

CEDAR FALLS
COMMUNITY SCHOOL DISTRICT
ELEMENTARY HANDBOOK
2025-2026



Educating students to be life-long learners and caring, responsible citizens.

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2025-2026

Elementary Student Handbook
Cedar Falls Community Schools

Welcome to Cedar Falls Schools! We are proud to offer high-quality educational programs built on the strong partnership among staff, students, and families. Our elementary staff is committed to ensuring that all students learn and grow.

This handbook outlines the general rules and guidelines of our elementary school program. We encourage you to review it with your child, as it will help support a shared understanding and promote positive collaboration between home and school.

The guidelines in this handbook are subject to change. If you have any questions or find any part of the handbook unclear, please contact the principal at your child's school.

For topics not addressed in this Elementary Parent Handbook or in specific building regulations, additional guidance may be found in the School Board Policy Handbook. This document is available electronically at each school building, at the District Office, or on the district website: www.cfschools.org.

Sincerely,

Karl Smith
Aldrich Elementary

Tyler Ruane
Cedar Heights Elementary

Savannah Swestka
Hansen Elementary

Ralph Bryant
Lincoln Elementary

Jaymie Odell
North Cedar Elementary

Andrea Christopher
Orchard Hill Elementary

Jason Strub
Southdale Elementary

Jenifer Smith
Assoc Principal/PreSchool Coordinator

Building Phone Numbers:

Aldrich Elementary	(319) 553-3020
Attendance	(319) 553-3025
Cedar Heights Elementary	(319) 553-2855
Attendance	(319) 553-2894
Hansen Elementary	(319) 553-2775
Attendance	(319) 553-2775
Lincoln Elementary	(319) 553-2950
Attendance	(319) 553-2951
North Cedar Elementary	(319) 553-2810
Attendance	(319) 553-2837
Orchard Hill Elementary	(319) 553-2465
Attendance	(319) 553-3014
Southdale Elementary	(319) 553-2900
Attendance	(319) 553-2902

Elementary School Philosophy

The Elementary School Staff members hold high expectations for student success, while realizing each student differs in rate of development as well as in ability. We are dedicated to providing an educational setting in which all students have opportunities to develop their full and unique intellectual, artistic, social, physical, and emotional abilities. In addition to mastering basic skills, it is our goal to challenge all students by providing opportunities for developing an awareness of available technology. It is also our goal to increase communication and leadership skills in all of our students by allowing them to apply skills learned as they work both independently and collaboratively. We seek to instill in our students positive attitudes, self-discipline and responsibility for their actions, good citizenship skills, and a responsibility and desire for lifelong learning and personal well-being.

Annual Notices

The Cedar Falls School District Annual Notices can be found on the District website under Annual Notices or a copy may be requested from your child's school.

Objectives for Equal Educational Opportunities for Students (Policy 500)

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student will have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. Students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, creed, sex, marital status, socio-economic status, national origin, religion,

sexual orientation or disability. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual means the legal parents, the legal guardian or custodian of a student, and students who have reached the age of majority or are otherwise considered an adult by law.

Nondiscrimination

No student in the school district shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in district programs on the basis of race, color, creed, sex, religion, marital status, national origin, disability, sexual orientation, or socio-economic status. The district prohibits unlawful discrimination against students, including discriminatory harassment on the basis of any protected class identified in state or federal civil rights laws, which has the purpose or effect of creating an intimidating, hostile, or offensive education environment, unreasonably interferes with academic performance or affects educational opportunities.

Sexual Harassment

It is the policy of the school district to maintain a learning environment that is free from sexual harassment. All employees, visitors and students must avoid any action or conduct which could reasonably be perceived as sexual harassment. It shall be a violation of this policy for any person to harass a student through conduct or communications of a sexual nature as defined in this policy. "Sexual harassment" shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when (i) submission to such conduct is made either explicitly or implicitly a term or condition of the student's educational opportunities or benefits; (ii) submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting that student; or (iii) such conduct has the purpose or effect of substantially interfering with a student's education by creating an intimidating, hostile, or offensive educational environment. Sexual harassment may include, but is not limited to the following: requests or pressure for sexual activity; unwelcome touching; other verbal or physical conduct of a sexual nature, such as inappropriate jokes, symbols, signs or posters of a sexual nature; repeated remarks to or about a person with sexual or demeaning implications.

Complaint Procedure

Any person alleging a violation of this policy may make a report or file a formal complaint by contacting one of the District's designated Equity Coordinators:

Equity and Title IX Coordinator: Students

Ms. Tara Estep, Executive Director of
Elementary Education
Cedar Falls Community Schools
1002 West First Street
Cedar Falls, IA 50613
Phone: 319-553-3000
Email: tara.estep@cfschools.org

Equity and Title IX Coordinator: Staff

Amber Youngblut, Executive Director
of Human Resources
Cedar Falls Community Schools
1002 West First Street
Cedar Falls, IA 50613
Phone: 319-553-3000
Email: amber.youngblut@cfschools.org

The complainant may be required to complete a written complaint form and to turn over copies of evidence of discrimination including, but not limited to, letters, emails, tapes, signs, and pictures. The

complainant shall receive assistance in completing the complaint form as needed.

The equity coordinator shall designate an investigator to promptly and reasonably investigate the complaint, who shall generally be the building administrator or designee. In the event the investigator is the alleged perpetrator, or otherwise has a conflict of interest, an alternate investigator shall be designated. The investigator shall commence an investigation and proceed to completion no later than 30 days following receipt of the complaint. If the investigator needs more time to process the complaint, he/she shall notify the parties and keep them apprised of the status of the investigation. Both the complainant and the alleged perpetrator will be given an opportunity to be interviewed or give a statement. Witnesses may also be interviewed. District employees, students and volunteers shall fully and fairly cooperate in the investigation. The investigation shall be confidential to the extent consistent with the District's legal obligations and the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

The investigator shall prepare a written report of findings and conclusions, which shall be submitted to the equity coordinator. If, after investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If, after 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 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. Other corrective actions may be taken as appropriate.

No person shall retaliate against a student or other person because the student or other person has filed a discrimination complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension, expulsion, or termination of employment/service.

Inquiries by students regarding compliance with equal educational opportunity laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Iowa Department of Education, and/or the Iowa Civil Rights Commission. This inquiry or complaint to the federal or state office may be submitted instead of, or in addition to, an inquiry or complaint at the local level.

The Board recognizes that conduct which is alleged to violate this policy may violate other policies as well. Therefore, to the extent that a report or complaint of discrimination involves an allegation of sexual or other harassment toward a student, the matter will also be processed in accordance with Code No. 504.4 regarding abuse of students and/or Code No. 504.5.1 regarding anti-bullying/harassment, as applicable.

Title IX: Discrimination and Harassment Based on Sex Prohibited

The District has separate procedures for reports or complaints of sexual harassment governed by Title IX of the Education Amendments Act of 1972. The policy governing such instances is Code No. 504.5.2: *Discrimination and Harassment Based on Sex Prohibited*. Procedures for addressing such reports or complaints are available as follows:

Electronically on the District website at www.cfschools.org/about-us/TitleIX

Paper copies are available in the administrative office and school counselor's office at each school as well as in the Human Resource Department in the Robinson Administration Center.

Physical and Sexual Abuse of Students by Employees (Policy 504.4)

It is the policy of the Cedar Falls Community School District that all forms of physical abuse and sexual abuse, as defined by law, of students by school employees are prohibited. Each employee, regular or

temporary, is covered by this policy.

Each report or complaint alleging or indicating the possibility of abuse of a student or students by an employee or employees will be investigated immediately, in accordance with legal requirements. The primary investigators (level one investigators) will be the Executive Director of Elementary Education and the Executive Director of Human Resources. An official or officials of the Cedar Falls Police Department or other trained, experienced professional(s) shall be utilized as the alternate (level two) investigator(s).

All results of an investigation of reported physical or sexual abuse will be forwarded to the superintendent or designee as soon as is possible. It is the responsibility of the superintendent of schools to cause such actions as may be appropriate to remedy any founded report of abuse.

The board recognizes that conduct which is alleged to violate this policy may violate other policies as well. Therefore, to the extent that a report or complaint of abuse involves an allegation of sexual harassment toward a student, the matter will also be processed in accordance with Code No. 500.0 regarding equal educational opportunity and/or Code No. 504.5 regarding *Anti-Bullying/Harassment: Students* and/or 504.5.2: *Discrimination and Harassment based on Sex Prohibited*, as applicable.

Anti-Bullying/Harassment: Students (Policy 504.5.1)

Harassment and bullying are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, 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 harassment of students by students, staff, and/or volunteers who have regular significant contact with students, will not be tolerated in the school or school district.

The Board of Education prohibits harassment, bullying, hazing, or any other victimization of a student based on any of the following actual or perceived traits or characteristics of a student, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. (Pursuant to Code No. 500.0) The District also prohibits unlawful discrimination against its students, including discriminatory harassment on the basis of race, color, creed, sex, marital status, religion, national origin, disability, sexual orientation, socio-economic status, or any other protected class identified in state or federal civil rights laws, which has the purpose or effect of creating an intimidating, hostile, or offensive education environment, unreasonably interferes with a student's academic performance, or affects a student's educational opportunities. Pursuant to Code 504.5.2 *Discrimination and Harassment Based on Sex Prohibited* the District has separate procedures for reports or complaints of sexual harassment governed by Title IX of the Education Amendments Act of 1972. The *policy governing such instances is Code No. 504.5.2: Discrimination and Harassment Based on Sex Prohibited. Procedures for addressing such reports or complaints are available as follows:*

Electronically on the District website at www.cfschools.org/about-us/TitleIX

Paper copies are available in the administrative office and school counselor's office at each school as well as in the Human Resource Department in the Robinson Administration Center. This policy is in effect while students are on property within the jurisdiction of the board; while on school owned, leased or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures including, but not limited to, suspension, exclusion, and expulsion. If, after an investigation, an employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures including, but not limited to, termination of employment. If, after an investigation, a volunteer is found to be in violation of this policy, the volunteer shall be disciplined by appropriate measures including, but not limited to, exclusion from school grounds. All reports of bullying/harassment will be documented and reported to the Iowa Department of Education as required by law.

Harassment and bullying shall be construed to mean any repeated and targeted electronic, written, verbal, or physical act or conduct toward a student that creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the person in reasonable fear of harm to the person or property
- Has a substantially detrimental effect on the person's physical or mental health
- Has the effect of substantially interfering with the person's academic or work performance, or
- Has the effect of substantially interfering with the person's ability to participate in, provide or benefit from the services, activities, or privileges provided by a school

Electronic includes, but is not limited to, communication via electronic mail, internet-based communications, cell phones, electronic text messaging or similar technologies.

Harassment and bullying may include, but are not limited to, any of the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that has the purpose or effect of causing injury, discomfort, fear, or suffering to the targeted student
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the targeted student
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the targeted student
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the targeted student
- Unreasonable interference with a person's performance or creation of an intimidating, offensive, or hostile environment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits.
- Submission to, or rejection of, the conduct by the student is used as the basis for academic decisions affecting that student.
- The conduct has the purpose or effect of substantially interfering with the student's education by creating an intimidating, hostile, or offensive education environment.

In situations between students and school officials, faculty, staff, or volunteers who have contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

School employees, volunteers, parents or guardians, and students will assist with the enforcement of this

policy, including, but not limited; to assisting with educational and preventative measures, reporting, and investigations of harassment or bullying. Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official or supervisor shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint or give false statements in an investigation may be subject to appropriate disciplinary action.

Retaliation against any person who filed a bullying or harassment complaint or who assisted or participated in a bullying or harassment investigation or proceeding is also prohibited. Any person found to have retaliated in violation of this policy shall be subject to appropriate disciplinary action.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or designee will be responsible for handling all complaints by students alleging bullying or harassment. Investigators will consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying. The District will take action to halt any improper discrimination, harassment or bullying and will take other appropriate corrective actions, including disciplinary measures which may include discharge, suspension, expulsion, or exclusion of a perpetrator to remedy all violations of this policy.

It is the responsibility of the superintendent or designee, in conjunction with the investigator and principals, to develop procedures regarding this policy. The Board will annually communicate this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in registration materials
- Inclusion on the school or district websites
- Readily accessible in the principal and counselor offices
- Other

Complaint Forms are available on the District website.

Anti-Bullying/Harassment Investigation Procedures (504.5.1R1)

Any person alleging a violation of this policy may file a complaint with the school district's equity coordinator. The complainant may be required to complete a written complaint form and to turn over copies of evidence of harassment and/or bullying including, but not limited to, letters, emails, tapes, signs, and pictures. The complainant shall receive assistance in completing the complaint form as needed.

The equity coordinator shall designate an investigator to promptly and reasonably investigate the complaint, who shall generally be the building administrator or designee. In the event the investigator is the alleged perpetrator, or otherwise has a conflict of interest, an alternate investigator shall be designated. The investigator shall commence an investigation and proceed to completion no later than thirty (30) days following receipt of the complaint. If the investigator needs more time to process the complaint, he/she shall notify the parties and keep them apprised of the status of the investigation. Both the complainant and the alleged perpetrator will be given an opportunity to be interviewed or give a statement. Witnesses may also be interviewed. District employees, students and volunteers shall fully and fairly cooperate in the investigation. The investigation shall be confidential to the extent consistent with the District's legal obligations and the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

The investigator shall prepare a written report of findings and conclusions, which shall be submitted to the equity coordinator. If, after investigation, a student is found to be in violation of this policy, the student shall

be disciplined by appropriate measures, which may include suspension and expulsion. If, after 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 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. Other corrective actions may be taken as appropriate.

No person shall retaliate against a student or other person because the student or other person has filed a harassment and/or bullying complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension, expulsion, or termination of employment/service.

Information about the incident will be entered in the district's computer system, whether founded or unfounded, using a district-approved form and process which complies with the Department of Education's reporting procedures.

The board recognizes that conduct which is alleged to violate this policy may violate other policies as well. Therefore, to the extent that a report or complaint of harassment and/or bullying involves an allegation of sexual harassment or other discrimination toward a student, the matter will also be processed in accordance with Code No. 500.0 regarding equal educational opportunity and Code No. 504.4 regarding abuse of students, as applicable.

Multicultural and Gender Fair Equity Education Opportunity (Policy 602.3)

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, socioeconomic status, color, sex, marital status, national origin, sexual orientation or disability.

The educational program is free of discrimination and provides equal opportunity for the students. Multicultural (MC) approaches to the educational program are defined as those which foster knowledge of, and respect and appreciation for the historical and contemporary contributions of diverse cultural groups.

Inquiries regarding compliance with equal education opportunity shall be directed to the Equity Coordinator by writing to the James L. Robinson Administrative Center, 1002 West First Street, Cedar Falls, IA or telephoning at 319-553-3000.

Selection of Learning Resources (Policy 603.3)

Learning resources are selected by the school district to support its educational goals and objectives and to implement, enrich, and support the instructional program. Resources must serve the breadth and depth of the curriculum and provide for the needs and interests of individual students. It is the obligation of the district to provide intellectual and physical access to materials that cover a wide range of abilities and many differing points of view. To this end, principles of intellectual freedom must be placed above personal opinion, and reason above prejudice, in the selection of resources.

The Board of Education shall delegate to the superintendent the authority and responsibility for the selection of all learning resources. The superintendent delegates responsibility for actual selection to the appropriately trained personnel who shall discharge this obligation consistent with the Board's selection criteria and procedures. The selection process shall involve representatives of the professional staff directly affected by the selections and/or the professional library media staff.

The Board also allows for systematic review of existing resources and permits the reappraisal of allegedly inappropriate resources through the established process.

The learning resources covered by this policy include both print and nonprint items selected for library media centers, classrooms, learning centers, and laboratories. Included are textbooks, gift materials, resources retrieved or viewed electronically, materials borrowed from other agencies, and guest speakers, among others.

General Selection Criteria

Staff members involved in selection of learning resources shall use the following criteria as a guide:

- educational significance;
- contribution the subject matter makes to the curriculum;
- the interests of students and staff;
- favorable reviews found in standard selection sources;
- favorable recommendations based on preview;
- reputation and significance of the author, producer, publisher, or speaker;
- validity and appropriateness of the resource for intended use;
- contribution the resource makes to the range of representative viewpoints on controversial issues;
- high degree of potential appeal to users;
- quality and variety of format;
- value commensurate with cost and/or need;
- timeliness and/or permanence; and
- integrity of the resource.

Specific Selection Criteria

1. Learning resources shall be appropriate to the subject area, and for the age, emotional development, ability, learning styles, and social development of the students for whom the resources are intended.
2. Physical format and appearance of resources shall be suitable for intended use.
3. Resources shall be selected to give students an awareness of our pluralistic society, and provide a global perspective.
4. Resources shall be selected which encourage all students to understand, appreciate, relate to and value cultural and personal diversity.
5. Resources shall be selected to meet the needs of the wide range of student physical, emotional, and cognitive development.
6. Resources shall be selected which support and encourage students to examine their attitudes and behaviors as individuals, and to relate those attitudes and behaviors to the concepts of duties and responsibilities as citizens.
7. Resources shall be selected for their strengths rather than rejected for their weaknesses of language and style or other elements.
8. The selection process shall provide opportunities for participation by teachers, support staff, administrators, teacher librarians, and other members of the community.
9. Selection, an ongoing process, shall include routine procedures for removal and/or replacement of worn, obsolete, dated, unused or unusable resources.
10. Gift materials shall be judged by the criteria listed in the preceding statements and be accepted or rejected on the basis of the criteria.

Procedure for Reconsideration of Resources

In the event resources are questioned, the principles of intellectual freedom shall be defended rather than specific resources.

The Board recognizes the right of individual parents to request that their child not be required to read, view,

or listen to specific resources, provided a written request is made to the appropriate building principal.

A standing Reconsideration Committee shall be formed in each building by the second week of each school year. The purpose of the committee shall be to review any complaint received during the school year, learn all the circumstances related to the acquisition and use of the challenged resource, review the guidelines listed in the selection policy, decide whether the policy has been followed correctly, and then recommend action regarding future use of the resource. The committee at secondary buildings shall consist of: the building principal, a teacher librarian, a teacher, a parent or community member, a student, and the chair of the Secondary Library-Media Department. The committee at elementary buildings shall consist of: the building principal, a media specialist, a teacher, a parent or community member, and the elementary library media department. Any staff member responsible for the selection or the providing of the challenged material will not be included on the committee. If necessary, the principal will appoint a temporary replacement.

When Complaints are Received from Parents or other Community Members about Learning Resources

1. All staff members shall report complaints to the building principal orally or in written form.
2. The building principal or a designated representative shall contact the complainant to discuss the objection and attempt to resolve it informally by explaining the philosophy and goals of the school district, building, course, and/or library media center.
3. If the complaint is not resolved informally, the building principal shall provide the complainant with “The Learning Resources Selection Policy,” including the form “Statement of Concern About Learning Resources,” which must be filled out completely and returned to the building principal within ten working days, before the complaint will be given consideration.
4. If the completed form is not returned within the time period, the issue shall be considered closed. If the form is returned, the reasons for selection of the resource shall be restated by the appropriate staff and turned into the building principal.
5. Resources shall not be removed from use, or access restricted within the district, pending a final decision. However, access to the resources can be denied to the student(s) of the complainant(s), if requested.
6. Within 20 working days upon receipt of a completed “Statement of Concern About Learning Resources” form:
 - a. The principal shall notify the superintendent, appropriate director of education, and the building’s Reconsideration Committee that a complaint has been received.
 - b. Each member of the Reconsideration Committee must read, view, or listen to the learning resource in question in its entirety.
 - c. After both the staff member responsible for selecting the learning resource and the complainant have met with the Reconsideration Committee, the committee will discuss the resource and make a decision.
 - d. The building principal shall send written notification of the action taken to all involved parties as well as to the appropriate director of education and the superintendent.
 - e. Any person not satisfied with the decision of the committee may file a request to appeal the decision to the Board of Education. Within ten working days of the receipt of the written notification, the complainant or user may file an appeal in the superintendent’s office for a school board hearing. It shall be the superintendent’s responsibility to schedule and expedite the hearing.
 - f. Each Board member must read, view or listen to the learning resource in question in its entirety within 30 days of when the complaint was presented to them. At a following designated board meeting, the complainant and a representative of the Reconsideration Committee will

be allowed to present information to the board pertaining to the complaint. The board will then deliberate action to be taken, with a decision being announced no later than the following board meeting. The superintendent or designee will provide written notification of the board's decision to all participating parties within ten working days of the board's decision.

- g. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

(A copy of the Statement of Concern can be found below.)

STATEMENT OF CONCERN ABOUT LEARNING RESOURCES

The Board of Education delegates the responsibility for distribution of this form to building principals. The completed form must be returned to the principal who issued it within ten (10) working days.

SCHOOL: _____ PRINCIPAL: _____

DATE ISSUED: _____ DATE RETURNED: _____

NAME OF COMPLAINANT: _____

ADDRESS: _____

PHONE NUMBER: HOME _____ WORK _____

DESCRIBE YOUR CONCERNS ABOUT THE LEARNING RESOURCE

TYPE OF RESOURCE: _____

TITLE/NAME: _____

AUTHOR/PRODUCER: _____

WHAT BROUGHT THIS RESOURCE TO YOUR ATTENTION: _____

PLEASE COMMENT ON THE RESOURCE AS A WHOLE, AS WELL AS BEING SPECIFIC ON THOSE MATTERS THAT CONCERN YOU. (USE THE OTHER SIDE IF NEEDED)

OPTIONAL: WHAT RESOURCE(S) DO YOU SUGGEST TO PROVIDE ADDITIONAL INFORMATION ON THE TOPIC COVERED BY THE RESOURCE? _____

SIGNATURE OF THE COMPLAINANT: _____

DATE: _____

A signed form signifies that the learning resource has been read, viewed, or listened to in its entirety by the complainant.

Student Discipline (Threats of Violence or Cause Incidents of Violence (502.1.1))

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

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

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

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

Reporting a Threat of Violence or Incidence of Violence

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

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

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

Threat of Violence

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

Incident of Violence

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

Injury

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

Property Damage

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

Assault

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

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

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

Student Discipline Code (Threats of Violence or Cause Incidents of Violence) (Policy 502.1.1a)

Escalating Responses by Grade Band

The following responses outline a range of responses at each Level. The intention is to work with the student to reduce the misbehaviors. If the behavior of the student is severe, the administrative team may find it necessary to escalate the response.

Grades PK-6

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● May require an individualized educational program (IEP) meeting, if the student has an IEP, or a 504 meeting, if the student has a 504. ● Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary removal from class; and/or ○ Put safety plan in place. ● Unless the first offense is unusually serious, the administrator will avoid permanent removal
Level 2	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● Review of response to prior offense, if applicable, to inform increased level of response. ● Requires an individualized educational program (IEP) meeting to review and/or revise the student's behavior intervention plan (BIP), if the student has an IEP, or a 504 meeting if the student has a 504. ● Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension or out-of-school suspension for 1 to 9 days; ○ Put safety plan in place; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment; ○ Contact law enforcement; and/or ○ Contact or referral to any other applicable agencies.
Level 3	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● Review of response to prior offense, if applicable, to inform increased level of response. ● Requires an individualized educational program (IEP) meeting to review and/or revise the student's behavior intervention plan (BIP), if the student has an IEP, or a 504 meeting if the student has a 504. ● Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s). ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension or out-of-school suspension for 1 to 9 days; ○ Put safety plan in place; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment; ○ Recommendation for expulsion; ○ Contact law enforcement; and/or ○ Contact or referral to any other applicable agencies.

Grades 7-12

Level	Escalating Response
Level 1	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● May require an individualized educational program (IEP) meeting, if the student has an IEP, or a 504 meeting, if the student has a 504. ● Responses may include any of the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary removal from extracurricular activities; ○ Temporary removal from class; ○ In-school suspension; and/or ○ Suspension of transportation, if misconduct occurred in a school vehicle.
Level 2	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● Review of response to prior offense, if applicable, to inform increased level of response. ● Requires an individualized educational program (IEP) meeting to review and/or revise the student's behavior intervention plan (BIP), if the student has an IEP, or a 504 meeting if the student has a 504. ● Responses to the incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension or out-of-school suspension for up to 10 days; ○ Put safety plan in place; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment; ○ Contact law enforcement; and/or ○ Contact or referral to any other applicable agencies.
Level 3	<ul style="list-style-type: none"> ● Requires parent or guardian notification. ● Review of response to prior offense, if applicable, to inform increased level of response. ● Requires an individualized educational program (IEP) meeting to review and/or revise the student's behavior intervention plan (BIP), if the student has an IEP, or a 504 meeting if the student has a 504. May require an individualized educational program (IEP) meeting, if the student has an IEP, or a 504 meeting. ● Responses to an incident may include the following: <ul style="list-style-type: none"> ○ Parent or guardian conference that includes the student, when appropriate; ○ When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; ○ Behavior intervention student agreement coupled with another response(s); ○ Restitution or opportunities to repair relationships coupled with another response(s); ○ Detention; ○ Temporary or permanent removal from extracurricular activities; ○ Temporary or permanent removal from class; ○ In-school suspension or out-of-school suspension for up to 10 (ten) days; ○ Put safety plan in place; ○ Suspension of transportation privileges, if misconduct occurred in a school vehicle; ○ Placement in an alternative learning environment; ○ Recommendation for expulsion; ○ Contact law enforcement; and/or ○ Contact or referral to any other applicable agencies.

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

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

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

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

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

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

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

School Day

8:30 a.m. Supervision begins

8:45 a.m. Instructional day begins

3:45 p.m. School dismissed (**School will dismiss at 1:50 p.m. on Wednesdays.**)

Breakfast times will be shared by your child's school, as breakfast times vary.

Students should not be on the school grounds before 8:30 a.m. There is no supervision on the grounds before this time. Some schools provide outside supervision before the instructional day begins. Please have your student(s) dress appropriately for the weather.

Students are to leave the playground after school is dismissed and remain off the playground until 4:15 p.m., unless they are supervised by a parent, guardian, or daycare provider.

Fees

Textbook fees for the elementary students can be found on the District website. Students who qualify for free or reduced lunch, also qualify for reduced textbook fees. The appropriate paperwork must be completed in order to qualify.

Breakfast/Lunch Program

All elementary schools use a computerized accounting program. The cost is \$2.25 per breakfast and \$3.00 per meal for hot lunch. Milk or bottled water for those who carry a cold lunch is 50 cents. Any amount of money may be deposited in a student's account and as they eat hot lunch and/or take milk or water, that amount is deducted from their account.

This system affects the method of how the students bring money for their lunch/milk account. Students **MUST** have money in a sealed envelope, name of teacher(s), name of student(s) (in the event one check is written for more than one child in a family) and amount of money or check. This envelope will then be deposited in the office and the amount entered into the computer credited to the student's account.

Online deposits may be made into your student's lunch account through RevTrak. You will be able to make lunch deposits either by debit or credit card.

Many children prefer to carry their lunch to school. If students bring a cold lunch, please send items students are able to open themselves (e.g. a thermos, bags of chips, etc.) Also, be sure to send utensils such as a spoon if they need one for their lunch. Milk is available for purchase, and water is available. **Soda/Pop should not be brought to school with cold lunch.**

Children who eat lunch at school are expected to remain at school during the entire lunch period.

Free and reduced-price lunches are provided to students whose families qualify under Federal Income Guidelines. This information is available to each family in the school district yearly. The application must be filled out and renewed each year.

Note: Our hot lunches are ordered by 9:15 a.m. daily. If your child is going to be late for school and will need a hot lunch that day, please call the office before 9:00 a.m. This procedure will ensure that a lunch is ordered for your child. Students who arrive late and have not signed up for hot lunch may not be able to be served that day.

Custody Order

Unless the school is given a copy of legal documents by the parent/legal guardian with custody that indicates otherwise, school staff assumes that both parents/guardians continue to have the same rights, privileges, and obligations. It is the responsibility of the parent to notify the school of a custody order and any changes/modifications that are made. The school will follow the most recent certified copy of a custody order that is shared with us.

Lunch Guests

On occasion parents, grandparents, and significant members of the family like to eat lunch with children at school. Parents are invited to do this at any time, and we ask that parents notify us if others will be joining them for lunch. Please note that due to space limitations guests might be asked to eat with the student in an alternate location. Since we need to order our lunches from the central kitchen, we ask you to call our office to order an adult lunch by 9:00 a.m. Lunch can be purchased in the school office. If an emergency or other situation arises, it may be necessary to limit visitors at the school.

Attendance

Regular attendance and punctuality are essential for success in school. **Parents are requested to call the school office before 9 a.m. to report a student's absence. Calls should be made for each day of a student's absence.** When a student reaches eight (8) days of absence in a semester, a warning letter may be sent documenting attendance concerns. When a student reaches twelve (12) days of absence in a semester, a conference between parents and school personnel may be scheduled. An attendance plan may be established at that time. When a student reaches eighteen (18) a student is considered "chronically absent" having missed 10% of the school year and all attendance letters and documentation will be shared with the county attorney. At twenty-four day (24) days a second engagement meeting will be scheduled to review the attendance plan and discuss further steps. At thirty-six (36) days a student is considered "truant" by state definition, having missed 20% of the school year. The county attorney will be notified the child is officially truant. The school will keep records of attendance and tardiness. The determination of whether an absence is excused is made by the school, not by the parent.

Valid reasons for absences as confirmed by school administrators are:

1. Excusal by court
2. Attending religious services

3. Legitimate medical reason with documentation (school nurse can provide documentation)
4. Child sent home from school due to illness or injury by school nurse or designee
5. Serious illness, death, or funeral of a family member or close friend
6. Absences outlined in a student's IEP or 504 plan under the federal Rehabilitation Act
7. Emergencies calling for the services or presence of pupils at home
8. Medical or dental appointments (arrangements to be absent from school should be made in advance in the office and students will be excused 30 minutes prior and 30 minutes after scheduled appointments.)
 - **Medical Documentation:** Should include specific information, including dates for the absence, and be submitted to the school office.

When it is known in advance that a student will be absent from school, arrangements should be made with the office. Parent communication is necessary to arrange an advance absence.

If a student becomes ill during the school day, students are to report to the School's Health office. Students leaving the building during the school day must check out at the Main/Attendance office when they leave and check in again when they return. If a student leaves the building without permission of the office staff, it is considered unexcused.

Punctuality is essential for success in school. Students who are not on time to school or class will be considered tardy.

Students are required by Iowa law to be in regular school attendance until they have reached the age of sixteen by September 15 of that year. Once students arrive on school grounds they are not to leave school grounds until dismissal, unless they have permission of the office staff.

Emergency Forms

At the beginning of each school year, parents must fill out an emergency form that provides the emergency telephone numbers of the parents as well as alternate persons to contact in the event the school is unable to locate the parents. The emergency form also includes a statement that gives the school district permission to release the student to the alternate person in the event the parents cannot be reached. **Parents must notify the office if the emergency contact information changes during the school year.**

Volunteers

Volunteers, by virtue of their contributions of time, talents and other resources to the programs of education and student activities in the Cedar Falls Community Schools, provide important and valued services. It is the policy of the District to encourage the use of quality assistance offered by school volunteers.

Areas of volunteer services include:

- Support for instructional and co-curricular programs
- Enriched student learning opportunities through the experiences and knowledge of volunteers
- Increased individual attention for students
- Increased assistance for students of varying abilities
- Increased time for teachers to work with students

To ensure safety for students, volunteers and staff, ALL volunteers must adhere to the guidelines for volunteers provided by the school district and by the guidelines and procedures provided by the attendance centers in which volunteers serve. Volunteers shall serve under the direct supervision of staff members.

In accordance with the privacy rights of students, families and staff, volunteers must ensure that personal and personnel matters encountered as volunteers in the school setting remain confidential.

Procedures for Volunteers/Visitors

ALL visitors must register in the office each time they visit the school. Upon entering a district building, visitors will be asked to present a valid state-issued ID, which will be scanned into the Raptor system. The system will check to ensure that registered sexual offenders are not entering our buildings. Once entry is approved, Raptor will issue a badge that identifies the visitor, the date, and the purpose of his/her visit. A visitor's badge will not be necessary for those who visit our school simply to drop off an item in the office or pick up paperwork.

The following guidelines are in addition to any procedures, rules and regulations provided at attendance centers and other school sites:

1. Each volunteer must check in with the building administrator/designee before beginning an assignment. At that time, the volunteer will receive the appropriate identification badge and will complete the initial log-in for the assignment. Logs will be maintained at the attendance center/site and will show all segments of volunteer service.
2. ALL volunteers must complete the Volunteer's Confidential Statement/Assurances google form. The building administrator/designee will review each form. This includes volunteers for field trips. New forms must be completed each school year.
3. Guest speakers will be asked to complete a guest speaker agreement form.

Parents are welcome to visit school and we encourage attendance at school events. Persons who wish to visit a classroom while school is in session must notify the principal or designee and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so class disruption can be minimized. Teachers and other employees shall not take time from their duties to discuss matters with visitors except when deemed an emergency. We discourage children (cousins, friends, etc. staying with students) from visiting. If a situation should arise, please call the office with your request. The building administrator has the authority to deny entrance into the building for any visitor.

NOTE: We ask that cell phones be turned off and photos not be taken without talking to the teacher first.

Electronic Technology Acceptable Use by Students (Policy 605.4)

In making decisions regarding access to the school district computers, computer network, the Internet, and other information resources, the Cedar Falls Community School District (CFCSD) considers the educational mission, goals, and objectives of the district. The ability to collaborate, communicate, think critically, and be creative online and in person is now fundamental to the preparation of citizens and future employees. Access to the school district computers, computer network, the Internet, and other information resources allows students access to unlimited amounts of materials, libraries, databases, bulletin boards, and other resources while exchanging creative ideas and all types of media with people around the world. The CFCSD expects that faculty will appropriately use digital tools and resources throughout the curriculum and will provide guidance and instruction to students in their use.

All CFCSD students will receive an electronic account that includes access to email and online file storage. Students in lower elementary classes may be provided access through a classroom account. This account should primarily be used for educational purposes. As with all interactions on the Internet, students are expected to use these tools in a safe, legal, and ethical manner. CFCSD also provides student network wireless access in all buildings. CFCSD will not be responsible for any damage or loss of any student

personal device. These are the expectations for this use of the CFCS D network with personal devices:

1. All students will use their own secure wireless login to access the network.
2. All student or non-CFCS D devices attached to the CFCS D network will have up to date security software that includes anti-virus and anti-malware programs.
3. Students who bring their own devices onto CFCS D property and use a non-CFCS D network to access the Internet are still bound by this policy.

Below is a list of unacceptable and unsafe behaviors for students. This list is not intended to be inclusive of all misuses.

1. Students will not access, review, upload, download, store, print, post, or distribute pornographic, obscene, sexually explicit material or that use language or images that are inappropriate to the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption while on school property or while using school resources.
2. Students will not access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination while on school property or while using school resources without an approved educational/instructional purpose.
3. Students will not knowingly or recklessly post false or defamatory information about a person or organization, to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks while on school property or while using school resources.
4. Students will not engage in any illegal act or violate any local, state, or federal statute or law while on school property or while using school resources.
5. Students will not vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means will not tamper with, modify, or change the CFCS D Network software, hardware, or wiring.
6. Students will not take any action to violate the CFCS D Network's security, and will not disrupt the use of the system by other users nor gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct consent of that person.
7. Students will not post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes, or passwords and will not repost a message that was sent to the user privately without permission of the person who sent the message.
8. Students will not violate copyright laws, usage licensing agreements, or another person's property without the author's prior approval or proper citation, including, but not limited to the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet or other information resources.
9. Students will not use the CFCS D Network for the conduct of a business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the

CFCSD Network to offer or provide goods, services, or product advertisements. Students will not use the CFCSD Network to purchase goods or services for personal use without authorization from the appropriate school district official.

CFCSD will provide ongoing age-appropriate instruction for students regarding Digital Citizenship. This curriculum will be designed to promote the district's commitment to:

- Respect and protect yourself
- Respect and protect others
- Respect and protect intellectual property

As a public organization, CFCSD is subject to open records laws for both student and staff email and network accounts. These accounts carry no expectation of privacy. Parents have the right at any time to investigate or review the contents of their child's accounts. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies.

The CFCSD defines intellectual property rights as a general term that covers copyright, registered designs and trademarks. Information users need to understand that authors resort to legal action when their works are infringed.

Plagiarism is the presentation of the thoughts, ideas, or words of another without crediting the sources. It is a form of academic dishonesty and may be grounds for disciplinary action. Students are expected to cite all sources they use. Copyright is a legal issue governed by federal law. Copyright extends to all forms of intellectual property, including print resources, web pages, database articles, images, and other works found on the Internet. The ability to legally use another's work depends on the following justifications: (1) the work is in the public domain; (2) the researcher has received permission from the copyright holder; or (3) the researcher asserts a right for fair use. Under the fair use doctrine of the U.S. copyright statute, it is permissible to use limited portions of a work including quotes, for purposes such as commentary, criticism, news reporting, and scholarly reports. Fair use is determined on a case-by-case basis. Individuals are expected to make educated, good faith decisions in determining whether fair use applies in a given situation.

Students who violate one or more of the unacceptable uses will be subject to disciplinary action based upon the school's discipline policy. This may include structured/non-independent use of technology while on school property, suspension, reparation for damages, expulsion, and/or referral to local law enforcement.

CFCSD has a filtering system in place that will monitor and log Internet activity as well as block unacceptable websites as reviewed by faculty, and/or administration. Although CFCSD is taking reasonable measures to ensure students do not acquire objectionable material, it cannot guarantee that a student will not be able to access objectionable material on the Internet. If a student accidentally accesses unacceptable materials or an unacceptable Internet site, the student should immediately report the accidental access to an appropriate school district official.

The proper use of the Internet and other information resources, and the educational value to be gained from proper use of the Internet and other information resources, is the combined responsibility of students, parents and employees of the school district.

In compliance with federal law, this policy will be maintained for at least five years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-rate. An age-appropriate interpretation of this policy will be made available for students and families.

Student Use of Personal Electronic Devices (Policy 503.9)

In order to promote the best educational experience, students should feel connected to their educational environment and to others in the school community. Building meaningful connections can occur in a variety of ways. Technology has advanced peoples' ability to connect with one another across a variety of virtual platforms, and when used appropriately, adds value to the learning environment. However, it is vital to the developmental health and growth of students that the district provides opportunities for students to connect with peers and other members of the school community in-person whenever possible. In-person learning and interactions teach vital life and social skills that students will need for their continued success in the community.

For this reason, student use of personal electronic devices during instructional time is prohibited. Students have access to district-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building's administrative office. Instructional time is defined to mean periods of classroom instruction from the beginning of class bell until the end of class bell. Administration will be responsible for developing guidelines and regulations to implement the use of personal electron devices.

Personal electronic devices means any device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. This may include but is not limited to electronic communication equipment, mobile phones, smart phones, video game devices, earbuds/headphones, and portable media players. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

Parents or guardians of students may request to building level administration that a student retain access to the student's personal electronic device during instructional time if the parent or guardian can establish there is a legitimate reason related to the student's mental or physical health for the student to retain access during instructional time. This reason must be tied to the student's multi-tiered system of support (MTSS) framework. Any denials may be appealed to the superintendent or designee, who will be the final decision maker on the request.

Students who choose to use personal devices outside instructional time, but while on school property, at school-sponsored events, or in a manner that may impact the educational environment must use these devices in accordance with all applicable laws and board policies. Students who violate this policy may face disciplinary consequences, up to and including suspension or expulsion. The superintendent or designee, in conjunction with building level administration, will develop administrative regulations in accordance with this policy.

Health Care Services

Health Care Services are available in all buildings through contract services with an outside agency. Health Assistants and Registered Nurses are assigned to all buildings. Some students will require an Individual Health Plan. The Cedar Falls Community School District staff and professional partners will work in cooperation with the parents and students to create an Individual Health Plan, promote self-advocacy and competence in self-care, and provide appropriate educational opportunities to meet the needs of all of our students.

Records

Health and safety information collected from families will be maintained on file for each child. Files need to be updated as changes are made in your family situation. The content of the file is confidential but is available to staff members when necessary.

Child health and safety records will include:

1. Physical examination and all findings, whether normal or abnormal
2. Up-to-date immunization certificate
3. Current emergency contact information
4. Names of individuals authorized to pick up your child
5. Health plan for any child with special needs, such as allergies or chronic illnesses to include care needed during an emergency.

Illnesses

When should I keep my child home from school:

- Vomiting, and/or diarrhea within the past 24 hours
- Fever of 100 degrees or higher within the past 24 hours (should be fever free without medication for 24 hours)
- Undiagnosed rash
- Persistent cough
- Sore throat
- Antibiotics for an infection (should be home the first 24 hours on medication)

Administration of Medication to Students (Policy 506.1)

The Board recognizes that some students may need prescription and non-prescription medication to participate in their educational program. It is the responsibility of the parent or legal guardian to ensure that the school receives properly authorized medication. Medication shall be administered and accessed only by the school nurse, health assistant, or, in the absence of health office staff, by a person who has successfully completed the Iowa School Medication Management course. A medication administration course and periodic update shall be overseen by a registered nurse, and a record of course completion shall be kept on file by the district.

Medication shall not be administered without written authorization from the parent or legal guardian. Written authorization shall include the student's name, date of request, medication name, administration instructions, and authorizing signature. The medication must be in the original labeled container either as dispensed by the pharmacist or as sold by the manufacturer. Dosing directions must be within the Manufacturer's Direction for Use on the product label. All medications provided by the parent shall be in an unopened container within the expiration date for use.

- The District will provide Acetaminophen 325mg-650mg for oral dosing every four to six hours as needed during instructional hours to secondary students (grades 7-12) with a completed and signed medication permission form.
- The District will not provide any medications for elementary students (grades PK-6).

A record of the administration of medication shall be kept for each student receiving medication and shall include:

- Date
- Student's name
- Medication
- Medication dosage
- Administration time
- Administration method
- Signature and title of person administering medication
- Any unusual circumstances, actions or omissions

By law, the school district shall permit students with asthma or other airway constricting disease or students with risk of anaphylaxis to self-administer their medication or use an epinephrine auto-injector, as the case may be, upon authorization of their parent or guardian and prescribing licensed health care professional in writing. Students may self-administer prescription medications with written authorization of the student's parent or legal guardian and physician upon a showing of competency in accordance with law. These authorizations will be on file in the health office and will be renewed annually for continuation by the school nurse. Pursuant to state law, the school district and its employees are to incur no liability, except for gross negligence, as a result of an injury arising from self-administration of medication or use of an epinephrine auto-injector by the student. The parent or legal guardian of the student shall sign a statement acknowledging that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or use of an epinephrine auto-injector by the student as established by Iowa Code Section 280.16. The school district and its employees acting reasonably and in good faith shall incur no liability for any improper use of medication or for supervising, monitoring, or interfering with a student's self-administration of medication.

Cedar Falls Schools Health staff will follow the Iowa Nurse Practice Act standards. FDA approved non-medication treatments will ONLY be administered at school with written orders from a physician as defined in the State of Iowa.

Medication shall be stored in a secured area unless alternate provision is documented. The parent or legal guardian is responsible for providing safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment at the end of the school year or whenever it is no longer needed at school. Emergency protocols for medication-related reactions and uncommon medication administration situations shall be posted in the area where medications are administered. Medication information shall be confidential information not subject to disclosure except as provided by law.

The superintendent or designee shall be responsible, in conjunction with the school nurse, for developing rules and regulations governing the administration of medication, prescription and non-prescription, to students. Annually, each student shall be provided with the requirements for administration of medication at school. The parent/guardian must notify school officials immediately if any changes occur in the administration of medication during the school year.

Administration of Stock Prescription Medication (Policy 506.1.2)

The Cedar Falls Community School District seeks to provide a safe environment for students, staff, and visitors who are at risk of potentially life-threatening incidents including opioid overdose and severe allergic reactions (anaphylaxis). Therefore, it is the policy of the district to annually obtain a prescription for an opioid antagonist and an epinephrine auto-injector (epi-pen) from a licensed healthcare professional, in the name of the school district, for administration by a school nurse or personnel trained and authorized to administer to a student or individual who may be experiencing an acute opioid overdose or anaphylaxis during the school day.

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

- One dose of opioid antagonist;
- One pediatric dose and one adult dose of epinephrine auto-injector.

The ability to obtain an annual prescription will depend upon local medical provider's policies and willingness to collaborate with the district. The ability to replace expired medications will depend on supply availability.

The supply of such medication shall be maintained in a secure, dark, temperature-controlled location in each school building.

A school nurse or health assistant shall routinely check the stock of medication and document in a log monthly:

- The expiration date;
- Any visualized particles; or
- Color change.

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 opioid overdose or anaphylaxis. Training to obtain a signed certificate to become personnel authorized to administer an opioid antagonist and/or epinephrine injector shall consist of the requirements established by law.

Authorized personnel will be required to provide a procedural skills demonstration to the school nurse demonstrating competency in the administration of these medications to retain authorization to administer these medications.

Reporting: The district will contact emergency medical services (911) immediately after a stock epinephrine auto-injector or 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:

- The administration of stock epinephrine or an opioid antagonist.
- Each medication incident with the administration of stock epinephrine or opioid antagonist;
- Each medication error with the administration of stock epinephrine or opioid antagonist;
 - Medication Errors include: Failure to administer medication to a student or individual by proper route, failure to administer the correct dosage, or failure to administer medication according to generally accepted standards of practice.

Within 30 days, the district will report any naloxone administration to the Iowa Department of Health and Human Services:

- Reported administration should be sent to the State Opioid Response (SOR 2) helpdesk at sor@idph.iowa.gov as an email
- The email should only include the date of administration and the outcome (was the individual able to be revived).

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 opioid antagonist or stock epinephrine, provided they acted reasonably and in good faith. The superintendent or designee may develop an administrative process to implement this policy.

Immunizations

Prior to the starting of school, or when transferring into the school district, students must present a completed immunization record. Students in the process of receiving immunizations will be enrolled on a provisional status. Immunizations must be completed within 60 calendar days of the provisional enrollment or the student will be excluded from school until immunizations are complete. According to State Law, only for specific medical or religious purposes are students exempted from the immunization requirements. All incoming kindergartners will need to provide proof of a dental and lead screening to be enrolled in school, per Iowa law.

TB Testing

Students who have traveled outside of the United States for 30 days or more within the past year, may be required to receive TB testing within 2 weeks of entering school. A follow up TB test may then be required 90 days after the first test. See district website for additional information.

Communicable and Infectious Disease

Students who have an infectious or communicable disease are allowed to attend school as long as they are able to do so and their presence does not pose an unreasonable risk of harm to themselves or does not create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class or participate in school activities without their personal physician's approval. Infectious or communicable diseases include, but are not limited to, mumps, measles and chickenpox.

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 serious illness or injury, the school shall attempt to notify the parents according to the information on the emergency form. If the student is too ill to remain in school, the student will be released to the student's parents or, with parental permission, to another person directed by the parents. While the school district is not responsible for treating medical emergencies, employees may administer emergency or minor first aid if possible. The school will contact emergency medical personnel, if necessary, and attempt to notify the parents where the student has been transported for treatment.

Health Screening

In the fall of the school year, the school district sponsors health screenings. Students are automatically screened unless the parent submits a note asking the student to be excused from the screening. The grade levels included in the screening are determined annually. However, upon a teacher or parent recommendation students may be screened anytime during the year when a potential concern is suspected.

Head Lice Protocol

1. When a case of head lice is found at home, the parent/legal guardian is responsible for informing the school that the child has been treated.
2. Classroom and school wide screenings will not be routinely conducted, but may be done at the discretion of the school nurse or health assistant.
3. Parents will be notified of the need to initiate head lice treatment for their child if head lice are found. The child may be sent home from school at the discretion of the nurse and principal and allowed to return when appropriate treatment has been initiated.

Allergy Sensitive Environment

In the Cedar Falls Community School District we recognize that students with life threatening allergies attend our schools. In order to create a safe and nurturing environment for our students, the district will maintain guidelines to address the needs of students with life threatening allergies that have been clearly documented by the primary care physician or a board certified allergist. The Cedar Falls Community School District staff and professional partners will work in cooperation with the parents and students to create an Individual Health Plan, promote self-advocacy and competence in self-care, and provide appropriate educational opportunities to meet the needs of all of our students.

The Cedar Falls Community School District is implementing a comprehensive plan to reduce the risks associated with allergy exposure; however, it is impossible to create an environment that eliminates all such risks. A District committee has worked together to establish guidelines to provide a safe educational environment and minimize the risk of a student experiencing a life threatening allergy. The guidelines are available on the District website or may be obtained at your child's school.

Standardized Tests

Students are given standardized tests annually. All students are expected to participate in district-wide assessments. These tests are used to determine academic progress for individual students, for groups of students, for the school district, and to comply with state law.

Human Growth and Development

The school district provides students with instruction in human growth and development. Parents may review the human growth and development curriculum prior to its use and have their child excused from human growth and development instruction. Parents who object to health education instruction in human growth and development may file a written request that the pupil be excused from the instruction.

Legal Status of Student

If a student's legal status, such as the student's name or 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.

Skateboards and Rollerblades

Elementary Schools in Cedar Falls do not allow rollerblades in the school buildings. This policy reinforces our concern for the safety of our students. Skateboards will be allowed; however, if safety becomes a concern, the school may restrict bringing them to school.

Bicycles

We have no school rules regarding the age of students riding bicycles to school, nor the distance from home to school. We would encourage students who live near the school to walk due to limited parking space.

Students must walk their bicycles on school property. Suggested rules for bicycle safety are as follows:

- Ride single file
- Only one person on a bike
- Give hand signal when turning
- Observe all traffic signals
- Wear a helmet

The police recommend that children ride with the traffic on the right-hand side of the street. Students are also susceptible to being ticketed for traffic violations on bicycles. Please discuss these bicycle safety rules with your child.

Treats/Shared Snack Items

Students are free to bring birthday treats to school. Treats on other occasions are permitted with teacher approval. Snacks of nutritional value are encouraged. Some classrooms may have more restrictions on items to be brought in (i.e. prepackaged food items with ingredient list). Please check with the classroom teacher prior to sending a snack, as consideration needs to be made for children with certain food allergies.

The District's Allergy Sensitive Plan is located on the Cedar Falls Schools website and contains additional information.

Invitations

In order to maximize instructional time for our teachers and our students, we ask that you NOT distribute birthday party or any other type of invitations at school. Students may distribute invitations at school ONLY if **ALL** students in the classroom receive one. Otherwise, they will need to be mailed from home.

Bus Services

The bus service is primarily for students who are entitled to free transportation. The Board of Education has adopted the policy of providing free transportation for those elementary children, kindergarten through sixth grade, living more than one mile from school instead of the two miles, required by law. Parents/Guardians of open enrolled students are responsible for their student(s) transportation. Parents/Guardians of Rules Exception students are responsible for their student(s) transportation. After eligible students have been added to the routes and space is not a factor on the bus, students who live under the minimum distance may be able to ride as a "Paid Rider". They would have to go to the closest bus stop that goes to their resident school. The bus pass can be purchased at their school and will be presented to the bus driver while loading.

Bus Rules

Students riding in school district vehicles shall adhere to the following rules. The driver, sponsor and chaperones are to follow the school district policies, rules and regulations for student violations.

- Be ready at the bus stop at least 5 minutes before your assigned time.
- Stand at least 3 giant steps away from the road while waiting for the bus.
- Stay away from the bus, until it comes to a complete stop and the door opens. If you cross the street to board, wait for a signal from the driver before crossing and always check traffic.
- When unloading, riders should take 3 large steps away from the bus. If you drop something, leave it, get the driver's attention and wait for instructions.
- Riders will depart from the vehicle at the designated point unless written permission is given.
- Riders must never walk behind the bus.
- Obey the bus driver at all times.
- Stay seated at all times while the bus is moving and keep all bags and feet out of the aisle.
- Sit with your bottom to the bottom of the seat and back to the back of the seat and face forward.
- Keep heads and hands inside the bus windows at all times.

- Talk quietly, using inside voices and appropriate language and behavior.
- No eating or drinking on the bus.
- Riders who damage seats or equipment will reimburse the district for repair or replacement cost.

Creating an unsafe situation in or around the bus may result in the loss of bus riding privileges.

Weapons Guidelines

We believe weapons and other dangerous objects in school district facilities can cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property.

School district facilities are not an appropriate place for weapons or dangerous objects. Weapons and other dangerous objects shall be taken from students and others who bring them onto the school district property. Parents of students found to possess a weapon or dangerous objects on school property will be notified of the incident.

The school board policy is very explicit in regards to the bringing of weapons or dangerous objects to school and the appropriate disciplinary action to be taken.

The Iowa legislature has passed a law clarifying the rights of schools to search students. We are required to notify parents and students about this law:

First, the law gives schools authority to "inspect" all or a random number of lockers, desks, and any other areas belonging to the school and used for storage by the students. Notice (after this initial general warning) is not required, nor must the school have any type of prior suspicion. Either another staff member or the students(s) must be present for this inspection.

Second, schools may "search" a student or a student's personal possessions if there is "reasonable suspicion" of wrongdoing. The state law prohibits strip searches of students. A school staff member of the same sex can, however, do a "pat down" search of a student when there is a "reasonable suspicion." Pocketbooks, book bags, or similar objects may also be searched. Students must be informed of such a search.

Search and Seizure

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

To ensure students are properly maintaining their assigned lockers, the principal of the building may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched at any time without advance notice.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, non prescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they

are on school district property or on property with the jurisdiction of the school district; while on school owned, operated, and/or sponsored school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

Dress Code

There is a strong connection between academic performance, students' appearance and students' conduct. Inappropriate student appearance may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on school grounds. Students are expected to adhere to reasonable levels of cleanliness and modesty. Students are expected to wear clothing that is appropriate to their age level and does not disrupt the school or educational environment.

Students are prohibited from wearing clothing advertising or promoting items illegal for use by minors including, but not limited to, alcohol or tobacco; from wearing shoes with cleats except for outdoor athletic practices; and from wearing clothing displaying obscenity, profanity, vulgarity, racial or sexual remarks, making reference to prohibited conduct or similar displays. Under certain circumstances or during certain classes or activities, a stricter dress code may be appropriate, and students must comply with the stricter requirement. The principal makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change their clothing or leave the school.

Recess

It is our policy that generally, if a child is well enough to attend school he/she is well enough to go outdoors for recess. There are some exceptions, of course. If your child needs to remain indoors for health reasons, one day of staying indoors will be allowed pending a doctor note or excuse.

Student Conduct

Students are to conduct themselves in a manner consistent with their age and grade level. For all students, this includes respect and consideration for others. The conduct is expected while on school premises, while on school operated buses, and while attending or engaging in school activities on or off school property.

Students who exhibit inappropriate behaviors may be subject to discipline. Inappropriate behavior includes behavior which disrupts or interferes with the educational program, the orderly and efficient operation of the school or school activity, the rights of other students to participate in the educational process or activity, or the educational atmosphere. Disciplinary measures may include, but not be limited to, removal from the classroom, detention, suspension, and/or expulsion.

Care of School Property

Students are expected to take care of school property including desks, chairs, books, lockers, and school equipment. Vandalism is not tolerated. Students found to have destroyed or otherwise harmed school property may be required to reimburse the school district. In certain circumstances students may be reported to law enforcement officials.

Emergency Drills

We are required to have four fire drills and four tornado drills each year, as well as a Dangerous Intruder drill. In the event of severe weather (i.e. tornado), safe areas have been designated for students. Unless there would be sufficient time and we have been instructed by the district office to dismiss students, we would

require they remain in school under supervision.

Physical Education Class

The physical education department recommends that all children wear tennis shoes for gym classes because there is less danger of falling and getting hurt. It is better if the tennis shoes can be left at school. Children who take them home should be sure to bring them back for their gym class days.

Student Insurance

Parents/Guardians may purchase insurance from Student Accident Insurance. Forms are available on the District website.

Kindergarten

Children may enter Kindergarten if they are five years old on or before September 15th of this current school year.

Homework

The purpose of homework at the elementary level is to provide students with opportunities to practice skills learned in the classroom. One consistent expectation across all buildings is that students read regularly outside of school. If you have any questions about your child's homework, please reach out to their teacher.

Homework for Student Absence

If you need to request homework for your student due to being absent from school, please use the following procedure:

- Call the school and have the request given to the teacher in person or by the office staff.
- Allow appropriate time during the teacher's busy day for them to prepare the material.
- Set a time that you can pick up the material or have someone pick up the material. The teacher's schedule makes it difficult to get the material to someone else in the building.

Lost and Found

We maintain an area for lost and found items in each building. Please be sure that student names are placed on personal possessions that students bring to school. This is particularly necessary for boots and tennis shoes. Children and parents are encouraged to look through the lost and found for missing items. Since many items are accumulated, after each parent-teacher conference and at the end of the school year, the items in lost and found not claimed will be donated to a good cause.

Parent-Teacher Conferences

Progress is reported to parents via two scheduled conferences during the year. We feel that these conferences should be more than just reports to parents; there should be two-way communications if we are to fulfill our responsibility to the children. Some of our schools have student-led conferences. We welcome and encourage your questions and concerns. Feel free to call your child's teacher any time to make an appointment to see him/her.

Communication

You will receive frequent communication from the school which will include current activities in the school and a calendar of upcoming events. The building's website is a great source of information, as well as each school's social media page.

Safety

The school patrol will be on duty at 8:30 a.m. and 3:45 p.m. We urge students to stay on the sidewalks and to cross only at the designated places. Please remember this when dropping off and picking up your children. Please call the office and/or teacher if you are picking your child up during the school day for appointments or other such reasons.

Equipment for outdoor playtime is provided by the school. Although students may bring ball gloves to use at school, they are not allowed to bring other equipment such as bats, balls, ropes, etc.

Playground rules are reviewed with students periodically. If a student would be injured at school, we will call emergency medical personnel, if necessary. We shall attempt to contact parents immediately. If parents cannot be reached, the person they have designated to be called in an emergency shall attempt to be notified.

Pets

From time to time students like to bring their pets to school to show their classmates. Due to allergies and the potential that an animal may react adversely to unfamiliar people and surroundings, we will not permit pets in the school building. Pets on school grounds must be on a leash or in a carrier. Animals on school property would need to appear to be in good health and have documentation from a veterinarian to show that the animal is fully immunized (if the animal should be so protected) and is suitable for contact with children. Reptiles are not allowed because of the risk for salmonella. Parents -- Please do not bring your pet into the school building when dropping off or picking up your child. Your cooperation is appreciated.

School Pictures

School pictures are taken each school year. You will receive a reminder note about the dates a few days in advance. Pictures are used for school records and may be purchased by parents. Please understand that the purchase of school pictures is optional and not required.

Talented and Gifted Program

ELP (Extended Learning Program) is a program in the Cedar Falls Elementary Schools designed for 5th and 6th grade students with high academic ability. Students meet with a GT teacher to help the student develop the skills and background to become a self-directed learner. ELP students are selected from a Talent Pool of potential students which includes students who have been nominated by referral from school personnel or parents and standardized test data. The selection process involves the GT teacher, classroom teachers and the building principal. Interviews with potential ELP students are a part of this process.

The needs of the student for a differentiated curriculum are also considered. Participating students are evaluated periodically to determine if the program is appropriate for the child's needs and if the child is functioning within the guidelines of the program. Parent nomination forms are available online. Testing is done toward the end of the school year.

This service provides the classroom teacher with support so that enrichment is available to highly able learners in the regular classroom. Teachers collaborate with the TAG teacher to identify students who need enrichment through Talent Development Groups (rotating groups that provide exposure and experience for many students, not formal identification like ELP) and differentiation of curriculum within the classroom.

Differentiation and Enrichment are provided for students who demonstrate a need within a specific curricular area. A variety of levels of services are available to meet individual student needs.

Programming is developed based upon student's needs, strengths, interests, and talents. Programming is developed in collaboration with classroom teachers through the PLC process.

This programming makes the service continuum wider to serve a larger number of students, allowing differentiation to take place in the regular classroom as well as in the gifted education classroom.

Field Trips

In certain classes, field trips and excursions are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school district. While on field trips, students are guests and considered ambassadors and representatives of the school district. Students must treat employees, volunteers and guides with respect and courtesy. Parents will be notified by classroom teachers of upcoming field trips.

Interferences/Distractions in School

Water guns and other toys that can be disruptive to the educational environment should not be brought to school. It is highly recommended that students and parents carefully weigh the choice of whether or not to bring personal cell phones, music players, Kindles, cameras, SMART watches, and other electronic devices. Trading cards have caused disruption to learning and are not allowed at school. These items may be taken away from the students and returned at a later date, if it is found to be disruptive to the educational process. Cellular phones should be kept in the student's locker or in his/her backpack. Misuse may result in the phone being taken from the student. The District is not responsible for loss or damage to such items if brought to school.

Cancellation, Delay, or Early Dismissal

When school is canceled because of inclement weather prior to the start of the school day, students and parents are notified by the District's communication system, *BrightArrow Messenger*, and local television stations. School days missed will be made up at a later date. If school is dismissed because of inclement weather after the school day has begun, parents are notified by the district communication system. The superintendent determines whether buses will follow the regular routes. If buses do not follow the regular routes, they follow emergency routes or the parents are responsible for picking up the students at the student's school.

School Sponsored Student Organizations

School sponsored student organizations are those which are recognized by the school district and board. School-sponsored student organizations include: band, orchestra, safety patrol, student council, and chorus.

Participation in school-sponsored student organizations is a privilege. Individual sponsors may impose rules in addition to those contained in this handbook. The privilege of participation may be suspended or canceled for violating an individual sponsor's rules as well as for violation of school district policies, rules or regulations.

Parent Organizations

Parent Organizations are an integral and important part of the educational experience for all children. The programs and activities of the parent organizations are valuable. Parents are urged to support this organization with their membership, participation, and attendance at meetings. Parents have an opportunity to sign up for committees and special events during registration.

Parent, Guardian, and Community Concerns

General steps may be taken by parents, guardians, and community members when they have concerns about public school districts or their governing boards. Guidance may be found on the Iowa Department of Education [Parent, Guardian, and Community Concerns](#) webpage.

Title I Reading

The Cedar Falls School District uses multiple assessments that address the language arts standards. Students who do not meet the grade level expectations on these assessments will be considered for Title I services. The Title I teachers administer further informal or formal reading assessments, and consult with classroom teachers and parents. Final selection is based on the greatest student need. Parents may request to see a list of specific assessments used at each grade level. These will be explained in more detail at parent-teacher conferences.

Parent Involvement Policy

It is the policy of Cedar Falls Community Schools that parents 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 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 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 and schools.

1. This jointly developed and agreed upon written policy is distributed to parents of participating Title I children and all parents in school-wide buildings through the parent handbooks which are on our district website and sent to parents who do not have online access.
2. One annual meeting is held for all parents of participating children. All Cedar Falls elementary buildings will hold an annual meeting in the fall. Notification will be sent through building communication (i.e. newsletters, PowerSchool). Parent-teacher conferences are held twice a year and are offered at different times of the day in order to meet the needs of parents. Title I funds are used to pay for reasonable and necessary expenses associated with parent involvement activities.
3. Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meeting and parent-teacher conferences.
4. Parents 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 boxholders in the fall of the year, through individual reports given to parents at conference time, and through report cards.
5. In targeted assistance buildings, parents are informed of and involved with their child's participation in the Title I program. They also are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered via newsletters, conferences and the annual meeting.
6. Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
7. Parents will be involved with the planning, review, and improvement of the school-wide programs. The school-wide programs will include parents in developing their school-wide plan. If the school-wide program is not satisfactory to the parents of participating children, they may submit comments to the Director of Curriculum and Instruction.
8. A jointly developed school/parent compact outlines how parents, 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 will build and develop a partnership to help children achieve our local high

standards. It is distributed in the parent handbook and is reviewed at the annual meetings.

9. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request.
10. The school continues to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other programs and activities within the district. Transitional activities are planned for students who will be in our schools for kindergarten. Activities are also planned for students who will be moving into our Junior Highs.
11. An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The District Title I Advisory Committee will discuss program adjustments.

Providing all Cedar Falls Community School District's children with equal access to quality education is of primary purpose. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. As these partnerships are mutually beneficial, developing cooperative efforts will ensure improved academic achievement for all students.

Title I – Student/Parent/Teacher/Principal Compact

A jointly developed school/parent compact outlines how parents, the entire school staff, and students all share responsibility for improved student achievement.

Cedar Falls Elementary Schools



**Student/Parent/Teacher/Principal Compact
Reviewed and Updated for the 2025-2026 School Year**

Parent/guardian agreement:

As a parent (guardian), I _____ will do my best to:
Parent signature

- See that my child is punctual on time and attends school regularly.
- Set a time for homework and review it.
- Stay aware of what my child is learning, and contact teacher with my questions and concerns. Support school rules.
- Encourage my child to read 15 minutes daily.
- Talk with my child about his/her school activities.

Student agreement:

As a student, I _____ will do my best to:
Student signature

- Read daily.
- Attend school daily ready to learn.
- Follow the school rules.
- Complete all homework assignments and turn them in on time.

Teacher agreement:

As a teacher, I _____ will do my best to:
Teacher signature

- Assist each student to achieve.
- Help each child grow to his/her fullest potential.
- Provide instruction utilizing research-based strategies that will meet all students' instructional needs.
- Provide meaningful and appropriate homework activities.
- Maintain an open line of communication with each student and his/her parents.
- Support the independent reading program.

Principal agreement:

As a principal, I _____ will do my best to:
Principal signature

- Encourage parental involvement.
- Provide the students with highly professional, qualified staff.
- Provide an environment that allows for positive communication between the students, parents and staff.
- Enforce school rules.
- Support the independent reading program.