

Elementary Parent/Student Handbook

2015-16



We commit all district resources to guide the learning of each student, to graduate as confident learners with character, knowledge and the skills to excel in any endeavor they pursue.

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Elementary School Administration

Beaver Creek Elementary

Eric Toot, Principal
Jan Maronn, Assistant Principal

Horizon Elementary

Lindsey Cornwell, Principal
Shannon Carlson, Assistant Principal

Lawson Elementary

Trisha Lenarz-Garmoe, Principal
Brian Town, Assistant Principal

Timber Ridge Elementary

Cheryl Henkenius, Principal
Josh Morgan, Assistant Principal

Wallace Elementary

Suzie Pearson, Principal
Josh Morgan, Assistant Principal

Non-discrimination Statement

It is the policy of the Johnston Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Laura Kacer, Ex. Director of Human Resources, 5608 Merle Hay Road, Johnston, Iowa 50131, (515) 278-0470, laura.kacer@johnston.k12.ia.us



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WELCOME!

We are happy to present our unified Johnston Elementary School Student Handbook. Inside we have provided useful information about our district's requirements and expectations, as well as some helpful guides about some of the common procedures we use in our five elementary schools. Each attendance center will also supply families with additional information specific to the school you attend.

Johnston is fortunate to have a strong elementary staff. We teach from a common curriculum and as a team we are dedicated to the mission of creating challenging and nurturing school environments in which every student has a meaningful role to play. Our simple goal is that every child will be rewarded at the end of the year with the tremendous sense of accomplishment that comes with learning and growing.

Our primary focus is working in partnership with you to create the best possible school learning experience. We value effective communication with our families and community. Hopefully, the information contained in this handbook will be a good starting point for creating an understanding of how we can work together for our children.

For more information about any of our elementary buildings or the Johnston school district in general, look for us on the web at www.johnston.k12.ia.us.

Thanks for your support, and have a wonderful school year!

Sincerely,

Suzie Pearson
Wallace Elementary
Principal

Trisha Lenarz-Garmoe
Lawson Elementary
Principal

Lindsey Cornwell
Horizon Elementary
Principal

Eric Toot
Beaver Creek Elementary
Principal

Cheryl Henkenius
Timber Ridge Elementary
Principal

Table of Contents

District Mission and Leadership	2
Letter From Building Principals	3

ELEMENTARY INFORMATION

Student Procedures

A. Elementary Student Assignments (Policy 501.18)	6
B. Arrival/Dismissal Schedule	6
C. Early Dismissals	6
D. Secured Building	7
E. Attendance Procedures	7
F. Fire/Tornado Drills and Intruder Procedure	8
G. Recess	8
H. Bicycles/Skateboards/Bats/Balls/Scooters/Skate Shoes	8
I. Appropriate School Clothing	8
J. Personal Items	8
K. Homework Policy	9
L. Parent/Teacher Conferences	10
M. Individual Progress Reports	10
N. Elementary Student Nutrition Program	10

Student Services

A. Student Health Information	12
B. Educational Program	13

Student Responsibilities

A. Behavior Initiative	15
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Miscellaneous

A. Field Trip Information/Release Form	16
B. School Parties and Birthday Parties	17
C. Treats and Snacks	17
D. Money	17
E. Lost and Found	17
F. Telephone Messages	17
G. School Pictures	17
H. Visiting School	17
I. Parent Teacher Organization (PTO)	18
J. Adult Volunteers	18
K. School Newsletter	18
L. Child Care Programs In-District	18
M. Parent Input for Next Year	18
N. Pets	18

DISTRICT INFORMATION

A. Non-Discrimination of Students (Policy 602.1)	18
B. Objectives for Equal Education/Jurisdiction (Policy 500)	19
C. Definitions	19
D. Access to Student Records (Policy 506.1)	20
E. Civil Rights - Section 504 (Policy 607.2)	21
F. Anti-Harassment/Bullying (Policy 107.1 and 107.4)	23
G. Student Complaints and Grievances (Policy 502.4)	26
H. Student Discipline (Policy 503.1)	27
I. Student Activity (Policy 504.8)	27
J. Student Good Conduct (Policy 503.3)	27

K.	Letter from Board of Directors about Bus Discipline.....	28
L.	Bus Discipline Expectations and Consequences	29
M.	Weapons (Policy 502.6)	29
N.	Student Lockers (Policy 502.5)	30
O.	Search and Seizure (Policy 502.8).....	30
P.	Special Education Process/Intervention	31
Q.	Emergency/Accident Procedure	31
R.	Administration of Medication to Students (Policy 507.2).....	31
S.	Communicable Diseases (Policy 507.4).....	32
T.	Health Certificate/Immunizations (Policy 507.1).....	32
U.	Media Release	33
V.	Copyright (Policy 603.4).....	33
W.	Student Technology Responsible Use (Policy 502.10)	34
X.	Interview by Outside Agencies (Policy 502.9).....	37
Y.	Custodial Rights (Policy 507.7)	38
Z.	District Assessments and Student Testing (Policy 605.2)	38
AA.	Student Surveys (Policy 603.12)	38
BB.	Corporal Punishment (Policy 503.4)	39
CC.	Promotion/Retention/Acceleration (Policy 505.2)	39
DD.	School Board Information	39
EE.	District Communications.....	39
FF.	District Crisis Plan	39
GG.	Emergency School Closing	39
HH.	Fines, Fees, Charges/Student Fee Waiver (Policy 503.2)	40
II.	Tobacco/Alcohol (Policy 502.7).....	40
JJ.	Tobacco-Free Environment (Policy 902.10).....	40
KK.	Compulsory Attendance (Policy 501.3)	40
LL.	Open Enrollment (Policy 501.15)	41
MM.	Homeless (Policy 501.17)	41
NN.	Student Insurance (Policy 507.6)	41
OO.	Sex Offender Registry	42
PP.	No Child Left Behind-Parent Right to Know	42
QQ.	Insufficient Classroom Space (Policy 501.16)	42

Addendum

A.	District Administration and School Facilities	43
B.	Bus Conduct Form	44
C.	Unsafe Child Transportation Guidelines	45
D.	Authorization to Release Medication Form.....	46
E.	Nondiscrimination Policy Complaint Form	47
F.	Ant-Bullying/Harassment Complaint Form	49
G.	Ant-Bullying/Harassment Witness Form	50
H.	Harassment/Bullying Resources for Families	51
I.	2015/2016 School Calendar	53

This handbook has been developed for both students and their parents/guardians. Every effort has been made to summarize school regulations so that students and parents/guardians will have a basic understanding of the expectations for students. This handbook is based upon the policies and guidelines set forth by the Board of Directors for the Johnston Community School District and the administration. The intent of this handbook is to follow those policies/guidelines. Not all policies are written in their entirety in this manual. Policies in full can be found on the district website at www.johnston.k12.ia.us under board of directors or you may ask for a copy of a particular policy at each school office or the Administrative Resource Center, 5608 Merle Hay Road. The policies in this document are subject to change due to the continuous review and revision of Board policies.

STUDENT PROCEDURES

A. Elementary Student Assignments (Board Policy 501.18)

Elementary schools operate on a neighborhood school concept. As the district continues to grow, new facilities become available and attendance boundaries will be changed. In these circumstances the new boundary will determine the neighborhood school area. Efforts will be made to keep siblings together and policy guidelines for assignment will be followed. The classifications that effect neighborhood assignment are: students that live within the boundaries of an elementary school; students that live in the School District but live outside the boundary of an elementary school; students that change residence within the District; and students that open enroll into the Johnston Community School District. Elementary students will attend their assigned neighborhood elementary school unless that school has insufficient classroom space, a special provision is made by the Superintendent/designee, or there is a need for a special program. If there is not space in a student's neighborhood school, the District will provide transportation to the assigned school until called back to their neighborhood school. Attendance areas may be adjusted from time to time as determined by the Board of Directors.

B. Arrival/Dismissal Schedule

8:30-8:40 a.m.	Student Arrival
8:40 a.m.	School Begins
11:35 a.m.	Morning Kindergarten Dismissal (developmental kindergarten ONLY)
3:35 p.m.	Student Dismissal

ARRIVAL

Elementary students who are transported to or from school by means other than school bus should be dropped off at the parent drop-off area and arrive at school no earlier than 8:30 a.m. Parents are asked not to drop students off prior to 8:30 a.m. This is teacher planning and meeting time, and student supervision will not be provided outside the childcare program. If students routinely arrive prior to 8:30 a.m., they will be taken to Kids Connection and their parents will be expected to pay fees for that care accordingly. In this case, parents will be expected to pay a fee of \$18.00 for one morning; additional costs will incur if there is more than one occurrence.

The tardy bell rings at 8:40 a.m. Students arriving after this bell will be counted tardy unless there are bus delays. Students arriving late or leaving early must be signed in/out by parent/guardian in the office.

DISMISSAL

Please use the designated parent drop-off and pick-up area. Do not park in the drop-off/pick-up lane if you are meeting your child at the door. DO NOT park in these lanes; use the parent parking area. Drive slowly through this area and watch for students crossing the drive.

Students will be dismissed from their classrooms to designated areas and will be dismissed as their respective buses arrive for departure at 3:35 p.m. All students being picked up by parents will exit through the parent pick-up doors.

Please do not park or drive in BUS LOADING ZONES when dropping off or picking up students. It is critical that parents do not stop, park or wait in the bus loading areas during dismissal and arrival times. These areas are very congested; any other traffic poses a safety concern.

Students who are routinely not picked up within 20 minutes of school dismissal will be taken to our Kids Connection program. In this case, parents will be expected to pay a fee of \$18.00. for one afternoon; additional costs will incur if there is more than one occurrence.

C. Early Dismissal

On Wednesdays of each week, Johnston schools will have a one-hour early dismissal for teacher in-service training. Other early dismissals are marked on the school calendar for conferences or school vacations. These shortened school days provide time for staff training, planning, or parent conferences. On these days it may be convenient for parents to schedule dental or doctor appointments, reducing student time away from school. Parents that have children attending half-day kindergarten will receive information from their school office as to an early dismissal schedule for their child.

Wednesday One-hour Early Dismissal Schedule

2:35 p.m. Student Dismissal

Three-hour Early Dismissal Schedule

12:35 p.m. Student Dismissal

D. Secured Building

All elementary buildings are “secured buildings.” After all the students have arrived, the exterior doors will be locked throughout the day until a few minutes before dismissal times. There are exceptions at each building whereby visitors are to enter during the school day.

The Raptor Visitor Management Software program has been installed at all schools this past year to increase the safety of the District’s students, staff and visitors by establishing a consistent and uniform visitor sign-in process. Raptor has two main functions – to issue a dated visitor sign-in badge complete with a photo; it is also used as our way of screening sex offenders, as they are not allowed to be on or near school grounds.

To better protect our students, visitors and staff, all schools will be implementing a new check-in procedure.

Effective the first day of school, all visitors (including parents and volunteers) should report to the main office to sign/check-in. Please provide the office staff with your valid state-issued ID (driver's license). The bar code on the driver’s license will be scanned and run through the Raptor system for a possible match on the sex offenders list. All visitors will then be issued a date-sensitive visitor badge containing their identification information that must be worn while on school grounds. Minors that do not have a valid state-issued ID will be allowed to visit, as long as they are accompanied by an adult that has checked in with our procedures.

Once you have registered within our electronic sign-in procedure, you will not need to provide an ID each time you visit. However, you will still need to check-in at the office to receive a visitor badge containing your personal information. All visitors will be required to check-out through the main office when you leave the school.

E. Attendance Procedures

Regular attendance is very important for each child’s school success. Both the home and the school share a joint responsibility for this attendance as well as ensuring the safety and well-being of your child. To best accomplish this, it is essential to maintain good home/school communications.

Occasionally, it becomes necessary for a child to be absent from school; therefore, we are requesting your continued help and full cooperation with our attendance policy. If a child is absent or tardy, the school will require the following:

1. Call your school to leave a message each day your child is absent or tardy.
2. For your convenience, we have installed a digital answering device on our telephones, which will allow you to call earlier than 8:00 a.m. regarding your child’s absence. When our recording asks you to leave your message, please indicate the following:
1) **Your Name** 2) **Your Child’s Name** 3) **Classroom Number or Teacher’s Name** 4) **Reason for the Absence or Tardiness**
3. If your child’s teacher reports him/her absent or tardy, and the school has not received prior information or a phone call, an attempt will be made to contact you to verify the reason for the absence. If parents don’t call, and we cannot verify the absence, the student will be marked “unexcused;” it cannot be changed after that date.

Parents, NOT students, will be responsible for calling in the absence. In addition, to make this system work efficiently, it will be necessary for us to have on file for each child an **Elementary School Student Information Form**. If you have not completed this form, please obtain one from the office, complete and return it to the school as soon as possible. This information will need to be updated throughout the school year if there are any phone number changes (home number, work number, sitter, etc.).

Throughout the school year, student vacation and recess days are scheduled. Parents are encouraged to use only these scheduled days for opportunities to take trips or plan special events. It is important that our students are in attendance at school every day, outside of absences for illness or emergencies. Students who are absent and/or tardy six or more times from school will receive a letter and/or contact from the principal. Exceptions are only for a critical illness/injury. Unexcused and excused absences will be subject to the Student Attendance Regulations (Board Policy 501.12R1).

Students planning to leave school early, arrive late, miss any portion of the school day, or miss entire days of school for any reason must bring a signed note from the parent in advance. The note should state the reason for the change in the student’s routine and be given to the homeroom teacher and/or office. Without proper notification, regular procedures will be followed.

Each day of school, including the first and last weeks, the days prior to and following conferences, winter recess and spring break are essential learning days. Please help your child understand the importance of school and regular attendance habits by making daily school attendance a top priority. We want all of our students in school everyday, but they should not attend if they are ill. **A student must be in attendance the half day (pm) immediately preceding an extracurricular activity (band, chorus, etc) to be eligible to participate.**

F. Fire/Tornado Drills (Board Policy 507.5) and Intruder Procedures

Procedures for building evacuation and tornado shelter have been prepared for each building. A minimum of two fire and two tornado drills are held each semester so that students may become familiar with proper procedures. Procedures for a building intruder response including action steps necessary to secure the building and individual classrooms are reviewed with the elementary staff and a response drill is held each semester with students.

G. Recess

Outside Recess

Students need the opportunity to be outside for fresh air and exercise each day, weather and health permitting. With the large number of students outside for recess each day, it is necessary to have guidelines, which help minimize problems and accidents on the playground.

Students will be expected to go outside for recess each day unless there are individually approved circumstances or inclement weather conditions. If the student has returned after a lengthy illness, he/she will be held in from recess for no more than two days without a doctor's note. During the wintertime, we use the local weather service report, and the students are not permitted to go outside for recess if the WIND CHILL INDEX drops to 5 degrees Fahrenheit or below. Appropriate clothing for the existing weather conditions at the time is a must.

Guidelines For Indoor/Outdoor Recess

Recess will be held indoors when: (a) temperature combined with wind reaches a wind chill factor of 5 degrees; (b) precipitation would cause outdoor activities to be uncomfortable (heavy snow, sleet, rain); (c) when extreme wind and/or humidity factors make outdoor recess extremely uncomfortable. Students will be expected to be prepared to go outdoors for recess on all other days. If the students are indoors for a recess they will be involved with quieter activities in their classroom.

H. Bicycles/Skateboards/Bats/Balls/Scooters/Skate Shoes

Please consider carefully your child's ability to handle and maneuver a bicycle before allowing your child to ride to school. Bicycle racks are provided, however, the school district is not responsible for students riding to and from school and assumes no responsibility for bicycles on the school grounds. Bicycles are acceptable at all elementary schools.

Students are not permitted to bring scooters, skateboards, rollerblades, skate shoes, bats, and/or balls to school. Playground equipment is provided for recess. (Refer to Miscellaneous Section I: Personal Items) Personal items are not normally considered essential to a student's educational needs and therefore should not be brought to school. All other items brought to school should be inside a backpack or bag. Due to safety concerns and restricted space on school buses, parents are encouraged to limit students to one (1) carryon. Carryon and musical instruments that cannot be held on a student's lap or placed beneath their seat should not be transported inside the passenger compartment of the school bus.

I. Appropriate School Clothing

Dress and grooming are personal matters and should be appropriate for the occasion. Proper hygiene is expected at all times. Any type of attire, which attracts undue attention to the wearer, and thus causes a disturbance in the school, is not acceptable. Among attire considered unacceptable are halter/midriff tops and short shorts. Hats, caps, bandanas worn by boys or girls are not acceptable in the building. Low hanging pants and chains are not acceptable.

Do not wear clothing that displays alcoholic beverages, tobacco, any controlled substance, profanity, obscene pictures, vulgarity, lewd sayings, etc. (Board Policy 502.1)

For outdoor dress:

1. Coat, jacket or snow suit in cool/cold weather.
2. Boots and snow pants when snow has accumulated and stayed on the ground for more than a day, or on wet, muddy days. (Students who do not have boots will stay on the blacktop)
3. Mittens/gloves and hats when temperatures fall below 32 degrees.
Students who do not come attired in appropriate outerwear for the weather will be reminded what they need to wear. After that, students who have no hat or mittens will still be sent outside.

J. Personal Items

Video games, toys, baseball cards, radios, headphones, cell phones, iPods/MP3 players and other personal items are not appropriate in school as they frequently interrupt the learning environment. Personal property should be left at home unless specifically requested by the classroom teacher. The school is not responsible for personal items.

Toys should not be attached to book bags.

Sending of balloons, flowers, or other gifts to students while at school is discouraged due to the disruption in the learning environment.

Electronic devices such as e-readers, cell phones, itouch/ipad and/or other personal devices should remain at home unless the classroom teacher has approved supervised use of such items. Students may bring a personal cell phone after parents complete a permission form available from the school office. The phone is to remain in the student's backpack in silent mode or off until the child is off school grounds. Electronic devices may be taken from a student for inappropriate use. (Board Policy 502.10R)

K. Homework Expectations Rationale

Homework is an integral and relevant part of every student's instructional program and should be used consistently throughout the grades and classes. Homework is defined to be the extra-class activities and assignments, which may properly be considered as extensions and enrichment of the regular classroom instructional program.

Homework assignments are designed to develop self-discipline, and teach independence and responsibility. It is our belief that homework should reinforce school learning as well as promote communication between home and school. Therefore, the following homework policy is being implemented:

General Practices For All Grade Levels

The time ranges provided are general guidelines and may vary somewhat from student to student and according to the particular assignment.

1. Homework activities will be appropriate to skill level and/or interests of students at their particular grade levels.
2. **If a student absence is arranged (i.e. family trip), teachers will not provide assignments in advance related to concepts, which will be introduced in the classroom during the period of absence. Work that has accumulated due to any student absence may be modified at the teacher's discretion. Students should be encouraged to complete make-up assignments within 2-3 days of the absence.**
3. Teachers will monitor and make an effort to minimize homework assignments on Wednesday evenings (Family Activity Night) or school vacations.
4. At grade levels where subjects are departmental, communication will occur among staff in order to distribute assignments evenly throughout the week.
5. Parents and teachers are encouraged to communicate regarding homework assignment content and completion whenever necessary.
6. Homework will be assigned according to specific student/grade level needs; thus students may not have homework every evening.
7. Reading with your child is encouraged at all grade levels.
8. Johnston schools practice the Everyday Math program, which may involve working on math-related homework or exercises with a parent/guardian. Completing these exercises is an important part of progress in the Everyday Math program.

Kindergarten

Homework assignments are not regularly given in kindergarten. Periodically, an extension of an in-class activity may be carried out at home with parental assistance. Parents and children spending time together reading, recording events in a journal, or playing games is encouraged by the kindergarten staff.

First Grade

Time: Fifteen minutes per night

Homework at the first grade level may consist of practicing letters, sounds or word recognition. Small books may also come home for practice. Families are encouraged to read together nightly and practice addition and subtraction facts with sums up to 10. Families may also work together on research projects periodically.

Second Grade

Time: Fifteen to thirty minutes per night

Homework at second grade may consist of reading practice that furthers vocabulary, fluency and/or comprehension. Additionally, addition and subtraction math facts with sums up to eighteen may be practiced nightly. A weekly spelling list will also be given to students in second grade.

Third Grade

Time: Fifteen to thirty minutes per night

Homework at the third grade level may consist of daily work that is not completed during the study time provided in school or specific assignments that are designed to extend learning activities introduced during the school day. Families are encouraged to set aside a nightly time for enjoying reading, practicing basic math facts and practicing weekly spelling lists. Additionally, optional activities may be given to those students who choose to participate.

Fourth and Fifth Grades

Time: Thirty to sixty minutes per night

Homework at the fourth and fifth grade levels may consist of daily work or projects that are not completed during the study time provided in school. These assignments reinforce or extend the instruction that occurs in the classroom. Additionally, students should study weekly spelling lists each night.

Guidelines For Parents

1. Parents are encouraged to review homework assignments with their child before the assignments are returned to school. However, the ultimate responsibility for homework completion lies with your child.
2. Provide a well-lit, distraction-free study area where your child can work comfortably.
3. Encourage your child to keep track of school materials by providing a consistent place to store these materials.
4. Establish a regular homework routine by setting aside a specific time period for study each evening.
5. Be positive, supportive, and encouraging. Work to minimize stress due to problems unrelated to school so that your child's efforts at schoolwork may be as effective as possible.
6. When your child does not have assigned homework, encourage him/her to use that time for leisure reading.

L. Parent-Teacher Conferences

Conferences to discuss student progress are scheduled twice during the school year near the close of the first and second trimesters. Parents are offered the opportunity to meet with the teachers at these times as well as to request other conferences throughout the school year. Please feel free to contact teachers for a conference at any time. Communication between home and school is an essential element in making your child's school experience successful. Please make every effort to attend your child's conference.

M. Individual Progress Reports

The elementary schools are on a trimester system in which the year is divided into three twelve-week periods. Progress reports will be issued at the conclusion of each trimester and parent/teacher conferences will be held at the conclusion of the first and second trimester. The format of the progress reports correspond to the critical benchmarks for each grade level and a marking system of 1, 2, 3 or 4 is used in grades kindergarten through fifth grade. A mark of three indicates that the student is achieving the grade level year-end expectations. Progress reports and parent/teacher conferences offer an opportunity for parents and teachers to respond positively to student progress and discuss constructive ways to strengthen areas of concern.

Questions regarding progress reports should be directed to the homeroom teacher.

N. Elementary Student Nutrition Program

The school lunch program is a vital part of the school health program. To encourage good nutrition and a healthy lifestyle, a nutritious, well-balanced lunch is offered at an affordable price. Students will have a daily choice of two entrees with each menu. Meals are planned using USDA guidelines, which average less than 30 percent of calories from fat if items from all food groups are eaten. The serving sizes are appropriate for the specific age groups. Items are offered in each of the food groups and students are allowed to decline items in two of the following groups:

- Meat/Meat Alternate – yogurt and cheese are included in this group
- Milk – skim, chocolate skim, 1 percent
- Breads/Grains – buns, rice and pasta (50% of grains offered are whole grains)
- Vegetables – a hot vegetable and salad or raw vegetables
- Fruit

Offer vs. Serve

To encourage students to eat healthy, a variety of foods are offered. A lunch consists of a maximum of 5 items, 1 from each group. For the items to count as a meal, the students must select one item from at least three of the food groups listed above and one of the items selected must be a serving of fruit or vegetables. If a student's meal does not have three out of five groups listed above, they will be charged an a la carte price for each item on their tray.

Students have a choice of bringing a sack lunch or purchasing a lunch from the school lunch program. Extra portions are available for an extra charge. Extra entrée purchases are available for fifth grade students. The cost of student and adult lunch meals will be published prior to the beginning of each school year. Students bringing a sack lunch are encouraged to bring healthy foods and beverages. Foods of minimal nutritional value such as candy and soda pop are discouraged.

A nutritious school breakfast is offered at all elementary schools beginning at 8:10 a.m. each school day. The meal is consistent with the federal guidelines and consists of appropriate servings of bread/cereal, meat/meat alternate, fruit and milk.

If you are interested in the free or reduced price meal program, application forms are available from the Nutrition office or school offices. Submit the completed application to the District Nutrition Office. The District Nutrition Office, prior to a student receiving free or reduced cost meals, must approve applications. Until approval, the student will pay full price for lunch meals. Milk, as an individual item, is not available at a free or reduced price. There is to be absolutely no giving away of food or milk by students approved for this program. A new free or reduced application must be completed each school year.

A computerized lunch accounting system is used to manage student lunch accounts. Lunch money is prepaid and credited into individual lunch accounts. All purchases (lunch meals and ala carte items) are automatically recorded and deducted from the lunch account balance. All students, eligible for subsidized meals or not, are assigned a personal keypad number to participate in the lunch program. This protects the anonymity of those students receiving meals at a free or reduced cost.

Please remember that the personal Keypad Number is confidential and should not be shared.

- Online at paypams.com
 - District Nutrition Office – 5608 Merle Hay Road
- If putting money into more than one student's account and the students are at different buildings, then deposit must be made at the district nutrition office.** If you want to pay at the individual buildings, then you must write separate checks.
- Any elementary classroom teacher

*Money WILL NOT be accepted in the lunchroom.

Cash or checks will be accepted for deposits. Payment into an account may be made for one or more meals. Prepayment for a number of meals at one time is encouraged. To assure accuracy, please include money in a sealed envelope with the following information:

PLEASE PRINT

- Student Name (Please specify if different than parent and/or guardian name)
- Grade
- Homeroom number
- Amount **If money is to be split into more than one lunch account, please indicate the name of each student and the dollar amount designated for each account.

*Please do not ask teachers or school secretaries for envelopes.

Money received by 9:00 a.m. will be credited to your account the same day.

Money received after 9:00 a.m. will be credited to your account by the following day.

Account Status

Students will be given reminders, as needed, to deposit money into his/her account.

Second Lunches

Paid, free, and reduced students purchasing a second lunch will be charged a full lunch price .

Extra Portions/Entrees

Student accounts will be charged accordingly for extra portions and/or entrées for fifth graders only.

***A student lunch must be purchased before extra portions are purchased, with the exception of milk.**

Milk

Students may purchase extra milk with their meal, or milk as a single item.

End of Year and Student Transfers

Money balances remaining in student accounts at the end of the school year are carried forward to the next fall. If a student transfers

to another school within the district, the money is transferred also. Students leaving the district may request a refund of the balance of their account by contacting the District Nutrition Office.

For a detailed report of account and meal transactions or for any questions or concerns, please contact the District Nutrition Office at 278-0278 or the lunch clerk at the school sites or log on to paypams.com for an account history.

STUDENT SERVICES

A. Student Health Information Illness

Students with the following symptoms will be sent home:

- 1) Temperature of 100°F or above (oral) or equivalent (free for 24 hours before returning to school)
- 2) Vomiting (free for 24 hours before returning to school)
- 3) Diarrhea (free for 24 hours before returning to school)
- 4) Unexplained abdominal pain
- 5) Severe cold and/or cough
- 6) Unexplained skin eruptions or rash
- 7) Swelling, redness, tenderness, discharge of eyes
- 8) Communicable disease
- 9) Any health condition that in the nurse's judgment is of concern for the child's or others' health (items 6, 7 and 8 require a doctor's diagnosis and treatment, if needed, or until symptoms are gone)

Dismissal Procedure

- 1) Parents or their designee must be notified before a student is sent home.
- 2) Transportation will be approved or arranged by the parent or designee.
- 3) Teacher and/or attendance person will be notified.
- 4) Parent or designee will sign student out in the office area.

Readmission

- 1) The nurse will make an appropriate assessment of students who have been excluded from school.
- 2) Student should be fever-free 24 hours before re-entry to school.
- 3) Medical absence of five consecutive school days requires written verification from a physician, including any restriction, for readmission to school.
- 4) Students excluded because of skin eruptions and rashes cannot be admitted without a note from a physician or absence of symptoms.
- 5) Absence due to hospitalization requires written verification from a physician.
- 6) Student should be symptom-free (diarrhea, vomiting) before re-entry to school.

Parent Responsibility

- 1) Parents will be responsible for communicating information to the nurse regarding illnesses, accidents, medication, P.E. restriction, communicable diseases, treatments or pertinent medical and dental information.
- 2) Parents are also responsible for informing the school of any changes of information on the Elementary School Student Information form.
- 3) Parents are responsible for providing transportation if their ill or injured child is to be sent home.

Activity Participation

In the event that a student returns to school after an injury or illness and is unable to participate in physical education or recess, parents are requested to provide a written excuse and, if necessary, a doctor's note releasing the student from full participation in these activities.

Student Emergency And Health Information (Board Policy 507.3)

Each year, prior to registration in school, all families will have been sent a Student Elementary School Information form. This is to be completed by the parent/guardian and returned at registration. As changes occur in this information, please inform the school so that we may keep this important record current. This information will be used on the district's central database and shared with the appropriate personnel who need access to it.

Medical Emergency Team

There is a full-time nurse and/or CPR/First Aid certified personnel in each building to immediately respond to emergency situations during school hours.

Physical /Dental Examinations

Physical exams are encouraged for all students entering kindergarten and grades 3, 6 and 9. Dental screenings are required per Iowa

law for students entering kindergarten and ninth grade. Information on low cost medical and dental services is available from the school nurse.

Vision Screening

Vision Screening will begin each fall for students in grades 1, 3, and 5. Please notify the nurse if you do not wish your child to participate. Students who do not pass this screening will be re-checked and you will be notified only if they do not pass the screening. This is a screening process only and does not identify all vision or eye problems.

Hearing Screening Program

Heartland AEA 11 will conduct its annual Hearing Conservation Program during the upcoming school year. Students who attend class in the elementary schools will receive hearing screenings.

Students who do not pass this screening receive a repeat screening and may receive individual hearing testing by the audiologist and consultation with school personnel. Parents will be notified about the results of the hearing tests **if their child does not pass the test**. This is a screening process only, and does not identify all hearing or ear problems. If your child has had hearing or ear problems recently, feel free to send this information to the school nurse for the audiologist.

If you do not want your child to participate in the screening program and follow-up assessments by the school audiologist, please **notify the school**. If there are any questions about the hearing testing program, please contact your school nurse or principal.

B. Educational Program (Board Policy 602.2)

Johnston Community School District believes the learning environment must be safe, supportive, and respectful to maximize learning. Learning is a process involving critical thinking, decision making and problem solving as key components. High expectations are facilitated through varied and challenging teaching strategies. Personally relevant and developmentally appropriate content combined with hands on inquiry set a high standard for student achievement. Emphasis is placed upon the development of the whole child promoting respect, responsibility, and resourcefulness.

A Library Media Center is located in each elementary building. Computers are readily accessible to all students. The staff is comprised of teachers who possess the expertise to be caring and responsive to the individual needs of the students. A full-time curriculum director assists teachers and administrators in planning a comprehensive program, which concentrates, on basic curricular elements as well as introducing innovative, research-based practices.

The basic instruction program of students enrolled in pre-kindergarten and kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education 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 six will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

In addition to a strong primary language arts program, Johnston's elementary curriculum includes an integrated approach to basic communication skills. Students are introduced to writing very early in their learning. Our math program encourages the development of higher-level thinking skills and practical problem-solving skills.

Art, Music, and Physical Education specialists work with the students of kindergarten through grade five on a rotating schedule. These specialists may also work with the regular classroom teachers on special projects and/or programs. Chorus and Band are part of our fifth grade program.

Curriculum maps shall be prepared to provide a consistent approach to instruction and to furnish information about supplementary materials and related activities. In all instances, the elementary curriculum shall meet the educational requirements established by state statute and the State Department of Education.

Guidance

Elementary school counselors are available to serve elementary students. The counselors work with students individually, in small groups and in the classroom. The counselors consult with teachers concerning the academic, social, and emotional needs of students. The emphasis of our elementary counseling program is on early prevention of problems.

Health Education

A committee of teachers, administrators, parents and health professionals has written a health curriculum for Johnston schools.

The curriculum is in compliance with State legislation. The major topics that are taught include personal health, food and nutrition, environmental health, safety and survival skills, consumer health, family life, substance use and abuse, emotional and social health,

prevention and control of disease, health resources and careers. Instruction at the K-5 level will be primarily by the classroom teachers, school counselors and nurse.

As a parent, you do have the option of having your child excused from instruction on a specific health topic, if you so choose. Any such request must be in written form and filed with your child's principal. In addition, a student may not be required to enroll in health or physical education classes if the child's parent or guardian files a written statement with the principal that the course conflicts with the child's religious beliefs pursuant to Iowa Code Section 256.11 (6).

If you should have any specific question in regard to Johnston's health curriculum, please contact your child's teacher or building principal.

Special Services And Programs

Johnston's elementary schools provide a number of specialized programs in an effort to effectively meet each student's educational needs. These programs are designed to maximize learning opportunities for students who require a specialized educational experience.

Comprehensive Literacy Program

Through the federal legislation of No Child Left Behind, national researchers worked together in 2001 and identified five basic areas of reading that need to be addressed for all students. Those are:

- phonemic awareness (K-1) identifying individual sound in words
- phonics (K-3) identifying the relationship between sounds and the written letter
- fluency (K-12) reading with accuracy, expression, appropriate phrasing, and at the appropriate pace
- vocabulary (K-12) gaining word knowledge through definitions and structural analysis
- comprehension (K-12) gaining meaning from text by using various active literacy strategies

The Johnston School's comprehensive literacy program is based on several components in the area of literacy. Because of new research and the implementation of the Iowa Core Curriculum, we have enhanced our Comprehensive Literacy Program by incorporating reading, writing, speaking, listening, viewing, access to print, instructional time allotment, and the gradual release of instruction model.

In order to provide a balanced instructional approach, K-5 teachers integrate the various literacy components throughout their instruction during literacy block time. In addition, they integrate literacy skills into the content areas, such as social studies, science, and math.

Explicit instruction is typically accomplished during shared reading time, where the teacher explicitly models new strategies or skills for students. The teacher then moves to guided practice with his/her students. This can happen in small group instruction, such as guided reading. From there, the teacher provides the opportunity for students to have collaborative practice to ensure they understand the task, strategy, or skill they are learning. If students are successful up to this point, the student then takes more ownership of their own learning and begins to work independently. This is the gradual release of responsibility model.

Read alouds occur frequently to expose students to quality literature, new vocabulary words, and new information. Teachers set a purpose for reading their read aloud materials so students are active listeners. Students can then discuss what was read or do various activities after the teacher finishes. The goal is to expose students to new genres and texts so they are interested in independently reading more in that genre or topic area.

The writing program is based on the Six Trait Model. The Six Traits include:

- Ideas
- Organization
- Sentence Fluency
- Word Choice
- Voice
- Conventions

During the writing process, the goal is to help students clearly identify a main idea and stick to that idea with supporting details, organize their paper appropriately, use strong words in their nouns, verbs and adjectives, give voice to their writing, construct sentences that flow throughout the paper with proper transition words, and use the appropriate conventions of spelling, grammar, and punctuation.

To support our students who struggle in literacy, Johnston Elementary Schools provide literacy support programs such as Reading Recovery and Reading Support. Reading Recovery is a first grade 20-week intervention where the identified students and the Reading Recovery teacher meet on a daily, one-to-one basis.

Supplemental reading support is provided by Literacy Specialists who are highly qualified teachers. This support is available for

students who struggle in literacy and qualify through our literacy diagnostic assessments. This could be a push-in or pull-out model, depending on the students being served. Both the Reading Recovery intervention and the Reading Support program are available in each elementary building.

Speech/Language

Speech and Language services are available through Heartland Area Education Agency. A speech and language pathologist is available at each building in our district. Referrals for services are accepted from parents, teachers, and outside agencies. Parent permission is required before a student may receive speech and language services.

Special Education Classes

A comprehensive Special Education Program is available to students who are identified as meeting the criteria for special education placement. Students may be referred for testing by parents, teachers or an outside agency. Parental permission is required prior to individualized student evaluation. A team of professionals who specialize in the diagnosis of specific educational needs from Heartland Area Educational Agency assist in the evaluation of and programming for students with special needs. Programs are available for speech and language; learning, behavior, or mental disabilities and visual, hearing and physical impairments.

Elementary buildings have a range of services from collaborative and full inclusion to self-contained special education classrooms. In addition, there is an ECSE (Early Childhood Special Education) district program.

Extended Learning Program (E.L.P.)

Johnston's Extended Learning Program for Talented and Gifted students is available to students in grades kindergarten through 12. Parents and teachers may refer students for screening to determine need for programming. Students are reviewed annually to determine how to best meet their academic needs. Curriculum modifications for students identified as high in one subject area take place largely within the classroom. Some students may benefit from pullout services.

At the primary grades, services are more consultative and students are grouped and regrouped to meet needs. By third grade, students who are identified for an extended studies class meet regularly for academic services with an ELP teacher, either within the classroom or in a pullout class.

English Language Learners (E.L.L.)

English Language Learners is a program designed to fit the needs of students from other countries whose native language is not English. These children may need additional help with the English language. Students in the ELL program work one-on-one with the teacher or in groups. The students participate in many activities, which help them become better listeners, speakers, readers and writers of English. Academic support is also a part of ELL.

Student-Teacher Assistance Team (STAT) / Caring Attitudes Reinforce Education (CARE) / Building Assistance Team (BAT)

Assistance teams offer a support system that benefits all members of the school community and enhances the quality of learning. It is designed to facilitate student interventions through the cooperative efforts of all school personnel. This team is made up of a group of teachers and other professionals who collaborate with parents in a confidential setting to assist their child to be successful. The team uses a problem-solving process, which includes support and follow-up for students, teachers, and parents.

At-Risk Services

The Johnston Community School District provides supports for students identified as at-risk. The at-risk services program works to help students be successful in school. Initial contact with at-risk concerns and questions should be made to the building principal or school counselor. Building assistance teams work closely with classroom teachers in a problem solving approach to meet students' academic and school needs. At-risk staff provides support when additional services are determined to be necessary. For more information contact your building principal or Dr. Bruce Amendt, Associate Superintendent, at 278-0470.

STUDENT RESPONSIBILITIES

A. Behavior Initiative

Johnston Elementary Vision

Our school is a community of learners dedicated to the pursuit of happiness and knowledge. We work together to create a safe environment where hopes, joys, and accomplishments are celebrated and cherished. Respectfulness and responsibility are radiated by all. Here, questioning for greater understanding and the wonders of knowledge are discovered. We are determined to do our personal best and become life-long learners. We leave each day with the excitement and challenge of tomorrow.

Beliefs

We believe:

- in the value of each member of our school community;
- that all staff, students, parents, and community are members of our school community;
- in mutual respect and cooperation among all in our school community;

- that a safe, supportive environment will encourage successful learning;
- that a positive school climate is the responsibility of each member of our school community;
- consistent, high expectations must be stated clearly and upheld by all;
- in teaching students the academic, social, emotional, and behavioral skills they need to be productive citizens and lifelong learners;
- appropriate student behavior is best achieved through instruction and modeling;
- desirable student behaviors are best taught in a proactive, systematic manner

In order to achieve their fullest potential, we will focus on our Pillars of Success. Each building will address their own behavior expectations and consequences with students and parents. The Pillars of Success (school expectations) for all buildings are:

Trustworthiness

- be honest
- keep promises
- be reliable; do what you say you'll do
- build a good reputation
- do the right thing
- stand by your family, friends and country

Caring

- help people in need
- be considerate
- be thankful
- be kind
- forgive others
- do acts of kindness

Responsibility

- do what you are supposed to do
- take care of materials
- use self-control
- be accountable for your choices
- keep on trying! never give up!
- always do your best

Respect

- respect yourself and surroundings
- treat others with respect
- be tolerant of differences
- use good manners
- don't threaten, hit, or hurt anyone
- show good sportsmanship

Fairness

- be open-minded: Listen to others
- take turns and share
- play by rules
- don't take advantage of others
- don't blame others carelessly
- play by rules

Citizenship

- obey rules and laws
- cooperate
- be a good neighbor
- respect authority
- make your school and community better

MISCELLANEOUS

A. Field Trip Letter/Permission Form

During the course of the school year, your child will have an opportunity to participate in supervised class excursions off the school premises. These trips, referred to as "Field Trips," are well-planned educational experiences which correlate with units of work in the curriculum. The children may walk if their destination is near the school, or they may ride a school bus to more distant places, including some out of the school district.

To maintain close communication between the home and school relative to the welfare of each child, a parental permission slip to participate in each field trip is required. Prior to each field trip the participating students will be asked to take home a permission slip and return it, with a parent's signature, to their teacher. Each child's signed permission slip covers that specific field trip and is kept on file. Failure to return the signed permission slip will mean that the student will not be allowed to go on that field trip. Students not attending a field trip scheduled for their class will remain in school and be required to work on their studies.

Each time a class takes a field trip the teacher will send home a note with each member of the class prior to the trip, explaining where and when the class is going. It will be the individual student's responsibility to get this information note/permission slip home, obtain a parent's signature, and return it to the teacher.

If, for some reason, you do not wish your child to go on a particular field trip, please send a note or contact your child's teacher.

Sample Permission Slip for Field Trip

_____ has my permission to attend the following field trip.
(Student's Name)

Destination: _____

Date: _____ Departure: _____ Return: _____

Parent/Guardian Signature: _____

Phone Number (in case of an emergency): _____

Who is at this emergency number? _____

B. School Parties and Birthday Parties

Elementary students have two scheduled school parties per year; a Winter Holiday party and a Valentine party. Homeroom parents and other school volunteers are contacted to provide assistance and healthy treats for these parties. Other celebrations occur throughout the year, which are tied into various curricular areas or special projects. Students may bring treats to school for their birthday, however, **invitations** to birthday parties or other celebrations outside of school **will not be distributed** at school no matter if they are for a select number of students or for the entire classroom. Treats brought in for any occasion should follow the treats/snacks guidelines in the following section.

C. Treats and Snacks

It is our policy to promote good nutrition and a healthy school environment in all aspects of the school building. When bringing treats and snacks to the classroom for other students, please make sure they are nutritious and safe for individual students. There are students in our buildings that have conditions, which may require special diets and careful monitoring of their nutritional intake. They may have food allergies, may be diabetic, or may be monitoring caloric intake. Should a specific food allergy exist in a child's homeroom, a note will be sent home with information regarding the specifics. All treats should be checked by nurse or teacher to ensure children in the classroom with allergies are kept safe.

Examples of healthy snacks include: fresh fruit and vegetables prepared in advance (no nuts), cheese, beef sticks, saltine crackers, Goldfish crackers, pretzels, and 100% fruit juice boxes. Individually packaged, commercially prepared items are expected to ensure proper sanitation and avoid cross contamination. Homemade treats should not be sent to school. Parents sending a snack or lunch to school with their own child may want to consider providing a healthy and nutritional snack/meal for their child.

Building principals have discretion on the distribution of school treats for birthday parties and school-wide celebrations. Their preferences may differ from guidelines in the handbook.

D. Money

Students should not carry extra money to school. Lunch/milk money should be carried in a safe place. Parental direction regarding money with their child should be an important part of home instruction as well as a concern at school.

Parents should also be concerned if their child arrives home with extra money or other items obtained at school. **STUDENTS ARE NOT ALLOWED TO SELL OR TRADE ITEMS OF ANY KIND AT SCHOOL**; this includes sports cards (baseball, etc.).

E. Lost And Found

There is a lost and found area in each building. **Please assist your child and us by properly and clearly labeling all articles of student clothing and other possessions, which may get lost or mixed up.** If students find money at school, they should turn it in to the office. The office secretary will keep the money, along with the student's name and room number, for one week (5 days). If no one reports losing the money, the student who found it may return to the office and claim the money. The only exception would be an unusually large amount of money.

F. Telephone Messages

The school telephone is a business phone and students should not receive or make phone calls at school except in emergency situations. If it is necessary, call the office and a message will be delivered to the student. Students will not be permitted to use the telephone unless approved by the teacher and/or office staff. Telephones are available in each classroom; however, **instructional time will not be interrupted by phone calls.**

G. School Pictures

Arrangements are made each year to enlist a picture company to photograph our students for class composite pictures and to offer for sale various picture packet options. Specific information is sent home from school.

H. Visiting School

We **welcome** and **encourage** you to visit your child's school. If possible, let your child's teacher know in advance when you are planning to visit. It is not a good idea to visit during the first or last weeks of school or during a special activity such as testing. We ask that you limit your visitation to 30 minutes or less. Unique visitation circumstances may be approved through the building principal. **CHILDREN UNACCOMPANIED BY AN ADULT ARE NOT PERMITTED TO VISIT SCHOOL.**

In compliance with the Raptor Visitor Management Software, all visitors (including parents) should report to the main office to sign/check-in. If it is your first time in your child's school, provide the office staff with your valid state-issued ID (driver's license). The bar code on the driver's license will be scanned and run through the Raptor system for a possible match on the sex offenders list. All visitors will then be issued a date-sensitive visitor badge containing their identification information that must be worn while on school grounds. Minors that do not have a valid state-issued ID will be allowed to visit, as long as they are accompanied by an adult that has checked in with our procedures.

Once you have registered within our electronic sign-in procedure, you will not need to provide an ID each time you visit. However, you will still need to check-in at the office to receive a visitor badge containing your personal information. All visitors will be required to check-out through the main office when you leave the school.

This helps staff and students identify adults in our environment. If you are in the building for just a few minutes for pick-up or drop-off, a visitor badge is not necessary.

Parents are asked to use good judgment when preschool age children accompany them to school for a visit. If the preschooler becomes restless or overly active, the class may be distracted. Please plan your visits with that in mind.

I. Parent-Teacher Organization (PTO)

A volunteer Parent Teacher Organization (PTO) enhances the educational program of Johnston's elementary schools. Activities include fund-raising events, which support a variety of projects in the schools, homeroom parents, kindergarten bus safety presentations, roller skating parties, book fairs, and completion of an all-school directory. The PTO meets monthly. This outstanding organization deserves your active support and involvement. Membership information is available at the elementary schools.

J. Adult Volunteers

We encourage adults within our community to volunteer their time in the schools. A variety of volunteer activities are available which range from making bulletin board activities to serving as an outside resource speaker on a special topic. If you have at least thirty minutes a week to spare, or a special area of interest to share, please contact the PTO or school and volunteer your time. It is a rewarding experience for students and volunteers alike.

K. School Newsletter

Each school will provide a newsletter periodically, which is sent out electronically and also available on the school's website and district website. The newsletter will provide you with information about upcoming events, student activities, monthly school menus, and may feature examples of student work. Please take time to read the newsletter with your child.

L. Child Care Programs In-District

The Johnston Community Schools have designed a quality, affordable before and after school child care program. Kids Connection is available at all elementary schools from 6:30 a.m. until the start of school and from school dismissal until 6:00 p.m. each school day. In addition, we provide care during school vacations and throughout the summer for school-age children. You must register for Kids Connection in order to attend the program. For more information, call the Kids Connection office at 252-8490.

M. Parent Input For Next Year

Careful attention is given to the process of determining class sections. Johnston has attempted in the past to provide reasonable class sizes. However, other considerations are given to this process. The number one priority is to create class sections which will best fit the needs of the individual students involved.

Many factors are considered in balancing of classroom assignments. For example, classes may be balanced in terms of the number of students, boys/girls, personality, students with special needs, and ability (reading or academic). Occasionally the separation of students has a part of the process. Relatives, close friends, and personality clashes are factors considered when separating students from one another. The intent is to create a classroom setting that is beneficial to the students and does not inhibit teaching staff from doing the best possible job. The public must be aware that the placement of students is a task that is not taken lightly. There is considerable time and effort put into the process.

With this in mind, the school does not accept requests for specific teachers; however, parents may provide the school with input into their child's learning needs. They should put their concerns in writing and address it to the attention of the building principal before April 15th. The principal has the authority to make the final decision regarding the membership of any given class.

N. Pets

Due to health and safety reasons, students and families are discouraged from bringing pets to school.

DISTRICT INFORMATION

A. Non-Discrimination of Students (Board Policy 602.1)

All students enrolled in the District shall have equal opportunity for a quality public education without discrimination regardless of their race, color, creed, gender, national origin, religion, sexual orientation, gender identity, disability, socioeconomic status or marital status.

The education and activity program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall 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. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with Title IX of the 1972 Educational Amendments, Title VI or ADA/Section 504 of the Rehabilitation Act of 1973 may be directed to the Equity Coordinator at 5608 Merle Hay Road, Johnston, Iowa, phone 515-278-0470 or the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, phone (312)-730-1560, fax (312)-730-1576, email OCR.Chicago@ed.gov.

B. Objectives for Equal Education for Students/Jurisdiction (Board Policy 500)

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

The Board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, creed, religion, national origin, sex, gender identity, age, disability, marital status, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, military affiliation, socioeconomic status or familial status. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students shall treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school related matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the school counselor or other employees.

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

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

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Equity Coordinator by writing to the Equity Coordinator, Johnston Community School District, P.O. Box 10, Johnston, Iowa 50131-0010; or by telephoning (515) 278-0470

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Regional Director, Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-7204, phone (312) 730-1560, fax (312) 730-1576, email OCR.Chicago@ed.gov. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the District central administrative office and the administrative office in each attendance center.

C. Definitions

The term “parents” for purposes of this handbook shall mean the legal parents, legal guardian or custodian of a student and students who have reached the age of majority (age 18) or are otherwise considered an adult by law. An administrator’s title, such as superintendent or principal, also means that individual’s designee unless otherwise stated. The term “school grounds” includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses. The term “school facilities” includes school district

buildings. The term “school activities” means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

D. Access to Student Records (Policy 506.1)

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 building principal a written request that identifies the record(s) they wish to inspect. He/she will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. Parents and eligible students shall have access to the student’s records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of post-secondary education. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student. Parents of an eligible student who is defined by the Internal Revenue Code as a dependent student may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student’s student records. Parents, other than parents of an eligible student, may be denied access to a student’s records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records.

- (2) The right to contest placement of a controversial record in the student’s education records.

Parents or eligible students may ask the Johnston Community School District to amend a record that they believe is inaccurate, misleading or a violation of the student’s right to privacy. They should write the building principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school district determines an amendment shall be made to the student record, the school district shall make the amendment and inform the parents or the eligible student of the decision in writing. If the school district refuses to amend the student record, it shall inform the parents or the eligible student of their right to a hearing before the school district. Additional information regarding the meeting procedures will be provided to the parent or eligible student when they are notified of their right to the meeting.

- (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.

Student records may be disclosed in limited circumstances without parental or eligible student’s written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

to school officials within the school district whom the Superintendent has determined have a legitimate educational interest;

to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records;

to the U.S. Comptroller General, the U.S. Secretary of Education or state and local educational authorities;

in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;

to organization conducting educational studies and the study does not release personally identifiable information;

to accrediting organizations; to parents of a dependent student as defined in the Internal Revenue Code

to comply with a court order or judicially issued subpoena; in connection with a health or safety emergency;

or, as directory information.

- (4) The right to inform the District that the parent or eligible student does not want the District’s designated directory information, as defined below, to be released to the public. To object to the designation and release of certain student records as directory information, the parent or eligible student must notify the building principal at the start of the school year, of the information not wished to be released. (From Board Policy 506.1E3). This objection to the release of directory information must be renewed annually by completing the Directory Information Public Notice.

Student directory information is designed to be used internally to assist certified personnel is not accessible to the public. Student pictures on the web, student work on the web, student directory and general student information will be provided to the public for school related activities and/or educational opportunities without parents'/guardians' consent unless the parents/guardians have notified the administration within the deadline set in the annual notice that they do not want their minor student's information published without their consent. These rights transfer to the student when he or she reaches the age of 18.

Directory information includes, but is not be limited to, the student's name, photograph or likeness, 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 educational agency or institution attended by the student, and other similar information. (Policy 506.1E2)

- (5) 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 and Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile justice agencies (agencies) involved.

The purpose of the agreement is to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the school district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the school district to the agencies after adjudication only with the parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family.

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

Drivers Education-Secondary

New FERPA regulations now allow a district to disclose education records to contractors used by a district to perform a service or function of the District. Johnston contracts with Street Smarts to provide driver education. Parents and students need to be aware that with this change Johnston schools will be releasing a student's name, address, phone number and eligibility for a full or partial waiver of school fees to Street Smarts as based on qualification for free or reduced lunch. If a student qualifies for a fee waiver, their fees for drivers education will be reduced or waived.

A parent has the right to opt out of this disclosure to Street Smarts, but would then be responsible to pay 100 % of the cost of the driver education course. Forms to opt out of this release are available at the administrative office of Johnston High School, Johnston Middle School and the Administrative Resource Center.

Military-Secondary

Student directory information will also be released to military recruiters upon request. Parents and students need to be aware that they may opt out of the release of this information to military recruiters by so marking on the Release of Information form which is available at any administrative office.

E. Civil Rights - Section 504 (Policy 607.2)

Parents' Rights Afforded By Section 504 Of The Rehabilitation Act Of 1973

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. have your child take part in, and receive benefits from public education programs without discrimination because of his/her handicapping conditions
2. have the school district advise you of your rights under federal law
3. receive notice with respect to identification, evaluation, or placement of your child
4. have your child receive a free appropriate public education (FAPE)
5. have your child receive services and be educated in facilities which are comparable to those provided to non-disabled students
6. have evaluation, educational, and placement decisions made based on a variety of information sources, and by persons who know the student and who are knowledgeable about the evaluation data and placement options
7. have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district
8. have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district
9. examine all relevant records relating to decisions regarding your child's identification, evaluation, and placement
10. request mediation or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement (You and your child may take part in the hearing and be represented by counsel. Hearing requests must be made to your local district superintendent.)
11. file a local grievance

The person responsible for assuring that the district complies with Section 504 is Dr. Bruce Amendt, 278-0470.

The name and position of the person responsible for Section 504 compliance at each school building is listed below:

Beaver Creek Elementary School: Jan Maronn, Assistant Principal 515-278-6228

Lawson Elementary: Brian Town, Assistant Principal 515-278-0478

Wallace Elementary: Josh Morgan, Assistant Principal 515-278-6977

Horizon Elementary: Shannon Carlson, Assistant Principal 515-986-1121

Timber Ridge Elementary: Josh Morgan, Assistant Principal 515-331-4379

Summit Middle School: Brian Town, Assistant Principal 515-986-0318

Johnston Middle School: Erica Andregic, Student Services Counselor 515-278-1544

High School: Julie Fulton, Student Services Counselor 515-278-0449

What Is Section 504?

Section 504 is the section of the Rehabilitation Act of 1973 (P.L. 93-112), which applies to persons with disabilities (physical or mental impairments). Commonly known as the "Civil Rights Legislation", Section 504 is a civil rights act, which protects the civil and constitutional rights of persons with disabilities. It states that no person with a disability (including a "hidden disability") can be excluded from or denied benefits of any program receiving federal financial assistance.

Historical Background

Section 504 of the Rehabilitation Act of 1973 was promulgated by Congress in 1977. Recipients of federal funds (public entities), for many years perceived its main thrust as ensuring physical access to public buildings (i.e., ramps were installed, curbs were cut, elevators were added to multi-level buildings, rest room stalls were enlarged, etc.). Public schools were at the same time committed to compliance with P.L. 94-142 (Education of the Handicapped Act - EHA, now referred to as 101-476 or the Individuals with Disabilities Act - IDEA). With passage of the Rehabilitation Act of 1973, Congress required that federal fund recipients make their programs and activities accessible to all individuals with disabilities.

What Is the Definition Of A Disability?

Section 504 of the Rehabilitation Act of 1973 protects persons from discrimination based upon their handicap status. A person is disabled within the definition of Section 504 if he or she: has mental or physical impairment which substantially limits one or more of such person's major life activities (working, talking, breathing, eating, learning, caring for oneself, etc.); has a record of such impairments; or is regarded as having such impairment. For example, school staff should consider the potential existence of disabilities and possible Section 504 protection for students diagnosed as having HIV, drug usage rehabilitation, Tourette's Syndrome, Attention Deficit Hyperactive Disorder (ADHD), heart malfunctions, communicable diseases, urinary conditions, blood disorders, Chronic Fatigue Syndrome, school phobia, respiratory condition, blood/sugar disorders, post traumatic disorders, pregnancy (with health issues that affect ability to learn), epilepsy, asthma, cancer, Repetitive Motion Syndrome, birth defects, tuberculosis, children placed in psychiatric facilities by their parents, students who are referred but do not qualify for Special Education, students whose absences or suspensions are excessive, students who experience deaths of close persons, divorce of parents, etc.

Who Is Responsible?

It must be emphasized that Section 504 falls under the responsibility of the regular education program. The school staff and parents need to work in collaboration to help guarantee that the student is provided with necessary accommodations and/or services. A disabled student who is eligible for placement under Section 504 should be served by the staff and resources of the regular

education program. The exception to this standard would be a student who had been determined eligible as disabled under the Individuals with Disabilities Act (IDEA). Such a student could receive special education and accommodations required under Section 504.

What Is Required?

Section 504 requires a written plan describing placement and services. Placement decisions must be based upon information drawn from a variety of sources and all information must be documented as considered. Although a formal Individual Education Plan (IEP) is not required, the placement decisions must be made by a group of persons knowledgeable about the child, about the meaning of the evaluation data and about placement options. The educational accommodation plan must be signed by all members of the group or assistance team (including parents) acknowledging student rights and due process.

F. Anti-Harassment and Bullying (Board Policy 107.1 and 107.4)

Parent Resource on Preventing Child & Youth Sexual Harassment, Abuse & Assault

Located in the addendum of this handbook is a guide for parents with a list of available resources for parents defined by student age groups. This Parent Guide was developed by the Iowa Department of Education in conjunction with the Iowa Collaboration for Youth Development. The full manual can be found by going to the district website, then clicking on schools and registration.

<http://www.johnston.k12.ia.us/schools/registration.html>

Harassment and/or bullying of students, employees, officers, board directors, and volunteers are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students, employees, officers, board directors, and volunteers with a safe and civil school and work 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, employees, officers, board directors, or volunteers by other students, or by others such as parents, vendors, and persons doing business with the school district, will not be tolerated in the school or school district.

For the purpose of this policy, the term “volunteer” includes, but is not limited to, a person performing a service for the benefit of and at the request of the school district.

The board prohibits harassment, bullying, hazing, or any other victimization of students based on any actual or perceived trait or characteristic of the student, including but not limited to, age, color, creed, national origin, race, religion, marital/parental status, sexual orientation, gender, 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. The board also prohibits the discriminatory harassment of students including, but not limited to, harassment on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, marital status, or socioeconomic status and which has the purpose or effect of creating an intimidating, hostile, or offensive education environment; unreasonably interferes with a student’s academic performance; or affects a student’s educational opportunities. In addition, the board prohibits the discriminatory harassment of employees, officers, board directors, and volunteers, including, but not limited to, harassment on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability and which has the purpose or effect of creating an intimidating, hostile, or offensive working environment; unreasonably interferes with the individual’s work performance; or adversely affects the individual’s workplace opportunities.

This policy is in effect while students, employees, officers, board directors, or volunteers are at school; on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored or school-approved activities or functions regardless of the location; 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 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 officer or board director is found to be in violation of this policy, the officer or director shall be subject to appropriate measures which may include public reprimand or removal from office, in accordance with applicable board policies and procedures and the law. 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. Other persons found to be in violation of this policy shall be subject to appropriate measures as determined by the school district.

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 (stated above) 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” includes, but is not limited to, communication via e-mail, internet-based communications, cell phones, electronic text messaging, instant messaging, and similar technologies.

Harassment and bullying of students 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, achievement, property, etc.
- Demeaning jokes, stories, or activities directed at the student

Hazing means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for the student to be initiated into or affiliated with a school organization, or for any other purpose. Hazing includes, but is not limited to, any activity that subjects the person to an unreasonable risk of harm, or adversely affects the person’s mental or physical health or safety, or involves a violation of state or federal law or school district policies or regulations. Apparent permission, consent, or willingness by a student being hazed does not lessen the prohibition against hazing.

Discriminatory harassment of students means behavior that has the purpose or effect of creating an intimidating, hostile, or offensive education environment; unreasonably interferes with a student’s academic performance; or affects a student’s educational opportunities. Discriminatory harassment prohibited by the board includes, but is not limited to, harassment on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, marital status, or socioeconomic status.

Discriminatory harassment of employees, officers, board directors, and volunteers means behavior that has the purpose or effect of creating an intimidating, hostile, or offensive working environment; unreasonably interferes with the individual’s work performance; or affects the individual’s workplace opportunities. Discriminatory harassment prohibited by the board includes, but is not limited to, harassment on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability.

Examples of discriminatory harassment include, but are not limited to, slurs, demeaning jokes or comments, innuendoes, unwelcome compliments, cartoons, pictures, pranks, hazing, stereotypical comments, derogatory descriptions, or other verbal or physical conduct. In situations between students and school officials, employees, or volunteers who have direct contact with students, harassment may also include:

- Requiring that a student submit to harassment by another student as either an explicit or implicit term or condition of the targeted student’s education or benefits; or
- Using a student’s submission to or rejection of harassment by another student as a basis for academic decisions affecting the student.

Sexual harassment includes, but is not limited to, 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 or the individual’s work or employment;
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting the student or work or employment decisions affecting the individual; or
- The conduct has the purpose or effect of unreasonably interfering with the student’s academic performance or the individual’s work performance, or creating an intimidating, hostile, or offensive education or work environment.

To the extent provided in Iowa Code Section 280.28, any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment in compliance with this policy and its procedures to the appropriate 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 resulting from or relating to the report. Individuals who knowingly file a false report or complaint or give false statements in an investigation may be subject to appropriate disciplinary action.

Retaliation, reprisal, or false accusation against a person because the person has filed a report or complaint under this policy or assisted or participated in an investigation or proceeding is prohibited. Any person who is found to have retaliated against another in violation of this policy is subject to appropriate disciplinary action. A student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. A school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. A school officer or board director found to have retaliated in violation of this policy shall be subject to measures up to, and including, public reprimand and removal from office, in accordance with applicable board policies and procedures and the law. A school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds. Other persons found to have retaliated in violation of this policy shall be subject to appropriate measures as determined by the school district.

Individuals who feel they have been harassed or bullied should:

- Communicate to the alleged harasser/bully that the individual expects the behavior to stop, if the individual is comfortable doing to. If the individual wants assistance communicating with the harasser/bully, the individual should ask a teacher, counselor, or principal or other appropriate school official for help.
- If the harassment or bullying does not stop, or the individual does not feel comfortable confronting the harasser/bully, the individual should:
 - tell a teacher, counselor, or principal or other appropriate school official; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal or other appropriate school official, including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser/bully did;
 - witnesses to the harassment or bullying;
 - what the targeted individual said or did, either at the time or later;
 - how the targeted individual felt; and
 - how the harasser/bully responded.

COMPLAINT PROCEDURE

An individual who believes that he/she has been harassed or bullied should notify the building principal (or designee), for harassment or bullying occurring at the school building level, or the superintendent (or designee), for harassment or bullying occurring at the district administration or board level. The administrator may request the individual complete the Harassment/Bullying Complaint Form and turn over evidence of the harassment or bullying, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

Complaints regarding the alleged discrimination, harassment, or bullying of special education students shall be treated in accordance with applicable board policy and procedures and the law.

The investigator designated to conduct an investigation of a complaint of harassment or bullying, with the approval of the administrator, or the administrator has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE AND RESOLUTION OF THE COMPLAINT

Level One

The building principal (or designee), for harassment or bullying occurring at the school building level, and the superintendent (or designee), for harassment or bullying occurring at the district administration or board level, will assign an investigator. The investigator will be designated by the superintendent and can be a supervisor, a building or district administrator, or a designated level 1 investigator for Chapter 102 complaints. The complainant should be informed of these choices and given the opportunity for input into the choice of investigator assigned to the complaint. Once assigned, the investigator will reasonably and promptly commence the investigation. The investigator will interview the complainant and the alleged harasser/bully. The alleged harasser/bully may file a written statement in response to the complaint. The investigator may also interview witnesses and consider other evidence as deemed appropriate. Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment or bullying and report the findings and conclusions to the principal (or designee) or superintendent (or designee), depending upon whether the alleged harassment or bullying occurred at the school building or district administration or board level. The investigator will provide a copy of the written findings and conclusions of the investigation to the principal, superintendent, or designee, as appropriate.

Following receipt of the investigator's report, the principal, superintendent, or designee, as appropriate, may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline or other remedial action.

Prior to the determination of the appropriate discipline or other remedial action, the principal, superintendent, or designee, as appropriate, may, at his/her discretion, interview the complainant and the alleged harasser/bully. The principal, superintendent, or designee, as appropriate, will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser/bully, and the investigator will receive notice as to the conclusion of the investigation. The principal, superintendent, or designee, as appropriate, will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Level Two

If the complaint is not resolved at level one to the satisfaction of the complainant or the alleged harasser/bully, the grievant(s) may

appeal the findings to the Equity Coordinator (Associate Superintendent of the JCSD). The filing of the level two complaint must be within fifteen (15) working days from the date of the conclusion of the level one investigation and must be made in writing using the anti-harassment/bullying complaint form stating the nature of the grievance. The grievant may request a meeting concerning the complaint with the Equity Coordinator. A parent or guardian may accompany a minor student. The Equity Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Equity Coordinator regarding action taken will be sent to the involved parties within fifteen (15) working days after receipt of the level two complaint.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential to the extent possible.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be subject to discipline as appropriate.
- The totality of the circumstances will be considered in determining whether conduct constitutes harassment or bullying in violation of this policy.
- Students, employees, officers, board directors, and volunteers are expected to fully and fairly cooperate in any investigation.

CONFLICTS

If the designated investigator is the subject of or a witness to the incident or is otherwise personally affected by the complaint procedures related to the incident, an alternate investigator shall investigate. If the building principal, superintendent, or designee involved in the investigation procedure and resolution of the complaint, or the Equity Coordinator, is the subject of or a witness to the incident or is otherwise personally affected by the complaint procedures related to the incident, an alternate administrator shall serve as a substitute.

This procedure in no way denies the right of a person to file a formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil Rights for the U.S. Department of Education, the Federal Equal Employment Opportunity Commission, and/or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to see private counsel for complaints alleging bullying, harassment, or discrimination.

The Educational Equity Coordinator for the school district is responsible for ensuring the proper implementation of this policy and procedures. The Equity Coordinator is:

Laura Kacer, Executive Director of Human Resources
 Office Address: PO Box 10. 5608 Merle Hay Rd, Johnston, IA 50131
 Phone Number: (515) 278-0470

A complaint form can be found at board policy 107.2 and witness disclosure form is board policy 107.3. Both are available in the addendum of this handbook.

Chapter 102 Level One Investigators:

Cheryl Henkenius, Principal	Timber Ridge Elementary School	331-4379
Kevin Blackburn, Associate Principal	Summit Middle School	986-0318

or, an alternate...

Suzie Pearson, Principal	Wallace Elementary	278-6977
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Chapter 102 Level Two Investigators: Ruth Campbell and Jim McDonald

G. Student Complaints and Grievances (Policy 502.4)

Student complaints and grievances regarding Board policy or administrative regulations and other matters should first be addressed to the student’s teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the Board to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within 10 calendar days of the employee’s decision. If the matter cannot be resolved by the principal, the student may discuss it with the Superintendent within ten (10) calendar days after speaking with the principal.

If the matter is not satisfactorily resolved by the Superintendent, the student may ask to have the matter placed on the Board agenda of a regularly scheduled Board meeting in compliance with Board Policy.

H. Student Discipline (Board Policy 503.1)

It is realistic to acknowledge that situations will arise which are in conflict with established rules and policies. In that event, students may be disciplined for conduct, acts or behavior which disrupt the orderly and efficient operation of the school or school activity, conduct which disrupts the rights of other students to obtain their education or participate, or conduct which interrupts the maintenance of a scholarly, disciplined atmosphere.

The district has adopted a set of policies (Section 503.1) that includes several policies regarding student responsibility and discipline.

The students served in the Johnston Community School District are highly motivated and respectful of the rights of others. They recognize the importance of education and display this through their compliance with necessary rules and policies relative to their behavior while in the school.

I. Student Activity (Board Policy 504.8)

Participation in school activities is a privilege. The purposes of the school activity program are: (1) to provide an outlet for student interest and abilities; (2) to contribute to the mental, physical, and moral growth of the student; (3) to provide group activities; and (4) to foster leisure-time activities. Students will have an opportunity to participate in a school activity unless the activity is not offered, the activity is an intramural or interscholastic athletic activity or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

J. Student Good Conduct (Board Policy 503.3)

It is a privilege and an honor to be able to participate in extra-curricular activities and represent this school district. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Extra-curricular activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes. The student and the school are judged by the participant's character and conduct at all times. Middle and high school students often serve as a role model to many people and their attitudes may have an important impact on others. Any student whose habit and conduct in and out of school, during both the school year and during the summer, are not consistent with the ideals, principles, and the standards of the school district, shall be subject to disciplinary action, up to and including expulsion.



P.O. Box 10
Johnston, IA 50131-0010
515-278-0470
www.johnston.k12.ia.us

Dear Students and Parents:

Everyone associated with the Johnston Community School District takes pride in the educational experience afforded to all of our young people. We have had success because of the strong community spirit and cooperation among administrators, staff, students and parents.

For many years all of our students have had the distinct privilege of riding the school bus to and from school. One hundred percent busing within your elementary boundary, middle school, or high school is a somewhat unique community service to Johnston parents and children. We want to have the same pride in our busing program that we have in the rest of the educational experience at Johnston.

Any discipline problem can jeopardize the safety of our students. The School Board supports the Bus Discipline Policy and Guidelines for School Bus Riders. The Board approved these rules and the drivers and administrators have pledged to enforce them.

Our drivers expect rules to be followed by all students and are required to apply disciplinary action if not followed. Any student following our rules will be assured the privilege of riding our buses. This privilege can and will be revoked from any student not willing to adhere to our rules. The support of students and parents is absolutely necessary for the success of this policy.

It is only with your help that we can continue the community pride in all aspects of the educational process.

Board of Directors
Johnston Community School District

JOHNSTON COMMUNITY SCHOOL DISTRICT
Johnston, Iowa 50131

Together Everybody Accomplishes More

L. Bus Expectations and Consequences

The Johnston Community School District strives to provide transportation services that reflect an emphasis on safety. Riding a school bus is a privilege that requires responsibility on the part of those who ride to follow the directions of the driver, stay seated, keep hands and feet to self and to keep voices to an “inside” level. No scooters or skateboards will be allowed on the bus.

Primary responsibility for bus discipline rests with the driver.

Serious infractions or repeated infractions will be referred to the building principals. Principals may deviate from the schedule below, depending on seriousness of referral, age, appropriateness, time between referrals, and other extenuating circumstances. Located in the addendum is the Bus Conduct Form.

Consequences may be administered in the following manner:

*First Infraction: Verbal reprimand by bus driver.

Explain what rule was broken, what the changed behavior should be, and go over bus rules.

*Second Infraction: Verbal reprimand by bus driver.

Explain rules again; letter or phone call (depending on circumstance of infraction) to parents from Transportation Department explaining what rule violation has occurred and what action the driver has taken to change behavior, and enlisting parent assistance to help solve problem.

*Third Infraction: Bus Referral 1

A conference, which may include parent, student, principal, transportation director and/or bus driver

*Fourth Infraction: Bus Referral 2

A three to five day suspension from the buses

*Fifth Infraction: Bus Referral 3

A five to ten day suspension from the buses

*Sixth and subsequent infractions: Bus Referral 4

A ten to fifteen day suspension from the bus to consider expulsion from buses for the remainder of the semester

Guidelines for School Bus Riders

1. There should be mutual respect between the driver and students.
2. Follow the instructions of the driver.
3. Be on time.
4. Please remain seated at all times.
5. Keep your voice at an inside tone — no profanity.
6. Don't be a litterbug!
7. Person causing damage to seats will be expected to pay cost of repair.
8. Please ask permission from the driver before opening the windows.
9. Enter and leave the bus in an orderly fashion; no fighting, pushing or tripping.
10. If it is necessary to cross the road in front of the school bus, look both directions and wait for the driver to signal you to cross the road.
11. When waiting for the bus, stay back from the curb and line up in an orderly fashion.
12. Do not leave your seat until the bus has stopped.
13. Keep the aisle clear at all times.
14. Do not throw things in/out of the bus.
15. No lighters or matches. No smoking or spitting.
16. Keep hands and feet to yourself.
17. Follow the Golden Rule — “Do unto others as you would have them do unto you.”

Students who want to ride a different bus after school will be required to do the following: a) Bring a note signed by parent/guardian to the attendance office. Phone calls will not be accepted to excuse a student to ride a different bus except in an emergency situation; b) All bus notes will be taken to the attendance office by 12:00 p.m. on the day he/she is to ride a different bus; and c) All bus notes should include: the date, student's name, name of the student he/she is riding home with, the bus number, and a parent/guardian signature. See Policy 702.7 for more information.

M. Weapons (Policy 502.6)

The board believes weapons, other dangerous objects and look-a-likes in School District facilities cause or may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the School District premises or property within the jurisdiction of the School District.

As used in this Policy, the term “weapon” means any instrument or device which is designed to inflict death or injury to a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed. Additionally, any instrument or device of any sort whatsoever which is used to inflict death or serious injury, and which, when so

used, is capable of inflicting death upon a human being, whether or not it is designed to inflict death or injury, is also a weapon. The term “weapon” includes, but is not limited to, any pistol, revolver, or other firearm (as defined in this Policy), knife, dagger, razor, stiletto, or switchblade knife.

As used in this Policy, the term “look-a-like” means any object which is not a weapon but which resembles, looks like, or could reasonably be mistaken for a weapon.

School district facilities are not an appropriate place for weapons and/or look-a-likes. Weapons and look-a-likes shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess weapons or look-a-like on school property shall be notified of the incident. Confiscation of weapons shall be reported to the law enforcement officials, and students will be subject to disciplinary action up to and including suspension or expulsion. Confiscation of look-a-like on school property shall be reported to school offices and the students will be subject to disciplinary action including suspension and expulsion.

Students bringing firearms to school or knowingly possessing firearms at school shall be expelled for not less than one year. Students bringing to school or possessing weapons, including firearms, will be referred to law enforcement or juvenile authorities. For purposes of this portion of this policy, the term “firearm” includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of such a weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas. The superintendent shall have the authority to recommend this expulsion requirement be modified for students on a case-by-case basis.

To the extent appropriate, this policy shall also apply to individuals other than students who are in possession of a weapon, look-a-like, or firearm on school property or at a school activity.

Weapons and firearms under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or look a likes, and firearms for educational purposes. Such a display shall also be exempt from this policy.

N. Student Lockers (Board Policy 502.5)

Student lockers are the property of the school district. Students shall use the lockers assigned to them by the school district for storing their school materials and personal belongings necessary for attendance at school. It shall be the responsibility of students to keep their assigned lockers clean and undamaged.

The administration of the building (with or without the aid of a police dog at secondary level) may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy regulating search and seizure.

O. Search and Seizure (Board Policy 502.8)

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students and/or protected student areas based on reasonable suspicion that a school district policy, rule, regulation or law has been violated. The search shall be reasonably related to the objectives of the search and 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 school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

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, pornography 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 buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action up to and including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials causes material and substantial disruption to the school environment, presents a threat to the health and safety of students, employees, or visitors on the school district premises, property within the jurisdiction of the school district, school-related activities, and adversely affects the orderly and efficient management and welfare of the District. Policy 502.8R1 discusses the regulations of search and seizure which include a student’s person, handbag, book bag, locker, desk, automobile, etc.

**P. Special Education Process/ Intervention Process
Student-Teacher Assistance Team (STAT) at Elementary Schools
Referral Team at Secondary Schools**

Each building has identified a group of educators (name listed above) to help problem solve issues that may interfere with student's learning. This process is called the STAT or Referral Team depending upon the building. This team was established to enable teachers to meet student's unique educational needs. The team is comprised of a combination of classroom teachers; school counselor; dean of students; associate principal or principal; Heartland Area Education Staff and parents. For information about the district special education process/services contact Vickie McCool, Special Education Coordinator at the Johnston Administrative Resource Center or at 278-0335.

The process is initiated when a teacher submits the name of a student to the STAT/Referral team. A team member arranges a meeting and consults with the referring teacher. A team meeting may be scheduled with the parents to discuss the specific problems and possible solutions. The team writes an intervention plan that focuses on the area of concern. This intervention plan is closely monitored and evaluated to determine its effectiveness. Once the intervention is completed, the team reconvenes to determine if the intervention was successful; if another intervention is necessary; if the intervention needs to continue for a longer period of time or if additional evaluation by the Heartland Area Education staff needs to be considered.

Q. Emergency/Accident Procedure

At the beginning of each school year, parents/guardians shall be required to complete the medical emergency authorization portion of the registration form which includes person to be contacted, family physician, and it shall be the responsibility of the parents/guardians to provide the District with changes in the information on the medical authorization form as they occur. Do Not Resuscitate (DNR) requests will be brought to the attention of the building and District administration, and procedures will be coordinated with the City Fire and Rescue Department.

In emergency or accident situations, teachers will follow the following procedures.

1. Notify Nurse, Principal, Associate Principal, Dean or office designated person in case of accident or emergency.
Include your name, location, and reason for emergency (eg: eye injury in shop area; head injury in library; difficulty breathing in student center.) The District personnel, while not responsible for medical treatment of an ill or injured student, will administer emergency or minor first aid, if appropriate and necessary. An ill or injured student will be released to the care of the parents/guardian, the parents'/guardians' designee, or qualified medical personnel when appropriate.
2. If felt to be of an emergency nature and the nurse is not in his/her office, the office will page the nurse to the appropriate area.
3. 911 may be notified if one or more of the following is observed:
 - A. Cessation or difficulty breathing is involved.
 - B. Severe head and/or neck injury.
 - C. Suspected heart attack.
 - D. Any condition involving concern for respiratory arrest, unconsciousness, or cardiac arrest.
 - E. Profuse bleeding.
 - F. Suicide attempt.
 - G. Heat stroke.
 - H. Poisoning or drug overdose.
 - I. Shock.
 - J. Third degree burns or severe chemical burns.
 - K. If in the judgment of the staff it may be felt necessary. An ambulance should be called in emergency situations. Sometimes the illness or accident is misleading relative to severity. The ambulance will be called if there is any doubt whatsoever.
4. The Nurse, Principal, Associate Principal, or Dean will designate someone to meet the ambulance and direct it to location.
5. Parents/guardian will be contacted by the Nurse, Principal, Associate Principal, or Dean as soon as possible.
Expenses incurred for the use of land/airborne ambulance service shall be paid by the student's parent/guardian.
6. Student should not be moved from site of accident if there is suspected fracture of neck or back.
7. An accident report will be prepared by the supervising staff member for every emergency or accident. The report will be kept on file in the office. If an injury requires medical treatment it shall be the responsibility of the school nurse, principal or the principal's designee to file an injury report with the Superintendent within two working days after the student is injured.

R. Administration of Medication to Students (Board Policy 507.2)

Most students taking medication can be adequately treated by taking the medication before and after school. It may, however, be necessary for students to take medication during the school day or during school activities in order to participate in the educational program. "Medication" can mean prescribed medications, non-prescribed medications, over the counter medications, food supplements, natural dietary supplements, or look alike medications.

All medications must be accompanied by a signed and dated request by a parent for medication administration at school. Any request for medication administration will be reviewed annually. If at any time there exists reason to obtain information from the prescribing health care practitioner, the student's guardian/family will be responsible for any costs charged by the practitioner to assist the district in administering the medication. The authorization must include the name of the student, the name of the medication, the amount to be given, the time to be given, the number of days and/or doses, and the signature of the parent or guardian. The authorization will also include a statement that no side effects have been experienced, permission to contact the prescriber as needed and permission to share medication information with appropriate school personnel. A release to administer medication form can be found in the addendum of this handbook.

All medication provided to the district for administration must be kept in the original container in which it was purchased. Prescription medications must include pharmacy label or written order from a legal prescriber, with the student's name, the name of the medication, the dosage, time and route, the name and address of the legal prescriber. (legal prescriber – physician, dentist, podiatrist, licensed physician's assistant, advanced registered nurse practitioner.) These medications shall be stored in a secured area unless the student has been approved to self-administer the medication.

Telephone permission for a one-time dose of prescription or non-prescription medication may be taken from parents/guardians under special circumstances and at the school nurse's /authorized practitioner's discretion. If the medication is to continue for several days subsequent to the telephone permission, written authorization must accompany said medication the following day.

Self Medication will be allowed in specific situations. By law, students with asthma or other airway constricting diseases may carry and self-administer their medication upon written approval of their parents and prescribing physician.

Otherwise, students will be permitted to carry and self-administer medications and look-alike substances only upon request of the student's parent or guardian, with a physician's prescription, with approval of the District nurse, and upon a showing that the student is competent to self-administer.

Students may carry medications on school premises and at school events only in accordance with policy 507.2. Otherwise, medications shall not be kept on students or in their personal belongings unless a district nurse gives advanced approval. It is considered a breach of student discipline and a violation of policy for students to carry, distribute, sell, or use medications or "look alike" medications without permission or under the circumstances noted above.

In accordance with the Nurse Practice Act, district nurses will exercise their professional discretion in determining whether or not to administer any medication. If a District nurse determines to vary or not to administer a medication that has been prescribed by a physician and requested by a parent or guardian, the nurse shall notify the parent or guardian, the prescribing physician, and the building principal and state the reason.

S. Communicable Diseases (Board Policy 507.4)

The Board believes any student in the District with a communicable disease will be allowed to attend school provided their presence does not create a risk of illness or transmission to other students or employees. Continuing in service education of District personnel shall ensure that proper, current medical information is available. It shall be the responsibility of the Superintendent to oversee the development of procedures in compliance with this policy.

After contracting a communicable disease, a physician's release may be requested, if the student returns to school before the minimum length of time as set by Iowa Department of Public Health.

Except for issues arising under special education or disability laws, conflicts among the student's physician, parent/guardian, and District authorities regarding the educational management of the student shall be resolved through the due process procedure. Health data is regarded as private data, and it is not to be disseminated to the public, to students, or to the employees of the District except as necessary for student care or as required by law.

T. Health Certificate (Immunizations) (Policy 507.1)

A Kindergarten student enrolling for the first time in school in the district shall submit an Iowa Department of Public Health Certificate of Immunization from a licensed physician. Each student must re-submit an up-to-date certificate of immunization upon request of the superintendent or his/her designated representative.

A student enrolling for the first time in school in the district shall submit a certificate of immunization in compliance with the Iowa Immunization Law. As the Iowa Immunization Law is revised, all students in Kindergarten through 12 grades must update any required immunization.

Exemptions to the Immunization Law include:

A medical exemption may be granted to an applicant when, in the opinion of a physician, nurse practitioner, or physician assistant, the required immunizations would be injurious to the health and well-being of the applicant or any member of the applicant's family or

household. A medical exemption may apply to a specific vaccine(s) or all required immunizations. A certificate for medical reasons is valid only when signed by a physician, nurse practitioner, or physician's assistant.

A religious exemption may be granted if immunizations conflict with a genuine and sincere religious belief. An Iowa Department of Public Health Certificate of Exemption shall be signed by the child's parent or guardian or legally authorized representative and attest that immunization conflicts with a genuine and sincere religious belief and be notarized to an applicant if immunization conflicts with a genuine and sincere religious belief. The certificate of immunization exemption for religious reasons is valid only when notarized.

U. Media Release

From time to time, our students are featured in newspaper articles, district newsletters, etc., celebrating special events in our schools. In the Johnston Community School District, student directory information may be released without written consent unless parents or guardians or students under age 18 object in writing.

The Johnston Community School District has adopted a policy designed to assure parents and students the full implementation, protection and enjoyment of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974. A copy of the school district's policy is available for review in the office of the principal of all of our schools.

This law requires the school district to designate as "student directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public. The school district has designated the following information as directory information: student's name, photo or likeness (including video), audio files, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received.

You have the right to refuse the designation of directory information with respect to your student. Any student over the age of eighteen or parent not wanting this information released to the public must make an objection in writing by completing the below FERPA form and submitting it to their building principal by September 15. This objection to the release of directory information must be renewed annually.

This is an all or nothing policy. Objection to the release of student directory information means exclusion from all school or media publications. Examples of school or media publications include, but are not limited to:

- A playbill showing a student's role in a drama production
- Annual school yearbook
- Honor roll or other recognition lists
- Graduation programs
- Sports activity sheets such as for wrestling, showing weight and height of team members
- Newspaper articles or television news stories
- Photos, podcasts, videos or information posted on the district website
- Athletic or activity team photos or class photos
- Website articles

If you have no objections to the use of student directory information, you do not need to take any action. If you have concerns regarding this notice and the use of your child's photo, please contact your school's office.

V. Copyright (Board Policy 603.4)

The board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for unauthorized copying or using of audio visual, printed materials and computer software, unless the copying or using conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

The Purpose and Character of the Use

The use must be for such purposes as teaching or scholarship and must be nonprofit;

The Nature of the Copyrighted Work

Staff may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines;

The Amount and Sustainability of the Portion Used

In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed;

The Effect of the Use Upon the Potential Market for or Value of the Copyrighted Work

If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties. While the district encourages its staff to enrich the learning programs by making proper use of resource materials, it is the responsibility of district staff to abide by the district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district will not be responsible for any violations of the copyright law by its staff.

W. Student Technology Responsible Use Regulations (Policy 502.10R)

It is the policy of the District to support access to a rich variety of information resources and to support the development of appropriate skills to analyze and evaluate such resources. The internet significantly alters the information landscape for schools by opening classrooms to a broader array of resources. Because the internet may lead to any publicly available server in the world, students will have access to information resources, which have not been evaluated through the district procedures for selection of instructional resources.

The Board believes that the benefits to students from access to the internet, in the form of information resources and opportunities for collaboration, exceed the disadvantages. Parents and guardians of minors are ultimately responsible for setting and conveying the standards that their children should follow when using media and information sources.

To that end, the Johnston Community School District supports and respects each families' right to decide the level of technology access for their student. Student use of the internet will be permitted unless a written request is made by the minor student's parent or guardian to not allow such access at school.

The Board authorizes the Superintendent to prepare appropriate administrative procedures for implementing this policy and for reviewing and evaluating its effect on instruction and student achievement.

Technology Vision

Technology will enhance teaching and learning. To the maximum extent possible, Johnston Community School District will provide a safe and ethical digital environment where our learning community can develop and reinforce the critical thinking, creative problem solving, communication and collaboration skills needed for life-long learners.

Technology Goals

Curriculum/Student Learning

- Provide technology tools to accommodate student needs
- Provide common experiences for all students to use technology
- Provide developmentally appropriate technology integration and curriculum
- Integrate Technology Literacy essential skills (Iowa Core) into all content areas
- Support Iowa Core content area standards
- Use technology to collect and analyze student performance

Curriculum Resource Tools

Digital information research, collaboration, communication and creation skills are now fundamental to preparation of citizens and future employees during the 21st Century. 21st Century Skills are part of the Iowa Core. The responsible use of electronic digital resources by students must be in support of education and be consistent with the educational objectives of the Johnston Community School District. In order to match electronic resources as closely as possible to the approved district curriculum, district personnel will review and evaluate resources in order to offer materials, which comply with Board guidelines, listed in Board Policy 603.5 that govern the selection of instructional materials. Staff will provide developmentally appropriate guidance to students as they make use of electronic information digital resources to conduct research and to support district curriculum.

All students will be informed of their digital citizenship responsibilities and their rights and responsibilities as users of the district's network/technology resources, prior to gaining access to the network, either as an individual user or as a member of a class or group (see Responsible User Agreement). While students may be able to move beyond selected resources to ones that have not been evaluated by staff, they shall be provided with guidelines and lists of resources particularly suited to the learning objectives. Students may pursue electronic research independent of staff supervision only if they have not been denied parental permission. Electronic network orientation and skill building lessons will be offered to students by staff. Ultimately, parents and guardians are responsible for conveying the guidelines and ethics that their students should follow when using digital media, technology and information resources.

The network system of the district is provided for staff and students to conduct research and communicate with others.

Network administrators may review files and communications, with or without notice to users, to maintain system integrity and to ensure that students are using the system responsibly. Network supervision and maintenance may require review and inspection of

directories, files or messages. Messages may sometimes be diverted accidentally to a destination other than the one intended. Users should not expect that these files or communications will be private. The district reserves the right to access stored records, examine all system activities and review directories of messages and files to ascertain compliance with network guidelines for acceptable use. In addition, the district may inspect the contents of electronic mail or file directories of a system user and may disclose the contents to others when authorized or required to do so by law, subpoena, policies of the district, or to investigate complaints regarding electronic mail which is alleged to contain defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, offensive or illegal material.

Responsible Use Agreement

The Responsible Use Agreement (RUA) outlines the expectations that students are expected to follow when using district technologies and/or using technologies on the school campuses. In addition to this agreement, students are to abide by any school technology initiative handbook (e.g. High School Digital Learning Environment 1:1). The RUA is intended to cover all available technologies, now or hereafter existing, not just those which may be specifically listed. Students are expected to follow the policy, regulations, responsible use agreement and handbook. Appropriate forms will be signed, collected and maintained to verify communication of such terms and conditions of use. When such forms are not used, it is still the responsibility of the user to be informed of expectations reading usage.

Access to Technology Resources

- The district's technology resources, including but not limited to the district's computers, network and internet access, are the property of the district. No student shall have any expectation of privacy with respect to any materials in or on the district's technology resources.
- All technologies provided by the district are intended for academic/educational purposes.
- Good judgment and common sense should be used and assistance sought, if necessary.
- Access is a privilege and users are expected to practice digital citizenship. Digital Citizenship involves responsibilities associated with etiquette, ethics, personal safety, intellectual property and lawful use of technology resources.
- All activity on the network or while using district technologies may be monitored or retained, with or without notice to users.
- If a user violates any provision of district policy or procedure with respect to technology use or any of the Responsible Use Agreement's or applicable handbook's terms and conditions, the user's technology privileges may be suspended or terminated, access to district technology resources may be restricted or denied and the appropriate disciplinary action shall be applied.
- Students may be responsible for any damage or loss they cause intentionally or by their negligence to district technology resources.

Internet Access

Johnston Community School district provides its users with access to the internet and its resources. Access to online content via the network will be filtered in accordance with district policies and procedures and federal regulations, including but not limited to, the Children's Internet Protection Act (CIPA). The compliance filter is a technology protection measure that provides blocks to internet sites that are deemed inappropriate in content, graphic, message or intent (i.e. sites that are obscene, child pornography, or harmful to minors). Although the filter is continuously updated, it is not a guaranteed security from all inappropriate content.

As part of its Internet safety policy, the district will educate students about appropriate online behavior, including interacting with other individuals via email, on social networking websites, in chat rooms and other forms of direct electronic communications, and cyber bullying awareness and response.

- Internet access provided by the district is intended for academic/educational purposes. Internet activity of students will be monitored to the extent practicable and records may be retained, with or without notice to users.
- Users must use the district wireless access points; no personal or other access points should be used on district campuses.
- Users may not attempt to or use any software, utilities, applications or other means to access internet sites or content blocked by the district filters.
- If a user finds that a blocked site should not be blocked by the filter, a request can be made through teachers. Likewise, if a user feels a site should be blocked, a request can be made.
- Johnston Community School District devices may be used on other wireless networks while off campus.
- While off campus, parents bear responsibility for the same guidance of internet use as they exercise with information sources/media. Parents are responsible for monitoring their student's use of the technologies from home or non-school campus locations.
- Users are expected to follow the same rules for appropriate behavior and respectful conduct online as offline appropriate behavior and respectful conduct.

Applications/Tools

Johnston Community School District will provide users with access to websites and tools that promote communication, collaboration, creation and sharing.

- Users are to use the district-approved applications and tools.

- Users are to use the district tools for academic/educational purposes.
- The applications/tools must be for a specific classroom activity, directed by course/classroom teacher.
- Applications/tools that require an account to be created or used need to be approved by the Instructional Technology Coordinator or Executive Director of Academic Services or designee prior to use.

Personally Owned Devices

- Personally owned devices are not allowed on district networks.
- Personally owned devices are not to be used on campuses to gain access to content blocked by the district filter.
- The security of personally owned devices is not the district's responsibility.

Security

Security on all district technology devices and network is a high priority.

- Users who identify a security problem on the network or other technologies are expected to immediately alert district personnel.
- Demonstrating a prohibited activity to other users will be considered inappropriate and may result in loss of privileges.
- Any attempt to harm or destroy data, devices or the network is prohibited.
- Any user identified as a security risk or having a history of problems with other district technology may be denied access.
- All users must understand that information/data performed on/through district equipment/services should not be considered private.
- Users are responsible for maintaining a safe environment.
- Users will keep passwords secure and will change passwords when directed by the network administrator for security purposes.
- Any user identified as a security risk or having a history of problems with other computer systems, networks or services may be denied access.

Downloads/Streaming Content

- With approval of the district's Director of Technology or designee, users may be able to download file types such as images, audio, video. For the security of the district's network such downloads should be from reputable sites and only for academic/educational purposes.
- Streaming video and audio is prohibited during the school day unless directed otherwise by district administrative personnel. Depending on bandwidth availability, downloads and streaming may not be available.
- Devices and content may be monitored, with or without notice to users.
- Users may be asked to delete downloaded content from accounts/devices.
- All downloaded content should be obtained by and from authorized sources by legal practices and methods.

Digital Citizenship

Digital Citizenship is the responsible use of information and technology. Safe, ethical and legal use of technology is a district and personal responsibility. Users are expected to advocate and practice rules of the institution, etiquette, ethics, personal safety, intellectual property, and abide by legal and ethical behavior.

- Honor property rights and copyrights. Always use citation in projects and when possible seek permission to use copyrighted material from owner. Abide by copyright laws.
- Safeguard your intellectual property. Create your work as original and save your work in the specified locations to keep it secure; use and safeguard passwords on personal accounts.
- Communicate politely and appropriately. Do not create, transmit, share, or display illegal or inappropriate messages, ~~or~~ images, media or participate in cyber bullying, harassment or discrimination, or cause a material and substantial disruption of the school.
- Practice high standards of conduct. Do not use technology or information to cyber-bully and/or harass. This will not be tolerated.
- Practice personal safety by safeguarding identities. Do not reveal anyone's personal information, including your own. Know when to seek assistance in situations involving violation of personal safety and identities.
- Use in a respectful manner. Respect the rights of others to use shared equipment by leaving settings, preferences, and appearance as set according to district standards.
- Use district-approved technology and tools. Use technology tools, resources and applications provided by the district. Other items should be approved before use.

Unaccepted ethics and behavior includes, but is not limited to, the following:

- Using the district's technology resources or creating, transmitting or receiving any material, information, or software in violation of district policies and regulations and/or federal or state laws and regulations, including material protected by trade secret or copyright guidelines;
- Plagiarizing any material, including written information, images, videos;

- Creating, transmitting or receiving threatening, obscene or pornographic material or any material that advocates violence, racism, or discrimination on the basis of race, color, creed, sex, national origin, religion, sexual orientation, gender identity, age or disability;
- Using district equipment or network for commercial activities, product advertisement, political advocacy or political lobbying;
- Participating in any form of cyber-bullying, including (not limited to) harassment, denigration, flaming, outing, trickery, stalking, impersonation;
- The use of cameras is strictly prohibited in locker rooms and restrooms;
- Capturing video, audio or pictures without the consent of all persons being recorded, their knowledge of the media's intended use, as well as the approval of a staff member;
- Accessing any service that incurs a cost; such cost will be charged to the student and sanctions may apply;
- Downloading or uploading large files, printing excessive amounts of material, and wasting resources;
- Streaming video or audio as this takes up excessive network bandwidth;
- Capturing video, audio or pictures without the consent of all persons being recorded, their knowledge of the media's intended use, as well as the approval of staff member;
- Using or attempting to use user names, passwords, folders, or work that belongs to others or to "hack" the district's technology system;
- Using non-approved technology applications/tools. These may include applications that require an account to be created (email, blogs, journals or communities for non-approved educational classroom activities). The approved applications/tools must be for a specific classroom activity, directed by course/classroom teacher;
- Subscribing to or using any unauthorized interactive site, such as, but not limited to, instant messaging, live journals, blogs, forums, postings, and chat rooms;
- Tampering with equipment, such as but not limited to removing cables, cords, keys or key covers, settings, access, preferences or any other equipment/settings, or tampering with data of another user, or disrupting the operation of the district's technology resources, including but not limited to introduction of computer viruses or worms, or attempting any of the foregoing;
- Use of technology devices that are not the property of Johnston Community Schools without explicit permission of the District Technology Director or designee on district premises
- All district equipment must use district network connections, including hardwire and wireless access points; no personal or other access points should be used in the district.
- Applying non-district approved labels/stickers/covers and other items to district devices and cases.

Access Privileges

The use of the Internet is a privilege, not a right, and inappropriate use will result in a suspension/termination of those privileges. Students will take part in technology policy orientation sessions and skill building lessons pertaining to the use of electronic networks and digital tools and resources. Students' online access or use of tools/the internet will be permitted unless a written request is made by the minor student's parent or guardian to deny such access at school. The JCSD administration, faculty, or staff will determine what appropriate use is and may deny, revoke, or suspend specific user privileges.

Sanctions

At all levels, the building administration is given latitude in determining the appropriate consequences. Parents will be contacted in writing as to the exact nature of the violation and the consequences. Consequences may include (not limited to) loss of access privileges, access restrictions, forfeiture of device, detention, Saturday School, suspension or recommendation for expulsion. When applicable, law enforcement agencies may be involved. Users must understand that loss of privileges will impact course activities. Activities that use technology for completion will need to be completed outside of school.

Warranties

Johnston Community School District makes no warranties of any kind, whether expressed or implied, for the technology resources and access or other service it is providing, nor will it be responsible for any damages incurred. This includes loss of data delays, non-deliveries, mis-deliveries, or service interruptions caused by any reason, including service, its own negligence, or user errors, or omissions. Use of any information obtained via the internet is at the user's own risk. JCSD specifically denies any responsibility for the accuracy or quality of information obtained through its network system.

X. Interview by Outside Agencies (Board Policy 502.9)

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees.

Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Prior to granting a request, the principal will attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students will not be taken from school without the consent of the principal and without proper warrant. "Interviews" for purposes of the news media is not covered in this policy.

Y. Custodial Rights (Board Policy 507.7)

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued shall be followed by the school district. It shall be the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action. This policy does not prohibit an employee from listening to a student's problems and concerns.

Z. District Assessments and Student Testing Program (Policy 605.2)

District-wide assessment of student progress is an essential part of any educational endeavor. Information relevant to how individual students and groups of students are progressing provides a basis upon which to determine the effectiveness of the educational system. In order for district-wide assessments to accurately reflect the school system it is important that to the greatest extent possible all students participate.

A comprehensive testing program shall be established and maintained to evaluate the total program of the School District and to provide better guidance or counseling services to students and their families.

No student shall be required, as part of any program which is funded by the United States Department of Education, to submit, without prior consent, to psychiatric or psychological examination, testing or treatment, in which the primary purpose is to reveal information concerning:

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or his family;
- gender behavior and attitudes;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

District administrators will annually determine which assessments are required by State and Federal Law and assessments used for district goal setting and accountability. The names of the assessments, dates and times of the assessment and the district expectations will be communicated to students and parents.

The best source of information concerning student achievement is the classroom teacher. Parents are urged to keep in touch with their children's teacher throughout the year and to attend the fall and winter parent teacher conferences.

Advanced and remedial class sequence filters/screening used in placement considerations

Data from multiple assessments is used for screening in student placement decisions in advanced and remedial courses. Assessments used for placement for advanced math courses, which begin at Summit Middle and advanced science courses beginning at Johnston Middle School include the Iowa Assessments and the Measures of Academic Progress (MAP). Fifth and sixth grade Iowa Assessments and MAP scores are used in screening students for placement in advanced math courses at Summit. Sixth and seventh grade Iowa Assessments and MAP scores are part of the screening criteria for the 8th grade advanced science course. Additional assessments including the Algebra Aptitude Test and Cognitive Abilities Test may also be used. Details about the various screening filters can be obtained at the Summit Office.

Iowa Assessments and MAP test data are also used at all grade levels as part of any data considered when making educational placement decisions, whether for advanced support, remedial support or determination of individual student learning growth. The use of assessment data for course placement for both remedial and advanced placement assists in the appropriate educational placement of each student.

AA. Student Surveys (Board Policy 603.12)

The Johnston Community School District may survey students on a variety of topics at different times. These surveys may vary in content and in purpose. All student surveys must be approved by the superintendent or the superintendent's designee. Guidelines for surveys may be found in the board policy.

BB. Corporal Punishment (Board Policy 503.4)

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to person or property.

State law also places limits on school employee’s abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notices to the child’s parent.

If you have any questions about this state law, please contact your school. The entire current board policy can be found on the district website under school board and policies (Policy 503.4). Portions of that policy can be found below. The complete text of the law and additional information is available on the Iowa Department of Education’s web site: www.iowa.gov/educate.

CC. Promotion/Retention/Acceleration (Board Policy 505.2)

Promotion practices in the school district shall have as their objective the placing of the student in an environment where his/her maximum development will take place. 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.

The retention of a student will be determined based upon the judgment of the licensed employee and the principal. Parents shall be informed as early in the school year as possible when it becomes evident a student in grades kindergarten through 8 may be retained in a grade level for another year.

Students in grades 9 through 12 will be informed of the required course work necessary to be promoted each year. Parents shall be informed, as early in the school year as possible when it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year.

Students in grades kindergarten through 12 with exceptional talents and abilities may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district’s graduation requirements.

DD. School Board Information

The Johnston Community School District’s Board of Directors is a seven-member board. District voters elect the seven members to rotating four-year terms. Board members serve without pay. Elections are held every two years on the second Tuesday in September. The board meets regularly on the second and fourth Monday of each month at 6:00 p.m. in the Administrative offices located at 5608 Merle Hay Road. The public is welcome to attend and participate in these meetings. Information about board members; board agendas/ minutes and board overview can be found on the district website (www.johnston.k12.ia.us). If you have an item of concern which you would like to place on the agenda, please contact the superintendent’s office, 278-0470.

EE. District Communications

The district mails out to all households a district-wide newsletter entitled *The Connection* on a quarterly basis. This newsletter contains information about what is happening or what has happened within the district. Community Education also lists the programs/services that are provided for all ages within the district. If households do not receive this publication, please call 278-0552. This publication is also available online at www.johnston.k12.ia.us.

The district also communicates information via the district website which can be found at www.johnston.k12.ia.us. Through this website parents may also access, Infinite Campus, the student database system. Depending upon the child’s grade level, parents can access such things as their child’s demographic information, grades, attendance, etc. Information on Infinite Campus is available at each school office.

FF. District Crisis Plan

The district annually reviews the district crisis plan that concerns responses to a variety of situations.

GG. Emergency School Closing

If school must be dismissed early, started late or cancelled because of adverse weather or other emergencies, the following stations will carry announcements:

Radio: WHO 1040, KISS 107.5, KXNO 1460,

Television: WHO, KCCI, WOI, Fox 17, KCWI, KDMI

Newspaper/Online: www.johnston.k12.ia.us, www.dmregister.com

Social media: Facebook (Johnston Community School District), Twitter (@JohnstonCSD)

The district also uses Blackboard Connect to reach parents about information regarding school closings and delays. Notifications will be sent out by the district via home phone, email, and/or mobile phone when school is canceled or postponed. It is important that you keep information updated on your student(s). Call the school office to make needed changes.

Please listen to the news broadcasts and special announcements on these stations; check the district website or wait for your Blackboard Connect notification, rather than call the schools or administration office. Also, make a plan now so that your children know where to go if school is closed early and you are not at home.

Community Education classes/events: When the district dismisses school early and/or cancels school for the day due to inclement weather, ALL CE classes/events will also be canceled. KTC will remain open at each site even if school cancels for the day unless weather is extremely severe. KTC and SAS will operate on early release days due to weather, from dismissal time until 5:00 p.m., however, parents are asked to pick up their child(ren) as soon as possible.

HH. Fines, Fees, Charges/Student Fee Waiver and Reduction (Policy 503.2)

The board recognizes that while fees charged students are appropriate and authorized, certain students and their families are not financially able to pay the fees. 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 their student 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 principal or secretary. This waiver does not carry over from year to year and must be completed annually. The school district will grant full waivers, partial waivers or temporary waivers depending upon the circumstances and the student or student's parents' ability to meet the financial criteria. Forms and waivers can be found on the district website under Nutrition Services or are available in school offices. The school district will treat the application and application process, as any other student record with student confidentiality and access provisions being followed. Textbook rental and material fees, lunch fees and athletic/activity pass fees are available by calling your school office.

The board believes students should respect school district property and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, illegal parking, or for misuse of school property.

II. Tobacco, Alcohol and Other Drugs (Board Policy 502.7)

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances by students 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 buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action up to and including suspension or expulsion. Use, purchase or being in possession of tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities. Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline up to and including suspension or expulsion.

All buildings and grounds of the district are smoke-free.

JJ. Tobacco-Free Environment (Board Policy 902.10)

School district facilities and grounds, including school vehicles, are off limits for tobacco or nicotine use, including the use of look-alikes 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 non-school-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.

KK. Compulsory Attendance (Board Policy 501.3)

Parents within the school district who have children who are over six and under sixteen years of age by September 15 in proper physical and mental condition to attend school shall have the children attend the school district at the attendance center designated by the board. Students shall attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 1080 hours each year. Students attending competent private instruction shall attend a minimum of 148 days per year. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or probationally approved private college preparatory school;
- are attending an accredited nonpublic school; or,
- are receiving competent private instruction from a parent, guardian, or legal custodian.

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above.

The principal or other school official shall investigate the cause of a student's truancy. If the principal or other school official is unable to secure the truant student's attendance, the principal or other school official should discuss the next step with the school board. If after school board action, the student is still truant, the principal or other school official shall refer the matter over to the county attorney.

The school will participate in mediation if requested by the county attorney. The superintendent or designee shall represent the school district in mediation. The school district will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Additional attendance information can be found in the building section, later in this handbook.

LL. Open Enrollment (Board Policy 501.15)

The Johnston School District will accept a limited number of students who apply and qualify for Open Enrollment into the district. The School Board and superintendent may deny an Open Enrollment request if insufficient classroom space is available. Applications will be considered and accepted provided such space remains available.

Open enrollment requests into the school district will not be considered for students who have been suspended or expelled by the administration or the board of the school district the student is or was attending until the student has been reinstated into the school district from which the student was suspended or expelled. Once the student is reinstated, the student's open enrollment request will be considered. The board may also refuse a request to transfer if such enrollment would adversely affect a desegregation order or plan.

The superintendent is granted the authority to approve enrollment applications that are timely filed with final approval by the Board of Education. The superintendent or designee will have complete discretion to determine the attendance center of the students attending the school district under open enrollment. The superintendent shall provide notification of either approval or denial of the request to the parent/guardian and to the resident district within fifteen days of board action.

MM. Homeless (Board Policy 501.17)

The board shall make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving education which may exist in district policies or practices. Principals of attendance center will immediately notify the district's Associate Superintendent if they become aware of a student in a homeless situation.

A homeless child or youth as defined by law 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:

- 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;
- 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;
- 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
- a migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described above.

NN. Student Insurance (Board Policy 507.6)

Students participating in extracurricular athletics shall be adequately insured. The student shall bring written proof of insurance. If a parent or legal guardian wishes the child to participate without insurance, they will assume full responsibility by signing a written statement to that effect. Such statement should be directed to the appropriate building principal.

OO. Sex Offender Registry

The Sex Offender Registry can be found on the Internet at www.iowasexoffender.com. Information provided on this page is maintained by the State of Iowa. The school district has no control over this information.

PP. No Child Left Behind-Parent Right to Know

In January 2002, President Bush signed into law the “No Child Left Behind Act” (NCLB). Specifically, NCLB requires increased accountability, greater choice for parents, and greater flexibility for states and local schools in the use of federal dollars.

Under NCLB, parents have a right to know the professional qualifications of their children’s teacher(s). It is the right of a parent to ask for the following information about each of his/her child’s classroom teachers:

1. Whether the State of Iowa has licensed or qualified the teacher for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under an emergency or provisional status for which the State of Iowa licensing criteria have been waived.
3. The teacher’s college major, whether the teacher has any advanced degrees and, if so, the subject of the degrees.
4. Under Title I legislation, Title I teachers are required to have their reading endorsements. All our K-5 reading teachers fulfill this requirement.

If any parent or guardian would like to receive information in these areas regarding his/her child’s teacher, he/she should contact the Office of Human Resources at the Administrative Resource Center at 515-278-0470. The Johnston Community School District is committed to the success of all children and appreciates partnerships in these efforts.

QQ. Insufficient Classroom Space (Board Policy 501.16)

Insufficient classroom space exists when conditions adversely affect the implementation of the educational philosophy and program of the Board. The Board shall determine insufficient classroom space on a case by case basis. Criteria to be used by the Board in its determination may include, but not be limited to, available personnel, grade level, education program, instructional method, physical space, either being planned or currently under construction, sharing agreements in force, bargaining agreements in force and district goals and objectives. As the community grows and new facilities become available, attendance center boundaries are subject to change. In these circumstances, the new boundary will determine the attendance center area. Ratios shall be maintained, as required by law, for special education students.



Administration

Dr. Corey Lunn, Superintendent
 Dr. Bruce Amendt, Assoc. Supt. of Academic Services
 Jan Miller-Hook, Chief Financial Officer
 Laura Kacer, Ex. Dir. of Human Resources
 Chris Bergman, Ex. Dir. Of Teaching, Learning, & Innovation
 Nancy Buryanek, Director of Community Education
 Gary Ross, Director of Activities and Athletics
 Tony Sparks, Director of Technology
 Ryan Woods, High School Principal
 Brent Riessen, 8/9 Middle School Principal
 Joy Wiebers, Summit (6/7) Middle School Principal
 Suzie Pearson, Wallace Elementary Principal
 Eric Toot, Beaver Creek Elementary Principal
 Cheryl Henkenius, Timber Ridge Elementary Principal
 Lindsey Cornwell, Horizon Elementary Principal
 Trisha Lenarz-Garmoe, Lawson Elementary Principal
 Vickie McCool, Director of Special Education
 Dr. Barb Rankin, Director of Behavioral Programming and Y-Home Associate Principal
 Jerry Stratton, High School Associate Principal
 Randy Klein, High School Associate Principal

Raine Mollenbeck, 8/9 Middle School Associate Principal
 Kevin Blackburn, Summit Middle School Associate Principal

Directors

Tim Kline, Director of Building and Grounds
 Denise Johnson, Director of Transportation
 LaRae Doll, Director of Nutrition
 Laura Sprague, Director of Communications

District Coordinators

Dr. Jyll Johnson-Miner, Math/Science
 Ann Wiley, Technology
 Deb Cale, English Language Arts
 Joy Duea Palmer, Preschool

Assistant Principals

Brian Town, Lawson/Summit Assistant Principal (shared)
 Jan Maronn, Beaver Creek/Lawson Asst Principal (shared)
 Shannon Carlson, .5 Horizon Assistant Principal
 Josh Morgan, Wallace/Timber Ridge Assistant Principal
 John Holbrook, 8/9 MS Assistant Principal

Administrative Resource Center

5608 Merle Hay Road
 278-0470
 FAX: 278-5884

Johnston Community Education

6600 NW 62nd Ave.
 278-0552, FAX: 278-6303

Nutrition Services

5608 Merle Hay Road
 278-0278, FAX: 278-6303

Transportation Facility

6350 NW Beaver
 278-8149, FAX: 278-1320

Building and Grounds

6350 NW Beaver
 278-5874, FAX: 276-2378

Mailing Address for all Bldgs.

PO Box 10
 Johnston, IA 50131-0010

High School

6501 NW 62nd Ave.
 278-0449-Main Office
 278-0779-Guidance
 278-6786-Attendance
 FAX: 276-5795

Johnston Activities/Athletics

6501 NW 62nd Ave.
 278-2407, FAX: 276-5795

8/9 Middle School

6207 NW 62nd Ave.
 278-0476-Main Office
 278-1544-Guidance
 278-4495-Attendance
 FAX: 278-0130

Summit (6/7) Middle School

9500 Windsor Pkwy.
 986-0318-Main Office
 986-0941-Attendance
 FAX: 986-0952

Wallace Elementary

6510 NW 62nd Ave.
 278-6977, FAX: 278-9894

Lawson Elementary

5450 NW 62nd Ave.
 278-0478; FAX: 278-4851
 Nurse: 278-4849

Beaver Creek Elementary

8701 Lyndhurst Drive
 278-6228; FAX: 278-1049
 Nurse: 278-6016

Horizon Elementary

5905 NW 100th
 986-1121; FAX: 986-1131
 Nurse: 986-1122

Timber Ridge Elementary

7370 NW 54th Ave.
 331-4379; FAX: 331-909
 Nurse: 331-8068

Johnston Community School District School Bus Conduct Report

Student Name: _____ Grade: _____ Date: ____/____/____ AM ____PM ____

Driver Name: _____ Bus No.: _____ Bldg.: _____ Referral No. _____

Dear Parents:

The purpose of this report is to inform you of a disciplinary incident involving the student on the bus, which may have jeopardized the safety and well being of all students. You are urged to appreciate the action taken by the driver and to cooperate with corrective action initiated by the school. Bus riding is a privilege which may be revoked.

DRIVER REPORT OF INFRACTION

- ____ (1) Fighting/pushing/tripping
- ____ (2) Failure to follow driver instructions
- ____ (3) Unacceptable language
- ____ (4) Making obscene gestures
- ____ (5) Smoking/fighting matches on bus
- ____ (6) Possession of alcohol
- ____ (7) Failure to remain seated
- ____ (8) Throwing things in/out/at bus
- ____ (9) Improper boarding/departing procedures
- ____ (10) Rude/discourteous/annoying behavior
- ____ (11) Hanging hands/arms/head out of window
- ____ (12) Destruction of property
- ____ (13) Littering
- ____ (14) Other

SPECIFIC DETAILS:

Driver's Signature: _____ Director's Signature: _____ Date: _____

ACTION TAKEN

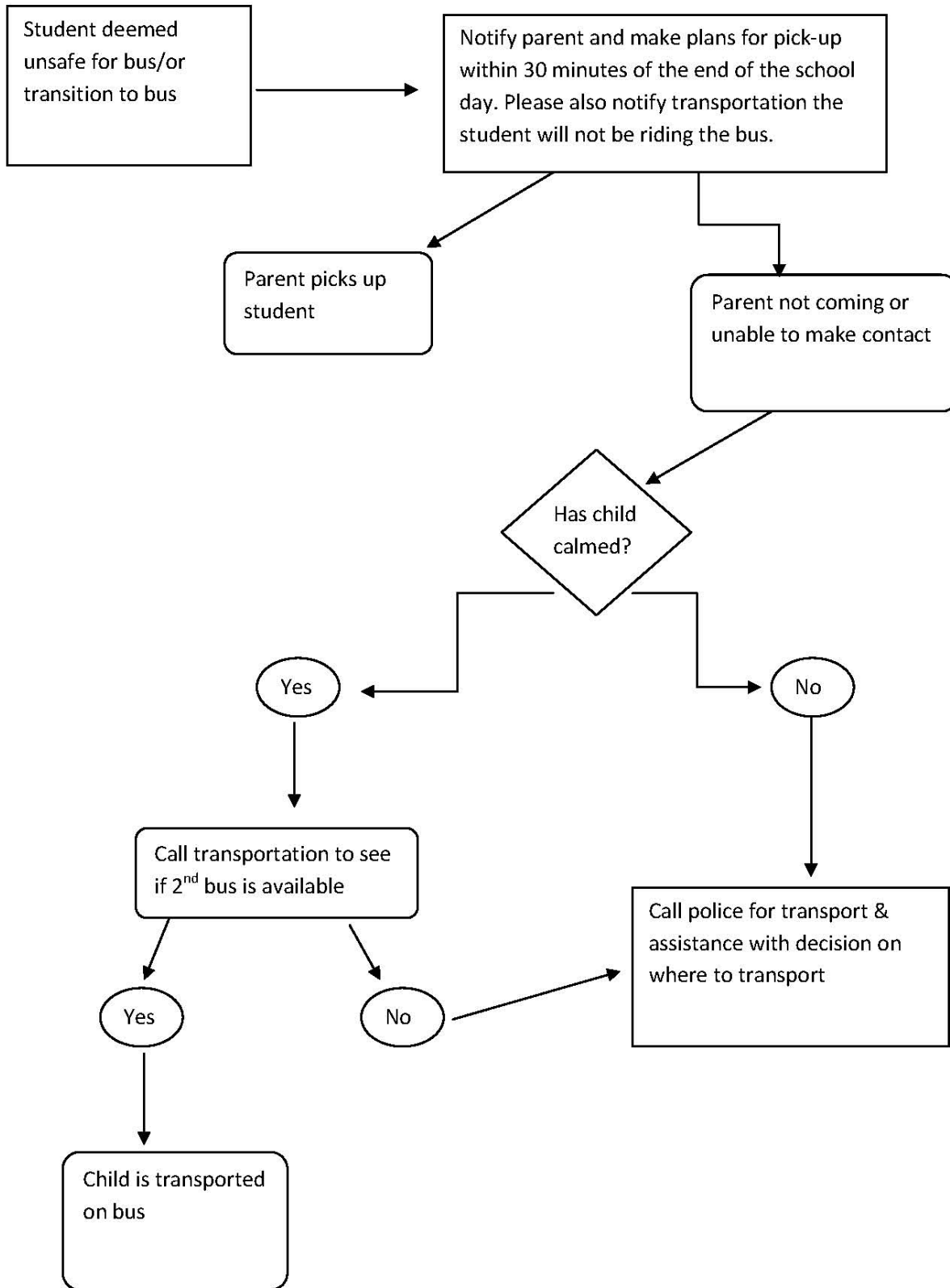
- ____ (A) Building conference with student
- ____ (B) Parent notified
- ____ (C) Parent conference held
- ____ (D) Suspended from bus from ____/____/____ to ____/____/____
- ____ (E) Refer to counselor
- ____ (F) Out of school suspension
- ____ (G) Time Out
- ____ (H) Recess isolation
- ____ (I) Behavior Modification Plan
- ____ (J) Police informed
- ____ (K) Action not covered (see below)

SPECIFIC DETAILS:

Administrator's Signature: _____ Student's Signature: _____ Date: _____

White: School Office Yellow: Transportation Office Pink: Parent Gold: Student (3/20/97)

Decision Making Guide when child is unsafe to transport.



Administrator's Note: This guide is used for repetitive instances of unsafe behavior. If this kind of behavior is an ongoing issue with your child, parents will be notified by the school and asked to sign this form.

JOHNSTON COMMUNITY SCHOOL DISTRICT
JOHNSTON, IOWA 50131

MEDICATION RELEASE

STUDENT _____ AGE _____ GRADE/ROOM _____

PHYSICIAN/DENTIST _____ PHONE _____

NAME OF
MEDICATION _____

NAME OF
PHARMACY _____ PHONE _____

DIAGNOSIS _____

Please give the above medication:

AMOUNT _____

TIME _____

STARTING DATE _____ ENDING DATE _____

AMOUNT SENT _____

I request that the prescribed drugs or medication be dispensed according to these written directions. I request that this medication be given by a qualified staff person. The student has experienced no previous side effects from the medication. I further agree that school personnel may contact the prescriber as needed and that medication information may be shared with school personnel who need to know.

I understand the law provides that there shall be no liability for damages as a result of the administration of medication where the person administering the medication acts as an ordinary reasonably prudent person would under the same circumstances and that the school district and the school nurse are to incur no liability, except for gross negligence, as a result of injury arising from the self-administration of medication by the student.

PARENT/GUARDIAN SIGNATURE _____ DATE _____

HOME# _____ WORK # _____

MEDICATION WILL NOT BE GIVEN IF IT HAS EXPIRED OR IT HAS AN IMPROPER LABEL. PLEASE CHECK THE CONTAINER BEFORE SENDING IT TO SCHOOL.

SUGGESTION: WHEN YOU PICK UP YOUR CHILD'S PRESCRIPTION ASK YOUR PHARMACIST FOR A BOTTLE LABELED FOR SCHOOL USE.

Johnston Community School District policy #507.2 Administration of Medication to Students may be accessed by going to the home page, www.Johnston.k12.ia.us, Board of Education, Policies #500.

Nondiscrimination Policy Complaint Form (Policy 602.1-E) Building Level Complaint

Building Level Complaint Form Check (√) Area of Complaint:

_____ Title I Activities in Reading

_____ ADA/Section 504 and Mathematics

_____ Title VII Civil Rights

_____ Title IX Gender Discrimination

Name of Complainant: _____

Address: _____

Telephone: (____) _____

Date that violation or alleged violation occurred: _____

School: _____

Complaint (Please write a brief statement of the complaint, which must be on the area checked above):

If the complaint is being filed by a representative of the complainant, please sign here:

Complainant's Signature: _____

Disposition by Building Administrator:

Nondiscrimination Policy Complaint Form (Policy 602.1-E) District Level Complaint

<u>Area of Complaint</u>	<u>Administrator's Name</u>	<u>Office</u>	<u>Telephone No.</u>
Title I Activities	_____	_____	_____
Title VII Civil Rights	_____	_____	_____
ADA/Section 504	_____	_____	_____
Title IX Gender Discrimination	_____	_____	_____

Date Received: _____

Hearing Scheduled Date: _____

Persons Attending:

Disposition by District Complaint Officer:

ANTI-BULLYING/HARASSMENT COMPLAINT FORM (Policy 107.2)

Name of Complainant: _____

Position of Complainant: _____

Date of Complaint: _____

Name of Alleged Harasser or Bully: _____

Date and Place of Incident or Incidents: _____

Nature of Discrimination or Harassment Alleged (circle all that apply) – age, color, creed, national origin, race, religion, marital/parental status, sexual orientation, gender, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

Other – Please Specify:

Description of Misconduct: _____

Name of Witnesses (if any): _____

Evidence of Harassment or Bullying (i.e. letters, photos, etc.)—attach evidence if possible:

Any other information:

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date _____

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM (Policy 107.3)

Name of Witness: _____

Position of Witness: _____

Date of Testimony/Interview: _____

Description of Incident Witnessed: _____

Any Other Information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date _____

Resources for Families with Elementary-Aged Children

(Ages 5-10)

Resource	Contact Information
How to Protect Your Child from Child Abuse: An insert in each Cub and Boy Scouts of America Handbook and <i>It Happened to Me</i> (DVD) and the Adult Leader Youth Protection Training available online.	www.BSA-IA.org 515-266-2135 800-999-SCOUT
No Way, Don't Go There, & I Don't Think So: Books about staying safe from Girl Scouts of America.	www.GirlScouts.org or contact your local council
Safe Schools and Healthy Students Initiative: This government site provides various youth and school violence prevention resources.	www.sshs.samhsa.gov/initiative/resources.aspx
Pacer Center's Kids Against Bullying: This website provides children in 2nd through 6th grades a safe, entertaining way to learn how to respond to bullying. The site includes a cast of animated characters, celebrity videos, kid videos, Webisodes, games, contests, stories, etc.	www.pacerkidsagainstbullying.org
Families are Talking: A newsletter that provides tips to help parents and caregivers talk with their children about sexual abuse, sexual harassment, and sexual assault.	www.siecus.org/pubs/families/EAT_Newsletter_V3N3.pdf Additional newsletters and resources: http://www.siecus.org/pubs/pubs0004.html
7 Steps to Protecting Our Children: A guide for parents and caregivers to use to protect their children as well as prepare their children to protect themselves from child sexual abuse.	http://www.d21.org (use a small "L," not a "one" in the web address).

Preventing Child and Youth Sexual Harassment, Abuse, and Assault

A Resource for Iowa's Families



F1

Preventing Child and Youth Sexual Harassment, Abuse, and Assault

A Resource for Iowa's Families

Resource	Contact Information
<p><i>Stop It Now!</i> has a six-step "Family Safety Plan" to help families identify their support network and create an environment to keep children safe from sexual abuse. Developmentally appropriate sexual behavior in children is described. The website describes warning signs for adults who may suspect a child has been sexually abused, and also lists signs to watch for in other adults who may be abusing children.</p>	<p>http://www.stopitnow.org</p> <p>Stop It Now! has a helpline available (1-888-PREVENT) for individuals and families to call for support and access to resources in a confidential setting.</p>
<p><i>Keeping Children Safe from Abuse: Tips for Parents and Caregivers</i>, provides guidelines for opening discussions with children on topics from personal/body safety, to sexual abuse, to date rape. It also includes several school-based curricula options for preventing bullying and sexual violence.</p>	<p>http://www.cfchildren.org/parents/parentindex/</p> <p>The website provides several parent resources, including a series of articles.</p>

For more information on sexual violence go to:

www.icyd.org

To review the entire "Preventing Bullying & Harassment: A Support Manual" go to the district website at www.johnston.k12.ia.us, click on schools, then registration and then scroll to the bottom of the page. A link can be found there to view the manual in full.

JOHNSTON DRAGONS

Johnston Community School District 2015-16 Calendar

August 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26*	27	28	29
30	31					

January 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6*	7	8	9
10	11	12	13*	14	15	16
17	18	19	20*	21	22	23
24	25	26	27*	28	29	30
31						

September 2015						
S	M	T	W	T	F	S
		1	2*	3	4	5
6	7	8	9*	10	11	12
13	14	15	16*	17	18	19
20	21	22	23*	24	25	26
27	28	29	30*			

February 2016						
S	M	T	W	T	F	S
	1	2	3*	4	5	6
7	8	9	10*	11	12	13
14	15	16	17*	18	19	20
21	22	23	24*	25	26	27
28	29					

October 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7*	8	9	10
11	12	13	14*	15	16	17
18	19	20	21*	22	23	24
25	26	27	28*	29	30	31

March 2016						
S	M	T	W	T	F	S
		1	2*	3	4	5
6	7	8	9*	10	11	12
13	14	15	16*	17	18	19
20	21	22	23*	24	25	26
27	28	29	30*	31		

November 2015						
S	M	T	W	T	F	S
1	2	3	4*	5	6	7
8	9	10	11*	12	13	14
15	16	17	18*	19	20	21
22	23	24	25	26	27	28
29	30					

April 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6*	7	8	9
10	11	12	13*	14	15	16
17	18	19	20*	21	22	23
24	25	26	27*	28	29	30

December 2015						
S	M	T	W	T	F	S
		1	2*	3	4	5
6	7	8	9*	10	11	12
13	14	15	16*	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 2016						
S	M	T	W	T	F	S
1	2	3	4*	5	6	7
8	9	10	11*	12	13	14
15	16	17	18*	19	20	21
22	23	24	25*	26	27	28
29	30	31				

June 2016						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11						

* One hour early out (every Wednesday, every school)

- No School day
- 3 hour early dismissal
- End of Quarter
- Staff prof. development/work day
- Parent/Teacher conferences
- End of trimester

Aug. 11-13	New Teacher Orientation
Aug. 19-21	Staff Professional Development Day
Aug. 24	FIRST DAY OF SCHOOL
Sept. 7	NO SCHOOL - Labor Day holiday
Sept. 25	NO SCHOOL - State Teacher Professional Dev.
Oct. 23	End of first quarter
Oct. 27	Grades 6-12 P/T Conferences - 4:30-8:00 p.m.
Oct. 29	Early Dismissal (3 hours) (all schools) <ul style="list-style-type: none"> • Grades 6-12 Parent/Teacher Conferences 1:30-5:00 p.m.; 5:30-8:00 p.m. • PreK-5 Professional Development
Oct. 30	NO SCHOOL PreK-12 Professional Development
Nov. 6	End of first trimester
Nov. 12	Grades PreK-5 P/T Conferences - 4:30-8:00 p.m.
Nov. 17	Early Dismissal (3 hours) (all schools) <ul style="list-style-type: none"> • Grades PreK-5 Parent/Teacher Conferences 1:30-5:00 p.m.; 5:30-8:00 p.m. • 6-12 Professional Development
Nov. 25	NO SCHOOL - PT comp day
Nov. 26-27	NO SCHOOL - Thanksgiving holiday
Dec. 23-Jan. 1	NO SCHOOL - Winter break
Jan. 4	STUDENTS RETURN FROM BREAK
Jan. 15	End of first semester
Jan. 18	NO SCHOOL PreK-12 Professional Development Day
Feb. 15	NO SCHOOL Staff Professional Development/Work Day
Feb. 26	End of second trimester
March 3	Early Dismissal (3 hours) (all schools) <ul style="list-style-type: none"> • Grades PreK-12 P/T Conferences 1:30-5:00 p.m.; 5:30-8:00 p.m.
March 8	PreK-12 P/T Conferences - 4:30-8:00 p.m.
March 11	NO SCHOOL - PT comp day
March 14-18	NO SCHOOL - Spring break
March 25	End of third quarter
April 15	Early Dismissal (3 hours) (all schools) PreK-12 Professional Development
May 30	NO SCHOOL - Memorial Day holiday
June 1	LAST DAY OF SCHOOL <ul style="list-style-type: none"> • End of second semester, end of third trimester
June 2	Teacher Work Day
June 3-10	Reserved as potential make up days