

Contact: Kristin Bauer Davis

BOARD POLICY MANUAL REVISIONS

Action Requested: Approve, as a first and final reading, proposed revisions to the Board Policy Manual striking language governing or referring to the Iowa School for the Deaf, the Iowa Braille and Sight Saving School, and Iowa Public Radio, including those included in Attachment A.

Executive Summary: On April 5, 2023, Governor Reynolds signed into law SF514. Pursuant to SF514, governance over the Iowa School for the Deaf (ISD) and the Iowa Braille and Sight Saving School (IBSSS) transferred from the Iowa Board of Regents to the Iowa Department of Education effective July 1, 2023.

Additionally, on February 23, 2022, the Iowa Board of Regents approved the transfer of substantially all assets, including applicable FCC authorizations, owned by the Regent universities and dedicated to the network of public radio stations in the State of Iowa to Iowa Public Radio (IPR). The Board of Regents and IPR closed the transaction on June 30, 2022.

The proposed revisions strike all sections and references to ISD, IBSSS and IPR.

CHAPTER 1 – THE BOARD OF REGENTS AND BOARD OF REGENTS OFFICE

1.2 Board of Regents Committees

C. Establishment and Operation of Standing Committees

The following Standing Committees are established by this Policy:

Academic Affairs. Primary responsibilities of this committee include the following:

- i. Providing oversight and policy recommendations for the universities ~~and special schools~~ related to:
 - a. academic affairs-and student achievement
 - b. intercollegiate athletics
 - c. faculty activities
 - d. university admissions standards and processes
 - e. new, revised, suspended or closed academic programs
 - f. ~~academic and service delivery at the special schools~~

CHAPTER 2 – OPERATIONS

2.1 Human Resources

1. Appointments

A. Appointment of President, ~~Superintendent~~ and Executive Director

C. Other Board Appointments Recommended by Institution Heads

- ii. Provosts, vice presidents, and direct reports to the President ~~and comparable positions at the special schools~~ shall be nominated by the institutional head for appointment by the Board. Appointments to these positions become effective on the date designated by the Board.

~~E. Teacher Contracts (Special Schools)~~

- ~~i. Contracts with teachers must be in writing and state the number of contract days and the compensation to be paid.~~
- ~~ii. Contracts shall remain in effect for the period stated in the contract. Following a period of three consecutive years (Pursuant to Iowa Code § 279.19), the contract shall be automatically in effect for annual periods except as modified or terminated by mutual agreement of the superintendent and the teacher or by~~

- ~~termination as stated in item iv, item vi or for just cause (Pursuant to Iowa Code § 279.27).~~
- ~~iii. Changes in compensation for teachers under continuing contract shall be made through modification of contract forms prepared either after appropriations are known or budgets have been approved by the Board of Regents. ———~~
- ~~iv. Resignations are to be submitted to the superintendent no later than April 15 of the year in which the resignation is effective.~~
- ~~v. The superintendent is to use discretion in the hiring and retention of non-certified teachers. In addition, non-certified teachers employed continuously for three years shall be subject to the certification requirements in the standard contract.~~
- ~~vi. Reduction in Force Policy. A Reduction In Force (RIF), including a reduction of contract days worked by a faculty member, may be proposed by the superintendent of the school to the Board of Regents whenever there is a lack of work, lack of funds, a reorganization, or a change in enrollment.~~
- ~~a. Procedures will be developed pursuant to this policy that will guarantee the due process rights of faculty members in accordance with provisions in the Iowa Code § 279.15 Notice of Termination — request for hearing relating to teacher contract notification/re-notification.~~
- ~~b. The superintendent shall notify affected faculty members in writing, not later than April 30, that the superintendent will recommend in writing to the Board at a regular or special meeting of the Board, held not later than May 15, that the faculty member will be laid off or receive a reduction in contract days effective at the end of the current school year. Reasons for the action will be included in the written notice.~~
- ~~c. Whenever possible, the superintendent shall meet requirements of the statutory process in such a way as to allow the Board to conduct hearings at its regularly scheduled meetings.~~

2. Wages and Benefits

A. Wages

ii. Salary changes during budget year

- a. Changes in salaries of provosts, vice presidents and directors of major units **and comparable positions at the special schools** as described in Section 2.1.A and C.

Recommendations for salary changes for incumbents in positions covered by Section 2.1.A and C shall be made to the Board President and the Executive Director prior to effecting the salary increase.

C. Vacations

- ii. Professional and Scientific employees of the State University of Iowa, Iowa State University, the University of Northern Iowa, ~~Iowa School for the Deaf, Iowa Braille and Sight Saving School~~, and the Board Office who are employed full time shall accrue vacation at the rate of one month or 22 working days per year, except where a difference occurs under a collective bargaining agreement.

G. Retirement Programs

- i. Permanent employees of the Regent Institutions (except students, House Staff, fellows and adjunct faculty) and the Board Office have the option to select either the Iowa Public Employees' Retirement System (IPERS), the Teachers Insurance and Annuity Association (TIAA), or in a substitute program approved by the Board [[IAC 495-5.2\(32\)](#)]. Participation in a retirement program is required. Each Regent institution and the Board Office will set its own eligibility requirements for participation in its retirement program with TIAA or an approved substitute program. ~~The TIAA contribution for permanent employees of the Iowa School for the Deaf and Iowa Braille and Sight Saving School will be set at the current IPERS.~~

H. Phased and Early Retirement

- i. Phased Retirement Policy
 - a. Eligibility: Faculty or staff of Regent universities, ~~the special schools~~, and Board Office who have attained the age of 57 with at least 15 years of service with the Board of Regents are eligible for participation in the phased retirement program.

3. Administration

A. Evaluation

- i. The Board shall conduct, at minimum, annual performance evaluations of the Presidents, ~~Superintendent~~, and Executive Director, by processes determined by the Board.
- iii. All faculty shall be evaluated pursuant to each institution's policy, applicable collective bargaining agreement, ~~and Iowa Code Section 284.4.1d for the Special Schools.~~

4. Policies

G. Drug-Free Environment and Controlled Substances

- vi. The State University of Iowa, Iowa State University of Science and Technology, and University of Northern Iowa, ~~Iowa School for the Deaf, and the Iowa Braille and Sight Saving School~~ shall develop institutional policies consistent with the Board policy. Such institutional policies shall be disseminated to employees and students.

~~K. Educational Assistance Program (IBSSS and ISD)~~

- ~~i. The educational assistance program is designed to accomplish the following objectives:~~

- ~~a. To provide for institutional needs in relation to areas of staff development which will aid the schools in better accomplishing their objectives.~~
- ~~b. To fulfill each school's mission and accomplish goals and objectives to provide staff members who have knowledge and skill to fill needed critical positions for which there is a scarcity of qualified applicants.~~
- ~~c. To stimulate interest in and provide incentive to staff members who have special abilities in critical areas to increase their knowledge and skill so they may have the opportunity to achieve their potential in their current positions.~~
- ~~d. To provide added incentive to supervisory personnel to maximize their management potential. For purposes of this program supervisory personnel are those positions excluded from bargaining units due to their supervisory or management responsibilities.~~

~~ii. Eligibility~~

- ~~a. Any permanent employee of the Iowa Braille and Sight Saving School and the Iowa School for the Deaf is eligible for consideration for the benefits provided under this program.~~
- ~~b. An employee receiving other financial assistance, such as scholarship aid, GI funds, etc., will be eligible to receive educational assistance to the extent that the sum total of all methods of reimbursement does not exceed 100 percent of tuition.~~

~~iii. Acceptable Courses of Study~~

- ~~a. This program is exclusively designed for school related courses of study. Any course of study must be in an area which has a relationship to the tasks accomplished within the institution, the requirements of the position the individual currently holds and/or requirements for the learning of skills for which the institution has need.~~

- ~~b.—Each individual school shall work out a curriculum for basic courses and degrees needed by the agency in order to fulfill its missions.~~
- ~~iv.—A staff member may, under this program, attend any accredited institution of higher learning. In this statement, “accreditation” refers to accreditation as an educational institution and a specific program of study that is approved or accredited by the profession as meeting the standards of the “state of arts”.~~
- ~~v.—Tuition Reimbursements for Acceptable Courses of Study (IBSSS and ISD)~~
 - ~~a.—Employees are required to first seek enrollment into evening and Saturday classes; tuition reimbursement may be granted for a maximum of six credit hours at one time.~~
 - ~~b.—If the necessary courses are not available during evenings and Saturdays, leave and tuition reimbursement may be granted for a maximum of six credit hours at any one time.~~
 - ~~c.—When leave is granted, the individual's work schedule will be modified to the extent feasible to accommodate class hours. However, as much as possible, the individual will be expected to make up the time.~~
 - ~~d.—An employee will be reimbursed for tuition and fees upon submission of an original paid receipt from the academic institution to the designated agency representative.~~
 - ~~e.—Prior to reimbursement, the employee must provide proof of successful completion of the course.~~
 - ~~1)—Successful completion of undergraduate course shall require attainment of at least a “C” grade.~~
 - ~~2)—Successful completion of a graduate course shall require attainment of at least a “B” grade.~~
 - ~~3)—Successful completion of a vocational or correspondence course shall be recorded by submittal of an official certificate or diploma.~~
- ~~vi.—Educational Leave~~
 - ~~a.—Without Pay: At the discretion of the superintendent and with the approval of the Board of Regents, a permanent employee may be granted educational leave without pay to attend an accredited institution for courses that are school related. While all educational expenses are covered by the employee, the employee will~~

~~have the right to return to the position at the same level with the same classification.~~

- ~~b.—With Stipends: The school may, subject to the availability of funds, grant a tuition reimbursement (full or partial) or a stipend for an individual who is on leave without pay to attend an accredited educational institution for school-related courses. Stipend is defined as a specific sum of money sufficient to cover all or part of the cost of tuition, books, and other course-related materials.~~
- ~~c.—With Pay: The school may, at the discretion of the superintendent and with the approval of the Board of Regents, State of Iowa, approve applications for educational assistance programs with pay, as determined by the superintendent, for a limited number of employees based on institutional needs and the availability of funds.~~
- ~~d.—Full-time educational leave may be granted for a period of one academic year, but may be extended upon request of the applicant, subject to the discretion of the superintendent and the Board of Regents, and based upon institutional needs, availability of institutional funds, and academic performance. Leave may be granted for one academic year at one-half pay, or the equivalent of one-half of an academic year at full pay.~~

~~vii.—Selection of Applicants~~

~~While the selection of applicants is at the sole discretion of the superintendent, it is the express policy of the Board of Regents to offer all qualified applicants an equal opportunity to participate in the educational assistance program within the limitations imposed by the availability of funds and agency staffing requirements. The schools will also encourage continued education by allowing employees flexible work schedules and unpaid leaves of absence whenever possible, consistent with the efficient administration of the institution.~~

~~viii.—Reporting of Educational Assistance Programs Participation~~

- ~~a.—Requests for educational leaves may be granted by the superintendent and reported in the Register of Personnel Changes, except that full-time educational assistance programs shall be submitted for approval to the Board by the superintendent. Each request for a full-time educational assistance program shall contain information as to the length of service of the individual and an estimate of additional net budgetary support necessary to finance all leaves.~~
- ~~b.—Each institution shall submit a yearly evaluation and report or discussion and costs regarding educational assistance programs.~~

~~ix.—School Employment Requirements~~

- ~~a.—Any staff member who receives reimbursement for tuition shall agree to remain in the active employment of the school for a period of one month for every unit of credit earned or to repay to the State of Iowa such compensation as [the staff member] received. Months shall be counted beginning with the first full month of active employment following the official semester closing date of the institution wherein the employee is enrolled.~~
- ~~b.—Any staff member granted participation in educational assistance programs shall agree either to return to the, institution granting such participation for a period of not less than two years or to repay the State of Iowa such compensation as [the staff member] received during such participation. (Iowa Code § 262.9(12)).~~

2.2 Business Procedures

3. General Policies

A. Regent Fiscal Policy

Sound fiscal policy serves to provide transparency, promote public accountability, demonstrate support for strategic priorities, delegate fiscal responsibilities, and identify parameters for stewardship of resources.

The Board emphasizes that maximizing available resources is imperative to providing high quality public education for Iowans; cutting-edge research and creative activities to enhance the quality of life; and needed public services that help fuel the state's economy in the best interest of all Iowans.

Higher education in Iowa is a partnership among students and their parents, Iowa taxpayers, Iowa public policy makers, the Board of Regents, and the Regent universities. ~~Education and independent living skills are provided at no cost to Iowa students at the two special schools~~

E. Payroll Withholding

- i. Payroll withholding programs are permitted according to the following guidelines:
- f. Withholdings for amounts authorized by individual employees for dues for the convenience of organizations which relate to employment conditions, such as union organizations or university-wide professional organizations. Payroll withholding programs in this category shall not be initiated without 100 participants at Iowa State University and the State University of Iowa, and 50 participants at the University of Northern Iowa, ~~and 25 participants at Iowa School for the Deaf and Iowa Braille and Sight Saving School~~, unless justification exists for fewer participants; payroll programs in this category may be discontinued if the number of participants falls below 25.

4. Investment Policy

A. Introduction

- i. The State of Iowa delegates to the Board of Regents (Board) the authority to govern the University of Iowa, Iowa State University, and University of Northern Iowa, ~~Iowa Braille & Sight Saving School, and Iowa School for the Deaf~~. In carrying out this responsibility, the Board establishes a framework for the investment management of all institutional funds.

6. Purchasing

C. Policies and Procedures

- i. Competitive Bid Thresholds: Each Regent institution, through an institutional purchasing department, shall be responsible for purchasing goods and services in compliance with all applicable state and federal laws and regulations. Institutions may delegate purchasing responsibility to departments. Low dollar procurement authority may also be delegated to institutional units through the use of credit cards or other appropriate procurement instruments, consistent with prudent, contemporary business and audit practices.

~~b. Iowa State University will process purchases of \$15,000 or more for the special schools.~~

7. Risk Management

C. Property

- ii. General Fund Supported Property
 - a. Each Regent institution shall purchase catastrophic property insurance with a single incident deductible for general fund property of up to \$5 million for each university ~~and \$1 million for each special school~~.

9. Audit Activities

B. External Audits

v. Internal Audits

- c. Reporting. Audit activities related to the offices of President ~~and Superintendent~~ are to be reported directly to the President of the Board of Regents. The ultimate reporting responsibility of internal auditors is to the Audit and Compliance Committee.
- d. Annual Report. Each year, the Board's Chief Audit Executive will develop and execute a comprehensive audit plan to be conducted in accordance with applicable professional auditing standards. A comprehensive report on the internal audit function will be made to the Board through the Audit and Compliance Committee each year and will include.

- 1) An annual audit plan containing:
 - Methods for audit focuses, including internal control evaluation and risk assessment.
 - High-risk areas routinely included in the internal audit cycle.
 - Administrative and support services review.
 - Cooperative plans among Regent University internal audit departments.
 - ~~Internal audits planned for the special schools~~

2.3 Property and Facilities

2. Real Property

E. Leases

- ~~ii.—Authority for approval of leases for the special schools is delegated to the Director of Business Operations of the special schools in consultation with the Board Office, following the parameters outlined below.~~

17. Naming

- C. The Board may name facilities, properties or university units in honor of persons (living or deceased) or, entities such as a business or foundation. Examples of the categories of persons and entities eligible include:
 - vi. Employees (presidents ~~and ,superintendents,~~ faculty staff) – no earlier than two years following the end of employment/appointment or upon death. No unit may be named for a current Regent employee.

2.4 Information Technology

Information Technology (IT) provides essential services to Iowa Regent's universities ~~and special schools~~. It is critically important that these services be used to 1) support the mission of the Regents, 2) appropriately secured the systems, facilities, and information that is created, accessed, handled, and stored by them and 3) provide equal access to IT resources. Universities and Schools shall maintain complementary IT policies and procedures, which are consistent with this policy manual and any other applicable technology use policies of the Regents.

1. Acceptable Use

A. Security

Universities ~~and Special Schools~~ must have policies that address:

CHAPTER 3 – ACADEMIC POLICIES AND PROCEDURES**3.5 Strategic Planning**

D. Annual progress reports including any proposed revision of goals, strategies, action steps, mission, vision, values or culture statements shall be presented to the Board.

~~iv. The special schools shall develop comprehensive school improvement plans in addition to a strategic plan. The performance measure for student achievement shall come from the schools' improvement plans.~~

3.8 Approval and Closing of New Centers and Institutes

E. The name of a proposed center or institute typically follows the function of the unit. However, the university may desire to honor an individual by naming a center or institute for that individual. All proposed honorary names of centers and institutes at the Regent universities, including UIHC, shall obtain specific Board of Regents approval prior to naming.

- ii. The Board may name centers and institutes in honor of persons (living or deceased) or entities, such as a business or foundation. The following are examples of the categories of persons and entities eligible for naming:
 - e. Employees (president ~~and ,superintendents,~~ faculty, staff). However, no center or institute may be named for a current Regent or Regent employee. Naming cannot occur earlier than two years following the end of employment/appointment or upon death.

CHAPTER 4 - REGENT INSTITUTIONS**4.1 Mission and Scope****A. Universities**~~x. Iowa School for the Deaf Mission~~

- ~~a. The educational programs of the Iowa School for the Deaf shall be consistent with the philosophy reflected in federal and state legislation that children with and without disabilities be educated together to the greatest extent possible and that a continuum of services must be available to children with disabilities. Thus, ISD shall provide an education for those deaf or hard of hearing students, including those with additional disabilities, for whom the comprehensive educational programs at the school are most appropriate.~~
- ~~b. The educational programs of the Iowa School for the Deaf shall be based on the premise that the school exists to serve its students by providing a learning environment which, to the greatest extent possible, maximizes each child's~~

~~potential to become a contributing member of society and by enhancing the development of language and communication, knowledge, self-realization, human relationships, economic independence, and a sense of civic and social responsibility. The child-centered programs shall include learning activities and experiences that appropriately and specifically meet the needs of each child.~~

~~c.—Scope~~

- ~~1) The scope of the educational program shall include services from infancy through secondary education for students who are deaf or hard of hearing. Program formats shall include full-time day school, regional day school, dormitory, summer, and other short-term programs to meet specific needs, vocational, on and off campus individual assessment, and evaluation services. For dormitory students, activities and experiences on a twenty-four hour basis are an integral part of the program.~~
- ~~2) The Iowa School for the Deaf shall also serve as a state resource and dissemination center for education of students who are deaf or hard of hearing. The school shall have a central and vital role in the statewide education of students who are deaf or hard of hearing and shall provide a resource center for educators, related field professionals, parents, the deaf community, and all interested citizens. Such a role affords the opportunity for the community-at-large to draw upon the specialized programs and services available at the Iowa School for the Deaf.~~
- ~~3) The Iowa School for the Deaf shall make its special resources available to Regent universities, area education agencies, local education agencies, and other public and private agencies. Resource services provide support in such activities as: (1) assessment and educational planning for students who are deaf or hard of hearing; (2) programs for development of specialized communications skills; (3) parent education; (4) extended educational programming for young adults who are deaf or hard of hearing and are still eligible under state and federal statutes for ISD's services (up through age 21); (5) research; (6) preservice and continuing education of teachers and related professionals; (7) curriculum development and evaluation; and (8) development and dissemination of instructional materials and technology.~~
- ~~4) Within the scope of the school's mission, future programs shall be determined by the ongoing evaluation of existing programs and an analysis of developing needs. Programs shall be added, curtailed, discontinued, or eliminated based on assessment of need and the most effective use of resources. The school shall remain flexible to respond quickly and effectively to the needs of Iowa students who are deaf or hard of hearing.~~

~~xi.—Iowa Braille and Sight-Saving School Mission~~

- ~~a.—The mission of the Iowa Braille and Sight-Saving School shall be to provide direct and indirect educational services in collaboration with other service providers to the children and youth of the State of Iowa who are blind or visually impaired,~~

~~including those with additional disabilities. The school shall provide leadership and resources statewide to meet the needs of children who are blind or visually impaired. This mission shall be carried out through cooperative efforts with appropriate state agencies, area education agencies (AEAs), and local education agencies (LEAs).~~

- ~~b. The purpose of the Iowa Braille and Sight Saving School shall be to enable Iowa's students who are blind or visually impaired to function as independently as possible in all aspects of life by providing appropriate education opportunities, resources, and support services.~~
- ~~c. The educational programs of the Iowa Braille and Sight Saving School shall be consistent with the philosophy, reflected in federal and state legislation, that children and youth with disabilities will be educated together with non-disabled peers, to the greatest extent possible and that a continuum of services must be available to children with disabilities. All programs and services provided by the Iowa Braille and Sight Saving School shall support the need for instruction for children who are blind or visually impaired in the following expanded core curriculum skill areas: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, use of assistive technology, visual efficiency skills, acquisition of knowledge building information and self-determination.~~
- ~~d. Scope~~
- ~~1) The scope of the educational program shall include provisions for serving children from early childhood through age twenty-one. Options available for students to receive services regionally include, but are not limited to, direct services in the local school; regional day school; consultative services in local schools; summer school opportunities; extended school year services; and short-term programs to meet transition needs. Other resources available to children who are blind or visually impaired shall include, but not be limited to, such services as Low Vision Clinics; instructional materials production and loan; library services; assistive device technology loans; and Braille production.~~
 - ~~2) The Iowa Braille and Sight Saving School shall provide leadership in the field of vision in the State of Iowa through collaborative efforts with the state Department of Education, Bureau of Children, Family, and Community Services, the AEAs, LEAs, the Iowa Department for the Blind, and other related service providers. Through these collaborative efforts, professional development, curriculum development, parent and family services, and other services to professionals and paraprofessionals shall be provided.~~
 - ~~3) Future programs of the Iowa Braille and Sight Saving School shall be determined collaboratively and by analysis of the developing needs of students, families, and professionals throughout the state. Programs shall be developed, implemented, evaluated, modified, continued, suspended, or eliminated based on the assessed needs of students and the effective and~~

~~efficient use of resources. The programs and services of the school shall remain flexible and will respond quickly to meet the needs of the children and youth of the State of Iowa who are blind or visually impaired.~~

~~4.6 Admission Requirements for the Special Schools~~

~~A. Iowa School for the Deaf~~

~~Any resident of the state under 21 years of age who has educational needs as a result of deafness or hearing loss may be referred by the IEP team to ISD for evaluation and consideration for placement in compliance with Iowa Code 256B.2. Non-residents also may be admitted to the Iowa School for the Deaf if their presence would not be prejudicial to the interests of Iowa residents upon such terms as may be determined by the Board of Regents (Iowa Code § 270.3)~~

~~B. Iowa Braille and Sight Saving School~~

~~Any resident of the state under 21 years of age who has educational needs as a result of a visual disability may be referred by the IEP team for evaluation and services of Iowa Braille and Sight Saving School in compliance with Iowa Code 256B.2. Non-residents may receive services provided by the programs of the Iowa Braille and Sight Saving School if their presence would not be prejudicial to the interests of Iowa residents upon such terms as may be fixed by the Board of Regents. (Iowa Code § 269.1)~~

~~4.7 Abuse Policy at the Special Schools~~

~~A. Philosophy and Legal Foundations~~

~~Child and dependent adult abuse is inconsistent with the educational and philosophical aims of the special schools, and the schools shall take all reasonable measures to prevent such actions. All cases where there is reasonable suspicion that a child or dependent adult who is a student at the Iowa School for the Deaf or receives services from the Iowa Braille and Sight Saving School has been the victim of abuse shall be reported according to 281 IAC 102 and/or Iowa Code §232.68-70.~~

~~B. Identifying, Reporting and Investigating Allegations of Abuse of Students by School Employees or Volunteers~~

~~i. School employees (anyone who works for pay) or volunteers, shall not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any school employee who commits such acts is subject to disciplinary sanctions up to and including discharge. Any employee (or volunteer) who has a reasonable suspicion or who receives a report that a student or dependent adult (who is a student) has been abused physically or sexually by a school employee (or volunteer) shall report that abuse pursuant to this policy, and according to 281 IAC 102 and/or Iowa Code §232.68-70.~~

~~ii. Mandatory and permissive reporters are defined according to Iowa Code 232.69 and 235B.3(2). Any employee who has reasonable belief that a child under the age of 18~~

~~or a dependent adult has been abused by a person responsible for the care of the child or dependent adult, as defined by law, shall report the suspected abuse verbally to the Department of Human Services (DHS) within 24 hours and follow the verbal report with a written report with 48 hours on appropriate forms.~~

~~C. Child Abuse Reporting to the Board Office~~

~~Allegations of abuse of students at the special schools shall be reported to the Executive Director on a timely basis. The Executive Director shall be kept informed during the investigation of allegations of abuse of students at the special schools. The Executive Director shall be informed of the disposition of the investigation. The Executive Director shall keep the Board of Regents informed as appropriate.~~

~~D. Child Abuse Identification and Reporting Training~~

~~All special school employees and volunteers shall be provided with training regarding their responsibilities in compliance with Iowa Code 232.69.~~

~~E. Child Abuse Identification and Reporting Requirements for Employee Handbook~~

~~Employee handbooks at the special schools shall include information about identifying, reporting, and investigating allegations of abuse of students at the special schools.~~

~~4.8 Student Wellness Policy for the Special Schools~~

~~A. The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity are also linked to reduced risk for many chronic diseases. Schools have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment, because school staff can be daily role models for healthy behaviors.~~

~~B. All students at the Iowa School for the Deaf and the programs under the administration of the Iowa Braille and Sight Saving School shall possess the knowledge and skills, to the best of their ability, necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff members at the special schools are encouraged to model healthful eating and physical activity as a valuable part of daily life.~~

~~To meet this goal, the Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall adopt this student wellness policy with the following commitments to nutrition, physical activity, comprehensive health education, and implementation. This policy is designed to utilize school and community resources effectively and to serve the needs and interests of all students and staff equitably, taking into consideration differences in culture.~~

- ~~i.—The Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity procedures.~~
- ~~ii.—All students in grades K-12 shall have opportunities, support, and encouragement to be physically active on a regular basis.~~
- ~~iii.—Foods and beverages sold or served at the special schools shall meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans published jointly by the Department of Health and Human Services and the Department of Agriculture.~~
- ~~iv.—Qualified child nutrition professionals shall assist food service personnel with providing students access to a variety of nutritious and appealing foods that meet the health and nutrition needs of students; shall accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and shall provide clean, safe, and pleasant settings and adequate time for students to eat.~~
- ~~v.—
The Iowa School for the Deaf and the Iowa Braille and Sight Saving School shall provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and shall establish linkages between health education and school meal programs and related community services.~~

~~C.—Each school shall develop a student wellness implementation procedures that addresses the Student Wellness Policy and all of the requirements of the federal legislation.~~

4.9 — Anti-Bullying/Harassment at the Special Schools

- ~~A.—Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Board. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect.~~
- ~~B.—Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:
 - ~~i.—Places the student in reasonable fear of harm to the student's person or property;~~
 - ~~ii.—Has a substantially detrimental effect on the student's physical or mental health;~~
 - ~~iii.—Has the effect of substantially interfering with the student's academic performance;
or~~
 - ~~iv.—Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.~~~~
- ~~C.—“Electronic” means any communication involving the transmission of information by wire,~~

~~radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, social media pager service, cell phones, electronic text messaging or similar technologies.~~

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

- ~~i. Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;~~
- ~~ii. Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;~~
- ~~iii. 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 victim;~~
- ~~iv. Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or~~
- ~~v. Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.~~
- ~~vi. Cyberbullying is the use of the Internet or any form of electronic communication to harm other people, in a deliberate, repeated, and hostile manner. Cyberbullying includes but is not limited to the following misuses of technology: Harassing, bullying, intimidating, threatening, or terrorizing another person by sending or posting inappropriate and hurtful e-mail messages, text messages, digital pictures or images, social media sites, or web site postings, including blogs.~~

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

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

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

- ~~i. 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; and/or~~

- ~~ii.—Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.~~
- ~~iii.—The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment, including a hostile environment created/sustained by adults.~~
- ~~F.—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, school employees, and volunteers who have direct contact with students will not be tolerated in the school.~~
- ~~G.—The Board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, national origin, religion, age or disability is also prohibited.~~
- ~~H.—This policy is in effect while students or employees are on property within the jurisdiction of the Board; while on school owned 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.~~
- ~~I.—If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion in accordance with 281-41.530, 281-41.536(256B), 34CFR300. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.~~
- ~~J.—Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, 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 may be subject to appropriate disciplinary action.~~
- ~~K.—Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this~~

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

~~L. The school 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. The superintendent or designee will be responsible for handling all complaints by employees alleging bullying or harassment. Individuals may also be referred to law enforcement officials.~~

~~M. It also is the responsibility of the superintendent, in conjunction with the investigator and program administrators, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the Board. The superintendent shall report to the Board on the progress of reducing bullying and harassment in the Board.~~

~~N. The Board shall annually publish this policy. The policy may be publicized by the following means:~~

~~i. Inclusion in the student handbook,~~

~~ii. Inclusion in the employee handbook~~

~~iii. Inclusion in the registration materials~~

~~iv. Inclusion on the school's or Board's web site,~~

~~v. Provision of a copy to any person at the central administrative offices at the following addresses:~~

~~a. Iowa School for the Deaf (3501 Harry Langdon Blvd.; Council Bluffs, IA. 51503)~~

~~b. Iowa Braille and Sight Saving School (1002 G Avenue; Vinton, IA 52349)~~

~~4.10 Illegal Items at the Special Schools or in a Student's Possession (Iowa Code §280.21B)~~

~~A. Students are prohibited from distributing, dispensing, manufacturing, possessing, using, or being under the influence of alcohol, drug paraphernalia, drugs, or look-alike substances; and possessing or using tobacco, tobacco products, nicotine, or look-alike substances on school grounds, in school facilities, or at school activities at home or away and shall be subject to disciplinary action including suspension or expulsion in accordance with 281-41.530(256B, 34CFR300).~~

- ~~B.—Weapons are not allowed on school grounds, in school facilities, or at school activities at home or away with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the administration. Items specifically defined as weapons include, but are not limited to: (1) firearms, whether loaded or unloaded including, but not limited to, pistols, rifles, zip guns; (2) shot guns, BB or pellet guns, explosives, explosive propellant, matches, any explosive or flammable materials, fireworks or firecrackers; (3) destructive devices or ammunition; (4) knives, including but not limited to, switch blades, pen, pocket or hunting knives; (5) razor blades, ice picks, dirks or other sharp instruments; (6) nunchuks, brass knuckles, pipes, Chinese stars, or billy clubs or other items intended to be used as weapons. Students bringing firearms or weapons (knife, club, look-alike weapons and/or dangerous objects, etc.) to school or possessing either at school or school-sponsored activities shall be subject to disciplinary action including suspension or expulsion in accordance with 281-41.530(256B, 34CFR300).~~
- ~~C.—Parents of students found to possess a weapon, other dangerous objects, or look-alikes on school property shall be notified of the incident. Confiscation of weapons, other dangerous objects or look-alikes shall be reported to law enforcement officials, and the student shall be subject to disciplinary action including suspension or expulsion.~~
- ~~D.—A student who is determined to have brought a firearm to school or knowingly possessed a firearm at school shall be expelled for not less than 12 months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of the policy, the term “firearm” includes any weapon that is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary, or poison gas.~~

~~4.12—Statewide Plan for Public Radio~~

- ~~A.—Iowa Public Radio was established in December 2004 by the Board of Regents to oversee public radio operations at the three Regent universities.~~
- ~~B.—In February 2006, Iowa Public Radio, Inc. was incorporated as a non-profit corporation whose primary purpose is to support and promote the welfare and growth of the network of public radio stations owned by and licensed to the Board of Regents. Iowa Public Radio, Inc. is governed by a Board of Directors whose composition and terms of appointment shall be determined by its bylaws. Iowa Public Radio, Inc. shall operate the Regent universities’ public radio stations on behalf of the Board of Regents under the terms of a public service operating agreement between the Board of Regents and Iowa Public Radio, Inc.~~