



LAMONI

Community
School District

2025-2026

Elementary Handbook

Lamoni Community Schools

202 N Walnut Street

Lamoni, Iowa 50140

Phone: 641-784-3351

www.lamonischools.org



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INTRODUCTION

Welcome Parents, Guardians, and Students to Lamoni Elementary We are glad to have you with us as we work together to achieve academic and social success for all our boys and girls. This handbook is designed to inform parents/guardians and students of some of the everyday procedures and policies of the school. By sharing the information in this book, we hope to promote understanding, cooperation, and teamwork. Students who know their parents/guardians are involved and communicate regularly with their teachers usually work harder, feel more confident and will excel in their schoolwork. Interest and enthusiasm are contagious. It is very important that parents/guardians and children take time to go over this information with each other.

MISSION STATEMENT

The mission of Lamoni Community Schools is to work as a learning community to ensure that all students demonstrate high levels of academic achievement. Our school culture is focused on the shared commitment to practice self-control, respect ourselves, others, and property, implement safe choices, demonstrate responsibility, and excel in all you do. Through our collective efforts, in a caring environment, we will prepare students for a lifelong process of learning that promotes the ability and motivation to contribute to a better world.

VISION STATEMENT

We are dedicated to a culture of PRIDE through our pursuit of excellence, commitment to leadership, and lifelong learning for all students.

CORE VALUES

- Perseverance
- Respect
- Integrity
- Discipline
- Enthusiasm

GOALS

1. Provide a culture for our students to be responsible citizens of high character.
2. Sustain compassion through effective communication and selfless service.
3. Foster within students a growth mindset to be learners capable of being successful.

MANTRA

In ALL We Do - PRIDE!

DISTRICT BELIEF STATEMENTS

We believe that:

- The climate must be positive, self-disciplined, and caring.
- Every student has value and is capable of learning.
- Good communication between all areas, grade levels, and the community is essential for well-rounded education of all students.
- Curriculum should be aligned to core standards for each area and each grade level.
- Parent/guardian involvement and interest in education makes a positive difference in a child's learning.
- Our facilities must be clean, safe, and uncrowded.

DISTRICT GOALS

- We will create a positive, self-disciplined, and caring environment to support each child as a learner.
- Students will learn and practice strategies to promote a healthy lifestyle. These strategies will be promoted while students are enrolled in school and after students have graduated from school. This will include a focus on drug and alcohol use prevention.
- Students will develop the skills and strategies needed to provide leadership in a variety of settings. Leadership can be practiced during their educational career in Lamoni Schools and thereafter.
- Students will develop positive character traits. During the educational experience, students and teachers will focus on honesty, responsibility, and dependability as students prepare for their futures.
- We will promote communication and respect throughout all areas of the district.
- We will provide an integrated, PreK-12 curriculum that will promote active life-long learning, communication, critical thinking skills, and cultural literacy.
- Outcomes for all areas and all grade levels will be developed.
- Appropriate assessments will be developed for all areas of the curriculum.
- We will provide opportunities for parents to participate in the educational process.
- Our facilities will be uncrowded, clean and safe; our equipment will be in good working condition.

JURISDICTIONAL STATEMENT

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The Lamoni Community School Board has reviewed and approved this handbook and the policies included. The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors and guests with respect and courtesy. Students may not use abusive language, profanity or obscene gestures or language.



SCHOOL DIRECTORY

SCHOOL CONTACT INFORMATION

Elementary.....784-3422
Middle School.....784-7299
High School.....784-3351
Superintendent.....784-3342
Bus Barn.....784-3610
Middle/High School Fax.....784-6548
School Information and News.....784-1234
School Website.....www.lamonischools.org

K-5 SCHOOL TIMES

The school is not responsible for K-5 students before 7:45 a.m.* or after 3:05 p.m. Teachers are available from 7:45 a.m. to 3:25 p.m.

**K-5 students must not arrive at school before 7:45 a.m. unless they plan to eat breakfast, which is served from 7:30 a.m. to 7:55 a.m.*

Students enter the building at 8:00 a.m. each morning. Classes begin at 8:00 a.m. and dismiss at 3:05 p.m. All elementary students in grades K - 5 should report to the playground each morning (except in cases of inclement weather when they will be permitted inside). All backpacks should be taken to the playground area with the exception of musical instruments and special class projects. The time before school is not a recess. Students should remain on the concrete. Students will enter the building from the playground side when the bell rings.

LEEP SCHOOL TIMES

Preschool hours for three year olds are from 8:00 a.m. to 11:00 a.m., and from 8:00 a.m. to 2:45 p.m. for four year olds. Because we participate in the Statewide Voluntary Preschool Program for four year olds, the district must follow attendance policies and procedures.



STUDENT ATTENDANCE

Students need to be in school to gain the full benefits of classroom instruction. Our goal is to partner with you to ensure your student succeeds, and it starts with a foundation of regular school attendance.

Senate File 2435 was signed into state law on May 9, 2024 with an effective date of July 1, 2024. SF2435 details public school attendance requirements. SF2435 requires specific school actions based on a student's rate of non-exempt absences.

ATTENDANCE POLICY

Attendance at school is extremely important for success in school. Significant attendance and tardy problems will be brought to the attention of the parents. If the school has not been notified of your child's absence before 8:30 a.m., we will attempt to contact you.

Most absences will count toward the percentage thresholds. There are a few exceptions that will *not* count towards student level consequences or truancy as per SF2435:

- Completed requirements for graduation or obtained a high school equivalency diploma.
- Excused for sufficient reason by any court of record or judge.
- Attending religious services or receiving religious instructions.
 - Attending/traveling to wedding(s) or funeral(s)
- Unable to attend school due to **legitimate*** medical reason(s).
- Military application undergoing military entrance process and/or engaged in military service
- Individualized Education Program (IEP) that affects attendance.
- Section 504 plan under the Federal Rehabilitation Act that affects attendance.

*We encourage students who are sick or not feeling well to stay home. However, when a large amount of school is missed, it is important for the school and families to work together. To ensure accurate reporting and communication at all levels, **we are asking that a note is provided by a healthcare provider for medical (doctor, dental, eye, etc) appointments and for any illness lasting over 48 hours.**

Examples of absences not excused under SF2345 include (but not limited to):

- Watching classmates in a state competitions
- Out-of-school suspension
- Family vacation, "Out of town"
- Car trouble, vehicle accident
- Helping family (ex. farming, family business)

The school will make the final determination on whether an absence is considered excused or unexcused.

CHRONIC ABSENTEEISM

According to SF2435, **chronically absent** means *any* absence from school for more than ten percent of the days or hours in the grading period established by a public school. This classification puts students at risk of falling behind in their education. There is a direct correlation between attendance and school performance.

TRUANCIES

According to SF 2435, **truancy** is defined as any child of compulsory attendance age who does not qualify for the specified exemptions listed on p16, fails to follow the school board's attendance policy, lacks a reasonable excuse for their absence, and has been absent from school for at least 20% of the days or hours in the grading period.

ATTENDANCE INTERVENTIONS

To support your student's attendance, interventions are in place to respond proactively with progressively increasing support.

Tier 1 Support: Parents/guardians of students who have missed 5% of their scheduled school days due to unexcused absences for a semester will receive an email informing them of their student's current attendance threshold.

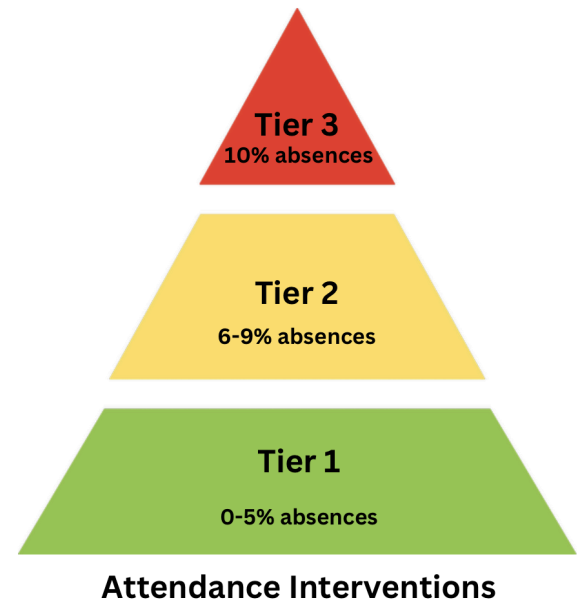
Tier 2 Support: Additional support may include, but is not limited to, parent meeting(s), a request for appropriate medical documentation, and/or a success plan.

Tier 3 Support: Parents/guardians of students who have missed 10% of their scheduled schools days due to unexcused absences for a semester will:

Receive a certified letter from the school regarding their student's attendance status

Be required to meet with school officials to develop an attendance plan.

Have their student's attendance status shared with the county attorney



Should the student's unexcused absences persist, the following actions steps will take place as required by SF2345:

At 15% unexcused absences in a semester, parents/guardians will be required to meet with school officials again.

At 20% unexcused absences in a semester, parents/guardians will be required to meet with the county attorney and school officials.

TARDIES

A student is tardy when not in school by 8:00a.m. All students arriving late to school must report directly to the elementary secretary's office.

1. Tardies will be recorded as either excused or unexcused. Excused tardies include, but are not limited to: lateness due to the weather, cars that don't start, illness, family emergencies, recognized religious observances, and school sponsored or approved activities.
2. Students arriving at school within the first hour of school will be marked tardy. After 9:00a.m., students will be counted absent for the time they missed.
3. If tardies become excessive (10% of days school has been in session), a letter will be sent home and a possible plan created with the parents and the Student Services Coordinator.

COMPULSORY ATTENDANCE

Per Iowa Code 299.1A Compulsory attendance age.

1. A child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age. However, if a child enrolled in a school district or accredited nonpublic school reaches the age of sixteen on or after September 15, the child remains of compulsory age until the end of the regular school calendar.
2. A child who has reached the age of five by September 15 and who is enrolled in a school district shall be considered to be of compulsory attendance age unless the parent or guardian of the child notifies the school district in writing of the parent's or guardian's intent to remove the child from enrollment in the school district.
3. A child who has reached the age of four by September 15 and who is enrolled in a statewide preschool program shall be considered to be of compulsory attendance age unless the parent or guardian of the child notifies the school district in writing of the parent's or guardian's intent to remove the child from enrollment in the preschool program.”

Truant students who have not completed sixth grade will be subject to the Attendance Cooperation Process (ACP).

STUDENT ACTIVITY POLICY

Without prior written permission, students missing the afternoon or p.m. portion of the school day will not be permitted to participate in evening school activities. These might include but are not limited to concerts, performances, or special activities.

Students absent from school due to illness will not be permitted to attend evening activities, such as volleyball, football, basketball games, etc.

LEAVING SCHOOL DURING ATTENDANCE HOURS

Students may not leave the school building during the day for illness until a parent or guardian has been contacted by the office or school nurse. Before students leave the school building during school hours for reasons other than illness, they must have the following:

1. Permission from a parent/guardian on file in the office.
2. Clearance from the school office.
3. Sign out in the office.
4. Sign in upon returning to school.



STUDENT PICKUP & DROP-OFF

STUDENT DROP-OFF and PICK-UP PROCEDURES

Morning Drop-Off

- Students should be dropped off on **Elm Street (west side)**.
- If a student is eating **breakfast**, they should be dropped off at the **high school doors** and go directly to the cafeteria.

Afternoon Pick-Up

- Students are to be picked up on the **west side of the school on Elm Street**.

During the School Day

- Any pick-up or drop-off during school hours (appointments, illness, etc.) must be done at the **elementary office doors**, with parents/guardians checking in at the office.

For the safety of our children, please **do not park or leave your car unattended** in the “*No Parking Zone*” on the right side of Walnut Street.

Students utilizing district transportation who reside within the communities of Kellerton and Davis City will be picked up and dropped off at the following addresses: Kellerton—at the County Barn near the intersection of West 6th and South Taylor; Davis City—corner of Teale and Clark.

BICYCLES

Bicycles must be parked in the bicycle rack before school. Students are asked not to play around the parked bicycles during the school day. As a safety measure we must ask that children push bicycles on the sidewalks or playground during, before, or after school hours.

CHANGE OF AFTER-SCHOOL PLANS

If your child's after-school plan changes, please call the school before 12:30 p.m. Messages received after this time cannot be guaranteed to be delivered. Students are expected to know and follow their after school plan. Without a note or phone call, the plan on file should be followed.



FEES & PASSES

Instructional material fees are \$50 for the first child in a family and \$25 for each additional child, with \$100 maximum fees per family. Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have instructional fees waived or partially waived.

Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the secretary for a waiver form. This waiver does not carry over from year to year and must be completed annually.

Activity passes may be purchased at registration and throughout the school year. An activity pass for kindergarten-12th grade students is \$55. An adult pass is \$75. A family pass is \$125. A senior citizen (age 62+) pass is \$65. A student 10 punch pass may also be purchased for \$25. An adult 10-punch varsity pass is \$35, and a senior citizen 10 punch pass is \$30.

Rental of any school instrument is \$25 (not forgiven for free/reduced students). Students will be responsible for their own reeds, strings or any damages caused beyond normal usage.



STUDENT POLICIES

TELEPHONE CALLS

Telephones are available for student use in emergency situations with permission from school personnel.

Parents/guardians needing to contact students during the school day may call the office (784-3351) and request a message be delivered to the student. Messages will be delivered as necessary according to the circumstances of the situation.

PERSONAL ELECTRONIC DEVICES

In accordance with **House File 782** and the Lamoni Community School Board's commitment to creating a safe, supportive, and distraction-free learning environment, **personal electronic devices—including cell phones, smartwatches, earbuds, and similar items—are not to be available or in use during the school day (8:00 a.m. to 3:05 p.m.)**. This policy supports both legal compliance and the district's goal of promoting students' social-emotional well-being and maintaining the integrity of the learning environment.

To protect instructional time and foster meaningful engagement, the **use of personal electronic devices is prohibited throughout the school day**, including during:

- Class periods
- Lunch
- Recess
- Passing time

Instructional time is defined as any time between 8:00 a.m. and 3:05 p.m., including transitions and unstructured periods during the school day. Devices are **not permitted to be on the student's body** (e.g., in a pocket, waistband, sleeve, etc.) or backpack during this time. Cell phones must be stored and remain in students' lockers during instructional time.

Additionally:

- Use of devices in restrooms or locker rooms is strictly prohibited. Violations will result in an immediate office referral.
- Phones and devices are not allowed during assessments unless explicitly required as part of an IEP or 504 Plan.
- Any use of personal electronic devices on school property, during the school day, or at school-sponsored events (including but not limited to pep assemblies, PRIDE Days, guest speakers, and other scheduled activities) must comply with all district policies and applicable laws. Unless specific permission is granted by the principal (e.g., designated homecoming activities or other approved events), personal devices may not be used during these times.

Definition of Personal Electronic Devices

For the purpose of this policy, personal electronic devices include, but are not limited to:

- Cell phones and smartphones
- Earbuds, headphones, and Bluetooth devices

- Smartwatches (when used for communication or with notifications turned on)
- Portable gaming systems and media players
- Any device capable of sending, receiving, recording, storing, or displaying digital content

Use of District Devices

District-owned devices may be used during instructional time when authorized by the classroom teacher for educational purposes.

Instructional Use Exceptions

Smartwatches are considered personal electronic devices when used for communication or notifications. Students may wear smartwatches during the school day only if all notifications are silenced and communication features (calls, messaging, etc.) are disabled.

Headphones or earbuds may be used during instructional time only:

- With direct teacher permission for a specific class activity (e.g.-state testing, language learning, video content, text-to-speech).
- By high school students enrolled in an approved online course, when part of a designated learning period (e.g., study hall or online learning lab).

When not in use for an approved activity, headphones and earbuds must be put away and not worn during the school day.

The building principal may also grant permission for appropriate use of personal electronic devices during **school-sponsored activities**, including field trips, student organization events, or other activities that take place off campus (e.g., an FFA trip or academic competition)

Exemptions

Students with an active Individualized Education Program (IEP), Section 504 Plan, or Individual Health Plan (IHP) that requires the use of a personal electronic device are exempt from this policy.

Parents/guardians may request that a student retain access to a personal electronic device during instructional time for a documented physical or mental health condition. The request must include:

1. Evidence of a demonstrated need, linked clearly to an existing MTSS Tier 2 or Tier 3 support plan.
2. A written medical or professional recommendation (e.g. doctor's note, mental health provider letter) confirming that device access supports the student's health or well-being.
3. A formal request submitted to the building principal, including all MTSS plan details and documentation.

The building principal will review the request. If denied, parents/guardians may appeal to the Superintendent, and that decision will be final.

Parent Communication

To avoid classroom disruptions, parents or guardians needing to contact a student during the school day should call the school office. Messages will be delivered as needed.

Violations & Consequences

Violations of the personal electronic device policy will be addressed as follows:

Offense	Consequence
1st Offense (Minor)	Phone Confiscated Until End of Period/Day
2nd Offense (Minor)	Phone Confiscated Until End of Period/Day Parent Contact
3rd Offense (Minor)	Phone Confiscated Until End of Period/Day Lunch Detention* Parent Contact
4th Offense (Major)	Phone Confiscated Until End of Period/Day Parent Contact Detention and/or other consequences*
5th Offense (Major)	Phone Confiscated/Parent will have to pick up phone at school Parent Contact Loss of privileges (i.e. open campus/lunch) or other consequences*
6th+ Offense (Major)	Phone Confiscated/Parent will have to pick up phone at school Parent Contact Loss of privileges (i.e. open campus/lunch) and/or other consequences* Behavioral intervention meeting with parents and staff

** appropriate to age and circumstances*

Students are not allowed devices during detentions even if those detentions are being served outside of instructional time.

At any time, the Principal reserves the right to confiscate any personal electronic device.

LOCKERS

Student lockers are the property of the school district. Students will use the lockers and desks assigned to them for storing their school materials and personal items necessary for attendance at school. It will be the responsibility of each student to keep the student's assigned locker and desk clean and undamaged. The expenses to repair damage done to a student's locker and desk are charged to the student.

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

The contents of a student's locker, desk, or other space (coat, backpack, purse, etc.) may be searched when a school official has reasonable and articulable suspicion that the contents contain illegal or contraband items or evidence of a violation of law or school policy or rule.

If an item is missing from a locker, the student is to notify the teacher or principal. Valuables should never be left in a student's locker.

DRESS CODE

1. Any style of dress or article of clothing that is hazardous to safety (example: billfold chains) or interferes with or disrupts the maintenance of a learning atmosphere is unsuitable.
2. Hats or caps are unsuitable in school attire. When required for a class or activity, they may be worn only during the time that the activity takes place.
3. Any article of clothing which exposes a bare midriff or is obscene, short shorts, or low cut jeans are unsuitable attire.
4. Offensive logos, slogans, phrases, or pictures will not be allowed.
5. Students must wear some kind of footwear appropriate to the activity or season.

All dress code violations will be referred to administration. Judgment by administration will be final. Parents may be contacted to come and pick up their child and take them home to change clothes and/or bathe if the hygiene is poor enough to interfere with the learning environment of other students.

LOST & FOUND

The lost and found articles will be kept in the hall across from the nurse's office. We appreciate parents checking the box often for articles that their child has lost. If items are not claimed, they are taken to the service center at the end of each quarter.

THINGS TO LEAVE AT HOME

These items are not appropriate at school and must be left at home: guns, knives, weapons of any kind, hard bats and balls, skateboards, scooters, collector cards, hand-held computer games, makeup or lip gloss. School employees have the authority to take the items until parents can come reclaim them.

Toys, gum, and candy are not permitted during school hours. Room rules for special occasions may differ with each teacher.

FLOWER & BALLOON DELIVERIES

Flower and balloon deliveries at school for children can create a disruption; therefore, school-time deliveries are discouraged. If flowers or balloons are brought for a student, they will receive them at the end of the day before school is dismissed.

CHANGE OF ADDRESS OR PHONE NUMBERS

Whenever a change of address or telephone occurs or if you wish to change or add an emergency contact, please report the changes to the office.

SCHOOL CLOSING

Area radio and TV stations will be advised by 6:30 a.m. if school will be closed or delayed due to inclement weather conditions. Please listen to or watch one of the stations listed below. Do not call teachers or other school personnel or your child's school.

STATION CALL NUMBER

KAAN Radio 95.5 FM

WOI-TV Channel 5

KCCI-TV Channel 8

WHO-TV Channel 13

If you have an email or cell phone number listed in the school's JMC database, you can elect to receive an email or text message notification.

UNEXPECTED EARLY DISMISSAL

Please have plans in place for your child for unexpected early dismissals. Parents WILL NOT be called if school is dismissed early. If you have an email registered on the school's JMC database, you will receive an email notification.

ENSURING YOUR CHILD'S COMFORT & SAFETY

- The superintendent and transportation director decide whether school will be in session. It is your decision whether you want your child to attend that day.
- Have alternative childcare plans in place that are well understood by your children. Should they go to a neighbor's house? Will a baby-sitter or other approved person pick them up? Do they have a key for home and know how to reach you?

VOLUNTEERING & VISITING

All visitors and guests must receive permission from their child's teacher prior to coming to the school. All persons willing to volunteer at school must pass a background check prior to contact with students. Please contact the Human Resources Director for more information.

Please remember that ANY and ALL visitors to the school building MUST report to the office. Please sign-in and take an appropriate visitors badge.

Students are not allowed to bring other school age visitors to school during the instructional day without prior approval from administration.



LAMONI EARLY EDUCATION PROGRAM (LEEP) INFORMATION

LEEP is designed to provide quality and appropriate educational programming for children three to five years of age. Our programs are focused on the cognitive, social-emotional, creative, and physical development of each individual child. We believe that these developmental needs can be best met through self-selected hands-on activities and play. We believe that play is an important role in children's lives to provide a healthy and harmonious development. This will be reflected in the daily schedules and activities.

The children involved in the LEEP programs will be taught and encouraged to respect each other, adults, and materials through teacher modeling and child interaction. The development of self-control in children will be facilitated by positive guidance techniques and consistent, age-appropriate expectations and limits.

The learning environment is center-based with a wide variety of developmentally appropriate materials and equipment to meet the diverse needs of all children. All aspects of the program will reflect our belief that children must be allowed to be children. We believe that each child is unique with different rates of development. These rates should not be ignored, forced, or hurried. We also believe that parents play an important part of their child's life. Engaging parents and children will result in a great success rate among families and the school system.

Listed below are specific policies, guidelines, and/or other information regarding LEEP that are otherwise not included elsewhere in the elementary handbook:

REGISTRATION

LEEP registration is to be completed online prior to the start of the school year. Depending on the type of funding your child receives, additional paperwork may be required along with a home visit. Your student's classroom teacher will contact you for any additional information or actions you may need to complete.

PHYSICAL AND DENTAL CHECK-UPS

See [page 22](#) of this handbook (HEALTH SCREENINGS, REQUIRED IMMUNIZATIONS, DENTAL SCREENINGS).

SUPPLIES

Each child needs a complete change of clothes: socks, underwear, pants/shorts, shirt, and shoes. These items will be kept in their cubbies in case of need. Students are welcome to have a mask/face covering for use when we are not able to social distance. Other suggested supplies are listed on the school supply list at www.lamonischools.org.

DRESS

Dress for school should be very casual. We are very busy at LEEP and, sometimes, we get messy, so please don't send your child in an outfit that might get ruined.

Weather permitting, students will go outside every day. Be sure that your child is dressed appropriately for the changes in the weather.

- Bring jackets if the weather is chilly.
- Closed-toe shoes are recommended for outside play.

- Students must have clothing appropriate for cold weather! Students need to have extra shoes for the classroom if boots are worn outside.

Because we go outside everyday (weather permitting), **parents may provide sunscreen for their child**, if needed. SPF 15 or higher is required. Staff will administer sunscreen before going outside, and only with written permission.

TOYS

See [page 16](#) of this handbook (THINGS TO LEAVE AT HOME).

ASSESSING YOUR CHILD

Your child will be assessed by daily observations and record taking. These observations are ongoing and informal and are used to complete the Creative Curriculum Gold. This Gold Checkpoint is completed three times yearly: Fall, Winter, and Spring. It can be used for several years, as long as your child is in preschool. This assessment is also aligned with the Iowa Early Learning Standards. Parents are encouraged to share observations from home to contribute to the assessment of their child.

In addition, the Brigance screening will be administered at the beginning and end of the year. This test can also be given in Spanish if needed. The test is very quick, yet concise, and aligns well with IELS. Brigance screenings will be done by the child's teacher, in the classroom, one-on-one. The screenings are also scored by the teacher. A written report will be shared with parents during parent/teacher conferences, and/or home visits. We will also be doing a mid-year assessment in January.

****Parents have access to any and all information about the screening process. Teachers are available to speak with parents through email, by phone call, or by appointment.**

Confidentiality Policy

Student information, as well as assessment data is kept in student files. Files are kept locked within your child's classroom.

All information found in student files is confidential information. Testing results are used to guide individual and group instruction, adapt teaching practices, and help plan program improvements. Access to files is limited to parents, teachers, AEA support personnel, Head Start personnel (when applicable), and school officials.

Parents and guardians have access to your child's records upon request. Parental consent must be obtained before information is disclosed to anyone other than officials of participating agencies.

MEALS

Breakfast and lunch are served daily at preschool. Mealtime is an important part of our curriculum. Meals are provided in a family-style setting, and children serve themselves when food is passed around the table. We spend time talking about daily events and having meaningful conversations. We work on table manners and try new foods or foods that may be prepared in a different way. Children are encouraged to try new foods, but are never forced to eat. Food is never withheld from children as a form of punishment.

Meals are also provided by Lamoni Community Schools according to CACFP guidelines. We do not accept sack lunches from home. Meals are balanced according to the "My Plate" model (milk, vegetables, fruits, bread/cereal, and meat/protein). Food is prepared using less salt, sugars, and fats. We stay away from desserts, cookies, etc., except for the occasional treat. Menus can be found on the school website and the elementary

newsletter. When your child has a food allergy, the food allergy/exemption form will need to be completed by a healthcare provider, ensuring we provide the best food for your child.

You may qualify for free or reduced meals. Applications may be turned in to the superintendent's office at any time during the school year, and all information is treated confidentially. If you do not qualify for free and reduced meals, you will be charged regular meal rates.

TRANSPORTATION

Transportation is available for preschool children who live more than 1 mile away, before school, and after school on a designated bus route. A parent or a designated adult must be visible at the door when your child is dropped off. If we do not see an adult, your child will be returned to the preschool, and you will be responsible for picking them up.



STUDENT HEALTH & WELLNESS

CLASSROOM TREATS

If there is a life-threatening allergy in a specific classroom, notes will be sent home with each student asking to avoid the allergy item in snacks and treats. In order to minimize the incidence of life-threatening allergic reactions, the District will maintain a [system-wide emergency plan](#) for addressing life-threatening allergic reactions.

NO HOMEMADE TREATS OR FOOD ITEMS for students will be brought into our schools either by parents or staff. All treats must be commercially prepared and packaged for distribution with intact ingredient labels. Classrooms with students who have life-threatening allergies may have more [specific guidelines](#).

ILLNESS

If a student becomes ill at school (vomiting, diarrhea, or fever over 100*), they will be sent to the office or nurse's office and parents will be notified immediately. Students may not leave the school building during the day for illness until a parent or guardian has been contacted by the office or school nurse. Students will be made as comfortable as possible at school until a parent/guardian arrives and they will be kept separate from others. Students may not return to school until they have been symptom-free for 24 hours without using medication (such as Tylenol or Pepto Bismol).

If a student has a contagious disease, a physician's note stating the student is no longer contagious and may return to school will be required.

In the event of a medical emergency, school employees will administer first aid if possible. The school will contact emergency medical personnel if necessary and notify parents. An accident report will be submitted to the superintendent's office within 48 hours after the student is injured at school.

MAKE-UP WORK

The responsibility for make-up work rests with the student. The teacher's responsibility is to provide assignments and permit tests to be made up and projects to be handed in. Make-up work is to be completed before the absence or within a reasonable time after the absence. Generally speaking, a reasonable time may be considered twice the length of time absent—(ex. three days absent, six days for make-up). Tests or assigned work given or announced before the absence generally will be required the day the student returns to school.

STAYING IN FROM RECESS

We encourage all students to go outside for recess unless they have had a recent serious illness or injury. When a student needs to remain inside during the day due to medical reasons, the parent must send a note. Students will have indoor recess when there is inclement weather. When the wind-chill is below 15°, students will not go outside. Dress your child appropriately!

TAKING MEDICATION AT SCHOOL

If your child has a prescription or non-prescription medication that needs to be taken at school, you will need to do the following:

Prescription

1. Prescription medication must be brought to the elementary office by the parent/guardian in the pharmacy labeled container. An extra labeled container can be obtained from the pharmacist for school use.
2. A note from the prescribing physician or dentist should accompany the medication if there are any special instructions or considerations.
3. Before medication can be administered, the parent/guardian must give written permission for school personnel to administer the prescribed medication to their child according to the physician's or dentist's order on the labeled container.
4. A Permission to Give Medication form is available in the nurse's office.
5. PLEASE NOTE: If the dosage order changes (such as time of administration, milligrams given, etc.), the school must have a new labeled container or pharmacy label with the new dosage orders BEFORE the new dosage will be administered to the student.

Non-prescription

1. Non-prescription medication (Tylenol, Advil, etc.) is occasionally supplied by the school.
2. Non-prescription medication must be brought to the elementary office by the parent/guardian in the original container if medication is to be administered by the school. (Please, no Baggies.)
3. Parent/guardian must give written permission for school personnel to administer the medication to their child according to appropriate dosage information as supplied on the medication label.

Lamoni Community School District is not liable if a student does not follow this medication policy by possessing and/or taking prescription medication, non-prescription medication, and/or supplements themselves.

HEALTH SCREENINGS

Throughout the year, the school district sponsors health screenings for vision, hearing and height and weight measurements. Students are automatically screened unless the parent submits a note asking that the student be excused from the screening. The grade levels included in the screening are determined annually or as requested by school staff. Parents will be notified of results and recommendations.

REQUIRED IMMUNIZATIONS

The state of Iowa requires all students enrolling in an Iowa school submit proof of immunizations to the school nurse using an Iowa Department of Public Health certificate of immunization or a provisional certificate, unless a valid certificate of religious or medical exemption has been submitted. Students not up to date on immunizations by October 1 will not be permitted back in school until they are caught up.

A student may be provisionally enrolled if they have received at least one dose of each of the required vaccines or they are a transfer student from another United States school system.

INJURY AT SCHOOL

When a student becomes injured at school, the school district will attempt to notify the student's parents as soon as possible. Annually, parents are required to complete a medical emergency authorization form

indicating the procedures to be followed, if possible, in an emergency involving their child. The form will include the phone numbers of the parents and alternative numbers to call in case of an injury.

DENTAL SCREENINGS

Dental screenings are required for all students entering kindergarten. Screenings have to be current within 1 year of the last day of the previous school. Dental forms are found online on our school web page. Click on the link to registration information then a link to elementary forms for dental screenings. Forms are also available in the elementary office or the school nurse will gladly email a form to parents.

HEAD LICE

In an effort to protect student health while minimizing unnecessary absences, Lamoni Elementary follows guidance from the Iowa Department of Public Health and the CDC regarding head lice. If a student is found to have live lice, parents/guardians will be contacted. The student will remain at school as the presence of lice and nits (lice eggs) alone does not require a student to be excluded from school. The school nurse or designee will work with families to ensure proper treatment and provide information to prevent re-infestation. Students with persistent or repeated infestations may require a follow-up care plan with the school nurse.

Parents are encouraged to screen their children regularly for head lice, and provide treatment when necessary. Additional information can be found in the Iowa HHS Lice Fact Sheet and Parent Brochure:

- [FACT SHEET LICE](#)
- [IOWA HHS PARENT BROCHURE](#)

SEIZURE ACTION PLANS (SAPS)

In accordance with Iowa law, Lamoni Community Schools provides seizure-safe supports for students diagnosed with epilepsy or seizure disorders. Families of students with known conditions should contact the school nurse to create or update a **Seizure Action Plan (SAP)**.

Each school has trained personnel to recognize and respond to seizures, including administering prescribed rescue medications if necessary. Student health and safety remain a top priority.



SCHOOL NUTRITION SERVICES

CAFETERIA PROCEDURES

The food service program provides breakfast and lunch each day. Hot breakfast is available each morning from 7:30 to 7:50 a.m. Menus will be posted on the school website www.lamonischools.org.

Our meal system is set up on a computer, and each student has a three-digit account number. Money may be deposited into a family account in any amount. Students are not allowed to loan funds to or borrow funds from other students. The student's meal account is an all usage account where money that has been deposited can be used for a meal choice, extra milk, or an extra food item.

If your child has a dairy allergy, we will need a medical doctor prescription saying this. The school will provide water or juice.

No pop is allowed with breakfast or lunch.

LEAVING SCHOOL GROUNDS FOR LUNCH

Students may leave school with a parent/guardian to eat lunch. Students must be signed out at the office before leaving the building and signed in upon their return.

CHARGES

Each family will have an account for meals. Each student from a family will withdraw from the account when eating in the cafeteria. Children from families whose income is at or below the levels determined by the State of Iowa are eligible for free or reduced meals.

When an account gets low, a notice will be emailed, mailed or you will be notified by telephone. When the account is depleted and the student needs to charge, parents will be notified. Students will not be denied a meal because an account is empty. We appreciate your cooperation in sending money to school the next day. A student will not be allowed to purchase extras if their account has a negative balance.

Money remaining at the end of the year will be credited to the family account for the following year. No refunds will be issued unless you will not be attending the next year.

Free or Reduced Meals

To apply for free or reduced meals, an application must be filled out, signed, and returned to the office of the superintendent of schools. All the information you provide in the application will be treated confidentially. You may apply any time during the school year.



STUDENT EXPECTATIONS

STUDENT ASSISTANCE PROCESS THROUGH MTSS

Lamoni Community School District employs a Multi-Tiered System of Supports (MTSS) to make every student's educational experience a successful one. To ensure the success of all students, we sometimes must make accommodations and/or modifications for particular students. These modifications and accommodations are referred to as general education interventions. They involve attempts to correct a student's academic or behavioral difficulties in a systematic fashion in a student's regular classroom.

This tiered approach ensures that responses are tailored to meet the varying needs of our students.

1. Tier 1: Universal interventions are implemented school-wide to promote positive behavior and prevent misconduct. These include clear expectations, positive reinforcement, and proactive classroom management strategies.
2. Tier 2: For students requiring additional support, targeted interventions are provided. These may involve small group activities, social skills training, and behavior monitoring to address specific issues and reinforce positive behavior.
3. Tier 3: Intensive, individualized interventions are designed for students with significant behavioral challenges. This level involves personalized behavior plans, collaboration with specialists, and ongoing progress monitoring to ensure effective support and improvement.

Through MTSS, we aim to foster a positive school climate, address behavioral concerns promptly, and support all students in achieving their full potential.

TIER 1: POSITIVE BEHAVIOR, INTERVENTIONS & SUPPORTS

Our school-wide Positive Incentive Program benefits ALL students who follow our school-wide expectations. Positive Behavior Interventions and Supports (PBIS) focuses on positive behavior. Students are taught and rewarded for following the expectations in all areas of the school. Students must be problem solvers, act responsibly, work hard, and show respect in and out of the classroom.

The Behavioral Expectations will apply to students while on the school grounds, while going to or from school, during lunch, whether on or off the campus, during or while going to or from any school-sponsored activities, and during any other event related to school activities or attendance.

Respect and courtesy for persons and property are expected at all times. Where a specific penalty for violating a rule is not listed, the consequences assigned will be in proportion to the severity of the infraction.

PBIS - A General Overview

School-wide PBIS is a prevention model. It is based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behavior. School-wide PBIS provides a comprehensive framework that can be used by any school to design its own system of behavioral supports for all students. It also provides informed decision-making based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

Schools have discovered that PBIS:

- Helps to create a positive school climate.
- Addresses the behavioral needs of all students with proven, easy-to-implement strategies · allows the school to create the “right fit” for them, so that practices are appropriate to the context and sustainable over time.
- Results in increased time for instruction and fewer disciplinary incidents.
- Is doable and does not have to overwhelm staff given the limited time and resources that schools are experiencing.
- Is affordable.

Schools that implement school-wide systems of positive support focus on taking a team-based system approach and teaching appropriate behavior to all students in the school. Schools that have been successful in building school-wide systems develop procedures to accomplish the following:

1. **Behavioral Expectations are Defined:** A small number of clearly defined behavioral expectations are defined in positive, simple rules.
2. **Behavioral Expectations are Taught:** The behavioral expectations are taught to all students in the building, and are taught in real contexts. Behavioral expectations are taught using the same teaching formats applied to other curricula.
3. **Appropriate Behaviors are Acknowledged:** Once appropriate behaviors have been defined and taught, they need to be acknowledged on a regular basis.
4. **Behavior Errors are Proactively Supported:** When students violate behavioral expectations, staff will respond appropriately following established BIST: Team-Based Interventions and Support Strategies.

DEMON PRIDE BEHAVIORAL MATRIX

Building Area	Hallways & Stairways	Commons (Lunchroom)	Restroom	Playground	Buses	Classroom
P PERSEVERANCE	- Use appropriate Voice Volume even when others are not - Always follow hallway rules - Stand-up for those being mistreated & report	- Use appropriate Voice Volume even when others are not - Try each food on your tray - Stand-up for those being mistreated & report	- Use appropriate Voice Volume even when others are not - Flush, wash & leave - Stand-up for those being mistreated & report	- Use appropriate Voice Volume even when others are not - Try new games - Make new friends - Stand-up for those being mistreated & report	- Use appropriate Voice Volume even when others are not - Remain in your seat - Stand-up for those being mistreated & report	- Use appropriate Voice Volume even when others are not - Check the directions - Keep trying after you fail - Be prepared to work when the bell rings - Stay motivated to do your best - Stand-up for those being mistreated & report
R RESPECT	- Wait for others - Look with your eyes - Hands to yourself	- Line Voice Volume 1 - Keep the line moving - Use good manners - Hands on your own tray - Speak-up when ordering & telling lunch numbers - Be polite to lunch staff	- Flush, wash & leave - Put toilet paper in toilet - Put paper towels in trash	- Use your plan - Respect the boundaries - Line up immediately when the whistle blows - Play fair - Take turns - Share equipment	- Talk to those nearest you - Hands in your lap - Keep your backpack in your own personal space	- Give full attention to your teacher *Respect all staff - Speak at appropriate times - Treat others the way you want to be treated
I INTEGRITY	- Stay to the right - Be aware of others - Face forward - Use the handrail	- Walk directly to where you need to go - Be aware of others - Clean up or report messes	Clean up or report messes	- Be aware of others - Use school equipment correctly & safely - Make good choices	- Remain in your seat - Leave food & drink in backpack - Keep backpack in your own personal space - Make good choices	- Be truthful & honest - Use materials & equipment appropriately - Value school property - Follow classroom procedures
D DISCIPLINE	- Voice Volume 1 - Walking - Line Basics - One stair step at a time - Go to your destination without stopping - Keep areas clean	- Voice Volume 1-3 in cafeteria - Line Basics - Talk to those nearest to you - Clean up your area - Take only the amount you'll eat	- Voice Volume 1-2 - Ask to use restroom only when necessary	- Voice Volume 1-4 - Demonstrate good sportsmanship - Get permission to leave the playground - Keep track of all play equipment - Play tag in open areas	- Voice Volume 1-3 - Sit with feet down & bottom on the seat - Talk to those nearest to you - Face forward	- Listen when others are speaking - Use appropriate language - Keep hands, feet & material to yourself - Move about the room in an orderly fashion
E ENTHUSIASM	Smile & wave when greeted	Be polite to your neighbors	Flush, wash & leave	- Celebrate others' victories - Cheer on & encourage others	- Politely greet the drivers - Speak politely to others	- Be helpful to others - Stay focused & on task - Be on your best behavior - Participate actively & enthusiastically

RULES OF CLASSROOM CONDUCT

The following are rules for classroom and hallway behavior:

- During passing periods, go directly to class without loitering and be at your assigned place in the classroom when the bell rings.
- Report for all classes prepared with books, paper, a sharpened pencil, and other necessary equipment, keeping backpacks in the lockers.
- Students will remain in place until teacher dismissal (not the bell).
- All assigned work will be completed properly and on time.
- Students will act in a manner that demonstrates respect to teachers, staff, other students, and themselves.
- Food and beverages are allowed in the classrooms only with special permission (other than clear water bottles).

TIER 2: BIST: TEAM-BASED INTERVENTION AND SUPPORT STRATEGIES

BIST is a cognitive behavioral approach based on the balance of *grace* and *accountability*. The goal is to help students as they develop new behavior strategies by identifying a missing skill and supporting them as they learn and use their new skills.

The Foundation of BIST

Grace is the foundation of the relationship that provides unconditional care for students, even when they struggle to allow adults to partner with them.

As part of giving *grace*, we accept:

- You
- Your problems
- Your pain
- Your needs

Accountability is problem solving to learn and grow. It allows students to increase their critical thinking skills, their ability to overcome obstacles, their resilience, their confidence, and therefore their effort in school.

The BIST Model

Early Intervention (When): Utilizing the expectations that it's never okay to be disruptive to learning (it's always ok to be a good learner) or hurtful (it's always ok to be kind) allows adults to intervene consistently with all students. A student will be asked one time per activity to stop a behavior that is disruptive or hurtful. Adults will intervene in a quick, kind, calm, firm and close manner if a student cannot meet this expectation.

Caring Confrontation (How): Caring Confrontation is a language of partnership when intervening with a student's disruptive or hurtful behavior. With the intent of creating awareness of the situation and one's actions, Caring Confrontation provides the student with an opportunity to meet the set standard and partner with the adult.

- "I see ..." (disruptive behavior)
- "Can you ..." (desired behavior)
- "Even though ..." (student's feelings)

Protective Plan (What): Protective Plans provide an opportunity for the adult and student to identify a missing skill and partner together to develop the skill. Teaching replacement skills and practicing the

Goals For Life help students manage their behaviors and move toward making life changes. Protections to restrict the student from what they can't manage are often significant to start the process of life change.

Outlasting the Acting Out: Maintaining a relationship and restrictions while guiding the student to identify their level in the Continuum of Change (Noncompliance, Compliance, Partnership, Independence) until the student is able to partner with and be coached by adults.

BIST Concepts

Goals for Life: Goals we help students obtain so they may have the life they want and deserve. Goals for Life are based on the beliefs that:

- I can make good choices even if I am mad or upset.
- I can be okay even if others are not okay.
- I can do something even if I don't want to or if it's hard.

TIER 3: GREEN HILLS AEA SUPPORT & SERVICES

At times, we enlist the support of professional staff from Green Hills Area Education Agency (GHAEA) to assist in developing these accommodations and modifications. Professional staff from GHAEA consists of speech-language pathologists, itinerant hearing and vision teachers, occupational therapists, transition/work experience instructors, school social workers, consultants, and school psychologists. If involved, staff from GHAEA may assist through their work with our team of teachers in a particular building, through observations of a child in the child's classroom, and through a review of a student's educational record. Prior to any direct involvement (i.e. talking with a student) of the GHAEA staff with a particular student, a parent's permission must be secured through their signing of an "Informed Consent" form. Regardless of the type of involvement, direct or indirect, GHAEA staff is to keep the length of their involvement brief (i.e. through indirect contact on no more than two occasions for a particular child).



DISCIPLINARY POLICIES

Students

In the classroom, students will follow the teacher's classroom rules. Because each teacher structures activities a little differently, teachers will clearly communicate their expectations for each activity.

Parents

1. Parents are encouraged to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his/her fullest potential. The major role of parents in assisting us with school discipline and responsibility is to consistently demonstrate interest and support in how their child is doing in school. When students see that parents support their best efforts, they are given a real incentive to strive for excellence. We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, and notes.
2. Parents may be asked to help teach their child specific skills such as remembering homework, learning to be more independent, or managing anger in an appropriate way. If parents are asked to assist staff, specific information will be provided on ways to help the student.

DETENTIONS & SCHOOL RULES

Rules are made to ensure a safe and happy environment. If a student demonstrates unacceptable behavior, a warning will be given. Subsequent demonstration of unacceptable behavior by the same student will result in a detention, which may be served during lunch, during recess or before or after school.

A detention notice will be given to the parents and administration through JMC. The detention will be served within two days thereafter.

ENFORCEMENT OF SCHOOL RULES & ADMINISTRATIVE ACTION

School rules will be enforced whenever the infraction is related to actions that occurred at the school setting. Notice of action taken will be given to parents and principal.

BUS RULES

1. Obey the bus driver and follow directions the first time they are given.
2. Students will use appropriate language and behaviors at all times.
3. Stay in your seat with feet on the floor and out of the aisles.
4. Keep hands, feet and objects to yourself.
5. Radios, CD players, iPods or other electronic devices may be used with bus driver's permission. Toys must be left in a backpack or with the driver. Food or drink must be consumed either before getting on the bus or after leaving the bus. Students are expected to pick up after themselves.
6. Students who do not normally ride the bus must receive permission to ride by having a parent/guardian send a note or call the office.

Exceptions to this rule will be made in case of a family emergency or baby-sitting needs. To make arrangements, we ask that a parent call the school office.

Consequences

- 1st Time – Warning given.
- 2nd Time – Assigned seat, conference with driver and or transportation director, principal and parent.
- 3rd Time – Student suspended from bus for one week or more.
- Severe Violation - Immediate Removal!

SERIOUS RULE INFRACTIONS

Classroom Interventions

Violation of classroom, hallway or common area rules: Each teacher or staff member has their own classroom rules and/or rules for school activities. Most behaviors can be managed by the teachers or staff members. The teacher may use any of the disciplinary options listed below in maintaining order and proper behavior. A discipline referral will be completed if a discipline action is taken such as a detention, contacting parent, or a restriction placed on the student. Any time a disciplinary action is written up, the teacher or staff member will contact parents directly as well as the parents receiving an emailed copy of the disciplinary form.

Classroom misconduct may include but are not limited to:

1. Violations of rules/procedures established by the teacher
 2. Refusal to participate in work or activities
 3. Unexcused tardiness to class or activities
 4. Failure to be prepared (materials/completed homework)
 5. General misbehavior, such as horseplay, making excessive noise, dress code violations, etc.
 6. Failure to protect or use of other students' passwords regarding technology accounts
 7. Insubordinate or disruptive behaviors in the cafeteria, bathrooms, locker rooms, hallways, classrooms, anywhere on school property or at school events.
 8. Any act that disrupts or interrupts the operation of the classroom or other common areas
- Intervention

Options:

- Verbal correction
- Teacher/student conference
- Parent contacted: phone call or in writing
- Student/counselor conference
- Detention
- Other appropriate in-class disciplinary actions
- Restriction of school bus privileges
- Cafeteria restrictions and seating location restrictions
- Restrictions for locker room usage
- Walking for a period of time during recess
- Timeouts or time-in both in classroom or recess for reflection

Level I: Minor Behaviors

Administrator intervention depends on the offense committed, the student's previous actions, and the seriousness of the misbehavior. Level I acts of misconduct include those student acts that interfere with the orderly educational process in the classroom, on school property, or at a school sponsored event. Threats of violence,* whether made in person, in writing, on social media or behavioral messages, could fall under this category.

A teacher who observes a student engaged in a Level I or higher misconduct will complete a discipline referral, refer the student to the Principal or Student Services Coordinator for intervention, and the parents or guardians will be notified. A copy of the discipline referral will be sent home to parents.

Level I acts of misconduct include but are not limited to:

1. Repeat classroom violations
2. Leaving without permission, including classroom and/or school grounds
3. Extreme profanity or obscene gestures
4. Inappropriate displays of affection
5. Failure to abide by rules at extracurricular activities
6. Academic dishonesty/cheating/plagiarism or copying the work of other students
7. Minor vandalism
8. Minor cafeteria disturbances (ie. yelling, horseplay, etc)
9. Disruptive behavior on a school bus or at a school bus stop
10. Minor physical contact without injury
11. Truancy
12. Sending or forwarding inappropriate emails, including email containing offensive language, untruthful statements, junk e-mail, chain letters, or jokes that result in a disruption to the educational environment
13. Any act interfering with the orderly educational process in the classroom or the school

Intervention options:

- Parent or guardian notification that may include one or more of the following: contacted by phone, electronic messaging, in writing, face to face conversation, or Administrator/student/parent conference
- When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district
- Placement in Recovery, Detention or placement in In-School Suspension (ISS)
- Loss of privileges and/or exclusion from extracurricular activities such as
 - Field trips, awards ceremonies, etc.
 - Removal of school transportation privileges
 - Loss of computer/electronics privileges with time determined by administration
- Attendance, and or Behavior/Conduct Contracts or Trackers
 - Referral to the county attorney (refer to Attendance)
- Any other appropriate disciplinary actions determined by the administration

Level II: Major Behaviors (or repetitive Minor Behaviors)

Level II acts include offenses that are more serious in nature or a continuance of Level I misconduct that can not be handled by the teacher in the classroom. Threats of violence* that result in injury, property damage or assault towards students, staff and/or school whether made in person or on social media, could fall under this category. The administrator may place the student in in-school suspension, or if the Level II misconduct is serious enough or persistent enough that the student can be placed in out-of-school suspension. The Principal and/or Student Services Coordinator will make the disciplinary determination on the basis of the severity of the misconduct.

Level II acts of misconduct may include but are not limited to:

1. Chronic or repeated Level I offenses
2. Excessive unexcused absences
3. Fighting without injury, which is defined as two or more students mutually engaging in offensive physical contact.

4. Stealing/theft of property in an amount under \$500
5. Truancy including but not limited to repeat instances of cutting class
6. Major cafeteria disturbances (ie. throwing food, etc)
7. Persistent disruptive behavior on a school bus or at a school bus stop
8. Insubordination - Interfering with school authorities, failing to comply with reasonable requests of school personnel, defiance of the authority of school personnel, and/or display of disrespect toward school personnel or campus visitors
9. Attendance and/or Behavior/Conduct contract violations
10. Vandalism resulting in the destruction or defacing of any district property.
 - a. This also includes but is not limited to rendering computers or related equipment inoperable.
11. Repeated violation of the district's computer usage agreement
12. Assisting (directly or indirectly) with the promotion of any prohibited behavior under the district's discipline code
13. Other acts of serious misconduct that disrupt the school environment in the classroom and/or school

Intervention options:

- Parent or guardian notification that may include one or more of the following: contacted by phone, electronic messaging, in writing, face to face conversation, or Administrator/student/parent conference
- When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district
- Placement in Recovery, Detention, In-School Suspension (ISS) or Out of-School Suspension (OSS)
 - Students under suspension will not be permitted to participate or attend any school activities (dances, athletic events, concerts, etc.) while under suspension and can have their privileges revoked for an extended period of time to be determined by administration.
 - Out of-School Suspension may not exceed 10 days
- Loss of privileges and/or exclusion from extracurricular activities such as
 - Field trips, awards ceremonies, etc.
 - Removal of school transportation privileges for a length of time determined by the principal (may include up to 1 year)
 - Loss of computer/electronics privileges with time determined by the principal (may include up to 1 year)
- Attendance, and or Behavior/Conduct Contracts or Trackers
 - Referral to the county attorney (refer to Attendance)
- Any other appropriate disciplinary actions determined by the administration

Level III: Poor Conduct

A Level III offense is a major rule violation and/or continuance of ongoing misconduct and disregard for school rules. These offenses seriously disrupt the educational process in the classroom, in the school, or at school-related activities. Threats of violence* that result in injury, property damage or assault towards students, staff and/or school whether made in person or on social media, could fall under this category. Level III acts include misconduct for which an administrator may place the student in in-school suspension, or if the Level II misconduct is serious enough or persistent enough that the student can be placed in out-of-school suspension. The Principal and/or Student Services Coordinator will make the disciplinary determination on the basis of the severity of the misconduct.

Level III acts of misconduct may include but are not limited to:

1. Chronic or repeated Level II offenses.
2. Fighting with injury, which is defined as two or more students mutually engaging in offensive physical contact.

3. Assault, which is defined as an act intended to result in physical contact that will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act.
 - a. An assault that results in bodily injury is considered a more serious Level III offense and may result in more severe consequences, making it a Level IV offense.
4. Stealing/theft of property in an amount over \$500
5. Truancy including but not limited to repeat instances of cutting class
6. Weapons/Ammunition possession including but not limited to:
 - a. Knife, which includes razor blades, utility knives, X-Acto knives, or other objects that are designed to cut
 - b. Fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process
 - c. Ammunition or bullets that are live
 - d. BB guns, pellet guns, or air rifles, electric stun guns or other protective devices designed to administer an electric shock
 - e. Replica of a gun that is sufficiently similar in appearance to a real gun such that, if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm
7. Harassment/indecent exposure/unsolicited sexual proposal. Harassment is threats of harm or injury to another student, engaging in sexually intimidating actions or causing unwanted sexual advances, intentionally damaging the property of another student, any action that substantially harms another student’s physical or emotional health
8. Intimidation, extortion, or bullying, which includes any communication towards another student including electronic (e-mail, texting, instant messages, social media, etc), telephone, written, or verbal
9. Vandalism resulting in the destruction or defacing of any district property. This also includes but is not limited to rendering computers or related equipment inoperable.
10. Possession or use of any prescription medication in violation of the guidelines for dispensing medications at school
11. Possession or use of alcohol or controlled substances or drug paraphernalia
12. Under the influence of alcohol or a controlled substance
13. Terroristic threat, false alarm, or report. A threat to commit violence or harm to any person or property with intent to cause an emergency response or that places any person in fear of imminent serious bodily harm, or causing interruption of district or public communication, transportation, water, gas, or power. This threat can come through any form of social media, verbal, text, phone call, e-mail, written note, or graffiti.
14. Felony conduct. Engaging in any conduct punishable as a felony while on school property, at a school-related function or activity
15. Assisting (directly or indirectly) with the promotion of any prohibited behavior under the district’s discipline code
16. Interfering with investigations by administration, which could include lying to staff .
17. Other acts of serious misconduct that disrupt the school environment in the classroom and/or school.

Intervention Options:

- Parent or guardian notification that may include one or more of the following: contacted by phone, electronic messaging, in writing, face to face conversation, or Administrator/student/parent conference
- When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district
- Placement in Recovery, Detention, In-School Suspension (ISS) or Out of-School Suspension (OSS)

- Students under suspension will not be permitted to participate or attend any school activities (dances, athletic events, concerts, etc.) while under suspension and can have their privileges revoked for an extended period of time to be determined by administration.
- Out of-School Suspension may not exceed 10 days
- Temporary or Permanent loss of privileges and/or exclusion from extracurricular activities such as
 - Field trips, awards ceremonies, etc.
 - Suspension of school transportation privileges
 - Loss of computer/electronics privileges with time determined by the principal (may include up to 1 year)
- Attendance, and or Behavior/Conduct Contracts or Trackers
 - Referral to the county attorney (refer to Attendance)
- Restitution or opportunities to repair relationships coupled with another response(s).
- Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or
- Recommendation for expulsion.
- Any other appropriate disciplinary actions determined by the administration

Level IV: Expulsion or Alternative Educational Placement

Alternate Education Placement or Recommendation for Expulsion for Serious Offenses Level IV acts of misconduct include serious misbehavior and/or illegal acts that threaten the school, its efficiency, or seriously disrupt the orderly process in the classroom and/or school.

Students may be expelled for any violation listed under this section. This can occur if the act occurs on school property, at a school event or activity on or off school property. Students receiving Special Education services that commit a Level IV offense shall be recommended for alternate educational placement.

Level IV Acts of Misconduct Include the Following:

1. Threat with a weapon. The display or use of a weapon (including but not limited to replica guns) with the perceived intent to inflict harm or injury to another person while on school property, at a school event, or a threat to a student or staff member away from school property.
2. Firearm/Dangerous weapon. A dangerous weapon is anything used to inflict death or injury to a person or animal. This includes but is not limited to any dangerous weapon as described in Iowa Code Section 702.7, pistol, revolver, or other firearm, dagger, razor, switchblade knife, knife having a blade exceeding five inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person.
3. Distribution of a controlled substance. The sale or dissemination of a controlled substance while on school property or at a school sponsored event.
4. Possession with intent to distribute. Possession of a specified amount of controlled substance as identified in Iowa Code Chapter 124. The school will rely on local law enforcement to advise if the amount of substance meets this standard.
5. Arson. Causing a fire or explosion, or placing any burning or combustible material or any incendiary or explosive device or material in or near any school property with the intent to destroy or damage school property.
6. Assault of a staff member resulting in bodily injury.
7. Sexual Assault. Any sex act between persons if the act is done by force or against the will of the other. If the consent is obtained by threats or violence or if the act is done when the victim is under the influence of a drug inducing sleep or in a state of unconsciousness.
8. A terroristic action that has caused or could have caused serious bodily harm or significant damage to property.
9. Habitual Disruptive Behavior: continued serious and persistent violations of Level III offenses.

Expulsion Procedures

- Administration will meet with the parents and student to get a statement of misconduct.
- A determination will be made if the misconduct is a Level IV offense
- Administration will determine if the Level IV offense warrants a recommendation for alternate educational placement or expulsion
- Superintendent will be notified and consulted.
- The School Board President will be consulted and notified of the possible expulsion.
- Parents and students will be informed of the recommendation of expulsion.
- A hearing with the Board of Education will be conducted on the matter.

PRINCIPAL'S/STUDENT SERVICES COORDINATOR'S ROLE

If conditions exist that require more than a time-out period or counseling from a teacher, the student(s) may be sent to the office for additional reinforcement. When children are sent to the principal's office for discipline, they are counseled and given direction for appropriate behaviors. Sometimes students may spend time out of the regular classroom. The time out of the classroom may be until the student gains control of him or herself and can show that they can meet the expectations set in the classroom or elsewhere in the school.

There are times when students may spend recess time or before or after school time in the office. Depending on the situation, the student may be asked to call the parent and provide information on the reason for being in the office. Parents will be notified if it is deemed necessary. If the problem is not solved by these measures, the student may be sent home.

APPEAL INFORMATION

It is the student's right to appeal decisions that they find unfair. The normal process is to appeal teacher's decisions to the principal, the principal's decisions to the superintendent, the superintendent's decision to the school board and the school board's decisions to the civil court. Students may talk to the principal or superintendent by scheduling a meeting with either or both. A decision will be appealed to the principal within 3 school days; a decision will be appealed to the superintendent within 5 school days. Students may address the school board by scheduling, through the superintendent, an appointed time to speak at a school board meeting.



STUDENT ACADEMICS

PHYSICAL EDUCATION

All elementary students are required to take Physical Education unless excused by their physician. A written excuse should be brought to the principal's office or given to the physical education teacher. Students are asked not to wear black-soled shoes to gym class in order to protect the gym floor.

LIBRARY

As a part of the Library/Media curriculum and also as a part of their assigned work, students are permitted to check out media materials from the Lamoni Community School District library. Elementary students are permitted to have no more than two items checked out at one time. Materials that are not returned, or that are returned with damage may be subject to a replacement fee.

FIELD TRIPS

Field Trips are taken during the school year to enhance the curriculum provided in the classroom and to provide opportunities that cannot be experienced on our campus. Field trips will be provided at no cost to students. When possible, parents will be invited to attend with their children. Parents will be accommodated in the manner indicated in the informational letter from the teacher as available space permits. A passing background check must be completed on all adults attending field trips prior to the field trip. Students must use the school's transportation unless prior approval has been obtained from the teacher.

STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year, based on the student's achievement, age, maturity, emotional stability, and social adjustment and individual achievement data.

The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through five may be retained in a grade level for an additional year, the parents will be informed. The superintendent, in consultation with the building principal and teacher will have the discretion to retain a student in the student's current grade level. Under special circumstances, the superintendent may inform the board of a student's retention.

Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. (See Talented and Gifted Program section)

SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board will provide an appropriate educational program and related services to students identified in need of special education. Special education services will be provided from birth until the appropriate education is completed, age twenty-one or in accordance with the law. The board will provide an appropriate education for a student in need of special education.

Students requiring special education will attend regular education classes, participate in extracurricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student will be written in the student's Individualized Education Program (IEP). The IEP may state that a special education student's interests are best served by the student attending school on a different school calendar than regular education students.

ACADEMIC PROGRAM

The basic instructional program of students enrolled in kindergarten will be designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through five will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, and visual art.

The Lamoni 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 should contact the principal if they wish to review the curriculum or to excuse their child from human growth and development.

ASSESSING CHILDREN'S READING DEVELOPMENT

In accordance with House File 743, the elementary will use the Formative Assessment System for Teachers (FAST) to assess students' reading development. Student achievement will also be assessed using ISASP.

TALENTED & GIFTED PROGRAM (TAG)

In its attempt to meet the educational needs of each student, Lamoni believes that every student is entitled to an educational program that best meets his/her learning needs. Because of this mission, Lamoni supports the following core beliefs in relation to gifted education:

- Students who exhibit exceptional academic skills, as evidenced through qualifying CogAt scores, are entitled to an educational program that meets their learning needs.
- Educational learning opportunities should be designed to meet the unique educational needs of talented and gifted students.
- The district will provide specially designed instruction and activities through cooperative efforts of the TAG teacher and general education teachers to those students eligible for the Talented and Gifted program.

LAMONI SCHOOL SCHOOL-WIDE TITLE I PROGRAM

Lamoni School has a school-wide Title I program. The purpose of a school-wide program is to help all students develop and maintain strategies for improvement in reading and math. By being a school-wide program, we have three levels of interventions for our students. Tier 1 interventions allow us to use our Title teachers in the building to support all of the students in small skill-leveled groups. The Title teachers support the regular classroom teachers by having at least 30 minutes per day of guided reading instruction in grades K-5th. Instruction may occur in a variety of settings. Tier 2 interventions consist of small group instruction that is provided to students who need additional support. Tier 3 interventions are one-on-one interventions. The Title teachers also help support students during math instruction.

TITLE I PARENT INVOLVEMENT POLICY

It is the policy of Lamoni Community Schools that parents 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 the participating Title I children and all parents in school-wide buildings through the Parent Handbook which is distributed to every family at the time of registration.
2. An annual meeting is held for all parents. Notification will be sent in the building newsletter.
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 box holders in the spring of the year, through individual reports given to parents at conference time and through report cards.
5. In a school-wide building plan, parents are informed of and involved with their child's participation in the program. They also are informed about the curriculum, instructional objectives and methods used in the program. This information is delivered through 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 vehicle used will be the School Improvement Advisory Committee (SIAC). If the school-wide program is not satisfactory to the parents, they may submit comments to the SIAC.
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 meeting.
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. A reading library, which contains reports on educational issues, books, and videos, are available to parents for check out at the Lamoni Elementary building.
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 information for students moving from fifth grade to sixth grade will be provided to parents at the fall sixth grade orientation meeting.

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 annual spring meeting will serve as the site for the discussions of program adjustments.

Providing all Lamoni 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.



TECHNOLOGY

Instructional Use of Technology

At Lamoni Elementary, students use technology as part of their everyday learning experiences. Digital tools, multimedia, and interactive devices are integrated into instruction to help students build foundational skills, explore new ideas, and practice academic concepts in engaging ways. The district supports the use of technology to improve learning outcomes, as outlined in Board Policy 605.04. The superintendent is responsible for developing and evaluating a district-wide plan for the instructional use of technology to ensure it meets the needs of all learners.

APPROPRIATE INTERNET USE

In alignment with Board Policy 605.06 and Regulation 605.06-R(1), Lamoni Community School District provides students with supervised internet access for educational purposes. Students and parents/guardians must sign an Acceptable Use Agreement each year to acknowledge their understanding of responsible internet use and potential consequences for misuse.

Students will receive age-appropriate instruction on:

- Internet safety
- Responsible behavior on social media and chat platforms
- Cyberbullying prevention and response

The district utilizes internet filters and monitoring tools to comply with the Children's Internet Protection Act (CIPA). However, no filtering system is perfect, and students may encounter content that is inappropriate. Students are expected to follow online protocols, use school accounts responsibly, and adhere to copyright laws.

All use of the Internet must be in support of education and research and consistent with the educational purposes of Lamoni Community School District.

On the Internet, it is impossible to control all materials, and a student user may discover information that some may find inappropriate, offensive, or controversial. We, the Lamoni Community School District, firmly believe that access to the valuable information and interaction available on the Internet far outweigh the possibility that users may access material that is not consistent with the educational goals of the District.

I. Internet Access

Students will be granted the privilege of using the Internet after parents and students have signed the Internet Acceptable Use permission slip. Any student who does not have this form on file will not be allowed to access the Internet. Students will be able to access the Internet with their teacher's permission. Individual accounts and electronic mail addresses may be issued to students.

II. Student Use Of Internet

A. On-line Etiquette.

1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks.

2. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
3. Students should adhere to on-line protocol:
 - a. Respect all copyright and license agreements.
 - b. Cite all quotes, references and sources.
 - c. Remain on the system long enough to get needed information, then exit the system.
 - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication.
4. Student access for electronic mail will be through his/her own account. Students should adhere to the following guidelines:
 - a. Others may be able to read or access the mail so private messages should not be sent.
 - b. Delete unwanted messages immediately.
 - c. Use of objectionable language is prohibited.
 - d. Always sign messages.
 - e. Always acknowledge receipt of a document or file.

B. Restricted Material - Students will not intentionally access or download any text file or picture or engage in any activity that includes material that is inappropriate.

C. Unauthorized Costs - If a student gains access to any service via the Internet which has a cost involved, the student accessing such a service will be responsible for those costs.

III. Student Violations - Consequences & Notifications

Students who access restricted items on the Internet are subject to the appropriate action described in board policy or regulations or the following consequences:

1. **First Violation:** A verbal and written "Warning" notice will be issued to the student. A copy of the notice will be mailed to the student's parent/guardian and a copy provided to the student services coordinator.
2. **Second Violation:** A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent/guardian and a copy provided to the student services coordinator.
3. **Third Violation:** A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent/guardian and a copy provided to the student services coordinator. The student will receive district actions based on severity. Actions could include: Detention, ISS and/or OSS.

COMPUTERS/IPADS/TABLETS

Computers and iPads are tools to help enhance and motivate students to learn. To enable our students to have this tool, the district has invested a great deal of time and money. Therefore, students are to follow these guidelines when using the district's computer equipment.

HARDWARE

1. Follow proper shut down and storage procedures, which includes plugging in devices.
2. Students are prohibited from disconnecting or disassembling any computer components without teacher permission and supervision.
3. Any student found to have damaged district hardware will be dealt with according to the district policy on vandalism.

SOFTWARE

1. Students are prohibited from any form of reconfiguring the harddrive including but not limited to:
 - a. changing file or folder names or locations.
 - b. creating aliases.
 - c. deleting or putting any files or folders in the trash which the student did not create.
 - d. adding or downloading files to the harddrive without the teacher's express permission.
 - e. the desktop should not contain inappropriate images including but not limited to:
 - i. drugs
 - ii. nudity
 - iii. sexually explicit material
 - iv. alcohol
2. Students are prohibited from obtaining, displaying or utilizing inappropriate material on their disks or the harddrive.
3. Students are prohibited from tampering with the server/network.

USE OF ARTIFICIAL INTELLIGENCE (AI) TOOLS

In alignment with Board Policy 605.08, students may encounter or use generative artificial intelligence (AI) tools as part of their educational experience. These tools may support learning, creativity, or classroom organization, but their use must be appropriate and supervised by licensed staff.

Students may not use AI tools in a way that compromises academic integrity, invades privacy, or violates school rules. AI will never be the sole factor in decisions regarding grades, discipline, or learning needs. All use of AI tools is subject to human oversight.

Key expectations:

- Students may only use AI tools for school purposes with staff approval.
- Students may not input or share personal or identifying information about themselves or others.
- Written parental permission is required before students use open-source AI tools that transmit data externally.
- AI-generated content must be cited when used in student work.
- Improper or dishonest use of AI (e.g., to bypass assignments or misrepresent work) may result in disciplinary consequences.

All use of AI is subject to laws and board policies regarding privacy, copyright, academic conduct, and online behavior.



ADDITIONAL POLICIES & INFORMATION

OPEN ENROLLMENT

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parents/guardian's request. Parents/guardians considering the use of the Open Enrollment option to enroll their children in another public school district in the state of Iowa should contact the administration office of the school you wish to enroll your student for information and forms.

- For the 2025-2026 school year, and for all future/following school years, the open enrollment deadline will be March 1st.
- After the deadline (for any school year) an open enrollment application will have to have just cause.

MCKINNEY-VENTO HOMELESS EDUCATION ACT

Congress authorized this act in December 2001, as part of the No Child Left Behind Legislation. The purpose of the McKinney-Vento act is to remove barriers to education for homeless/transitional students and provide educational stability. Who is considered McKinney-Vento eligible? Any child who lacks fixed, regular and adequate nighttime residence is considered homeless, and includes those who are temporarily sharing housing with others due to loss of housing or economic hardship. It also includes children and youth in transitional housing programs and children in foster or temporary placements.

Chapter 33 of Iowa Administrative Code defines "Homeless child or youth" as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

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

EDUCATIONAL RECORDS

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary, in the central administration office.

Student directory information is released without parental permission unless the parent asks the school district not to release it. Parents must notify the school district at the beginning of the school year if they do not want the school district to release directory information. Directory information includes name, address, telephone number, date and place of birth, e-mail address, grade level, enrollment status, major field of study, participation in officially recognized activities and sports, degrees and awards received, most recent educational institution attended, year in school, dates of attendance, and heights and weights of athletes.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student’s privacy rights. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part or the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. The parent will be notified with the results of the hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request.)

5. The right to inform the school district that the parent does not want directory information, as defined below, to be released. Any student over the age of eighteen or parent not wanting this information released to the public must make an objection by writing to the principal the first day of school. The objection needs to be renewed annually.

Name, address, telephone listing, date and place of birth, e-mail address, grade level, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, photograph and likeness and other similar information.

6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

USE OF DIRECTORY INFORMATION Code No. 506.2R1

The following information may be released to the public in regard to any individual student of the school district as needed. Any student over the age of eighteen or parent not wanting this information released to the public must make an objection in writing by the first day of school to the principal. The objection needs to be renewed annually.

NAME, ADDRESS, TELEPHONE LISTING, EMAIL ADDRESS, DATE AND PLACE OF BIRTH, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, PHOTOGRAPH AND LIKENESS AND OTHER SIMILAR INFORMATION.

PREVENTING CHILD & YOUTH SEXUAL HARASSMENT, ABUSE & ASSAULT

Resources for families with elementary-aged children (ages 5-10)

- *No Way, Don't Go There, & I Don't Think So* – www.GirlScouts.org or contact local organization
- *Pacer Center's Kids Against Bullying* – www.pacerkidsagainstbullying.org
- *Families are Talking* – www.siecus.org/pubs/families/FAT Newsletter V3N3.pdf or <http://www.siecus.org/pubs/pubs0004.html>
- *7 Steps to Protecting Our Children* – <http://www.d2l.org> (small "L" not "one" in the address) • *Stop It Now!* – <http://www.stopitnow.org> or 1-888-PREVENT
- *Keeping Children Safe from Abuse: Tips for Parents and Caregivers* – <http://www.cfchildren.org/parents/parent-index>. For more information on sexual violence go to: www.icyd.org

SEXUAL ABUSE & HARASSMENT OF STUDENTS BY EMPLOYEES

The school district does not tolerate employees physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated the school nurse at (641) 784-3422 as its Level I investigator. The school principal serves as the alternate investigator.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or other dangerous object, for purposes of self-defense or to protect the safety of others, to remove a disruptive student, to protect others from harm, for the protection of property or to protect a student from self-infliction of harm.

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when submission to such 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 is used as the basis for academic decisions affecting that student; or the conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive educational environment.

INITIATIONS, HAZING OR HARASSMENT

Sexual harassment includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment on the basis of race, color, religion, national origin, sex, disability, age or marital status includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons when:

- submission to such conduct is made either explicitly or implicitly a term or condition of the student's participation in school programs or activities.
- submission to or rejection of such conduct by a student is used as the basis for decisions affecting the student.
- such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile working or learning environment.

Sexual harassment includes:

- verbal, physical or written harassment or abuse.
- pressure for sexual activity.
- repeated remarks to a person with sexual or demeaning implications.
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment based upon factors other than sex includes:

- verbal, physical, or written harassment or abuse.
- repeated remarks of a demeaning nature.
- implied or explicit threats concerning one's grades, job, etc.
- demeaning jokes, stories or activities.

Harassment and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

ANTI-BULLYING & ANTI-HARASSMENT POLICY

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. 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 other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

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 the employee's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

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 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, which may include suspension or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances, 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:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- 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.

"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, 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:

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, property, etc.;

- Demeaning jokes, stories, or activities directed at the student;
- Unreasonable interference with a student's performance;
- Sexual harassment of a student by an employee 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 is used as the basis for academic decisions affecting that student; or
 - 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.
- 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:
 - 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
 - Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.
- 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 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.
 - 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 prohibited.
 - 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.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The principal or designee (school counselor) will be responsible for handling all complaints by students alleging bullying or harassment. The school counselor or designee will be responsible for handling all complaints by employees alleging harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, 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 school district.

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

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's website

A copy shall be made to any person at the central administrative office at 202 North Walnut, Lamoni, IA 50140.

SAFE CULTURE

Students who feel that they have been harassed are encouraged to:

- Communicate to the harasser that they expect the behavior to stop. If the student needs assistance communicating with the harasser, the student should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the student does not feel comfortable confronting the harasser, the student is expected to:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

A Harassment Complaint Form is available for student use. Complaints filed in this manner will be investigated within 24 hours.

MULTICULTURAL/GENDER FAIR EDUCATION

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

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

NOTICE OF NONDISCRIMINATION

Students, parents, employees and others doing business with or performing services for the Lamoni Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, sex, sexual orientation, gender identity, marital status, socio-economic status, disability, religion, or creed in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, creed, sexual orientation, or gender identity in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Guidance Counselor

Lamoni Community Schools
202 N Walnut
Lamoni, Iowa 50140
641-784-3351

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code § 280.3.

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor or Personnel Contact Person (Informal and Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and “marital status” isn't a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, religion, marital status, sexual orientation, gender identity or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:
Principal
Lamoni Community School
202 N Walnut Street
Lamoni, IA 50140
641-784-3351 (8 a.m.-3 p.m.)



APPENDIX/DEFINITIONS

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).

Levels of Behavior

The following levels are used to determine the school district’s response to situations where the school district has determined that a student has made a threat of violence or caused an incident of violence. The school district’s response will be based upon the administration’s investigation into reports of a threat of violence or an incident of violence, the administration’s application of this policy to the particular facts of each situation, and the administration’s determination of the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence.

Detention

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

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

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

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

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

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.

BIST**Replacement Skills**

Desired student behaviors that are practiced during Triage so the student can be successful at school.

Processing

Questions the adult asks the student so they may take ownership, practice skills, and create a plan to make better choices.

Skill-Based Coaching

Daily adult “check in” to practice replacement skills, assess emotions, focus on what it means to have a successful day, and formulate solutions to problems.

Safe Seat: At School

A seat in the classroom away from other students to help a student regroup, process with an adult, then rejoin the class.

Buddy Room

A seat in another teacher’s classroom to help a student regroup, complete a Think Sheet, and process with an adult so they may return to the classroom Safe Seat.

Recovery Room

A place where students can go to practice replacement skills, calm down, prepare an apology or create a plan to make better choices.

Check Ins

Weekly meetings facilitated by the adult to help students problem solve, plan events, and maintain a positive classroom community.

Think Sheet

A tool a student completes to help them take ownership of the problem, partner with adults, and create a plan to be successful.

Target Behavior Sheet

A daily visual of goals the student is working on to help them problem-solve.