may include, but are not limited to, the following:               <ul style="list-style-type: none"> <li>Responses listed in Levels 1 &amp; 2 above; and/or</li> <li>Recommendation for expulsion.</li> </ul> </li> </ul>

Adopted: May 13, 2024

# PARTICIPATION CODE FOR ACTIVITIES #5305

Chapter 5: STUDENT PERSONNEL  
Section 4: STUDENT ACTIVITIES

## BELIEF STATEMENTS

The Dubuque Community School District offers a variety of activities designed to enhance education by promoting additional interests and abilities in students during their school years and for a lifetime. The District believes that:

Participation in school activities is a privilege, conditioned upon meeting the eligibility criteria established by the board, administration, and individual activity coaches and sponsors.

Students who participate in activities serve as ambassadors of the school district throughout the calendar year, whether away from or at school.

Students who wish to exercise the privilege of participating in school activities must conduct themselves as good citizens both in and out of school at all times. They must serve as positive role models to other students and members of the community.

The middle schools and high schools will enforce the following policies and procedures for participation in activities. Activities include athletics, cheerleading, vocal and instrumental music, speech, and drama. Students participating in other activities such as student council, yearbook, newspaper, or school sponsored groups are covered by Policy 5200, Student Behavior: Expectations and Consequences, and bylaws of the sponsoring group.

## ACADEMIC ELIGIBILITY

### High Schools

To be eligible for an activity, a student must:

1. Be enrolled or dual-enrolled in school.
2. Be enrolled in at least four classes at all times.
3. Be under 20 years of age if participating in athletics, music or speech activities.
4. Be enrolled in high school for eight semesters or less if participating in athletics, music, or speech activities.
5. Have not been a member of a college athletic team nor trained with a college squad, nor participated in a college contest, nor engaged in that sport professionally.
6. Have met all district-to-district open enrollment requirements.

A student in grades 9 through 12 whose transfer between district high schools occurred due to a request for open enrollment is ineligible to compete at the varsity ("varsity" means the highest level of competition offered by the school) level for the first 90 school days of the transfer. This period of ineligibility may not apply if:

1. It is determined that the student was subjected to a founded incident of harassment and bullying which prompted the request for open enrollment.
2. It is determined that there are extenuating circumstances, which have been previously communicated to school staff, that substantially interfere with the student's ability to participate in or benefit from the activities provided by a school.
  - a. A request identifying extenuating circumstances

must be made to the Director of Activities and Athletics within 5 days of the approved open enrollment.

- b. Within seven days the Director of Activities and Athletics will convene the Review Committee comprised of district staff, not associated with the situation, to receive information from the student, parents/guardians, school staff and other pertinent individuals.
- c. The Review Committee can make the following recommendations:
  - i. Maintain the period of ineligibility for the full 90 school days.
  - ii. Reduce the period of ineligibility.
- d. The decision of the Review Committee shall only be based on the information shared at the appeal.
- e. The Review Committee shall report their decision to the Director of Activities and Athletics who will inform the student and parents/guardians of the decision.

Special education students or students covered by a Section 504-B plan that is directly related to their course work shall not be denied eligibility on the basis of scholarship if the student is making progress, as determined by the school officials, towards the goals and objectives on the student's IEP or accommodation plan.

Coursework taken under the provisions of Iowa Code Chapter 261C, Postsecondary Enrollment Options, shall be used in determining eligibility.

Grades will be checked four times per year: At the end of the first nine weeks, at the end of the first semester, at the end of the third nine weeks, and at the end of the second semester.

If a student is not passing all subjects at the end of the first nine (9) weeks of either semester, the school will provide appropriate interventions and academic supports.

### A. Athletics

1. If a student is not passing all subjects at the end of a grading period (semester), the student is ineligible for the first period of thirty (30) consecutive calendar days in the interscholastic athletic event in which the student is a contestant. Start Date as defined by IGHSAU/IHSAA.

### B. Music

1. If at the end of any grading period (semester) a participant receives a failing grade in any course for which credit is awarded, the participant is ineligible to participate in any competitive event sanctioned by the IHSMA or any IHSMA sponsored event that is non-graded (event doesn't affect course GPA) within a period of 30 consecutive calendar days. Students receiving a failing grade are ineligible to participate in non-graded music events which are not sponsored by the IHSMA (e.g. Musical). The period of ineligibility will begin with the first school day following the day grades are issued by the school district.
  - a. Students receiving a failing grade are ineligible to participate in non-graded music events which are not sponsored by the IHSMA (e.g. Musical).

### C. Speech & Theater

1. If at the end of any grading period (semester) a participant receives a failing grade in any course for which credit is awarded, the participant is ineligible to participate in any event sanctioned by the IHSSA or IHSSA sponsored event within a period of 30 consecutive calendar days. Students receiving a failing grade are ineligible to participate in speech and theater events, which are not sponsored by the IHSSA. The period of ineligibility will begin with the first school day following the day grades are issued by the school district.
  - a. Students receiving a failing grade are ineligible to participate in speech and theater events, which are not sponsored by the IHSSA.

### MIDDLE SCHOOLS

Any student who wishes to participate in activities must meet the scholarship requirements after each of the marking periods (Progress Reports and Report Cards)

#### A. Athletics

Marking periods will be checked for eligibility every 20 calendar days.

- a. Students with one (1) failing grade will be on probation for competitions/performance until the next marking period.
  - i. If acceptable progress is achieved, the student will no longer be on probation and will be considered in good standing.
  - ii. If acceptable progress is not achieved, the student will become ineligible for competitions/performance until acceptable progress is achieved.
    - Acceptable progress is determined by administrator/activities director.
- b. Students with two (2) or more failing grades will be ineligible for competitions/performance until acceptable progress is achieved.
  - i. All failing grades must meet acceptable progress in order to return to competitions/performance.

#### B. Fine Arts

Marking periods will be checked for eligibility every 20 calendar days.

1. Musical  
30 calendar days prior to the first performance students with 2 or more failing grades may be ineligible for one or all performances.
2. Extra- Curricular Musical Activities  
Students with 1 failing grade will be on probation for competitions/performance until the next marking period.
  - If acceptable progress is achieved, the student will no longer be on probation and will be considered in good standing.
  - If acceptable progress is not achieved, the student will become ineligible for competitions/performance until acceptable progress is achieved.
  - Acceptable progress is determined by administrator/activities director.

Special education students or students covered by a Section 504-B plan that is directly related to their course work shall not be denied eligibility on the basis of scholarship if the student is making progress, as determined by the school officials towards the goals and objectives on the student's IEP or accommodation plan.

### ATTENDANCE

In order to participate in practice or in a contest/event on that day a student must attend the last three (3) periods of his/her school schedule. However, the student may be granted permission to participate by the Assistant Principal – Activities/Athletics or designee upon review of the reason for absence. Students are expected to be in attendance for all classes on the day following a contest/event.

### CONDUCT

Students participating in the Activities Program are expected to observe the DCSD Student Behavior Policy 5200 as well as the following:

Participants must refrain from –

1. Possession, use, purchase or sale of tobacco products, regardless of the student's age.
2. Possession\*, consumption, or purchase of alcoholic beverages. (Consumption includes having the odor of alcohol on one's breath.)
3. Possession\*, use, or purchase of illegal drugs or the unauthorized possession, use, or purchase of otherwise lawful drugs (including steroids), look-alike drugs, or drug paraphernalia.
4. Sale, distribution of, or providing location for the illegal consumption of controlled substances or alcohol. (Such a violation will carry a third offense penalty.)
5. Being in a car or in attendance at a social function or party where alcohol or other illegal drugs are illegally available to or being consumed illegally by minors.
6. Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted or adjudicated for the act(s). Examples include, but are not limited to theft, possession of stolen property, vandalism.
7. Inappropriate or offensive behavior. Non-exclusive examples include fighting, insubordination, refusing to cooperate with authorities, teachers, or school administrators, hazing or harassment of others, or any behavior that is not in the best interest of the district. Hazing is defined as any humiliating or dangerous activity expected of a new or potential member of a group regardless of the individual's willingness to participate.

\*Possession in numbers 2, 3 and 5 is considered to be any presence while illegal transportation and/or consumption is taking place with knowledge that the illegal activity is occurring and failure to leave the location.

CONTINUED »

## CONSEQUENCES

When the administration has reasonable grounds to believe that a student has violated the above conduct rules, the following procedures may be followed:

1. Administrator and student conference. Communication with Parent/guardian
2. Suspension from a number of regularly scheduled contests/performance
  - A. First offense – Consult tables for specific penalty
  - B. Second offense – Consult tables for specific penalty
  - C. Third – One calendar year
  - D. Fourth Offense- Loss of extra-curricular participation
3. Communication to parent /guardian and coach/sponsor

Successful completion of a suspension includes the following guidelines:

1. If the student is currently involved in an activity, the suspension begins immediately and includes only those dates in which the student could or would have been a participant. State sponsored dates are included in the suspension. The suspension includes all scheduled events at the student's current level of competition.
2. If the suspension is not completed during a current activity, it will carry over to the next activity in which the student participates. No awards will be given until the suspension is completed.
3. To avoid participating in an activity for the purpose of fulfilling a suspension, the student must complete the season in good standing.
4. A student involved in two or more activities which occur simultaneously will be suspended from both (all) of them. (Consult tables)
5. The participant must attend all practices/rehearsals / contests during the period of suspension.
6. Violations will not be carried over as part of the record when the student moves from eighth to ninth grade. Prior violations will be carried over from ninth through twelfth grade.
7. In those activities that receive academic credit, suspension shall not affect the student's grade.
8. The penalties listed above are not exclusive. In addition to or in lieu of such penalties, a student may be denied the privilege to participate on a temporary or permanent basis.

## REDUCTION IN PENALTY

1. Admission Prior To Determination: Self-reporting of any behavior that could be construed as a violation of the Participation Code prior to knowledge of civil or school authorities may result in the suspension being reduced by one half. The purpose of this option is to provide a mechanism in which the student can receive assistance.
2. Evaluation and Treatment: A student who has a violation of the alcohol, tobacco, or drug provisions of the Participation Code may elect to seek an evaluation performed outside school and, if recommended, treatment from a recognized substance facility at the student or student's parent/guardian's expense. If the student seeks the evaluation, agrees to waive confidentiality, and allows the facility to report the recommendations for treatment, the student's suspension may be reduced by one half upon written confirmation of participation in the treatment program.

3. Behavior: Students who have violated provisions regarding inappropriate or offensive behavior may seek to reduce the penalty by entering into a Behavior Contract. The contract shall be in writing and could include apologies to affected parties and restitution where appropriate. Signatures of student, parent(s), coach/sponsor, and administrator are required. The reduction shall not exceed one-third of the penalty.
4. After the 4th offense and a 365-day no participation suspension, the student may be reinstated by the following guidelines
  - a. Zero conduct violations in the last 365 days;
  - b. Must be following all guidelines of the Iowa High School Athletic Association/Iowa Girls Athletic Union;
  - c. Must have remaining eligibility.

## APPEAL PROCEDURE

1. District Level Hearing
  - a. Date of request – Within 5 school days of notification of parents by principal/designee. Request should be made in writing to District Activities Director.
  - b. Date of hearing – Within 7 days from the day the request is received, unless an extension is mutually agreed upon.
  - c. Participants – Student, parent(s)/guardians, Administrative Review Board (Superintendent or designee, two administrators from schools other than the school from which the appeal is filed, two coaches from schools other than the school from which the appeal is filed).
  - d. Procedure
    - i. The hearing will be held in private. The Board may limit attendance to allow orderly procedure.
    - ii. A record of the hearing shall be made by tape recorder. The tape shall be kept by the district for a minimum of 30 days and shall be made available to student or parent(s)/guardians upon request.
    - iii. The principal or designee shall present evidence in behalf of the recommendation for suspension.
    - iv. The student, student's parent(s)/guardians, or attorney shall present the student's version of or refutation of the allegation through explanation, documents, witnesses.
    - v. Witnesses at the hearing or persons, whose testimony has been submitted, in written form, shall be subject to cross-examination by any party as is necessary for a full disclosure of the facts.
    - vi. The decision of the Administrative Review Board shall be based only on evidence introduced at the hearing.
  - e. Results
 

The Administrative Review Board shall report the decision to the District Activities Director who will inform the student and parent(s)/guardians of the decision.

Revised: March 14, 2004  
 Revised: July 17, 2017  
 Revised: August 13, 2018  
 Revised: January 11, 2021

Cross Reference:  
 6209, 6210, 6213



## ADMINISTRATIVE GUIDELINES FOR PARTICIPATION CODE FOR ACTIVITIES #5305 A1

### SUSPENSIONS

#### Athletics

##### High School

SPORT	FIRST OFFENSE (Dates on Schedule)	SECOND OFFENSE (Dates on Schedule)
Baseball	5	10
Basketball/Cheerleading	5	10
Bowling	3	6
Cross Country	2	4
Football/Cheerleading	2	4
Golf	3	6
Soccer	3	6
Softball	5	10
Swimming	3	6
Tennis	3	6
Track	4	8
Volleyball	4	8
Wrestling/Cheerleading	4	8

##### Middle School

SPORT	FIRST OFFENSE (Dates on Schedule)	SECOND OFFENSE (Dates on Schedule)
Basketball	2	4
Cross Country	2	3
Dance	1	2
Football	1	3
Track	1	3
Volleyball	2	5
Wrestling	1	3

When a reduction of penalty occurs, the remaining penalty will be rounded up. (Ex. 5 game suspension, reduced to 2 ½, penalty would be 3 games)

\*Suspensions from a second offense are in addition to suspensions from a first offense.

#### Music

##### High School

Dubuque Community School District students involved in curricular music groups will be expected to participate in all graded (curricular) performances of the music group. Violations of the Participation Code for Activities will cause students to be withheld from the non-graded/extra-curricular portion of the music group's performance schedule at the same rate as that of activities that are totally non-graded/extra curricular.

Occasionally, students who participate in graded (curricular) music groups also participate in non-graded (extra-curricular) activities such as sports or clubs. Students participating in both graded and non-graded groups will be expected to participate in the graded (curricular) performances

and suspended from the non-graded/extra-curricular performances as a result of the code violation.

#### Music/Speech/Theatre

##### Middle School/High School

###### ACTIVITY

Band, Color Guard, Orchestra, & Vocal Music

- FIRST OFFENSE: Extra-Curricular Event
- SECOND OFFENSE: Next 2 Extra-Curricular events

Musical

- FIRST OFFENSE: One performance
- SECOND OFFENSE: Two performances

#### Speech/Theatre

##### High School

###### ACTIVITY

Speech

*Individual Events*

- FIRST OFFENSE:
  - Removal from event.
  - Pay entry fee.
- SECOND OFFENSE:
  - Removal from event – Not allowed to audition or participate in the next speech event.
  - Pay entry fee.
  - Lose consideration for awards.

*Large Group*

- FIRST OFFENSE:
  - Prior to fourth week of rehearsal – Removal from event.
  - Pay portion of entry fee.
  - After third week of rehearsal – Student is allowed to perform but not allowed to audition for speech next event.
- SECOND OFFENSE:
  - Removal from event.
  - Lose consideration for awards.
  - Not allowed to audition for or participate in next speech/theatre event.
  - Pay portion of entry fee.

Theatre

*Fall/Spring Production*

- FIRST OFFENSE:
  - Prior to third week of rehearsal – Removal from show.
  - After third week of rehearsal – Allowed to perform but cannot audition for next theatre event.
  - Lose consideration for awards.
- SECOND OFFENSE:
  - Prior to third week of rehearsal – Removal from show.
  - After third week of rehearsal – Allowed to perform but cannot audition for next two theatre events.
  - Lose consideration for awards.

*Unscripted*

- FIRST OFFENSE:
  - Removal from next two performances.
  - Removal from leadership positions.
  - Cannot audition for next speech/theatre event.
- SECOND OFFENSE:
  - Removal from Troupe for remainder of the school year.
  - Lose consideration for awards.

## STUDENT RESPONSIBLE USE OF TECHNOLOGY #5504

Chapter 5: STUDENT PERSONNEL  
Section 6: MISCELLANEOUS RELATED MATTERS

### Purpose

The purpose of the District's Responsible Use policy is to educate students about digital citizenship.

Students shall ensure technology is used in a responsible, efficient, ethical, safe, and legal manner, and that such use is in support of the district's education and business objectives.

The policy is meant to educate students on how to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with legislation including, but not limited to, the Children's Internet Protection Act (CIPA), Children's Online Privacy Protection Act (COPPA) and Family Educational Rights and Privacy Act (FERPA). Furthermore, the policy clarifies the educational purpose of District technology. Students' Internet activities will be monitored by the District to assist in restricting students from accessing inappropriate sites that have visual depictions that include obscenity, pornography or are otherwise harmful to minors.

As used in this policy, "user(s)" includes anyone using computers, Internet, email, and all other forms of electronic communication or equipment provided by the District (the "network") regardless of the physical location of the user. The policy applies even when District-provided equipment (laptops, tablets, etc.) is used off District property. Additionally, the policy applies when non-District devices access the District network or their own private network on District property.

The District uses technology protection measures to block or filter access, as much as reasonably possible, to visual and written depictions that are obscene, pornographic, or harmful to minors over the network. The District can and will monitor users' online activities and access, review, copy, and store or delete any communications or files and share them with adults as necessary. Users should have no expectation of privacy regarding their use of District equipment, network, and/or Internet access or files, including email in accordance with Freedom of Information Act (FOIA) and Federal Rules of Civil Procedure (FRCP). All information on the District's computer system is considered a public record. Whether there is an exception to keep some narrow, specific content within the information confidential is determined on a case by case basis.

As social media use continues to grow, social media awareness and education is crucial to effectively navigating and productively participating in such online spaces. Participating online with an audience beyond the classroom provides an opportunity to engage with others and experience diverse perspectives. Teaching students to be critical consumers and creators of online material will help them be better positioned for college and career success. Students need guidance on how to

responsibly and productively participate online to begin establishing a positive digital footprint. Social media is comprised of online platforms where users engage one another and share information and ideas through text, video, or pictures. To be responsible social media users, students and staff will understand the different types of social media available and ways to engage in safe and productive ways online. Staff are encouraged to use professional and ethical judgement when friending or following students on social media. If staff require the need to communicate with students via social media, it is recommended that they use professional accounts or universal platforms.

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

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

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

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

The District will take all necessary measures to secure the network against potential cyber security threats. This may include blocking access to District applications, including, but not limited to, email, data management and reporting tools, and other web applications.

### Student Responsibility for Positive Digital Citizenship

I am responsible for practicing positive digital citizenship.

- I will practice positive digital citizenship, including appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites, and all other electronic communications, including new technology.

- I will be honest in all digital communication.
- I understand that what I do and post online must not disrupt school activities or compromise school safety and security.

I am responsible for keeping personal information private.

- I will not share personal information about myself or others including, but not limited to, names, home addresses, telephone numbers, birth dates, or visuals such as pictures, videos, and drawings unless used for appropriate/applicable school-related function (e.g. student publication, sporting events, and other activities).
- I will not meet anyone in person that I have met only on the Internet without prior consent of my parent or legal guardian.
- I will be aware of privacy settings on websites that I visit.

I am responsible for my passwords and my actions on District accounts.

- I will not share any school or District usernames and passwords with anyone.
- I will not access the account information of others.
- I will log out of unattended equipment and accounts in order to maintain privacy and security.

I am responsible for my verbal, written, and artistic expression.

- I will use school appropriate language in all electronic communications, including email, social media posts, audio recordings, video conferencing, and artistic works.
- I am responsible for treating others with respect and dignity.
- I will not send and/or distribute hateful, discriminatory, or harassing digital communications, or engage in sexting.
- I understand that bullying in any form, including cyberbullying, is unacceptable, as outlined in District policy 1001.

I am responsible for accessing only educational content when using District technology.

- I will not seek out, display, or circulate material that is hate speech, sexually explicit, or violent.
- I understand that any exceptions must be approved by a teacher or administrator as part of a school assignment.
- I understand that the use of the District network for illegal, political, or commercial purposes is strictly forbidden.

I am responsible for respecting and maintaining the security of District electronic resources and networks.

- I will not try to get around security settings and filters, including through the use of proxy servers to access websites blocked by the District.
- I will not install or use illegal software or files, including copyright protected materials, unauthorized software, or apps on any District computers, tablets, smartphones, or other new technologies.
- I know that I am not to use the Internet using a personal data plan at school, including personal mobile hotspots that enable access on District equipment.
- I will not use the District network or equipment to obtain unauthorized information, attempt to access information protected by privacy laws, or impersonate other users.
- I will not engage in acts of vandalism, mischief, tampering, theft and other criminal acts through the use of Network/Internet or other electronic communication services and/or the data infrastructure hardware and wiring used to access these services.

I am responsible for taking all reasonable care when handling District equipment.

- I understand that vandalism in any form is prohibited.
- I will report any known or suspected acts of vandalism to the appropriate authority.
- I will respect my and others' use and access to District equipment.

I am responsible for respecting the works of others.

- I will follow all copyright (<http://copyright.gov/title17/>) guidelines.
- I will not copy the work of another person and represent it as my own and I will properly cite all sources.
- I will not download illegally obtained music, software, apps, and other works.

I will abide by all laws, this Responsible Use policy and all other District policies.

### Consequences for Irresponsible Use

Misuse of District devices and/or networks may result in restricted access. Failure to uphold the responsibilities listed above is misuse. Such misuse may also lead to disciplinary and/or legal action against students, including suspension, expulsion, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

### Disclaimer

The District makes no guarantees about the quality of the services provided and is not liable for any claims, losses, damages, costs, or other obligations arising from use of the network or District accounts. Users are responsible for any charges incurred while using District devices and/or networks. The District also denies any liability for the accuracy or quality of the information obtained through user access. Any statement accessible online is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

### Summary

All users are responsible for practicing positive digital citizenship. Positive digital citizenship includes appropriate behavior and contributions on websites, social media, discussion boards, media sharing sites and all other electronic communications, including new technology. It is important to be honest in all digital communications without disclosing sensitive personal information. What District community members do and post online must not disrupt school activities or otherwise compromise individual and school community safety and security. At all times, in and out of school, social media use on district devices is covered by this policy.

This Responsible Use policy applies to all students enrolled in the Dubuque Community School District. Additionally, all existing policies and behavior guidelines that cover student conduct on the school premises and at school-related activities similarly apply to an online environment

Adopted: November 10, 1997  
Revised: August 14, 2017/September 18, 2017  
Revised: October 12, 2020

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## STUDENT USE OF PERSONAL ELECTRONIC DEVICES #5507

Chapter 5: STUDENT PERSONNEL  
Section 6: MISCELLANEOUS RELATED MATTERS

### Purpose

To foster an optimal educational experience and maximize instruction, it is essential for students to feel connected to their school environment and community. Meaningful connections can be built in various ways. While technology has enhanced our ability to connect through numerous virtual platforms—and can enrich the learning environment when used appropriately—it is crucial for students' developmental health and growth that the District offers opportunities for in-person interactions. These face-to-face connections with peers and school community members are vital, as they teach important life and social skills necessary for students' ongoing success in the community.

To ensure an optimal educational experience, it is the policy of the Dubuque Community School District that student use of personal electronic devices is prohibited during Instructional Time as defined by this policy at all grade levels (elementary, middle, and high school). However, high school students may use personal electronic devices during their scheduled lunch period, but only in the cafeteria. Students have access to District-owned electronic devices as appropriate for instructional needs.

### Definition of Instructional Time

For the purpose of this policy, Instructional Time is defined as the entire school day, from the first school bell until the last school bell. This includes all periods of instruction, lunch, recess, passing periods, and school-sponsored field trips. However, Instructional Time shall not include the lunch period for high school students, but only in the school's cafeteria.

### Definition of Personal Electronic Device

A personal electronic device refers to any device capable of electronically communicating, sending, receiving, storing, recording, reproducing, and/or displaying information and data. This includes, but is not limited to:

- Cell phones and smartphones
- Smartwatches and smart glasses
- Headphones and audio earpieces
- Handheld gaming devices

This definition excludes laptop computers or tablets issued by the school or District for educational purposes. Students may wear smart or electronic watches but may not use any communication applications or features that are otherwise prohibited on other electronic devices. All notifications must be turned off.

### Communication During School Hours

Parents or guardians who need to communicate with students during the school day may contact the school's main office personnel who will arrange for communication with the student. Students may also request permission to use a school phone should they need to initiate contact during the school day. In the event of an emergency at school, the school and/or

District will communicate with parents or guardians using the District's mass communication system.

### Exemptions

A personal electronic device specifically authorized under a current Individualized Education Program (IEP), Section 504 Plan, and Individual Health Plan (IHP) is exempt from this policy. These students may maintain access to their personal electronic device only during the appropriate portion of the school day as documented in the individualized plan.

### Exceptions and Appeals

Parents or guardians may request that building-level administrators (e.g., the principal) allow a student to retain access to their personal electronic device during Instructional Time. Any denial may be appealed in accordance with the procedures outlined in the regulation corresponding to this policy. The Superintendent or designee will serve as the final decision-maker in such appeals. The parent or guardian is responsible for providing a valid, documented justification for the request.

### Compliance and Consequences

Students who choose to use personal electronic devices outside of Instructional Time—but while on school property, at school-sponsored events, or in a manner that may impact the educational environment—must do so in accordance with all applicable laws and Board policies. Students who violate this policy may face disciplinary consequences.

### Student Responsibility for Personal Devices

Students who violate this policy and use a personal electronic device during Instructional Time assume all risk associated with the possession and use of such devices. If a device is collected by school officials due to a policy violation, it will be logged and stored in a secure location designated by appropriate school personnel. The District is not responsible for the loss, theft, or damage of personal electronic devices—whether the device is in the student's possession, in storage, or temporarily held by school personnel.

The Superintendent or designee in conjunction with building-level administrators will develop administrative guidelines in accordance with this policy.

Adopted: June 9, 2025

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## ADMINISTRATIVE GUIDELINES FOR STUDENT USE OF PERSONAL ELECTRONIC DEVICES #5507 A1

### Commitment

The District is committed to fostering an inclusive educational environment for all students and families. Family engagement is a valuable component of a student's educational experience. As part of this commitment, the District will create opportunities for peer-to-peer interaction and ensure that personal

electronic devices are not used during Instructional Time as defined in District policy.

### General Expectations

All District staff members are empowered to help enforce District policy and this regulation regarding the use of personal electronic devices. To minimize distractions during Instructional Time, students must keep personal electronic devices:

- Turned off
- Stored in backpacks or lockers
- Not accessed or used

**Exception:** High school students may use their personal electronic devices during their scheduled lunch period in the cafeteria only. After the scheduled lunch period, personal electronic devices must be immediately returned to a backpack or locker.

### Storage of Devices

Personal electronic devices must not be carried directly on the student's person. These devices must be stored in locations such as:

- Backpacks
- Lockers
- Other designated areas as determined by authorized school staff

Students shall keep their personal electronic devices secure and turned off at all times. Students may wear smart or electronic watches but may not use any communication applications or features that are otherwise prohibited on other electronic devices. All notifications must be turned off. Devices turned in to school staff will be securely stored and logged into a location designated by school officials.

### Protocols

If a student is observed using a personal electronic device during Instructional Time:

- The staff member will notify building administrators.
- The student will be required to turn the device in to a building administrator or designee.
- The device will be secured in the designated office until the end of the school day.

All surrendered devices will be logged and stored in a secure location designated by appropriate school officials. The District is not responsible for the loss, theft, or damage of personal electronic devices brought to school, on District property, or to school-sponsored events.

### Violation Consequences:

- *First Violation:* The student will surrender the device, which will be returned at the end of the school day.
- *Second Violation:* The student will surrender the device, which will be returned at the end of the school day. The parent or guardian will be notified.
- *Third or Subsequent Violations:* School administrators will schedule a meeting with the student and their parent or guardian to develop a plan for preventing and responding to further violations. Until the meeting occurs, the student may be required to turn in their personal electronic device at the start of each school day.

Repeated violations may result in additional disciplinary action in accordance with Board Policy #5200 – Student Conduct.

### Assessment Integrity:

If a student uses a personal electronic device during an assessment without authorization, they may face disciplinary actions in accordance with Board Policy #5200 – Student Conduct and/or Board Policy #5206 – Use of Information Resources and Academic Integrity.

These consequences are in addition to those outlined in the **Violation Consequences** section. For state or federally mandated assessments, the school will follow all applicable security protocols.

### Appeal Process for Use of a Personal Electronic Device Access

Parents or guardians may request an exception to the personal electronic device policy for health-related reasons tied to a student's support plan.

#### Step 1: Submit Request

- Submit a written request to the building principal that includes:
  - The health-related reason for the request.
  - Supporting documentation (e.g., medical recommendation).
  - A description of why access to the personal electronic device is necessary to support the student.

#### Step 2: School Administrator Review & Notification of Decision

- The school principal will review the request with relevant staff and respond within five school days.
- The request may be approved or denied.
- If approved, the notification will include:
  - The specific conditions under which the student may access the device.
  - The duration of the exception.
- Any monitoring or reporting requirements.
- If denied, the parent or guardian may submit a written appeal to either the Executive Director of Elementary Schools or the Executive Director of Secondary Schools within five school days of the principal's decision.

#### Step 3: Appeal to the Executive Director of Elementary Schools or Secondary Schools

- The Executive Director will review the request with relevant staff and respond within five school days.
- The request may be approved or denied.
- If approved, the notification will include:
  - The specific conditions under which the student may access the device.
  - The duration of the exception.
  - Any monitoring or reporting requirements.
- If denied, the parent or guardian may submit a written appeal to the Superintendent within five school days of the Executive Director's decision.

#### Step 4: Appeal to Superintendent – Final Determination

- The Superintendent will review the request with other relevant staff, when necessary.
- The request may be approved or denied.
- If approved, the notification will include:
  - The specific conditions under which the student may access the device.
  - The duration of the exception.
  - Any monitoring or reporting requirements.
- The Superintendent will issue a final decision within five school days of receiving the appeal.
- The decision of the Superintendent shall be final.



## PARENT AND FAMILY ENGAGEMENT IN TITLE I BUILDINGS #6202

### Chapter 6: EDUCATIONAL PROGRAM Section 3: INSTRUCTIONAL ARRANGEMENTS

It is the policy of the Dubuque Community School District that parents/guardians of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents/guardians in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents/guardians to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents/guardians and schools.

1. This jointly developed and agreed upon written policy is distributed to parents/guardians of participating Title I children through the parent-student handbook, which is made available to every family via the district's website. Printed copies of the handbook may be requested from any school or from the Forum. In school-wide buildings, this will include all parents. (ESSA Section 1116(a)(2))
2. The district will provide technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully. (ESSA Section 1116(a)(2)(B))
3. The district will work to find ways to work cooperatively with other federal, state, and local programs. The Title I program will work with local public preschool programs, Headstart programs, local library programs, and special education programs (IDEA). The district coordinates with the local food pack program to offer support to students that are food insecure, especially over the weekends. (ESSA Section 1116(a)(2)(C))
4. The district conducts an annual evaluation of the content and effectiveness of the Parent and Family Engagement policy. The evaluation includes parents/guardians in a meaningful manner. In addition to surveys, the district uses focus groups and open discussion groups for this evaluation. Parents and families have a voice. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs of parents/guardians have to better support and assist their children in learning. The

evaluations will target at least three key areas: barriers, ability to assist learning, and successful interactions. (ESSA Section 1116(a)(2)(D)(i-iii))

5. The district uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement. The evaluation results will help uncover best practices that are working and adapt those ideas to the district and individual school needs. (ESSA Section 1116(a)(2)(E))
6. The district involves parents/guardians in activities of the school. The district has established a parent advisory committee comprised of a sufficient number and representative group of parents/guardians to adequately represent the needs of the population, revise, and review the Parent and Family Engagement plan. (ESSA Section 1116(a)(2)(F))
7. At least one annual meeting will be held to inform parents/guardians of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. All Title I elementary buildings will hold an annual meeting in the fall. Notification will be sent to parents/guardians. (ESSA Section 1116(c)(1))
8. Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents/guardians to participate in school-related meetings and training sessions. (ESSA Section 1116(c)(2))
9. The district will involve parents/guardians in the planning, review, and improvement of the school's Title I program through participation in stakeholder groups and in-person meetings where parents/guardians give input and feedback. (ESSA Section 1116(c)(3))
10. In a school-wide program plan, parents/guardians are asked to be involved in the joint development of the building's school-wide plan through in-person meetings, surveys and electronic feedback as appropriate. Applies only to Title I schools operating a school-wide program. (ESSA Sections 1116(c)(3) and 1114))
11. Parents/guardians of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings and parent-teacher conferences, the school will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents/guardians receive an explanation of the school's performance profile, the forms of academic assessment used



to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stakeholders in the spring of the year, through individual reports given to parents/guardians at conference time, and through report cards. (ESSA Section 1116(c)(4)(A) & (B))

12. If requested by parents/guardians, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C))
13. If the school-wide plan under Section 1114(b) is not satisfactory, parents/guardians of participating students may comment. Comments may be made in writing to the school principal. (ESSA Section 1116(c)(5))
14. A jointly developed school/parent compact outlines how parents/guardians, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents/guardians will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent-student handbook and is reviewed at the annual meetings. (ESSA Section 1116(d))
15. Parents/guardians will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. The policy will be provided in English, Spanish and Marshallese and will be free of educational jargon. (ESSA Section 1116(b)(1))
16. In order to ensure effective involvement of parents/guardians and to support a partnership among the school involved, parents/guardians, and the community to improve student academic achievement, each school and local educational agency shall:
  - a. Provide assistance to parents/guardians in understanding challenging state academic standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  - b. Provide materials and training to help parents/guardians to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
  - c. Educate teachers, specialized instructional support personnel, principals, school leaders, and other staff, with the assistance of parents/guardians, in the value of contributions of parents/guardians, and in how to reach out to, communicate with, and work with parents/

guardians as equal partners, implement and coordinate parent programs, and build ties between parents/guardians and the school;

- d. Coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent/guardian resource centers, that encourage and support parents/guardians in more fully participating in the education of their children;
  - e. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents/guardians of participating children in a format and, to the extent practicable, in a language the parents/guardians can understand; and
  - f. Provide such other reasonable support for parental involvement activities under this section as parents/guardians may request. (ESSA Section 1116(e)(1-14))
17. The school, to the extent practicable, will provide opportunities for the informed participation of parents/guardians (including parents/guardians who have limited English proficiency, parents/guardians with disabilities, and parents/guardians of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. (ESSA Section 1116(f)).

Adopted: October 12, 2020

## COMPETENT PRIVATE INSTRUCTION #6220

Chapter 6: EDUCATIONAL PROGRAM  
Section 3: INSTRUCTIONAL ARRANGEMENTS

Students who are 6 years old by September 15th and under the age of 16 by September 15th are required to attend school. Students between these ages may be exempted from this state attendance requirement if they are receiving competent private instruction or Independent Private Instruction (home schooling) under the provisions of Iowa law.

Adopted: March 11, 1996  
Revised: April 19, 2010  
Revised: March 14, 2016  
Revised: December 13, 2021

### ADMINISTRATIVE GUIDELINES FOR COMPETENT PRIVATE INSTRUCTION #6220 A1

#### Independent Private Instruction

Iowa law provides that students may receive independent private instruction (IPI) as an alternative to attending an accredited public or private school. The superintendent may request a report from a parent, guardian, or legal or actual custodian identifying the primary instructor, location, name of authority responsible for the IPI, and the name of the student(s) responsible for the IPI, and the name of the student(s) enrolled. The district must still comply with the requirements of truancy law. Although Iowa code does not require that IPI paperwork, is filed with the district, doing so meets the requirement of the Compulsory Attendance Law (Iowa Code section 299.1).

#### Competent Private Instruction

Iowa law provides that students may receive competent private instruction as an alternative to attending an accredited public or private school. A parent, guardian, or legal custodian receiving competent private instruction must notify the resident school district by September 2 of each school year that the student will be receiving such instruction by filing Form A per guidelines outlined in the Iowa Department of Education Private Instruction Handbook with the Dubuque Community Schools home school coordinator, The Forum, 2300 Chaney Road, Dubuque, Iowa, 52001-3095.

All mandatory items on the form must be completed by the parent, guardian, or legal custodian in order for the report to be in compliance with the law.

Parent, guardian, or legal custodian of students receiving competent private instruction are expected to comply with the rules and regulations of the Iowa Code.

#### Dual Enrollment:

The parent, guardian, or legal custodian of a child of compulsory attendance age who is receiving competent private instruction may enroll the child under dual enrollment. Those desiring dual enrollment shall notify the district no later than September 15 of the school year for which dual enrollment is sought.

Dual enrolled students may enroll in a total of three-quarters of instruction by way of the district's academic programs and have at least one-quarter of the student's instruction by the way of competent private instruction. Form A must be filed for all dual enrolled students. Students requesting an academic class and/or an activity need to meet participation requirements (see Policy #5305) in order to be included in the class or activity. If dual enrolled, annual assessment is required. The Dubuque Community School District home school coordinator offers standardized testing sessions each spring. All spring testing dates and times must be published by October 1st of each school year.

Students receiving competent private instruction may open enroll in another district for dual enrollment. The parent, guardian, or legal custodian must notify the superintendent by the legal deadline that the student will request open enrollment.

#### Home School Assistance Program

Parent, guardian, or legal custodian of students receiving competent private instruction who wish to receive services of the district's home school assistance program must:

1. Complete Form A for competent private instruction and provide two copies for the district's home-schooling coordinator within the deadlines specified by code.
2. Meet with the home school assistance program teacher with the enrolled student at least four times per quarter during the period of instruction. Two of these visits need to be face-to-face with the student; the other two may be phone visits.

The responsibilities of the home school assistance program teacher include:

1. Assisting parent, guardian, or legal custodian in locating/using resources.
2. Administering standardized tests to students in the spring and fall of the school year.
3. Providing input and feedback to parent, guardian, or legal custodian regarding the lesson plans of the enrolled students.

The responsibilities of the parent, guardian, or legal custodian of student(s) receiving services from the home-schooling assistance program teacher include:

1. Being in attendance at and prepared for the four required quarterly meetings with the home school assistance program teacher.
2. Providing a safe environment that is conducive for instruction during the home school assistance program teacher's four required quarterly meetings.
3. Demonstrating that the student(s) is making adequate progress on learning goals and objectives that align with the student's age and expected grade placement. The home-schooling assistance program teacher must be properly licensed and is limited to serving 40 students or 20 families at one time.

CONTINUED »

### **Procedures and Qualifications for Regular Enrollment**

Students who have previously received competent private instruction, and/or independent private instruction who are seeking regular enrollment in the district will be admitted to school as designated by district policies and guidelines.

### **Credit Evaluation**

Students at all levels will receive grades only for work performed while enrolled in Dubuque public schools. Grades from private instruction will not be included in grade point averages or class rank and will not be listed on the transcript..

### **Graduation Credits**

Regardless of the admission level status, the student must earn the number of credits in the subjects required by Board Policy #6210 to receive a Hempstead or Senior High School diploma. The principal or designee may grant credit(s) toward attainment of the diploma after verifying that a student's previous instruction in a specified subject area met comparable time requirements for a credit, after reviewing the lesson plans for comparability to courses in the Board approved registration guide, and upon the student's demonstrating competency in the subject area(s) through criterion and performance testing. Credits accepted through this administrative process will be noted on the transcript as "Home School Credit". These credits will not be used in the computation of GPA or class rank. These accepted credits may be used to fulfill establish district graduation requirements.

Home school and dual enrolled credit will not be considered toward fulfillment of graduation requirements until the student is enrolled as a full-time student.

### **Diploma Eligibility:**

In order to receive a Hempstead or Senior diploma, a student who has been receiving competent private and/or independent private instruction must have earned 10.8 credits at Hempstead or Senior; fulfilled graduation credit requirements as specified in Board Policy #6210; and attended Hempstead or Senior fully enrolled (Policy #6209) for two consecutive semesters immediately prior to graduation.

### **Scholastic Achievement and Honors:**

Students enrolled full time in any Dubuque public school will be eligible for honors and scholarships as defined by the honors and scholarship programs.

Students may receive recognition for scholastic achievement only by virtue of courses taken at the appropriate school. A parent, guardian, or legal custodian who wishes to have the student receive honors or scholarships is responsible for contacting the school to find out the requirements for the honors or scholarships and for having the student comply with the enrollment and performance requirements necessary for eligibility.

### **Home School Limitations:**

1. Students in home school or dual enrollment are not eligible for dual enrollment in more than one school.
2. Students seeking dual enrollment or full-time enrollment coming from home school will be subject to a review of prior disciplinary stipulation and full accountability of previous educational experiences. Any previous disciplinary determinations may be re-imposed at the discretion of the enrolling school.

### **Appeal Process:**

The home-schooling coordinator will establish a review committee composed of district and building administrators and teachers as a response to any parent appeal of home school related decisions made at the building level. The members and size of the committee will be determined by the nature of the decision being appealed. The parent, guardian, or legal custodian of the student will have the right to make a final appeal to the Dubuque Community School District Board of Education. The decision by the Dubuque Community School District Board of Education may be appealed to the State of Iowa Board of Education pursuant to Iowa Code Section 290.1.

### **Student Fees**

Fees will be charged according to the fee schedule adopted annually by the Board of Education.

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## UNPAID MEAL ACCOUNTS #7002

Chapter 7: AUXILIARY SERVICES  
Section 1: FOOD AND NUTRITION

The policy of the Dubuque Community School District is to offer breakfast and lunch to all students within the district. As a student's account approaches a zero balance or becomes negative, the attached administrative guidelines will apply.

Each school will:

- Not deny students meals because of low account balances;
- Not allow students to purchase a la carte when their meal account is at zero balance;
- Allow a student to charge meals up to a negative balance of \$9.45. After the charge limit is reached, an alternate entrée, fruit and milk will be offered for breakfast and lunch until the charges are paid in full. This alternate offering will not be charged to the student's account.
- Students who decline the alternate entrée, fruit and milk, and take the regular meal, will be charged for a full price meal. Parents will be responsible for the charges to the student's account.

Adopted: May 8, 2017  
Revised: July 15, 2019  
Revised: September 12, 2022

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### ADMINISTRATIVE GUIDELINES FOR UNPAID MEAL ACCOUNTS #7002 A1

#### Elementary School

- Once students have reached a zero balance, they may charge any combination of meals (breakfast or lunch) up to a negative balance of \$9.45.
- When the negative \$9.45 charge limit is reached, an alternate sandwich, fruit and milk will be offered for lunch, and cereal, fruit and milk for breakfast, until the charges are paid in full. This alternate lunch or breakfast will not be charged to the student's account.
- Payment envelopes indicating the student's account balance, for those accounts with less than \$5.00, will be sent home with the students on a weekly basis.
- Parents will receive low balance notification via email through the Meal Magic system.
- Parents will receive a weekly letter when accounts fall into a negative balance. Once an account falls over \$15.00, a phone call will be made as needed.

#### Middle School/High School

- Students may charge any combination of meals up to a negative balance of \$9.45.
- Snack or a la carte items may only be purchased with a positive account balance.
- When the negative \$9.45 charge limit is reached, an alternate sandwich, fruit and milk will be offered for lunch, and cereal, fruit and milk for breakfast, until charges are paid in full. This alternate lunch or breakfast will not be charged to the student's account.
- If a student with a negative balance attempts to purchase a la carte items with cash, the money must first be applied to the negative balance.
- Students are verbally notified of their account balance at the cash register when the balance falls below \$9.00.

- Parents will receive low balance notification via email through the Meal Magic system.
- Parents will receive a weekly letter when accounts fall into a negative balance.

#### Employees

- Employees may also establish meal accounts. An employee's meal account balance may not fall below zero.
- Employees will receive low balance notification through the Meal Magic system.

#### Outstanding Meal Accounts

- The Food and Nutrition Department will make every attempt to notify families of outstanding accounts through email, telephone calls or letters sent via US mail. The department will make every effort to work out a payment plan or help families apply for assistance.

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## STOCK PRESCRIPTION MEDICATION SUPPLY #8161

Chapter 8: BUSINESS  
Section 17 INVENTORY

The Dubuque Community School District seeks to provide a safe environment for students, staff, and visitors who are at risk of potentially life-threatening incidents including severe allergic reactions, respiratory distress, and opioid overdose. Therefore, it is the policy of the district to annually obtain a prescription for epinephrine auto-injectors, bronchodilator canisters and spacers and/or opioid antagonists from a licensed health care professional, in the name of the school district, for administration by school nurse or personnel trained and authorized to administer to a student or individual who may be experiencing an anaphylactic reaction, respiratory distress or acute opioid overdose.

**Procurement and maintenance of supply:** The district shall stock a minimum of the following for each attendance center:

- One pediatric dose and one adult dose epinephrine auto-injector.
- One pediatric and one adult dose bronchodilator canister and spacer.
- One dose naloxone *or other* opioid antagonist.

The supply of such medication shall be maintained in a secure, easily accessible area for an emergency within the school building.

The school office nurse or designee shall routinely check stock of medication and document in a log monthly:

- The expiration date.
- Any visualized particles or color change for epinephrine auto-injectors; or
- Bronchodilator canister damage.

The employee shall be responsible for ensuring the district replaces, as soon as reasonably possible, any logged epinephrine auto-injector bronchodilator canister or spacer or opioid antagonist that is empty after use, damaged or close to expiration. The district shall dispose of stock medications and delivery devices in accordance with state laws and regulations.

**Training:** A school nurse or personnel trained and authorized may provide or administer any of the medication listed in this policy from a school supply to a student or individual if the authorized personnel or school nurse reasonably and in good faith believes the student or individual is having an anaphylactic reaction, respiratory distress, asthma or other airway-constricting disease, or opioid overdose. Training to obtain a signed certificate to become personnel authorized to administer an epinephrine auto-injector, bronchodilator canister or spacer or opioid antagonist shall consist of the requirements of medication administration established by law and an annual anaphylaxis, asthma, other airway-constricting disease, opioid overdose training program approved by the Department of Education.

Authorized personnel will be required to retake the medication administration course, training program and

provide a procedural skills demonstration to the school nurse demonstrating competency in the administration of stock epinephrine auto-injectors, bronchodilator canister or spacer or opioid antagonists to retain authorization to administer these medications if the following occur:

- Failure to administer an epinephrine auto-injector, bronchodilator canister or spacer or opioid antagonist according to generally accepted standards of practice ("medication error"); or
- Accidental injection injury to school personnel related to improperly administering the medication ("medication incident").

**Reporting:** Authorized personnel will contact the school nurse or emergency medical services (911) immediately after a stock bronchodilator canister is administered to a student or individual. The school nurse retains accountability for professional nursing judgment with the administration of stock bronchodilator and whether to contact emergency medical services in accordance with Iowa laws.

The district will contact emergency medical services (911) immediately after a stock epinephrine auto-injector, or stock opioid antagonist is administered to a student or individual. The school nurse or authorized personnel will remain with the student or individual until emergency medical services arrive.

Within 48 hours, the district will report to the Iowa Department of Education:

- Each medication incident with the administration of stock epinephrine, bronchodilator canister or spacer
- Each medication error with the administration of stock epinephrine, bronchodilator canister or spacer,
- The administration of a stock epinephrine auto-injector, bronchodilator canister or spacer,
- Any above the above incidents occurring related to an opioid antagonist is reported through Iowa HHS.

As provided by law, the district, board, authorized personnel or school nurse, and the prescriber shall not be liable for any injury arising from the provision, administration, failure to administer, or assistance in the administration of an epinephrine auto-injector, bronchodilator canister or spacer, or opioid antagonist provided they acted reasonably and in good faith.

Adopted: November 13, 2023

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## PUBLIC CONDUCT ON SCHOOL PREMISES #9005

### Chapter 9: BUILDINGS AND SITES Section 1: MAINTENANCE AND OPERATIONS

The board expects that students, employees and visitors will treat each other with respect, engage in responsible behavior, exercise self-discipline and model fairness, equity and respect. Individuals violating this policy will be subject to discipline. Students will be disciplined consistent with Policy 5200. Employees will be disciplined consistent with employee discipline policies and laws. Others will be subject to discipline according to this policy.

Individuals are permitted to attend school-sponsored or approved activities or visit school premises only as guests of the school district; and, as a condition, they must comply with the school district's rules and policies. Individuals will not be allowed to interfere with or disrupt the education program or activity. Visitors, like the participants, are expected to display mature, responsible behavior. The failure of individuals to do so is not only disruptive but embarrassing to the students, the school district and the entire community.

To protect the rights of students to participate in the education program or activities without fear of interference or disruption and to permit the school officials, employees, activity sponsors and officials of to perform their duties without interference or disruption, the following provisions are in effect:

- Abusive verbal or physical conduct of individuals directed at students, school officials, employees, officials, and activity sponsors of sponsored or approved activities, or at other individuals will not be tolerated.
- Verbal or physical conduct of individuals that interferes with the performance of students, school officials,

employees, officials, or activity sponsors of sponsored or approved activities will not be tolerated.

- The use of vulgar, obscene or demeaning expression directed at students, school officials, employees, officials, or activity sponsors of sponsored or approved activities or at other individuals will not be tolerated.

If an individual becomes physically or verbally abusive, uses vulgar, obscene or demeaning expression, or in any way interrupts an activity, the individual may be removed from the event by the individual in charge of the event. Law enforcement may be contacted for assistance.

Individuals removed from school premises have the ability to follow the Board's chain of command and complaint policies should they choose to do so. The exclusion remains in effect should the individual choose to appeal the decision of the superintendent. The term "individual" as used in the policy also includes students and employees.

If an individual has been notified of exclusion and thereafter tries to enter a school building or attends a sponsored or approved activity, the individual will be advised that his/her attendance will result in prosecution. The school district may obtain a court order for permanent exclusion from the school building or from future school-sponsored or approved activities.

This policy will be published annually in each school's student/parent handbook.

Adopted: December 13, 1999  
Revised: February 11, 2008  
Reviewed: April 7, 2014  
Reviewed: July 15, 2019



# STUDENT SERVICES

57	Anytime, Anywhere Learning (AAL)
57	Counseling Services
58	McKinney-Vento Act
58	Multilingual Learner / English Learner (ML/EL)
58	At-Risk Programming

## ANYTIME, ANYWHERE LEARNING (AAL)

Dubuque Community School District believes that a guaranteed and viable curriculum is the foundation for teaching and learning. We believe that our Learning Management System (LMS), Canvas, will allow for better alignment of curriculum, instruction, and assessment; better sharing, updating, and revising of curriculum; better assessment of student progress to make more timely decisions about teaching and learning; and better communication with students, parents, and counselors.

Canvas is the Learning Management System (LMS) that the district uses to help organize and deliver courses. It contains a gradebook that connects with Infinite Campus which allows parents and students to access and see their progress in the course. The LMS can facilitate online course discussion between the individual student, their peers and their teachers. It houses electronic course materials (e.g. videos, chats, documents, etc.) and allows teachers to give timely electronic feedback to student work. If allowed by the teacher, students can offer feedback to their peers on coursework in Canvas. Additionally, teachers can annotate student work, providing timely digital feedback.

The curriculum and instructional delivery, facilitated through the online learning management system, is what the Dubuque Community School District is calling the Anytime, Anywhere Learning (AAL) curriculum initiative. As part of this curriculum initiative, each student in grades 6-12 will receive a student-assigned laptop, charger and carrying case to use for the duration of their enrollment. The student-assigned laptop, charger and carrying case are the property of the district and can be surrendered at any time. The district-issued, student-assigned laptop and/or accessories are to assist with the students access of required instructional resources offered by their teachers.

The laptop and/or accessories, like a textbook, is property of the District and students/families are responsible for the care and condition of the equipment. Depending on the situation, students/families may be fined for intentional damaged or lost equipment. The laptop is an educational tool and is not intended for personal use.

At its core the Anytime, Anywhere Learning (AAL) curriculum initiative will do the following:

- Promote student engagement and enthusiasm for learning.
- Encourage collaboration among students, teachers, parents/or legal guardians, community members, and people throughout world through interactive capabilities and opportunities.
- Guide students in their learning and production of knowledge.
- Allow students access to information, along with an opportunity to connect it to their own learning in a meaningful manner.

For more information about the Anytime, Anywhere Learning (AAL) curriculum initiative, please visit [www.dbqschools.org](http://www.dbqschools.org).

## COUNSELING SERVICES

### Dubuque Community School District Counselors

Dubuque School District counselors team with teachers, staff, and parents to address social emotional and academic needs of students. They connect with community agencies and advocate for a climate of respect for all students. In addition to classroom guidance lessons, they provide small group and individual counseling to address student needs. Counselors help your child to make work related and career decisions and assist students in dealing with life events.

### Social Emotional Behavior Health and Substance Abuse Counselors

In addition to school counselors, social emotional behavior health therapists will be provided through partner Lutheran Services of Iowa. Students who encounter significant barriers to learning may be referred to these agencies to receive therapy within the school environment. This service will require parental consent and therapists will bill parent/student insurance providers for the in-school sessions. No student will be denied needed services due to lack of mental health insurance coverage.

Substance abuse counselors are available only to students in the middle and high schools. These counselors are provided through a contract with a partner agency. Referrals to substance abuse counselors come from various sources including school faculty and staff as well as students. Federal laws allows for Substance Abuse Counselors to meet with students 12 years of age and older without parental permission, however, counselors will make every attempt to obtain the student's consent to talk with the parents.

### Other Student/School Based Youth Services

The Dubuque Schools work with various governmental and non-government agencies to provide additional support to students and families with specific needs. Some of the agencies that work with the schools include the Department of Health and Human Services, Juvenile Court Services, Dubuque Police Department and the Riverview Center.

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## MCKINNEY-VENTO ACT

The McKinney-Vento Education of Homeless Children and Youth Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.

The Dubuque Community School District has education-related resources available to assist families who are homeless either short or long term.

If you have questions concerning the available resources please call your child's school and ask to speak to the School Homeless Liaison person (usually the school counselor).

### Identifying Students

Homeless students are individuals who lack a fixed, regular, and adequate nighttime residence. Homeless include children, youth, migratory children and families who share the housing of other persons due to loss of housing, economic hardship or a similar reason. However, the situation must be temporary and not considered a fixed living situation.

Your school-age children may have certain rights and protections under the McKinney-Vento Homeless Education Assistance Act if they live in any of the following situations:

- In an emergency or transitional shelter
- In a motel, hotel, trailer park or campground due to the lack of an alternative adequate accommodation

- In a vehicle, park, public space, abandoned building, substandard housing, or bus or train station, or similar setting
- Doubled up with other people due to the loss of housing or economic hardship

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference and is feasible.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

At the beginning of each new school year or upon newly registering, every child enrolling in the Dubuque Community School District, will be asked to complete questions during the registration process. Based on questions answered during online registration in Infinite Campus, the following form may be required to be completed and will be requested by the district when applicable.



### FORM 2: McKinney-Vento Questionnaire

The form is available at the back of this handbook, in the school offices, and at [www.dbqschools.org/forms](http://www.dbqschools.org/forms).

District Contact:

Rebecca Fellenzer, Director of Student Services  
Dubuque Community School District  
563/552-3083

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## MULTILINGUAL LEARNER / ENGLISH LEARNER (ML/EL)

Students in the Dubuque Community School District who qualify for Multilingual Learner / English Learner (ML/EL) education support receive supplemental, targeted language instruction in either a pull-out or a push-in classroom approach. K-12 students who qualify for ML/EL support are instructed by highly qualified teachers who are certified by the State of Iowa with an ELL endorsement. The district Lau Plan contains additional information on ML/EL programming and goals. Title III funding from the federal government and dispersed through the State of Iowa supports this supplemental instruction. Students are tested yearly using an assessment called the English Language Proficiency Assessment for the 21st Century (ELPA21). Students receive a score each spring, and upon a "proficient" score are exited from the ML/EL program and monitored for two years. Parents receive annual notification of their child's eligibility for the ML/EL program, and can opt out at any time with written notice of "parent refusal" for their child.

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## AT-RISK PROGRAMMING

The Dubuque Community School District offers at-risk programs according to the guidelines from the Iowa Department of Education. Students are identified according to the four criteria; academically failing one or more classes, chronically absent from school, not engaged in school, and two or more years below grade level.

Programs include: Re-engage Dubuque, the Alternative Learning Center, Iowa Jobs for America's Graduates (iJAG), social emotional behavior health counseling, attendance supports and substance abuse counseling, as well as other programs.

# TRANSPORTATION

59-61

Dubuque Community School District Transportation

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City of Dubuque - The Jule Transit Division

## DUBUQUE COMMUNITY SCHOOL DISTRICT TRANSPORTATION

Transportation Department  
1350 West Locust Street, Dubuque, Iowa 52001-4112  
P: 563/552-3275  
F: 563/552-3274  
Inclement Weather Line: 563/552-3035  
[www.dbqschools.org](http://www.dbqschools.org)

Ernie Bolibaugh, Manager [ebolibaugh@dbqschools.org](mailto:ebolibaugh@dbqschools.org)  
Rich Kapparos, Assistant Manager [rkapparos@dbqschools.org](mailto:rkapparos@dbqschools.org)  
Juli Roth, Dispatcher [jroth@dbqschools.org](mailto:jroth@dbqschools.org)  
Brian Kelly, Garage Supervisor [bkelly@dbqschools.org](mailto:bkelly@dbqschools.org)  
Brenda Holmes, Administrative Assistant/Dispatcher  
[bholmes@dbqschools.org](mailto:bholmes@dbqschools.org)

Thank you for using our yellow buses! We sincerely hope your child(ren)'s bus rides to and from school will be enjoyable and safe. All bus students are expected to know our School Bus Safety and Security Guidelines and consequences if violations occur. The guidelines ensure the safety of our bus students, drivers, and attendants. We sincerely appreciate your assistance in reviewing and discussing these guidelines with your child(ren). These guidelines and DCSD School Board Policy 5200 apply to all students transported in school vehicles. In regard to transportation in the district, here are some important terms to know:

### Bus Stops

The location where the bus will pick-up and drop-off your child (stop or residence).

### AM Pick-Up Time

This is the approximate time your child will be picked-up in the morning. The pick-up time is accurate to within 10 minutes. Your child needs to be at the bus stop five (5) minutes before the scheduled pick-up time.

*NOTE: Pick-up times may be affected by construction, traffic, weather, and students not riding.*

### AM Bus Number

This is the number of the bus that will pick-up your child in the morning.

### AM Transfer Bus Number

Some children transfer buses on the way to and from school. If you receive an AM Transfer Bus Number, your child will transfer to this bus at a designated transfer point. Our drivers will teach children the bus transfer procedure. *NOTE: Please do not bring or meet your child at a transfer point.*

### PM Transfer Bus Number

If you receive a PM Transfer Bus Number, your child will board this bus at school and transfer from this bus to the PM bus that will drop-off your child.

### PM Bus Number

This is the number of the bus that will drop-off your child. *NOTE: Students not boarding a transfer bus will board this bus at their school.*

### PM Drop-Off Time

This is the approximate time your child will be dropped-off after school.

## OTHER IMPORTANT INFORMATION

### Inclement Weather

Families will automatically receive a phone call and email alert from the district's alert system in the event of a weather-related schedule change. Please do not call the Transportation Department for delays, cancellations, or early dismissals. Inclement weather information is always available on the district website ([www.dbqschools.org](http://www.dbqschools.org)) and you can call the district's **Inclement Weather Line at 563/552-3035**. Area radio/television stations also broadcast schedule changes.

### Guidelines and Procedures

Elementary school students (K through 8) living two miles or more and secondary school students (9 through 12) living three miles or more from a designated attendance center will be furnished transportation or reimbursement. Students will be picked-up and dropped-off only at their assigned bus stop.

Families changing their address must notify the school. The school will notify the Transportation Department. The Transportation Department can only change a student's transportation once we are notified by the school. Students still eligible for transportation will be notified of new bus information within 4-7 days. Families are responsible for transporting their child(ren) during this 4-7 day period.

### Alternate Bus Stops (Temporary)

Families may request (in writing and three days in advance) an alternate bus stop on a temporary basis. The written request should be submitted to the school principal. Only emergency situations will be considered and must be on an existing route at a regular stop.

### Alternate Bus Stops (Daily)

Alternate stops involving a childcare must be at an approved childcare site per Iowa Code 285.1 (22), which states it is a childcare facility that is "licensed by or registered with DHS or governed by the Department of Education." This may include a childcare center, preschool, or registered child development home.

In order to permit an alternate stop due to childcare, all of the following criteria must be met:

- The student is an elementary student defined by the state as grades K-8; or preschool student requiring specialized transportation.

- The student attends a childcare facility; that is, a licensed childcare center, a preschool, or a registered child development home.
- The residence of the student is more than two miles from the student's attendance center.
- The student's childcare facility is more than two miles from the student's attendance center in accordance with Iowa Code 285.1 (9).

### Entitled Individuals: Special Education Students

Students required to wear a safety vest according to their Individual Education Program (IEP), *must* be wearing the vest before they board the school bus. Students will *not* be allowed to ride the bus without wearing the vest.

Students required to be met by a parent/guardian according to their IEP, *must* be met at the bus door or the child will be returned to their school.

### Miscellaneous

Please call the Transportation Department if our school bus has not arrived at your stop within 15 minutes of the designated pick-up time. Again, pick-up times may be affected by construction, traffic, weather, and students not riding.

Families residing on dead-end roads or on roads requiring the bus to turn around are asked to call the Transportation Department whenever their child(ren) will *not* be riding the bus.

### Seat Belts

Some Dubuque Community School District buses are now equipped with seat belts for passengers. If present, students must wear the seat belts while riding the bus. Students not wearing seat belts may have riding privileges suspended.

## THE SCHOOL BUS RIDE: RIGHTS AND RESPONSIBILITIES

Every school bus passenger has the right to a safe and enjoyable ride that is free from intimidation, threat, or harassment.

The Dubuque Community School District has established student behavior rules that apply to all transported students. These rules apply while students are on the bus and while at the bus loading/unloading areas.

A student's eligibility to ride the school bus may be suspended or revoked for a violation of school bus safety and security guidelines, school bus passenger rules, or for violation of any other law or policy governing conduct on a school bus. The removal of a student's bus riding privileges is not considered to be a suspension or expulsion from school.

The safety of all school bus passengers is the number one priority for the district, bus drivers and paraprofessionals. Please contact the Transportation Department, if you have questions about these guidelines.

## SCHOOL BUS PASSENGER RULES

*Parents/Guardians: Please read and review the following rules with your child(ren):*

Passengers will:

- Obey all bus rules.
- Board and exit the bus at the assigned locations.
- Stand at least 20 feet away from the roadway unless specifically directed otherwise by the driver or attendant.
- Wait for the driver's hand signal before proceeding to cross a road or street to either board or exit the bus.
- Walk to buses (do not run) when they are loading or unloading.
- Move toward the bus and board it only in the loading zone, after the bus has come to a complete stop.
- Board buses in single file (pushing or shoving is not allowed).
- Remain seated, face the front of the bus, and wait until the bus comes to a complete stop before standing up to exit.
- Keep aisles clear at all times.
- Use appropriate language and talk at a classroom-noise level (i.e. no profanity, hand gestures, yelling, screaming or distracting noises).
- Follow the driver's or attendant's directions.
- Keep hands, feet and objects to yourself.
- Respect other students, adults, and property.
- Keep the interior of the bus clean and free of litter.
- Pay for vandalism damage to buses and other district property.

Passengers will not:

- Distract drivers through misbehavior.
- Open emergency exit doors or windows except in an emergency situation or when directed to do so by the driver or attendant.
- Attempt to crawl under a bus for any reason.
- Bully or harass other students.
- Extort property (to obtain something from someone by force or threat).
- Throw objects out of the windows.
- Drink or eat on buses.
- Smoke or vape on buses.
- Bring weapons, dangerous objects, "look-a-likes," or other items used as weapons to school, onto school grounds, to school events, or onto school vehicles.
- Bring skateboards, snow sleds, trading cards, balloons, golf clubs, skis, snowboards, or animals on the bus.
- Be permitted to transport large classroom projects or large musical instruments.

Passengers may use electronic games, media players, or cell phones on the bus. Headphones must be used on any device producing music or sound. The sound on electronic games must be turned off. The district assumes no responsibility for damaged, misplaced, or stolen items.

### School Bus Safety Rules

1. **Be respectful of drivers, attendants and other students.** Follow adult directions and speak to the driver only when the bus is stopped, unless it is an emergency.
2. **Leave your area clean.** No eating or drinking\* on daily routes. Make sure anything you bring on the bus goes with you when you exit. \*water bottles allowed
3. **Stay seated and face forward.** Wear your seatbelt, when available.
4. **Keep head, hands, feet and objects inside the bus, and to yourself.**
5. **Use inside voice and school-appropriate language.**
6. **Use technology appropriately.** Use earbuds or headphones, avoid taking pictures/videos, and make sure content is school appropriate.

### Rule Violation Consequences

Bus drivers and attendants are responsible for managing student behavior while students are on the bus or at DCSD loading and unloading areas. Families are responsible for loading and unloading at bus stops.

The driver or attendant may issue a verbal warning or change a passenger's seat location if a rule violation occurs. A Bus Conduct Report will be written, and shared with parents/guardians and school (assistant) principals, if a student's behavior is inappropriate. These reports are accumulated for the entire year. The driver or attendant will inform students of the reason for any report.

**Appeal Process:** An appeal process exists for students in the administration of consequences and interventions. Please see school board policy #5200 for more information.

## CITY OF DUBUQUE - THE JULE TRANSIT DIVISION

The Jule  
950 Elm Street, Dubuque, Iowa 52001  
P: 563/589-4196  
[www.cityofdubuque.org/274/Transit](http://www.cityofdubuque.org/274/Transit)

The Jule is the transit division of the City of Dubuque, providing public transit services throughout the city with its fixed-route, paratransit and trolley services. 16 daytime fixed routes provide bus service to most areas in the city limits and paratransit (door to door) service is provided for senior citizens and individuals with disabilities. Service areas include shopping, entertainment, community services, employment and education destinations with most trip times around 30 minutes.

### Service Hours

Monday - Friday 4:45 a.m. - 7:15 p.m.  
Saturday 8 a.m. - 6:30 p.m.

### Fares for Students (grades K-12)

\$0.75/ride if paying cash

FREE if using School Student ID, Annual Student Pass "My Jule" mobile app (free to download) or Jule Smart Pass card (\$1.00 fee for a new card, \$5.00 fee for a replacement card)

For more information or to apply for the Annual Student Pass, visit [www.cityofdubuque.org/274/Transit](http://www.cityofdubuque.org/274/Transit).

### Passenger Code of Conduct

The Jule's Passenger Code of Conduct was developed to help ensure a safe work environment for all drivers and a safe ride for passengers. Passengers are expected to follow the rules below.

1. The driver is the authority on the bus. Passengers must comply with all instructions given by the Jule bus drivers.
2. A valid pass or cash payment is required. Drivers do not make change.

3. Priority seating is provided by the door for seniors & people with disabilities.
4. Threatening or intimidating behavior towards riders or operators is prohibited.
5. Excessive noise & offensive words are not allowed. Passengers must speak at a reasonable volume so individual conversations do not disrupt other riders.
6. Personal items may not block the aisle/doorway. Your hands & other objects should be kept to yourself, under your control & inside the bus.
7. Except for service animals, all animals must be kept in a closed carrier while on the bus.
8. Eating or drinking on the bus is not allowed. Food or drink transported on the bus must be in a sealed container.
9. Smoking is prohibited on buses & in or near bus shelters.
10. The Jule is not responsible for lost, stolen or damaged items.
11. The following items are prohibited on buses/in shelters: explosive devices, knives, weapons, drugs or other controlled substances, laser pointers, matches, lighters & objects that jeopardize the safety of passengers.
12. Children under 5 must be accompanied by a responsible adult & removed from strollers/carriers & held by guardian or placed in a bus seat.

Violations of the Passenger Code of Conduct can result in immediate removal from the bus or suspension from public transit services, depending on the severity of the infraction. The Jule staff will coordinate discipline measures with the student's principal and parents/guardians. The standard suspension structure is below:

First Incident: 2 week suspension from public transit services

Second Incident: 30 day suspension from public transit services

Third Incident: Suspension from public transit services for the remainder of the school year





## SECTION X

# » DISTRICT FORMS

### REQUIRED FOR ENROLLMENT



#### FORM

- |   |  |
|---|--|
| 6 | Iowa Certificate of Dental Screening   |
| 7 | Iowa Infant, Toddler, Preschool Age (including Kindergarten entry) Child Health Form |
| 9 | Iowa Certificate of Vision Screening   |

### FORMS TO REQUEST A SPECIFIC SERVICE



#### FORM

- |    |   |
|----|---|
| 11 | Wellness Curriculum Student Exclusion   |
| 12 | Iowa Medical Eligibility Form (for athletic participation)                    |
| 13 | Complainant Bullying / Harassment Incident Report                             |
| 14 | Complainant Discrimination Incident Report                                    |
| 16 | Medication Administration Permission Form (Prescription and Over-the-Counter) |
| 17 | Non-employee Background Check Packet  |
| 19 | Asthma or Airway Constricting Medication Self-Administration - Consent Form   |

### FOR YOUR INFORMATION

The following are required by law to be completed by all students enrolled in the Dubuque Community School District. At the beginning of each new school year or upon newly enrolling, every student in the Dubuque Community School District is required to complete annual registration. Based on questions answered during annual registration, the following forms may be required to be completed and will be requested by the district when applicable.



#### FORM

- |   |                              |
|---|------------------------------|
| 2 | McKinney-Vento Questionnaire |
|---|------------------------------|

The following form is only completed by parents/guardians wishing to withhold the release of a student's directory information and photo.



#### FORM

- |    |  |
|----|--|
| 10 | Student Directory Information and Photo Opt-Out Form |
|----|--|



## MCKINNEY-VENTO QUESTIONNAIRE

**THIS FORM WILL BE REQUESTED FROM FAMILIES**  
**based on questions answered during online registration indicating that it may be required.**

This form is intended to address the requirements of the McKinney-Vento Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act). The questions below will assist in determining if the student meets the eligibility criteria for services provided under the McKinney-Vento Act.

**HOUSING INFORMATION** *If you respond YES to the following question, please complete the remainder of the form.*

DOES THE STUDENT LIVE IN A TEMPORARY HOUSING SITUATION OR DO THEY LACK A FIXED, REGULAR OR ADEQUATE NIGHTTIME RESIDENCE? ☐ YES ☐ NO

**WHERE DOES THE STUDENT STAY AT NIGHT?** *Check one box.*

☐ IN AN EMERGENCY OR TRANSITIONAL SHELTER

☐ IN A MOTEL, HOTEL, TRAILER PARK OR CAMPGROUND DUE TO THE LACK OF AN ALTERNATIVE ADEQUATE ACCOMMODATION

☐ IN A VEHICLE, PARK, PUBLIC SPACE, ABANDONED BUILDING, SUBSTANDARD HOUSING, BUS OR TRAIN STATION, OR SIMILAR SETTING

☐ DOUBLED UP WITH OTHER PEOPLE DUE TO THE LOSS OF HOUSING OR ECONOMIC HARDSHIP

**STUDENT INFORMATION** *List all children ages 0-21.*

LEGAL NAME » LAST:	FIRST:	MIDDLE:
DATE OF BIRTH (mm/dd/yyyy):	GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male	SCHOOL ATTENDING:
LEGAL NAME » LAST:	FIRST:	MIDDLE:
DATE OF BIRTH (mm/dd/yyyy):	GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male	SCHOOL ATTENDING:
LEGAL NAME » LAST:	FIRST:	MIDDLE:
DATE OF BIRTH (mm/dd/yyyy):	GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male	SCHOOL ATTENDING:
LEGAL NAME » LAST:	FIRST:	MIDDLE:
DATE OF BIRTH (mm/dd/yyyy):	GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male	SCHOOL ATTENDING:
LEGAL NAME » LAST:	FIRST:	MIDDLE:
DATE OF BIRTH (mm/dd/yyyy):	GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male	SCHOOL ATTENDING:

**PARENT / GUARDIAN INFORMATION**

NAME(S): \_\_\_\_\_

ADDRESS: _____	CITY: _____	ZIP: _____
----------------	-------------	------------

HOME PHONE (or the number of a contact person that can reach you): \_\_\_\_\_

**PLEASE SIGN BELOW**

I am verifying that the above student(s) listed have not had a fixed, regular, or adequate nighttime residence.

\_\_\_\_\_  
PARENT / GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

OR

\_\_\_\_\_  
STAFF NAME (on behalf of parent/guardian)

**SCHOOL USE ONLY**

DATE RECEIVED:	<input type="checkbox"/> Qualified <input type="checkbox"/> NOT Qualified	REPORTING BUILDING:
----------------	---	---------------------

BUILDING MCKINNEY-VENTO LIAISON SIGNATURE: \_\_\_\_\_



This certificate is not valid unless all fields are complete.  
**RETURN COMPLETED FORM TO CHILD'S SCHOOL.**

## Student Information (Please Print)

Student Last Name:	Student First Name:	Birth Date (MM/DD/YY):
--------------------	---------------------	------------------------

## Screening Information (health care provider must complete this section)

**Date of Dental Screening:** \_\_\_\_\_

**Treatment Needs** (Check **ONE** only based on screening results prior to treatment services provided):

- ☐ **No Obvious Problems**—The child's hard and soft tissues appear to be visually healthy, and there is no apparent reason for the child to be seen before the next routine dental checkup.
- ☐ **Requires Dental Care**—tooth decay<sup>1</sup> or a white spot lesion<sup>2</sup> is suspected in one or more teeth, or gum infection<sup>3</sup> is suspected.
- ☐ **Requires Urgent Dental Care**—obvious tooth decay<sup>1</sup> is present in one or more teeth, there is evidence of injury or severe infection, or the child is experiencing pain.

<sup>1</sup> Tooth Decay: A visible cavity or hole in a tooth with brown or black coloration or a retained root.

<sup>2</sup> White spot lesion: A demineralized area of a tooth, usually appearing as a chalky, white spot or white line near the gumline. A white spot lesion is considered an early indicator of tooth decay, especially in primary (baby) teeth.

<sup>3</sup> Gum infection: Gum (gingival) tissue is red, bleeding, or swollen.

**Screening Provider** (Check **ONE** only; Ninth-grade screening must be provided by DDS/DMD or RDH.)

☐ DDS/DMD    ☐ RDH    ☐ MD/DO    ☐ PA    ☐ RN/ARNP

Provider Name: (Please Print) \_\_\_\_\_ Phone: \_\_\_\_\_

Provider Business Address: \_\_\_\_\_

Signature and Credentials  
of Provider or Recorder\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Recorder: An authorized provider (DDS/DMD, RDH MD/DO, PA, or RN/ARNP) may transfer information on this form from another health department. The other health document should be attached to this form.

A screening does not replace an exam by a dentist. Children should have a complete examination by a dentist at least once a year.

Iowa Department of Health and Human Services • Bureau of Family Health – Oral Health Section  
1-866-528-4020 • <https://hhs.iowa.gov/programs/programs-and-services/dental-and-oral-health>

*A designee of the local Board of Health or Iowa Department of Health and Human Services may review this certificate for survey purposes.*





**Infant, Toddler, Preschool Age** (including Kindergarten entry)  
**Child Health Form**

**HEALTH PROFESSIONAL COMPLETE PAGE**

OR PROVIDE COPY OF WELL CHILD PHYSICAL (ANNUALLY)

**Date of Exam:** \_\_\_\_\_

Height/Length: \_\_\_\_\_ Weight: \_\_\_\_\_

BMI – starting at age 24 mo.: \_\_\_\_\_

Head Circumference @ age 2 yr. and under: \_\_\_\_\_

Blood Pressure-start @ age 3 yr.: \_\_\_\_\_

Hgb or Hct @ 12 mo.: \_\_\_\_\_

Lead Risk Assessment: \_\_\_\_\_

Blood Lead Level @ 1 yr. & 2 yr.: date \_\_\_\_\_ results \_\_\_\_\_

**Sensory Screening:**

Vision Assessment: \_\_\_\_\_

Vision Acuity: Right eye \_\_\_\_\_ Left eye \_\_\_\_\_

Hearing Assessment: Right ear \_\_\_\_\_ Left ear \_\_\_\_\_

Tympanometry (may attach results)

**Developmental Screening/Surveillance:**

(*n = normal limits*) otherwise describe

Developmental screening results:

Autism screening results:

Psychosocial/behavioral results

Developmental Referral Made Today: ☐ Yes ☐ No

**Exam Results:** (*n = normal limits*) otherwise describe

HEENT

Oral/Teeth Date of Dental exam \_\_\_\_\_

Oral Health/Dental Referral Made Today: ☐ Yes ☐ No

Heart

Lungs

Stomach/Abdomen

Genitalia

Extremities, Joints, Muscles, Spine

Skin, Lymph Nodes

Neurological

**Allergies**

Environmental:

Medication:

Food:

Insects:

Other:

**Child Name:** \_\_\_\_\_

**Date of Birth:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Immunization and TB Testing:** (check as indicated)

☐ IDPH Certificate of Immunization reviewed and signed

☐ TB testing completed (only for high-risk child)

Health provider authorizes the child may receive the following at child care: (include over-the-counter medications)

	<u>Name</u>	<u>Dosage</u>
<input type="checkbox"/> Diaper cream/ointment:		
<input type="checkbox"/> Fever or Pain reliever:		
<input type="checkbox"/> Sunscreen:		
<input type="checkbox"/> Other		

Prescribed Medication should be listed with written instructions for use in child care. Medication forms available at <https://hhs.iowa.gov/hcci/products>

**Additional Referrals made:**

☐ \_\_\_\_\_  
☐ \_\_\_\_\_

**Health Provider Assessment Statement:**

☐ The child may participate in developmentally appropriate early care/learning with **NO** health-related restrictions.

☐ The child may participate in developmentally appropriate early care/learning **with restrictions** (see comments).

☐ The child has a special needs care plan

Type of plan \_\_\_\_\_

(Please complete and give to parent for child care templates at <https://hhs.iowa.gov/hcci/products>)

Comments:

May use stamp

**Signature** \_\_\_\_\_  
Circle Provider Type: MD DO PA ARNP Chiropractor

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

American Academy of Pediatrics has recommendations for frequency of childhood preventative pediatric health care (Bright Futures July 2022)  
[https://downloads.aap.org/AAP/PDF/periodicity\\_schedule.pdf?\\_ga=2.153767288.1525543973.1674849857-346854326.1661880588](https://downloads.aap.org/AAP/PDF/periodicity_schedule.pdf?_ga=2.153767288.1525543973.1674849857-346854326.1661880588)

**PARENT/GUARDIAN** (COMPLETE THIS PAGE ANNUALLY) **Child's Name:** \_\_\_\_\_

Tell us about your child's health. Place an **X** in the box ☐ if the sentence applies to your child. Check *all* that apply to your child. This will help your health care provider plan your child's physical exam.

☐ **Growth** - I am concerned about my child's growth.

☐ **Appetite** - I am concerned about my child's eating/feeding habits or appetite.

☐ **Rest** - I am concerned about the amount of sleep my child needs.

☐ **Illness/Surgery/Injury** - My child had a serious illness, injury, or surgery.

Please describe:

☐ **Physical Activity** - My child must restrict physical activity.

Please describe:

☐ **Development and Learning** - I am concerned about my child's behavior, development, or learning.

Please describe:

☐ **Allergies** - My child has allergies. (Medicine, food, dust, mold, pollen, insects, animals, etc.).

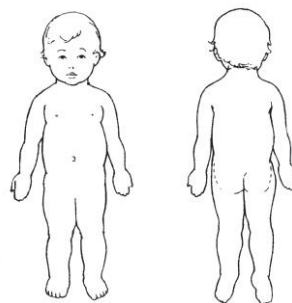
Please describe:

☐ **Special Needs Care Plan** - My child has a special need and needs a care plan for child care. Please discuss with your health care provider.

☐ **Body Health** - My child has skin problems, birthmarks, Mongolian spots, etc.

Map and describe color/shape of skin markings

birthmarks, scars, moles



- ☐ Eyes \ vision, glasses
- ☐ Ears \ hearing, hearing aids or device, ear-aches, tubes in ears
- ☐ Nose problems, nosebleeds, runny nose
- ☐ Mouth, teething, gums, tongue, sores in mouth or on lips, mouth-breathing, snoring
- ☐ Nervous System, headaches, seizures
- ☐ Breathing problems, asthma, cough, croup
- ☐ Heart, heart murmur
- ☐ Stomach aches, upset stomach, spitting-up
- ☐ Using toilet, toilet training, urinating
- ☐ Bones, muscles, movement, pain when moving, uses assistive equipment.
- ☐ Needs special equipment.

List equipment:

☐ **Medication<sup>1</sup>** - My child takes medication.

<u>Medication Name</u>	<u>Time Given</u>	<u>Reason for Medication</u>

☐ **Child has Emergency Medication** - Epipen, Respiratory Inhaler, Nebulizer, etc. (Please complete care/action plan) templates at <https://hhs.iowa.gov/hcci/products>

Parent/Guardian questions or comments for the health care provider:

Parent/Guardian Signature (required) \_\_\_\_\_ Date: \_\_\_\_\_

<sup>1</sup> Please review the child care program's policies about the use of medication at child care.



# Certificate of Vision Screening

Pursuant with Iowa Code Chapter 641.52  
Return completed form to child's school

## **Student Information** (please print)

Student's Last Name: \_\_\_\_\_ Student's First Name: \_\_\_\_\_

Student Address: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Date of Birth (M/D/YYYY): \_\_\_\_\_ Parent/Guardian Phone Number: \_\_\_\_\_

**Screening Information** Vision testing requirements can be accomplished either through a screening (see below) or with a comprehensive eye exam (see other side). Screening provider must complete this section or parents may attach a copy of vision screening results given to them by a provider.

Date of Vision Screening: \_\_\_\_\_

Result (Please check): ☐ Pass ☐ Fail

Testing Method (Please check): ☐ Vision Screening ☐ Photo Screening ☐ Other

Visual Acuity (If available): ☐ With Correction ☐ Without Correction

Right Eye: \_\_\_\_\_ Left Eye: \_\_\_\_\_

Referral to Eye Health Professional (Please check): ☐ Yes ☐ No

Business Name/Source of Screening (Please print name of provider office; or name of school if provided by the school nurse): \_\_\_\_\_

Provider Name (please print): \_\_\_\_\_ Phone: \_\_\_\_\_

Signature/Credentials of Provider: \_\_\_\_\_ Date: \_\_\_\_\_

A parent or guardian of a child who is to be enrolled in a public or accredited nonpublic elementary school shall ensure the child is screened for vision impairment at least once before enrollment in Kindergarten **and** again before enrollment in the 3<sup>rd</sup> grade.

To be valid, a minimum of one child vision screening shall be performed no earlier than one year prior to the date of enrollment in Kindergarten and 3<sup>rd</sup> grade and no later than six months after the date of the child's enrollment in Kindergarten and 3<sup>rd</sup> grade.

## Eye Exam Section

Pursuant with Iowa Code Chapter 280.7A

**To the Parent or Guardian:** The Iowa Optometric Association strongly recommends that to fully assess the health of your child's visual system and prevent future learning problems associated with undetected vision problems, regular professional eye exams are essential. Experts estimate that 80% of learning is obtained through vision. **If you choose to** take your child to an eye care professional for a comprehensive eye exam, this side of the form should be filled out and signed by the eye care professional and returned to your child's school nurse or teacher.

### Visual Acuity

#### At Distance

#### At Near

- |  |      |      |      |      |
|--|------|------|------|------|
| <input type="checkbox"/> Without correction      | R20/ | L20/ | R20/ | L20/ |
| <input type="checkbox"/> With present correction | R20/ | L20/ | R20/ | L20/ |
| <input type="checkbox"/> With new correction     | R20/ | L20/ | R20/ | L20/ |

### External Eye Health

- ☐ Normal ☐ Other

### Internal Eye Health

- ☐ Normal ☐ Other

### Vision Analysis

**R      L**

- |                          |   |
|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> Normal Eyesight        |
| <input type="checkbox"/> | <input type="checkbox"/> Nearsighted (Myopia)   |
| <input type="checkbox"/> | <input type="checkbox"/> Farsighted (Hyperopia) |
| <input type="checkbox"/> | <input type="checkbox"/> Astigmatism            |
| <input type="checkbox"/> | <input type="checkbox"/> Amblyopia              |

- 
- ☐ Eye teaming difficulty
- ☐ Crossed eyes (Strabismus)
- ☐ Eye focusing difficulty
- ☐ Sensitivity to light
- ☐ Other

### Vision Correction Recommendations

- ☐ No correction necessary
- ☐ No change in present prescription
- ☐ New prescription needed

### To be worn for:

- |   |   |
|---|---|
| <input type="checkbox"/> Constant Wear        | <input type="checkbox"/> Near vision only |
| <input type="checkbox"/> Distance vision only | <input type="checkbox"/> As needed        |

**To the Eye Care Professional:** Please sign and date this card after the examination.

Dr. Name (Please Print) \_\_\_\_\_

Date \_\_\_\_\_ Signature \_\_\_\_\_



# STUDENT DIRECTORY INFORMATION AND PHOTO OPT-OUT FORM

USE THIS FORM **ONLY** IF YOU WISH TO WITHHOLD THE RELEASE OF A STUDENT'S DIRECTORY INFORMATION AND PHOTO.

## DIRECTORY INFORMATION

In accordance with FERPA and Board Policy #5103, the following information may be released to the public in regard to any individual student of the school district as necessity or desirability arises:

NAME, ADDRESS, TELEPHONE LISTING, PHOTOGRAPH, VIDEO TAPES AND IMAGES PRODUCED IN ANY OTHER MEDIUM, DATE AND PLACE OF BIRTH, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, AND THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT.

Any parent or guardian wanting this information withheld must make objection, in writing, within two weeks of receiving this notice, to the principal or other person in charge of the school which the student is attending. This request must be made on a yearly basis.

**Parents of students who wish to request that the school principal withhold the student directory information will be required to fill out the information below and return this form to the school principal.**

## STUDENT INFORMATION

STUDENT NAME:		DATE OF BIRTH (mm/dd/yyyy):	
SCHOOL ATTENDING:	GRADE:	TODAY'S DATE:	

☐ I do not wish to have any directory information released to any individual or organization.

## PLEASE SIGN BELOW

\_\_\_\_\_  
PARENT / GUARDIAN SIGNATURE

\_\_\_\_\_  
DATE

» PLEASE RETURN COMPLETED FORM TO the building principal.





## WELLNESS CURRICULUM STUDENT EXCLUSION

Use this form **ONLY** if you wish for your child to be excused from a particular section of the wellness curriculum.

**STUDENT INFORMATION**

NAME:	SCHOOL ATTENDING:	GRADE:
-------	-------------------	--------

**PLEASE LIST the curriculum standards/activities you wish to have your child excluded from.**

WELLNESS TOPIC:	CLASS:
-----------------	--------

**PLEASE SIGN BELOW**

I have reviewed the Wellness Curriculum and request that my child be excused from that portion of the lesson that I listed above.  
I understand my child will incur no penalty, but will complete an alternative assignment that relates to the class.

_____ PARENT / GUARDIAN SIGNATURE	_____ DATE
_____ PRINCIPAL SIGNATURE	_____ DATE



# Medical Eligibility Form

Student Athlete Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Date of Examination: \_\_\_\_\_

I acknowledge and give consent for a copy of this entire form to be kept in the student's school record. I agree that should student's health change in any way that would alter this form that I will inform the school as soon as possible.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

## Shared Emergency Information *(To be filled out by athlete/athlete's caregiver)*

Allergies:

\_\_\_\_\_

Medications:

\_\_\_\_\_

Other Information:

\_\_\_\_\_

Emergency Contacts:

Name	Relationship	Contact Information
_____	_____	_____
_____	_____	_____

## Participation Eligibility *(To be filled out by medical provider)*

- ☐ Medically Eligible for sports without restriction.
- ☐ Medically Eligible for all sports without restriction with recommendations for further evaluation or treatment of:
- \_\_\_\_\_
- ☐ Medically eligible for certain sports:
- \_\_\_\_\_
- ☐ Not medically eligible pending further evaluation
- \_\_\_\_\_
- ☐ Not medically eligible for any sports

Recommendations:

\_\_\_\_\_

I have examined the student named on this form and completed the preparticipation physical evaluation. The athlete does not have apparent clinical contraindications to practice and can participate in the sport(s) as outlined in this form. A copy of the physical examination findings is on record in my office and can be made available to the school at the request of the parents. If conditions arise after the athlete has been cleared for participation, the provider may rescind the medical eligibility until the problem is resolved and the potential consequences are completely explained to the athlete (and parents or guardians).

Name of health care professional (print): \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature of health care professional:

\_\_\_\_\_



**COMPLAINANT BULLYING / HARASSMENT  
INCIDENT REPORT**

Complainant may not be able to complete this form independently. Assistance may be provided, as needed.

**COMPLAINANT / REPORTER (PERSON MAKING THE ALLEGATION OF BULLYING/HARASSMENT)**

TODAY'S DATE:

NOTE: *This could be the victim, a witness, a teacher, a parent, etc. Indicate which in the boxes provided.*

NAME OF COMPLAINANT / REPORTER:

CHECK ONE: ☐ Student ☐ Staff ☐ Parent/Guardian ☐ Other**TARGET (VICTIM OF THE ALLEGED INCIDENT)**

NAME OF TARGET:

CHECK ONE: ☐ Student ☐ Staff

BUILDING / SCHOOL:

GRADE / POSITION (if known):

GENDER AT BIRTH: ☐ Female ☐ Male**OFFENDER (PERSON OR PEOPLE WHO ARE ACCUSED OF BULLYING/HARASSING BEHAVIOR)**

NAME OF ALLEGED OFFENDER:

CHECK ONE: ☐ Student ☐ Staff ☐ Other:

BUILDING / SCHOOL:

GRADE / POSITION (if known):

**INCIDENT INFORMATION**DATE OF INCIDENT: *The date the behavior occurred may be different than the date this form is completed.*PLACE OF INCIDENT: *Be specific. Where bullying/harassment occurred could be a specific area of school or outside of school.*

TYPE OF BULLYING / HARASSMENT (check all that apply):

*Indicate what form the behavior took. Refer to "Types of Bullying/Harassment" on reverse side for definitions.*☐ VERBAL ☐ PHYSICAL ☐ ELECTRONIC ☐ WRITTEN ☐ SOCIAL/RELATIONAL☐ OTHER *If other, please specify:*

BRIEF DESCRIPTION OF INCIDENT:

*Provide details about the incident and include any injury or damage. If needed, attach additional details in a separate document.*

NAME(S) OF WITNESS(ES):

EVIDENCE OF THE INCIDENT:

*If possible, also attach documentation that may be helpful in the investigation. This could include printouts of email, Facebook messages, text messages, letters, photos, etc.*

ADDITIONAL COMMENTS OR INFORMATION, INCLUDING REMEDY REQUESTED:

*Include any other information that would be helpful in investigating or understanding this incident, as well as the remedy requested.***PLEASE SIGN BELOW (ALL REPORTS WILL BE INVESTIGATED CONFIDENTIALLY)**

I agree that all of the information on this form is accurate and true to the best of my knowledge.

COMPLAINANT / REPORTER SIGNATURE

DATE

## TYPES OF BULLYING AND HARASSMENT

---

“Harassment” and “bullying” mean any repeated and targeted electronic, written, verbal, or physical act or conduct toward an individual based on any trait or characteristic of the individual which that creates an objectively hostile school environment that meets one or more of the following conditions:

1. Places the individual in reasonable fear or harm to the individual's person or property.
2. Has a substantial detrimental effect on the individual's physical or mental health
3. Has the effect of substantially interfering with the individual's academic or career performance.
4. Has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities or privileges provided by a school.

**Verbal** bullying is name-calling, making offensive remarks, or joking about a person's religion, gender, ethnicity, socioeconomic status, or the way they look. Excessive teasing meant to hurt someone's feelings is also verbal bullying. For example, if there was a group of kids who made fun of another kid because he couldn't run as fast as everyone else, it would be an example of verbal bullying.

**Physical** bullying includes any physical contact that would hurt or injure a person like hitting, kicking, punching, pinching, scratching, spitting etc. Taking something that belongs to someone else and destroying it would also be considered a type of physical bullying. For example, it would be physical bullying if someone was walking down the street and someone came up to them and shoved them to the ground.

**Electronic** bullying is done by sending messages, pictures, or information using electronic media, computers (email, instant messages, chat-rooms, social networking sites), or cell phones (text messaging, photo/video messaging & voicemail). An example of electronic bullying would be writing nasty comments or threats to a person on Facebook.

**Written** bullying includes bullying behavior that is only displayed through written materials – notes, letters, blogs, etc.

**Social/relational** bullying not only focuses on the victim, but many times, the victim's family and home are targeted also. Social/relational bullying happens when there is harm to someone's self-esteem or feeling of safety. Social/relational bullying is common among girls, although some boys sometimes use it. This is also the most difficult type of bullying to demonstrate or protect against. Social/relational bullying can include social alienation – excluding someone from a group on purpose.



**COMPLAINANT DISCRIMINATION  
INCIDENT REPORT**

Complainant may not be able to complete this form independently. Assistance may be provided, as needed.

**COMPLAINANT / REPORTER (PERSON MAKING THE ALLEGATION OF DISCRIMINATION)**

TODAY'S DATE:

NOTE: *This could be the victim, a witness, a teacher, a parent, etc. Indicate which in the boxes provided.*

NAME OF COMPLAINANT / REPORTER:

CHECK ONE: ☐ Student ☐ Staff ☐ Parent/Guardian ☐ Other**TARGET (VICTIM OF THE ALLEGED INCIDENT)**

NAME OF TARGET:

CHECK ONE: ☐ Student ☐ Staff

BUILDING / SCHOOL:

GRADE / POSITION (if known):

GENDER AT BIRTH: ☐ Female ☐ Male**OFFENDER (PERSON OR PEOPLE WHO ARE ACCUSED OF DISCRIMINATION)**

NAME OF ALLEGED OFFENDER:

CHECK ONE: ☐ Student ☐ Staff ☐ Other:

BUILDING / SCHOOL:

GRADE / POSITION (if known):

**INCIDENT INFORMATION**DATE OF INCIDENT: *The date the discrimination occurred may be different than the date this form is completed.*PLACE OF INCIDENT: *Be specific. Where the discrimination occurred could be a specific area of school or outside of school.*

CATEGORY OF DISCRIMINATION (check all that apply):

*These 16 categories are protected by Iowa law and need to be identified in any incident of discrimination. Refer to "Categories of Discrimination" on reverse side for definitions.*☐ AGE ☐ ANCESTRY ☐ COLOR ☐ CREED ☐ FAMILIAL STATUS ☐ MARITAL STATUS ☐ NATIONAL ORIGIN ☐ PHYSICAL ATTRIBUTES☐ PHYSICAL OR MENTAL ABILITY OR DISABILITY ☐ POLITICAL BELIEFS ☐ POLITICAL PARTY REFERENCE ☐ RACE ☐ RELIGION ☐ SEX☐ SEXUAL ORIENTATION ☐ SOCIOECONOMIC STATUS ☐ OTHER *If other, please specify:*

BRIEF DESCRIPTION OF INCIDENT:

*Provide details about the incident and include any injury or damage. If needed, attach additional details in a separate document.*

NAME(S) OF WITNESS(ES):

EVIDENCE OF THE INCIDENT:

*If possible, also attach documentation that may be helpful in the investigation. This could include printouts of email, Facebook messages, text messages, letters, photos, etc.*

ADDITIONAL COMMENTS OR INFORMATION, INCLUDING REMEDY REQUESTED:

*Include any other information that would be helpful in investigating or understanding this incident, as well as the remedy requested.***PLEASE SIGN BELOW (ALL REPORTS WILL BE INVESTIGATED CONFIDENTIALLY)**

I agree that all of the information on this form is accurate and true to the best of my knowledge.

COMPLAINANT / REPORTER SIGNATURE

DATE

**CATEGORIES OF DISCRIMINATION**

---

All forms of discrimination involve treating someone unfairly or unfavorably because of:

**Age:** the person's chronological age

**Ancestry:** a person's ancestral descent/lineage

**Color:** skin color complexion

**Creed:** a set of fundamental beliefs or a guiding principle

**Familial status:** the presence or absence of members in one's family

**Marital status:** the condition of being married or unmarried

**National origin:** being from a particular country or part of the world, because of ethnicity or accent, or because they appear to be of a certain ethnic background (even if they are not)

**Physical attributes:** the quality or characteristics of a person's physical body

**Physical or mental ability or disability:** the real or perceived presence of a physical or mental disability or history of disability (such as cancer that is controlled or in remission)

**Political belief:** belief or activity in a registered political party

**Political party reference:** a person's affiliation with or spoken allegiance to a political party

**Race:** being of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features)

**Religion:** a person's religious beliefs; the law protects not only people who belong to traditional, organized religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism, but also others who have sincerely held religious, ethical or moral beliefs

**Sex:** the person's sex/gender

**Sexual orientation:** the direction of one's sexual interest toward members of the same, opposite, or both sexes, especially a direction seen to be dictated by physiologic rather than sociologic forces

**Socioeconomic status:** occupation, education, income, wealth or place of residence

## MEDICATION ADMINISTRATION PERMISSION FORM

PRESCRIPTION AND OVER-THE-COUNTER

**STUDENT INFORMATION**

STUDENT NAME:

DATE OF BIRTH (mm/dd/yyyy):

**PRESCRIBER AUTHORIZATION OF MEDICATION**

PRESCRIBER NAME:

REQUEST FOR MEDICATION: ☐ CLINIC TEMPLATED REQUEST FOR MEDICATION ORDER ATTACHED *If no, please complete the following:*

MEDICATION:

DOSAGE:

ROUTE:

TIME:

LENGTH OF TIME MEDICATION WILL BE REQUIRED: ☐ SCHOOL YEAR *Please specify (e.g. 24-25):*☐ OTHER *Please specify:*

DIAGNOSIS:

ICD-10 CODE:

ADMINISTRATION INSTRUCTIONS:

\_\_\_\_\_  
PRESCRIBER'S SIGNATURE\_\_\_\_\_  
DATE**PARENT/GUARDIAN AUTHORIZATION OF MEDICATION**

PARENT/GUARDIAN NAME:

SHOULD MEDICATION BE GIVEN ON ALTERNATE SCHEDULE DAYS? *Check only those that apply.* ☐ ONE-HOUR LATE START ☐ TWO-HOUR DELAY ☐ EARLY DISMISSAL

DISPOSAL OF UNUSED MEDICATION:

☐ I WILL PICK UP ANY UNUSED MEDICATION AT THE END OF THE SCHOOL YEAR.

NOTE: If medication is not picked up by the last day of school, the medication will be disposed of per district procedure.

☐ PLEASE SEND ANY UNUSED MEDICATION HOME WITH MY STUDENT.

NOTE: The school district will not be responsible for the medication once it is in the possession of my student.

☐ PLEASE DISCARD ANY UNUSED MEDICATION.

I request that the above medication be given to the above student by the school nurse and/or qualified personnel.

In the event of an emergency, I give the school nurse and/or legal prescriber permission to communicate with one another regarding this medication and medical condition or if there are questions about the medication.

I have read School Board Policy #7200 and acknowledge that medication must be provided to the school in the original, labeled container, either as dispensed or in the manufacturer's container. I understand that medication will not be given if expired or has an improper label. I also understand that the time of medication may need to be altered slightly to fit your student's schedule.

I understand that only a month supply of medication should be provided to the school and it is the responsibility of the parent/guardian to provide any necessary supplies required for medication administration (e.g. syringes or droppers for liquid medications, soft food or juice to aid with swallowing solid medications, etc.). Supplies must be provided with the medication and be clearly labeled with the student's name.

By signing I represent and confirm that I am the student's lawful parent/guardian or that I have been given valid legal authority to act in the place of a parent/guardian and understand that the school district shall not be responsible for any misrepresentation of this legal status.

\_\_\_\_\_  
PARENT / GUARDIAN SIGNATURE\_\_\_\_\_  
DATE

» PLEASE RETURN SIGNED FORM TO THE SCHOOL HEALTH OFFICE.

**NOTE: This completed form must be on file at the student's school before any medication will be given.**





# Dubuque

## COMMUNITY SCHOOLS

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### NON-EMPLOYEE BACKGROUND CHECK PACKET

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*On behalf of the more than 10,500 students in the Dubuque Community School District, thank you for the work you do in our schools. We know that working with positive adult role models is a rewarding experience for our students and we are confident that it will be equally as rewarding for you.*

*Because the safety of our students is of the utmost importance, we require background checks of all non-employees involved in school programs.*

**PLEASE COMPLETE THE FOLLOWING SECTIONS WITHIN THIS PACKET:**

**NOTE:** *all forms must be completed in black ink*

PAGE 3: SECTIONS A, B and C

PAGE 4: SECTIONS A and B

PAGE 5: SECTION 2

PAGE 6: SECTION A, B (if applicable) and C

**Return completed packet to any Dubuque Community School OR the main district office at:**

Dubuque Community School District  
Human Resources Office  
2300 Chaney Road  
Dubuque, Iowa 52001

*If you have questions about whether or not your background check has been completed, please contact the school you applied to volunteer OR the main district office by calling 563/552-3000.*

***Thank you again for your willingness to serve the students of the Dubuque Community School District.***





## NON-EMPLOYEE BACKGROUND CHECK

It is the policy of the Dubuque Community School District Board of Education to make every reasonable effort to provide a safe learning environment for students working with volunteers. Therefore, the District requires the following confidential information from volunteers who work directly with students or assist staff on a regular basis; supervise / chaperone students; or act as a primary authority figure. This packet must be completed and returned to the Human Resources office and the background check completed prior to beginning any volunteer experience.

**SECTION A PLEASE ANSWER ALL QUESTIONS BELOW**

HAVE YOU EVER BEEN CONVICTED OF A MISDEMEANOR OR FELONY (INCLUDE OWI, PUBLIC INTOXICATION, DEFERRED JUDGMENTS, ETC.)? ☐ YES ☐ NO

IF YES, PLEASE EXPLAIN:

HAVE YOU EVER BEEN CONVICTED, OR HAD AN ADMINISTRATIVE FINDING, OF VIOLATING ANY LAW INVOLVING CHILD ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE, SEXUAL HARASSMENT OR EXPLOITATION, OR ANY OTHER CRIME RELATED TO CHILDREN? ☐ YES ☐ NO

IF YES, PLEASE EXPLAIN:

HAVE YOU EVER BEEN THE SUBJECT OF OR LISTED AS THE PERPETRATOR IN A FOUNDED CHILD ABUSE REPORT? ☐ YES ☐ NO

ARE YOU REQUIRED TO REGISTER AS A SEX OFFENDER WITH THE SEX OFFENDER REGISTRY? ☐ YES ☐ NO

DO YOU CURRENTLY HAVE CHARGES PENDING OR ARE THERE ANY ONGOING INVESTIGATIONS RELATING TO ANY OF THE AFOREMENTIONED? ☐ YES ☐ NO

HAS YOUR DRIVER'S LICENSE EVER BEEN SUSPENDED OR REVOKED FOR ANY REASON? (ANSWER TO BE USED IN DETERMINING VOLUNTEER DRIVERS) ☐ YES ☐ NO

NOTE: A "YES" answer to any of the questions listed above may require an interview with a District or School Administrator.

**SECTION B NON-EMPLOYEE INFORMATION**

LEGAL NAME » LAST: FIRST: MIDDLE:

MAIDEN / PREVIOUS OR OTHER NAME(S) USED:

ADDRESS: CITY: STATE: ZIP:

PHONE: EMAIL:

HAVE YOU VOLUNTEERED OR WORKED FOR THE DISTRICT IN THE PAST YEAR? ☐ YES ☐ NO

SCHOOL(S) IN WHICH YOU WISH TO MENTOR/VOLUNTEER (if applicable):

STUDENT(S) NAME (if applicable):

AREA(S) YOU WISH TO VOLUNTEER (mark all that apply)? ☐ CLASSROOM ☐ FIELDWORK / CHAPERONE ☐ MENTOR ☐ SCHOOL ACTIVITIES ☐ ATHLETIC EVENTS

DO YOU INTEND TO VOLUNTEER AS A DRIVER? ☐ YES ☐ NO

**SECTION C AGREEMENT**

By signing this form, I agree that should any of the above information change in the future, I shall contact the Dubuque Community School District Human Resources office immediately. I understand the falsification of any statement on this application could be cause for dismissal.

SIGNATURE

DATE

» PLEASE RETURN COMPLETED FORM TO the Dubuque Community School District Human Resources Office at 2300 Chaney Road, Dubuque, Iowa 52001 or to any Dubuque Community School. If you have questions, please call 563/552-3000.

**OFFICE USE ONLY**

DISTRICT EMPLOYEE REQUESTING RESULTS: PHONE EXTENSION: BUILDING:



# AUTHORIZATION TO RELEASE CRIMINAL HISTORY DATA

## SECTION A NON-EMPLOYEE INFORMATION

LEGAL NAME » LAST:		FIRST:	MIDDLE:	
MAIDEN / PREVIOUS OR OTHER NAME(S) USED:				
ADDRESS:	CITY:	STATE:	ZIP:	
DATE OF BIRTH (mm/dd/yyyy):				

## SECTION B AUTHORIZATION

I hereby authorize any federal, state or local law enforcement agency, including but not limited to the Iowa Department of Public Safety and the Police Department of the City of Dubuque, to release to the Dubuque Community School District all criminal history data concerning myself. The term "criminal history data" as used in this authorization includes all arrest, conviction, disposition and correctional data.

\_\_\_\_\_  
SIGNATURE

\_\_\_\_\_  
DATE

## OFFICE USE ONLY

<input type="checkbox"/> COMPLETED REQUEST FOR REGISTRY INFORMATION - IOWA DEPARTMENT OF PUBLIC SAFETY (SEX OFFENDER REGISTRY ONLINE CHECK)	
DATE:	<input type="checkbox"/> NOT REGISTERED AT THIS DATE AND TIME <input type="checkbox"/> REGISTERED - INFORMATION PROVIDED TO REQUESTER
<input type="checkbox"/> COMPLETED REQUEST FOR CRIMINAL BACKGROUND HISTORY (IOWA COURTS ONLINE CHECK)	
DATE:	<input type="checkbox"/> NO ARREST RECORD <input type="checkbox"/> TRAFFIC RECORD <input type="checkbox"/> YES RECORD (see below or attached)

REQUESTER: Brian Kuhle, Chief Human Resources Officer



1. Complete **SECTION 2** only.
2. See [www.dbqschools.org/volunteer](http://www.dbqschools.org/volunteer) for more information about this form.



Iowa Department of Human Services

## Request for Child and Dependent Adult Abuse Information

Persons or agencies with authorized access to child or dependent adult abuse information must use this form to request information about a child or dependent adult abuse report. **Complete a separate form for each family or individual** and email to [dhsabuseregistry@dhs.state.ia.us](mailto:dhsabuseregistry@dhs.state.ia.us), or fax to (515) 564-4112, or mail to the Iowa Department of Human Services, Central Abuse Registry, P.O. Box 4826, Des Moines, IA 50305.

Please specify your type of request by checking the appropriate box below:

- ☐ Child abuse request
 ☐ Dependent adult abuse request
 ☒ Both

Please specify your preferred **method of response** by checking a box and completing the information in Section 1.

- ☐ Address
 ☐ Fax
 ☒ Email

### Section 1: To be completed by the person or agency requesting the information.

Requester: Last Kuhle	First Brian	Agency Name Dubuque Community School District		Telephone Number (563) 552-3005
Address 2300 Chaney Road				Fax Number (563) 552-3006
City Dubuque	State Iowa	Zip Code 52001	Email vethier@dbqschools.org	
Relationship to the persons listed in Section 2 or 3: Chief Human Resources Officer				
Purpose for request: For the purpose of a volunteer or employment record check.				
State the Iowa Code section that allows access to the child or dependent adult abuse information requested: 235A.15				
I have read and understand the legal provisions for handling child or dependent adult abuse information which is printed on the second page of this form. I understand that this request will not be approved unless I have authorized access.				
Signature of Requester			Date	

Complete Section 2 if the purpose of this record check is employment, licensing or registration, or payment approval.

### Section 2: List the name and address of the person whose record is being checked.

Last	First	Middle	Birth Date	Social Security Number	
Address		City	County	State	Zip Code
List maiden name, any previous married names, and any alias:					

Complete Section 3 if the request is for a copy of the written summary of the abuse investigation or assessment.

### Section 3: List the name of the persons for whom you are requesting information. Attach pages for additional family members.

Last	First	Middle	County	Birth Date	Social Security #
Address			City	State	Zip Code
List maiden name, any previous married names, and any alias:					

### Section 4: Registry or designee decision.

- ☐ This request for information is approved.  
☐ This request for information is denied because:

Signature of Registry or Designee

Date

## PRE-NOTIFICATION OF BACKGROUND INQUIRY

I hereby acknowledge that this background inquiry likely will concern itself with any or all of the following: criminal history (if any), civil history (if any), driving record, reference checks, education history, and/or prior work history. I hereby authorize the **Dubuque Community School District**, or its agent, Per Mar Security Services to make any or all of these inquiries.

The **Dubuque Community School District** reserves the right to consider an inquiry of this type to be made at a future date, should you remain in our employ.

I hereby authorize any and all law enforcement agencies to release a copy of any arrest record that I may have to the **Dubuque Community School District**, or its agent, Per Mar Security & Research Corp. By doing so, I release any law enforcement agency and all individuals connected therewith from any and all liability.

A photocopy of this authorization and release shall be considered as effective and valid as the original.

I acknowledge that it is my responsibility to review the "Legal Provisions for Handling Child and Dependent Adult Abuse Information" as well as "A Summary of Your Rights Under the Fair Credit Reporting Act," both of which have been made available to me and are online at [www.dbqschools.org/volunteer](http://www.dbqschools.org/volunteer).

**SECTION A NON-EMPLOYEE INFORMATION**

LEGAL NAME » LAST:		FIRST:	MIDDLE:
DATE OF BIRTH (mm/dd/yyyy):	SOCIAL SECURITY NUMBER:		GENDER: <input type="checkbox"/> Female <input type="checkbox"/> Male
MAIDEN / PREVIOUS OR OTHER NAME(S) USED »			
NAME:	NAME:	NAME:	
DATE OF CHANGE:	DATE OF CHANGE:	DATE OF CHANGE:	

**SECTION B PRE-NOTIFICATION OF BACKGROUND INQUIRY**

Check one box:

a ☐ I have not lived outside the state of Iowa in the last seven years. If you checked this box, skip to the next section.

b ☐ I have lived outside the state of Iowa in the past seven years, therefore I hereby authorize the Dubuque Community School District to make the above background inquiry. If you checked this box, please complete the remainder of this section.

If you checked (b) above, please list COMPLETE addresses for the last seven years starting with the most current:

ADDRESS 1 (MOST CURRENT) »		ADDRESS 2 »		ADDRESS 3 »	
STREET:		STREET:		STREET:	
CITY:		CITY:		CITY:	
STATE:	ZIP:	STATE:	ZIP:	STATE:	ZIP:
FROM (mm/yyyy): TO: Present Date		FROM (mm/yyyy): TO (mm/yyyy):		FROM (mm/yyyy): TO (mm/yyyy):	
ADDRESS 4 »		ADDRESS 5 »		ADDRESS 6 »	
STREET:		STREET:		STREET:	
CITY:		CITY:		CITY:	
STATE:	ZIP:	STATE:	ZIP:	STATE:	ZIP:
FROM (mm/yyyy): TO (mm/yyyy):		FROM (mm/yyyy): TO (mm/yyyy):		FROM (mm/yyyy): TO (mm/yyyy):	

**SECTION C AUTHORIZATION**

SIGNATURE

DATE

**AUTHORIZATION-ASTHMA OR AIRWAY CONSTRICTING  
MEDICATION SELF-ADMINISTRATION - CONSENT FORM**

CODE NO. 507.2E3

In order for a student to self-administer medication for asthma or any airway constricting disease:

- Parent/guardian provides signed, dated authorization for student medication self-administration.
- Physician (person licensed under Chapter 148, 150 or 150A, physician, physician's assistant, advanced registered nurse practitioner, or other person licensed or registered to distribute or dispense a prescription drug or device in the course of professional practice in Iowa in accordance with Section 147, 107, or a person licensed by another state in a health field in which, under Iowa law, licensees in this state may legally prescribe drugs) provides written authorization containing:
  - Purpose of the medication,
  - Prescribed dosage,
  - Times or,
  - Special circumstances under which the medication is to be administered.
- The medication is in the original, labeled container as dispensed or the manufacturer's labeled container containing the student name, name of the medication, directions for use, and date.
- Authorization is renewed annually, if any charges occur in the medication, dosages or time of administration, the parent is to notify school officials immediately.

Provided the above requirements are fulfilled, a student with asthma or other airway constricting disease may possess and use the student's medication while in school, at school-sponsored activities, under the supervision of school personnel, and before or after normal school activities, such as while in before-school or after-school care on school-operated property. If the student abuses the self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed.

Pursuant to state law, the school district or accredited nonpublic school and its employees are to incur no liability, except for gross negligence, as a result of any injury arising from self-administration of medication by the student. The parent or guardian of the student shall sign a statement acknowledging that the school district or nonpublic school is to incur no liability, except for gross negligence, as a result of self-administration of medication by the student as established by Iowa Code 280.16.

**STUDENT INFORMATION**

STUDENT NAME:	DATE OF BIRTH (mm/dd/yyyy):
SCHOOL ATTENDING:	TODAY'S DATE:

**MEDICATION INFORMATION**

MEDICATION:	DOSAGE:	ROUTE:	TIME:
DIAGNOSIS:		ICD-10 CODE:	
ADMINISTRATION INSTRUCTIONS:			
SPECIAL CIRCUMSTANCES:		DISCONTINUE / RE-EVALUATE / FOLLOW-UP DATE:	

**PRESCRIBER INFORMATION**

PRESCRIBER'S NAME:	EMERGENCY PHONE:		
ADDRESS:	CITY:	ZIP:	

\_\_\_\_\_  
PRESCRIBER'S SIGNATURE\_\_\_\_\_  
DATE**» PLEASE COMPLETE BOTH SIDES**

PARENT / GUARDIAN INFORMATION

PARENT / GUARDIAN NAME:		PHONE:
ADDRESS:	CITY:	ZIP:

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

PLEASE SIGN BELOW (AGREEMENT TO THE ABOVE STATEMENTS)

PARENT / GUARDIAN SIGNATURE

DATE

ADDITIONAL INFORMATION









