



Elementary Handbook 2018-2019

Mission

“Ballard empowers all learners.”

Vision

“The Ballard Community School District will educate the whole child, providing the essential knowledge and skills necessary to be a successful and responsible citizen in the 21st Century.”

Contacts

Information is also available on the District website:

www.ballard.k12.ia.us

Administration

Superintendent	Mr. Ottie Maxey	515-597-2811
Director of Teaching and Learning	Ms. Katie Claeys	515-597-2811
Business Office Manager	Mr. Jeff Boeding	515-597-2811
Director of Technology	Mr. Dave McGill	515-597-2811
Registrar	Ms. Amber Jungst	515-597-2811
Bus Barn	Mrs. Marcy Nessa	515-597-2979
LSI - Food Service	Mrs. Stephanie Mullin	515-597-2811
Level One Investigator	Mrs. Mary Jane Stites	515-597-2811
District 504 Coordinator	Mrs. Mary Jane Stites	515-597-2811
Director of Special Programs/Student Services	Mrs. Mary Jane Stites	515-597-2811

Elementary Principals

West Elementary (PK-2)	Mrs. Jennifer Johnson	515-228-3890
East Elementary (3-5)	Mr. Mike Manock	515-220-4306

Elementary Teachers and Staff

Please find information regarding teaching staff at the District website under the “Staff Directory” tab.

School Board

Please find information about the Ballard Community School District Board of Directors on the District website.

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General Information

Ballard West Elementary Grades PK-2 105 East Main Street Slater, Iowa 50244 Phone: 515-228-3890 Fax: 515-228-3892 Attendance/Transportation Reporting: attend-bus@ballard.k12.ia.us	Ballard East Elementary Grades 3-5 505 West 4th Street Cambridge, Iowa 50046 Phone: 515-220-4306 Fax: 515-220-4310 Attendance/Transportation Reporting: attend-bus@ballard.k12.ia.us
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School Hours

Elementary hours are consistent between both East and West Elementary. School hours are as follows:

Monday, Tuesday, Thursday, Friday:	8:00-3:00pm
Wednesday:	8:00-1:30pm

Arrival Time

Students may go to their classrooms at 7:55am. Students eating breakfast at school may enter the building at 7:30am. Students who arrive before 7:55 will wait in the commons to be released to their classrooms.

Student Check-In and Check-Out Procedures

Students arriving after 8:00am or leaving prior to dismissal time must be signed in or out in the office. Students must leave school with a parent or guardian or with another adult for whom the parent or guardian provides verified permission. A parent needs to send an e-mail to attend-bus@ballard.k12.ia.us or call the bus barn if a student will not be following their typical transportation routine.

Attendance

Student Attendance

We believe and value consistent and punctual attendance as a prerequisite for a complete education. Parents and guardians are responsible under Iowa law to make sure the children in their care receive an education. However, we also believe attendance is a shared responsibility among students, parents, and the school which requires cooperation and clear communication. Students will be expected to attend school regularly and to be on time in order to maximize their learning opportunities and to develop important life habits of punctuality, self-discipline, and responsibility.

Reporting an Absence

Parents should send an e-mail to attend-bus@ballard.k12.ia.us or call their child's school of attendance before 8:15 AM if their child will not be at school. E-mail is the preferred method of communicating absences, but for your convenience you may also call anytime and leave a message. Your cooperation will be greatly appreciated.

Excusing Children from School

Requests from parents or others for children to be taken from school must always be handled by the principal, or designee, (in advance when possible). Children are not allowed to leave the school grounds during the school day unless it is cleared through the office. A parent needs to send an e-mail to attend-bus@ballard.k12.ia.us or call the bus barn if a student will not be following their typical transportation routine.

Partial Absences

Students arriving between 8:00 AM and 10:00 AM will be marked tardy.

Students arriving after 10:00 AM and before 11:30 AM will be marked absent for a half day.

Students leaving after 11:30 AM and before 2:30 PM will be marked absent for a half day.

Excessive Absences

There is a strong correlation between attendance and success in reaching learning standards and benchmarks. We will communicate/work with parents and guardians before absences become excessive. The following procedures will be used for absences (excused or unexcused)

After six accumulated absences:

- The principal/designee may make personal contact with the family notifying the parent/guardian of the number of absences the student has accumulated.
- An entry will be made in Infinite Campus under the Behavior Tab to note that the first contact has been made in regard to the student's absences.

After ten accumulated absences:

- A letter will be sent home, at the principal’s discretion upon review of attendance, expressing concern regarding the number of absences the student has accumulated.
- The letter will be signed by the principal and mailed to the student’s home.
- The principal/designee will make contact with the parent/guardian to notify them that an attendance letter has been sent regarding their student’s absences.
- An entry will be made in Infinite Campus under the Behavior Tab to note that contact has been made in regard to the student’s absences.

After twelve accumulated absences:

- A letter will be sent home expressing concern regarding the number of absences the student has accumulated.
- The letter will be signed by the principal and sent home.
- The principal/designee will make contact with the parent/guardian to notify them that a letter has been sent regarding their student’s absences and a meeting to discuss their student’s excessive absences may be required. This student support meeting may include the student, parent, principal, guidance counselor, nurse, and/or truancy officer.
- An attendance contract will be developed by the team including a timeline, expectations, reasons for a truancy court referral and success indicators.
- An entry will be made in Infinite Campus under the Behavior Tab to note that contact has been made in regard to the student’s absences.

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

Student Expectations

School and Classroom Expectations

Providing a safe school environment is a district focus. Students will be encouraged to use appropriate manners in and around the school facilities, both during school hours and at extracurricular events. Behavior Supports are implemented at Ballard East and Ballard West Elementary. We expect our students to:

- | | |
|-----------------|----------------------------------|
| -Be Safe | -Work as a team |
| -Be Respectful | -Have a positive attitude |
| -Be Responsible | -Demonstrate a strong work ethic |
| -Be Honest | -Demonstrate self control |
| -Be Caring | |

Students are expected to demonstrate these attributes throughout the school. The staff will help students by teaching them the appropriate behaviors, re-teaching appropriate behaviors when needed, and monitor students.

Personal Appearance

There is no specific dress code in the elementary schools, but we encourage children to dress in a manner consistent with standards of respect, good character, and reasonable levels of modesty that contribute to the learning environment. Acceptable appearance includes not only the proper selection and wearing of clothing, but also personal grooming. We do not permit clothing that promotes the use of alcohol, drugs, or tobacco.

Adequate clothing is required for all students during cold weather conditions. This includes coats, gloves, hats and boots. We strongly recommend that students wear enclosed shoes to protect their feet. Toe/foot injuries are common when students wear flip-flops or sandals during recess.

Playground/Recess Guidelines

Playground rules and regulations are designed to assist the teacher/recess supervisor in designing and implementing a positive and well-disciplined recess. Staff and students will develop rules appropriate for the students' age group.

Students go outdoors for recess unless the temperature/wind chill is 0 degrees or staff determines that rain, wind or other weather conditions are excessive. Recess supervisors have the authority to adjust procedures depending on the weather conditions. Please provide your children clothing appropriate for the weather. We require students to wear coats if the temperature is below 50 degrees.

Bus Behavior

In the interest of safety, bus students are required to follow certain rules and regulations.

1. Be on time.
2. Never run to or from the bus.
3. Stand back from the curb.
4. Don't push or shove.
5. Stay in your seat.
6. Don't yell or shout.
7. Always obey the driver.
8. Wait for the driver's signal before crossing.
9. Always cross at least 10 feet in front of the bus.
10. Never crawl under a school bus.

The driver will notify the Director of Transportation and the principal of any serious misconduct or if the student is habitually disruptive. The principal will notify the parents or guardians.

If the misconduct is serious or if the student continues to be disruptive, the principal will notify the parents that bus privileges are suspended for a period of time. Bus privileges are suspended as per Board Policy 711.01

Treats and Birthdays

Students are allowed, but not expected, to bring treats/small item to share with the entire class on their birthdays. We ask that you avoid any products containing peanuts or other nuts as we have many life-threatening allergies. Please do not have balloons, flowers, gifts, etc. delivered to the school. We ask that party invitations are not passed out at school unless the entire class is invited.

Pets

Pets should be brought only with advance approval of the teacher. Pets may be brought to school providing they present no health or injury potential to students. All pets must be transported with a leash/cage. Parents are asked to bring and take the pet home following the class activity. Pets are not to be transported on the busses.

Electronic Devices and Toys

Personal electronic devices and toys are not to be used during the school day without permission from a teacher.

The District would encourage students to leave such devices at home to prevent them from being lost or stolen. Leaving electronic devices or valuables of any kind in a backpack, jacket pocket, or locker while at school is not recommended.

Homework

Homework may be assigned by classroom teachers and is intended to reinforce concepts that have been taught during the school day. We encourage parents to create a study space, study time, and study routine at home to help students develop good study habits.

Information for Parents and Community

Instruction

At all levels, the Ballard Community School District grounds its educational programs in recognized national and state standards, and enriches instruction to meet the needs of individual students. We devote the majority of each school day to reading, language arts, mathematics, science and social studies. We extend and enhance learning through music, art, physical education, and through the use of digital tools.

Student Registration and Contact Information

Registration forms for the next school year must be completed by August 1. Parents and guardians must return the forms to either the school or District Registrar. The District website provides instructions for registering students new to the District. The Registrar's office is located in the main office of Ballard High School.

The District must keep up-to-date registration information on file for all students. The contact information on file is important so the school can notify parents/guardians or if unable to reach the parent or guardian, another responsible adult if there is an emergency, unplanned early dismissal or a need to check on a student's absence. Staff will call the emergency contact if unable to reach the parent or guardians.

**Please keep household information such as address, phone numbers, and emergency contacts up-to-date through the Infinite Campus Parent Portal. If you do not have access to a computer or don't have a Parent Portal account to make changes, notify the principal's office during the school year, or notify the District Registrar during the summer months.*

Infinite Campus/Parent Portal

Infinite Campus is the district student information management database. The Infinite Campus Parent Portal allows parents and guardians to access basic student information, update their household information and emergency contacts, and set up options for messages and emergency notifications from the school. Infinite Campus provides options for email, voice and text messages. Please contact the District Registrar (515-597-2811) to set up an account.

Back-to-School Night

Back-to-School Night is usually scheduled in the evening a day or two before school starts. The gives students and parents the opportunity to find their classroom, introduce themselves to the teacher and drop off supplies.

Traffic for Pick-up/Drop-off of Students

Parents who elect to pick up and drop off their children may do so at the east end of the circle drive. The driveway in front of the building will be reserved for bus traffic only. Traffic is restricted to "busses only" from 7:30 a.m. to 5:00 p.m. Please do not park in the loading zone on the east side of the building. Other regulations may be added based on the needs of the school.

Report Cards and Parent Teacher Conferences

Elementary Schools provide parent-teacher conferences in the fall and the spring. Report cards are distributed near the end of each trimester and/or prior to conferences. Parents and guardians have the opportunity to sign up for a conference to review and a report of the student's progress. Parents and guardians receive a copy of the report that goes in the student's cumulative folder at the end of each school year. Parents and/or teachers may request additional conferences as needed.

Parent Teacher Organization (PTO)

The PTO is a partnerships between families and schools that strengthen communications between home and school. They promote social activities for families and support the school through fundraising events. Parents and guardians may serve as officers and volunteer in other ways. You can find more information regarding PTO on the school website.

School News

We encourage parents and guardians to make a habit of checking for school news posted on the school's website and in the Dimensions. The principal or other staff may also send home printed newsletters and other materials at various times. Messages will also be sent via Infinite Campus. Be sure to sign up for a Infinite Campus account through the District Registrar to receive information via text, phone call, or email.

Calendars

The District maintains a calendar on its website: www.ballard.k12.ia.us. The Web Calendar has the most up-to-date listing of school and District events. Please check your school newsletter, school web page, and the online school calendar for the most accurate and up-to-date information.

Visitors to Schools

Visitors are welcome in the Ballard Community Schools. To avoid disruptions to instruction, we ask all visitors and educational observation groups to:

- Parent visitations need to be arranged in advance with teacher and/or principal approval.
- Sign in at the school office when arriving and sign out when leaving.
- Wear a visitor badge provided in the school office.
- Parents who escort children into the building are to release them in the commons, and are **NOT** to escort to classroom without permission from the office.
- Typically limit the visit to 1 hour or less.

Field Trips

Chaperones are always needed and welcome to attend student's field trips. Classroom teachers will organize chaperones. No siblings will be permitted to attend field trips.

Health, Well-Being and Safety

Health Services

If you have concerns about your child's health, we encourage you to contact your physician for their advice. Students should be kept home if he or she:

- Has a fever 100 degrees or higher
- Has been vomiting within the last 24 hours
- Has diarrhea
- If they are complaining of a severe sore throat and you see white spots in their throat. This could indicate strep throat and should be kept home and see a doctor.

Before returning to school we ask that these students be without the above symptoms without the aid of fever reducing medication (such as Motrin) for 24 hours. This will help us control passing the illness to other students. When your child has an illness for more than three consecutive days a doctor's excuse will be needed when your child returns to school

Accidents & Illnesses at School

If your child becomes ill or has a serious accident at school, you will be notified as soon as possible. Parents should notify the school of any change in phone number, cell phone number, emergency numbers, or address immediately. No child is ever sent home until arrangements have been made with the parent or guardian.

Discipline (Board Policy 503.01)

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

Excusing Children from School

Requests from parents or others for children to be taken from school must always be handled by the principal, or designee, (in advance when possible). Children are not allowed to leave the school grounds during the school day unless it is cleared through the office. A parent needs to send an e-mail to attend-bus@ballard.k12.ia.us or call the bus barn if a student will not be following their typical transportation routine.

Immunizations

Iowa law required a certificate documenting immunizations to be on file for each student enrolled in school. Parents can obtain student's immunization records through their health care provider or the public health office.

Medications

Most students taking medication can be adequately treated by taking the medication before and after school. However, some students' health and educational needs require them to take medication during the school day. For these students, the District will assist in administering medication under the direction of a legal prescriber if parents and guardians provide a written request.

Screenings

Vision and Hearing will be conducted on a yearly basis. Parents will be notified of any concerns.

Emergency Preparedness

In each room of the school we post an emergency evacuation route to follow during an emergency. We hold fire drills, tornado drills and other safety drills regularly during the year. Please see [District Policy 507.05](#).

School Closings or Delays

Classes will be held as scheduled unless conditions such as severe weather pose danger to the health and safety of students and staff. The Superintendent will make the decision to cancel school, delay the start time or dismiss classes early. The District will report the announcement on its website, local media, and Infinite Campus to all subscribed parents and guardians.

Volunteering

If you are interested in volunteering at your child's school, please contact your child's teacher or the main office. There are volunteer opportunities in the classroom, Media Center, office and projects that may be done from home. Volunteers working with students must follow the procedures and school board policy for background checks.

Student Services

Meal Program at School

Hot lunch and milk are offered to all students. The 2018-2019 prices are \$2.70 per meal, \$.50 for extra milk, and \$1.60 for breakfast. Family accounts are available to eliminate the need for separate accounts at each attendance center.

Lunch purchasing and accounting will be conducted each morning. Lunch menus and any information concerning the lunch program can be accessed on the school website.

Lunchtime Solution Inc. (LSI) will attempt to have a "peanut-free" menu for all Ballard Elementary Centers. LSI will do its best to not serve foods containing peanuts or peanut by-products in elementary lunches. LSI and Ballard Community Schools cannot mandate what students bring in sack lunches from home.

Financial Assistance: Meals and Fees

Families meeting federal and state income requirements who complete the Iowa Eligibility Application may be eligible for free or reduced-priced school meals and supply fees. Families must apply each year. Application forms are available on the District website.

Traffic Safety Measures

Parents of town children are responsible for the safety of their children as they travel to and from school. Students are to use sidewalks and follow directions of the crossing guard when coming/leaving school.

Transfer of Students

Parents of students who are moving out of the district during the school year should notify the school prior to the last day so that the proper transfer forms can be completed. Fees for students entering or leaving school during the school year are prorated on a monthly basis and are refunded accordingly.

Student Pictures

The District contracts with a photographer to take photos of all students in the fall. Parents and guardians have the opportunity to purchase their child's portrait. The district provides notice of the date, price list and order forms. Parents and guardians must make payment for the pictures in advance. Make-up dates are available in case a student is absent on picture day.

Lost and Found

We house lost and found items in the school's lost and found table. All unclaimed articles will be donated. Please mark your child's clothing and other articles to help with identification.

Board Policies and Information

Equal Educational Opportunities; Prohibition of Harassment and Bullying of Students

(Board Policy 104.01)

The Ballard Community School District 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. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

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

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.

- “Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual’s actual or perceived 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, and which creates an objectively hostile school environment that meets one or more of the following conditions:
 1. Places the student in reasonable fear of harm to the student’s person or property.
 2. Has a substantial detrimental effect on the student’s physical or mental health.
 3. Has the effect of substantially interfering with a student’s academic performance. 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.
- “Trait or characteristic of the student” includes but is 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.
- “Volunteer” means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent’s designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent’s designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or the superintendent’s designee (hereinafter “Investigator”) will be responsible for handling all complaints alleging bullying or harassment. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent’s designee shall also be responsible for developing procedures regarding this policy.

Decision

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

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

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

Grievance Procedure - Disability

The District has also established a grievance procedure to handle complaints of discrimination based on disability and to handle concerns regarding accommodations of disabled students. A parent, guardian, or student may utilize such grievance procedures.

Compliance Officer

The Superintendent shall be designated as the District's compliance officer to insure that students are treated in accordance with District policy prohibiting discrimination, harassment and bullying. In the event the Superintendent is the alleged perpetrator, the 504/ADA Coordinator shall serve as compliance officer. For claims of discrimination involving disability, the 504/ADA Coordinator shall serve as compliance officer. In the event the 504/ADA Coordinator is the alleged perpetrator, the Superintendent shall be the alternate compliance officer.

Confidentiality

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

No Retaliation

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

Corrective Actions

The District will take action to halt any improper discrimination, harassment or bullying and will take other appropriate corrective actions, including disciplinary measures which may include discharge, suspension, expulsion, or exclusion of a perpetrator to remedy all violations of this policy.

Notification

Notice of this policy shall be communicated to staff, students, and parents of the District and to the District community. It shall be included in handbooks and shall be published in such other manner as the compliance officer shall determine.

Other Agencies

Students and their parents may also contact the Iowa Civil Rights Commission and the Office of Civil Rights of the United States Department of Education for assistance.

Discrimination based on Sex, Sexual Misconduct, and Interpersonal Misconduct: Notification of Complainant's Rights (Board Policy 104.02)

Policy

The Ballard Community School District ("School District") prohibits discrimination on the basis of sex in its educational programs, activities, and in employment. This includes, but is not limited to, discrimination affecting students or employees or others in the form of sex-based harassment (including sexual harassment), sexual assault and sexual exploitation (collectively referred to herein as "Sexual Misconduct"). The Schools District also prohibits dating violence, domestic violence, and stalking (collectively referred to herein as "Interpersonal Misconduct") affecting students or employees or others. Finally, retaliation against anyone seeking guidance, filing a complaint, or participating in an investigation into Sexual Misconduct or Interpersonal Misconduct is strictly prohibited. The School District is committed to promptly addressing all allegations of Sexual Misconduct and Interpersonal Misconduct in order to maintain a safe environment for all students and employees.

Scope

This policy governs the conduct of all School District students, employees and third parties whose actions impact the School District's educational and working environment. It applies to all school premises, to all school activities, and applies to conduct occurring elsewhere if the conduct will have an adverse impact on students or employees at school. This policy provides for interim and long-term protective measures and accommodations for students and employees affected by Sexual Misconduct or Interpersonal Misconduct. This policy applies regardless of sexual orientation or gender identity or whether an incident occurs on or off school premises.

Title IX Coordinator

The School District has appointed Mary Jane Stites as its Title IX Coordinator. The Title IX Coordinator has primary responsibility for coordinating the School District's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this School District, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX. MaryJane Stites can be contacted at (515) 597-2811 or mstites@ballard.k12.ia.us.

Student Searches (Policy 502.08)

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

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

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

Medication Administered (Policy 507.02)

The board is committed to the inclusion of all students in the education program and recognizes that some students may need prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by an authorized practitioner with the student and the student's parent. Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma or other airway constricting diseases or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional regardless of competency.

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physician, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course). A medication

administration course and periodic update shall be conducted by a registered nurse or licensed pharmacist, and a record of course completion shall be maintained by the school.

A written medication administration record shall be on file including:

- date;
- student's name;
- prescriber or person authorizing administration;
- medication;
- medication dosage;
- administration time;
- administration method;
- signature and title of the person administering medication; and
- any unusual circumstances, actions, or omissions.

Medication shall be stored in a secured area unless an alternate provision is documented. Emergency protocols for medication-related reactions shall be posted. Medication information shall be confidential information as provided by law.

Disposal of unused, discontinued/recalled, or expired medication shall be in compliance with federal and state law. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

Statement Regarding Homeless (Policy 501.16)

The District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth.

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

Children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled up");
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- Living in emergency or transitional shelters; or
- Abandoned in hospitals.

- Children and youth who have 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;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- Designate the At-Risk Coordinator as the local homeless children and youth liaison;
- Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;
- Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;
- Ensure collaboration and coordination with other service providers;
- Ensure transportation is provided in accordance with legal requirements;
- Provide school stability in school assignment according to the child's best interests;
- Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth's living situation;
- Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and
- Prohibit the segregation of a homeless child or youth from other students enrolled in the district.

The superintendent may develop an administrative process or procedures to implement this policy.

504 Section of the Rehabilitation Act of 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Ballard Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The Ballard Community School District has the responsibility under Section 504, which include the obligations to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

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

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

If there are questions, please feel free to contact Mary Jane Stites Section 504/ADA Compliance Coordinator for the Ballard Community School District at 515-597-2811.

Religion and Public Education (Policy 603.08)

The school may sponsor the study of religion, but not sponsor the practice of religion. The school may expose students to religious views, but may not impose any particular view.

Since the contribution of religions to civilization is one of the crucial keys to understanding human history and development, the study of religious history and traditions should be part of the school curriculum and can play a vital role in enhancing an understanding among people of different religious backgrounds and beliefs. Such study should give neither preferential nor derogatory treatment to any single religion or to religion in general, and should not be introduced or utilized for devotional purposes. Furthermore, no religious belief or non-belief should be promoted by the District or its employees and none shall be disparaged. The District shall encourage all students and staff members to appreciate and respect each other's religious views and practices.

Criteria used to guide academic inquiry in the study of religion should seek the same objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. All instructional and other school-sponsored activities should meet the three-part test established by the Supreme Court to determine constitutionality: (1) the activity must have a secular purpose; (2) the activity's principal or primary effect must be one that neither advances nor inhibits religion; and (3) the activity must not foster an excessive governmental entanglement with religion.

The historical and contemporary significance of religious holidays may be included in the program of education provided that such instruction is presented in an unbiased and objective manner. The selection of holidays to be recognized or studied shall take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities shall be educationally sound and sensitive to religious differences, and shall be selected carefully to avoid the excessive or unproductive use of school time. Teachers shall be especially discriminating in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature, and drama having religious themes (including traditional carols, seasonal songs, and classical music) shall be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes shall be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances shall be selected on the basis of its independent educational merit, and shall seek to give exposure to a variety of religious customs, beliefs, and forms of expression. Holiday programs, parties, or performances shall

not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings, or the recitations of prayers. Student participation in a program or performance which involves personally offensive religious material or expression shall be voluntary.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene, or other symbol that is part of a religious ceremony) shall be permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, and Easter bunnies are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or non-belief initiated by individual students shall be permitted in composition, art forms, music, speech, and debate. However, teachers may not require projects or activities which are indoctrinational or force students to contradict their personal religious beliefs or non-beliefs.

District employees shall not participate in or arrange for religious invocations, benedictions or group-led prayers at school-sponsored activities.

Emergency Plans and Drills (Policy 507.05)

Students will be informed of the appropriate action to take in an emergency. Emergency drills for fire, weather, and other disasters are conducted each school year. Fire and tornado drills are each conducted regularly during the academic school year with a minimum of two before December 31 and two after January 1.

Each attendance center will develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. Employees will participate in emergency drills. Licensed employees are responsible for instructing the proper techniques to be followed in the drill.

All emergency procedures will be evaluated by the district safety coordinator and building principal.

Evacuation Plan

Directions would be given on a situational basis. Office personnel will contact the necessary authorities and inform them of the emergency. Students who are hearing impaired or who otherwise cannot comply with the intent of the signal will be given these directions through the appropriate alternative forms of communication. Their classroom teacher will assist students who are unable to comply with the directions because of a disability. In classrooms where there is one or more staff members to assist students with disabilities, assignments for assisting individual students will be made by the classroom teacher.

Crisis Plan

A district crisis plan of action is available in each attendance center. Students and staff will review these procedures each semester.

Smoke Free Schools (Board Policy 905.02)

School district facilities and grounds, including school vehicles, are off limits for tobacco or nicotine use, including the use of look-a-likes where the original would include tobacco or nicotine. This requirement extends to students, employees and visitors. This policy applies at all times, including school-sponsored and nonschool-sponsored events. Persons failing to abide by this request are required to extinguish their smoking material, dispose of the tobacco, nicotine or other product or leave the school district premises immediately. It is the responsibility of the administration to enforce this policy. School district facilities and grounds, including school vehicles, are off limits for tobacco or nicotine use, including the use of look-a-likes where the original would include tobacco or nicotine. This requirement extends to students, employees and visitors. This policy applies at all times, including school-sponsored and nonschool-sponsored events. Persons failing to abide by this request are required to extinguish their smoking material, dispose of the tobacco, nicotine or other product or leave the school district premises immediately. It is the responsibility of the administration to enforce this policy.

Talented and Gifted Definition

The Ballard Community School District, in accordance with Iowa Code (Chapter 257.44) supports the following definition of giftedness in our PK-12 system:

Ballard strives to identify and empowers gifted and talented students. Gifted and talented students demonstrate or demonstrate the potential for outstanding performance in any or all of the following areas:

- High academic ability on one or more subjects
- High task commitment (motivation)
- High levels of creativity

Ballard maintains a systematic identification procedure in compliance with Iowa Code, absent of bias regarding gender, socioeconomic status, or ethnicity. The district provides identified students with a variety of programming options designed to meet their individual needs and to provide enrichment and challenge above and beyond grade level curriculum.

Ballard Community School District Acceleration Guidelines

The Ballard CSD is committed to meeting the needs of all students through quality differentiated learning opportunities. Within the talent pool of students identified to receive gifted and talented services through the district's Extended Learning Program (ELP), there may be students who are capable of learning at a faster pace and in greater depth than their age-level peers. For these students, differentiation within the classroom, participation in ELP pull-out classes, and other services is insufficient to meet their needs. In such cases, individual acceleration may be pursued. Acceleration refers to two educational options detailed below:

Whole Grade Acceleration (Grade Skipping)

The practice of assigning a student to a grade level higher than the student's chronological peers for the purpose of providing an adequately challenging curriculum.

Examples:

- After completing the first grade year, a student is placed in a third grade classroom on a full time basis at the beginning of the next school year.
- After completing the fall semester of the fifth grade, a student is placed in the sixth grade at the start of the second semester.

Individual Subject Acceleration

The practice of assigning a student to a grade level higher than the student's chronological peers for the purpose of providing an adequately challenging curriculum in one or more subject areas.

Example:

- A third grade student performing above grade level in reading and math goes to a fourth grade teacher every morning for instruction in these subjects and returns to the third grade classroom for instruction in other subjects areas.
- A seventh grade student takes high school algebra rather than seventh grade math.

Criteria: A student being considered for Acceleration should meet all of the following criteria:

- Student should demonstrate superior skills 2 grade levels above his/her current placement.
- Student should demonstrate a high degree of social/emotional maturity.
- Student should demonstrate a high degree of persistence/motivation.
- Student should demonstrate superior intellectual abilities/talents.

The Iowa Acceleration Scale will be used as the assessment tool in the acceleration procedure.

Procedure:

1. Student completes a minimum of four weeks in their current grade prior to any Acceleration Request.
2. Student referred to the building principal by a parent or teacher using Acceleration Request form.
3. Building principal communicates request to ELP coordinator
4. ELP coordinator organizes a child study team (which may include some or all of the following individuals—parent/guardian, principal, ELP coordinator, ELP teacher/advisor, classroom teacher/advisor, guidance counselor). ELP coordinator schedules a meeting with the child study team to discuss the student's needs using existing academic and performance data to determine if acceleration should be pursued.
 - If not, process complete; documentation will be filed.
 - If yes, the Iowa Acceleration Scale will be used as an assessment tool.
 1. Additional information collected and testing conducted by the ELP coordinator. Iowa Acceleration Scale process completed.

2. ELP coordinator schedules a follow-up meeting with child study team to make a determination on appropriate student placement.
- If acceleration is not recommended, process complete. Documentation is filed. Student continues receiving the ELP services outlined in student Individual Extended Learning Plan (IELP).
 - If acceleration is recommended, a student's IELP is updated with an acceleration plan, including a timeline and schedule for implementation.
 1. Student begins acceleration on a six-week trial basis.
 2. ELP coordinator schedules child study team for a follow-up conference to monitor student progress. The team will recommend that
 - Student continues in the current placement
 - Student returns to previous classroom placement

Title I and ELL

Parent Involvement Policy

It is the policy of Ballard Community Schools that parents of children participating in Title I and ELL 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 by 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 policy is distributed to all parents through each school's Parent Handbook which is available on the district website. In addition, the policy will be yearly sent to parents of children participating in Title I or ELL.
2. An annual meeting will be held for all parents of participating children. Additional meetings with flexible times shall be held throughout the year and be determined by parent and/or staff suggestions. Notification of these meetings will be sent in the building newsletter.
3. Parents are given assistance in understanding the Title I and/or ELL requirements, standards, and assessments through the annual meetings and parent-teacher conferences.
4. Parents receive information regarding the forms of academic assessment used to measure student progress, the expected proficiency levels, and individual reports on student progress through report cards and at conference times.
5. Parent recommendations are encouraged and responded to in a timely manner.

6. Parents will be involved with the planning, review, and improvement of the Title I and ELL programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.
7. A jointly developed school/parent compact (contract) outlines how parents, the school staff, and students all share responsibility for improved student achievement. The compact describes the means by which the school and parents will build and develop a partnership to help children achieve our local standards. It is distributed in the Parent Handbook and is reviewed at the annual meetings.

Providing all Ballard Community School District students with equal access to quality education is a primary goal. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources. By working together, we can develop cooperative efforts to ensure improved academic achievement for all students.

ELL Program

1. Identification
 - a. Home language survey completed
2. Assessment and Evaluation
 - a. Assess English proficiency and academic skills
 - i. TELPA
 - b. Informal Assessment
 - i. Sight word recognition
 - ii. Vocabulary
 - iii. Comprehension skills (Specific Skills at instructional level)
 - iv. Fluency Rate
3. Program
 - a. Program Goals
 - i. To help ensure that English language learners (ELLs)
 1. Attain English proficiency
 2. Develop high levels of academic competence in English
 3. Meet the same challenging academic content and student academic achievement standards that all children are expected to meet
4. Program Model
 - a. Inclusion in the mainstream classroom with accommodations (SIOP Model)
 - b. Paraprofessional contribute to the development of lessons in a small group
 - c. Peer assistance and cooperative groups
 - d. Interactive Guided Reading
 - e. Pull out for language development for developing English learners
5. Staff

- a. Regular Education Teacher
 - b. Para Educator
 - c. ELL teacher
6. Exit Criteria
- a. Meet English Proficiency as measured by a standardized test
 - b. Meet academic proficiency levels in core courses
7. Program Evaluation
- a. Trimester meetings with parents to check student's progress
 - b. Three-year review of program using AEA evaluation forms

Corporal Punishment (Board Policy 503.05)

Corporal punishment is defined as the intentional physical punishment of a student and is prohibited. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from:

- Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
 - To quell a disturbance or prevent an act that threatens physical harm to any person.
 - To obtain possession of a weapon or other dangerous object within a pupil's control.
 - For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
 - For the protection of property as provided for in Iowa Code section 704.4 or 704.5.
 - To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
 - To protect a student from the self-infliction of harm.
 - To protect the safety of others.
 - Using incidental, minor, or reasonable physical contact to maintain order and control.
 -

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

1. The size and physical, mental, and psychological condition of the student;
2. The nature of the student's behavior or misconduct provoking the use of physical force;
3. The instrumentality used in applying the physical force;
4. The extent and nature of resulting injury to the student, if any;

5. The motivation of the school employee using physical force.

Upon request, the student's parents are given an explanation of the reasons for physical force.

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

Chapter 103 - Physical Restraint and Physical Confinement:

An employee of a public school district, accredited nonpublic school, or area education agency shall not inflict, or cause to be inflicted, corporal punishment upon a student. "Corporal punishment" is defined to mean the intentional physical punishment of a student. It includes the use of unreasonable or unnecessary physical force, or physical contact made with the intent to harm or cause pain.

More information can be found at the following link:

<https://www.educateiowa.gov/pk-12/learner-supports/timeout-seclusion-restraint>