



**LAMONI**  
Community  
School District

# 2024-25 **MIDDLE SCHOOL HANDBOOK**

**Lamoni Middle School**

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[www.lamonischools.org](http://www.lamonischools.org)



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# INTRODUCTION

The policies and procedures contained in this handbook are the result of a cooperative effort on the part of the administration and staff to outline best practices and operating procedures for the Lamoni Community Schools.

The ultimate purpose of education is to help each student become an effective citizen in a democracy. Developing and accepting the responsibilities and obligations of good citizenship will help students to participate successfully in the world of tomorrow. Success in school and life is directly proportional to a student's effort, and it is expected that parents/families will take an active role in supporting a student's success in school.

## MISSION STATEMENT

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

## DISTRICT BELIEF STATEMENTS

We believe that:

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

## DISTRICT GOALS

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

- We will provide opportunities for parents to participate in the educational process.
- Our facilities will be uncrowded, clean and safe; our equipment will be in good working condition.

## EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Iowa, the Lamoni Community School District, acting through its board of directors, is dedicated to promoting an equal opportunity for a quality public education to its students. The board's ability may be limited by the school district's ability and willingness to furnish financial support in cooperation with the student's parents and school district community. The board is also dedicated to providing the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to, and encourages critical thinking in, the students for a lifetime.

The board endeavors, through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem solving skills that will assist the students' preparation for life is instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

## MIDDLE SCHOOL PHILOSOPHY

Because we recognize the uniqueness of the transition from childhood to adulthood in a rapidly changing world, we endeavor to provide an atmosphere that will help each student feel adequate as an individual. The Lamoni Middle School Program fosters the development of healthy human relationships. Better education can be accomplished when each person involved in the process recognizes and cares about the needs of each individual student. It is the goal of the Lamoni Middle School and High School to help adolescents and young adults meet and effectively deal with the challenges confronting them. Thus, teachers and administrators are happy to work with parents/guardians and students to:

1. Help students develop skills that enable them to collect and critically evaluate information with emphasis on how to learn.
2. Build positive self-concepts.
3. Offer a flexible and adaptable program providing students with a wide range of educational and social experiences.
4. Help all students work with others, and in so doing, to respect others as well as themselves.
5. Provide a positive, nurturing atmosphere that revolves around the nature of the student rather than around subject matter. The school atmosphere should emphasize student needs and interests.

The Lamoni Middle School will endeavor to assist each student in making the necessary transition from the elementary level to the high school program. The curriculum of the Lamoni Middle School will be aligned in such a manner that promotes continued progressive educational growth.

## DEFINITIONS

In this handbook, the word “parent” also means “guardian” unless otherwise stated. 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-leased vehicles, school-owned 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.

## JURISDICTIONAL STATEMENT

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The board, administration, and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors, and guests with respect and courtesy.

This handbook and school district policies, rules, and regulations are in effect while students are on school grounds, school district property or property within the jurisdiction of the school district; while on school-leased buses, school-owned vehicles, or chartered buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the school district or involves students or staff. School district policies, rules, and regulations are in effect for twelve (12) months a year.

Students are expected to comply with and abide by the school district’s policies, rules, and regulations. Students who fail to abide by the school district’s policies, rules, and regulations (whether the violation occurred while school was in session or while school was not in session) may be disciplined for conduct which disrupts or interferes with the educational program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or to participate in school activities; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion. Discipline can also include prohibition from participating in co-curricular activities. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student’s record.

The school reserves and retains the right to modify, eliminate, or establish school district policies, rules and regulations as circumstances warrant, including those contained in the handbook.





# CHAIN OF COMMAND

## **Discipline Issues**

Teacher  
Student Services Coordinator  
Principal  
Superintendent  
School Board  
Iowa Department of Education

## **Curriculum/Other Issues**

Teacher  
Counselor  
Principal  
Superintendent  
School Board  
Iowa Department of Education

*Any issues outside of this list are addressed by the principal.*

The Board will consider hearing citizen complaints when they cannot be resolved by the administration. Matters referred to the Board must be in writing, must include address, contact phone numbers, signature of the complainant, and should be specific in terms of the action desired.

After reading such complaints, and if more information which might challenge or question the good name or character of an individual is needed, the Board shall consider this in Executive Session. The Board will not consider or act on complaints that have not been explored at the appropriate administrative level or if the appropriate chain of command has not been attempted.



# SCHOOL DIRECTORY

## SCHOOL CONTACT INFORMATION

Elementary.....	784-3422
Middle School.....	784-7299
High School.....	784-3351
Superintendent.....	784-3342
Bus Barn.....	784-3610
Middle/High School Fax.....	784-6548
School Information and News.....	784-1234
School Website.....	<a href="http://www.lamonischools.org">www.lamonischools.org</a>

## USE OF DIRECTORY INFORMATION

According to FERPA (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>), the information listed below may be released to the public on an as-needed basis. Families (or students who have reached majority age) with objections to the release of this information must make their objection in writing to the building principal prior to the 2<sup>nd</sup> day of school. The objection needs to be renewed annually.

Name, Address, Telephone Listing, Email Address, Date and Place of Birth, Major Field of Study, Participation in Officially Recognized Activities and Sports, Weight and Height of Members of Athletic Teams, Dates of Attendance, Degrees and Awards Received, The Most Recent Previous School or Institution Attended by the Student, Photograph and Likeness, and Other Similar Information.

## USE OF STUDENT PHOTOS, WORK, OR VIDEO LIKENESS FOR DISTRICT PUBLICITY & PUBLIC ACCESS PROGRAMMING

The Lamoni School District (District) reserves the right to use student pictures or video likeness for the purpose of promotional material, District website, or public access television programming. Families (or students who have reached majority age) with objections to the release of this media must make their objection to the building principal in writing prior to the 2<sup>nd</sup> day of school. The objection needs to be renewed annually.

Media information may include, but not be limited to, a student's name, picture, work, voice, verbal statements, or portraits (video or still) to appear in school publicity or District publications, videos, or on the District's Web site. For example, pictures and articles about school activities may appear in local newspapers or District publications. These pictures and articles may or may not personally identify the student.

In instances where a student is substantially featured or highlighted in promotional materials or public access television, the District will make notification and obtain permission from the parent/guardian.

## STUDENT PICTURES

Individual student pictures are taken of all students (except Seniors) during the Fall. Photographs are taken at the school. Parents/guardians are notified before the pictures are taken and parents may purchase the pictures. No one is required to purchase the pictures. Seniors may elect to have their picture taken.



# FEES

## BOOK RENTAL

\$50.00 for first student and \$25.00 for each additional child. 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 temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents/guardians or students who believe they may qualify for temporary financial hardship consideration, should contact the superintendent's secretary for a waiver form. This waiver does not carry over from year to year and must be completed annually.

## ACTIVITY ADMISSIONS

EVENT	ADULTS	STUDENTS
Varsity	\$5	\$3 (FB - \$4)
Junior Varsity	\$3	\$2
Middle School	\$3	\$2

Lamoni students are admitted free of charge to home events other than State sanctioned events.

## COPY MACHINE

Personal printing can be done in the High School office at a cost of \$0.20 per page. Students will pay for copies prior to them being made.

## TEXTBOOK DAMAGE & LOST BOOKS

Students of Lamoni Community School pay a book rental fee each year, but this does not cover the cost of abnormal damages done to books by some students. Therefore, it may be necessary to assess fines at the end of the year for replacing damaged textbooks. The price will be determined either through the textbook publisher or an online search and purchase of the text.

Books that are lost or damaged must also be replaced and students will be responsible for the costs. The price will be determined either through the publisher or an online search.

## CAFETERIA FEES & PROCEDURES

The Lamoni Community School serves nutritious meals every school day. Students from families whose income is at or below the levels determined by the State of Iowa are eligible for reduced-price meals or free meals.

Students can pay daily, weekly, or monthly for breakfast and/or lunch in the cafeteria before school each day. Milk is available for students who bring their lunch from home. The money each student spends for meals will be kept in a computer account for her/his family. Each child from a family will withdraw from the account when eating in the cafeteria.

Meal prices are subject to change; contact the Nutrition Director for current meal prices. The school does not refund money for unused meals on their account.

### **Reduced-Price/Free Meals**

To apply for reduced-price or free meals, an application must be filled out, signed and returned to the school office. This form is available in the office and on the school website. The determination of eligibility is made by the Nutrition Director, and all the information provided in the application will be treated confidentially. Applications may be submitted at any time during the school year. Students who receive benefits are treated the same way as students who pay for their meals. This is an equal opportunity program. Students who are determined eligible for reduced-price meals may pay single, weekly, or monthly for breakfast and/or lunch. The State of Iowa sets the price for this category of meals.

### **Charges**

Students have a meal account. When the balance reaches \$0.00 a student may charge no more than two meals to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or ala carte items until the negative account balance is paid. Families may add money to student accounts online through our JMC system, make payments to secretaries in the building offices or directly to the lunch supervisor.

Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Schools are encouraged to provide a reimbursable meal to students with outstanding meal charge debt. If an alternate meal is provided, the meal must be the same meal presented in the same manner to any student requesting an alternate meal.

Menus are posted on the school website and on bulletin boards throughout the school.

The staff of the food service department is always open to suggestions and comments. Please feel free to contact them.

Complete details may be viewed on Board Policy 710.04 Meal Charges.



# FACILITIES & GROUNDS

## USE OF BUILDING AFTER NORMAL SCHOOL HOURS/STANDARD OPERATING HOURS

Standard operating hours are Monday through Friday, 7:30am to 3:15pm. Students are not to be in the building outside of standard operating hours unless under the direct supervision of a school employee. Students are encouraged to use the Public Library or other local establishments while waiting for school activities (i.e., waiting for practice to begin, waiting for driver's education, waiting to see a teacher, etc.).

## PUBLIC USE OF FACILITIES

School facilities (Classrooms, Cafeteria, Gym, Saferoom, etc) are available for public use based upon availability. Requests for use of facilities may be made to the high school office. Requisite advanced notice is expected. Fees may apply (especially for use of the kitchen or kitchen equipment). Use of district facilities by the public is based upon availability and at the discretion of district administration.

## VISITORS IN THE BUILDINGS

Visitors and parents must check in at the office when arriving. Please sign in and out in the office. Appointments are expected when needing to discuss academic progress or other concerns.

Students may not bring visitors to school without prior approval from an administrator. The building administrator may refuse visitors based on circumstances or discretionary judgment.

According to FERPA, minor students may not receive visitors at school without proper permission from a parent/guardian.

## FLOWER & BALLOON DELIVERIES

To prevent a distraction in the classroom, flower and balloon deliveries at school for students will be held in the office until the end of the day.

## TOBACCO-FREE POLICY

School district premises, including but not limited to; buildings, grounds, parking lots, personal vehicles while on grounds, athletic fields/stands, and dock areas, shall be off limits for all tobacco products. Tobacco products include, but are not limited to: cigarettes, cigars, pipes, and various smokeless tobacco products including chew and snuff and vaping products.. This requirement extends to employees, visitors, and students. The policy applies at all times; including school sponsored and non-school sponsored events. Persons failing to abide by this request shall be required to extinguish and/or dispose of the tobacco product or leave the school premises immediately. It shall be the responsibility of the administration to enforce the policy.

## LOST & FOUND

As a service to students, a lost and found box is maintained in the office. Students who find items may bring them to the office. The items in the lost and found box are disposed of at the discretion of the principal.



# STUDENT ATTENDANCE

## BELL SCHEDULES

### Daily Bell Schedule

1st Hour	8:00 - 8:44 a.m.
2nd Hour	8:47 - 9:31 a.m.
3rd Hour	9:34 - 10:18 a.m.
4th Hour	10:21 - 11:05 a.m.
5th Hour	11:08 - 11:52 a.m.
6th Hour	11:55 a.m. - 12:35 p.m.
Lunch	12:40 - 1:05 p.m.
7th Hour	1:07 - 1:51 p.m.
8th Hour	1:54 - 2:38 p.m.
Advisory	2:41 - 3:05 p.m.

### Late Start Bell Schedule

1st Hour	10:00 - 10:30 a.m.
2nd Hour	10:33 - 11:02 a.m.
3rd Hour	11:05 - 11:37 a.m.
4th Hour	11:37 a.m. - 12:07 p.m.
Lunch	12:12 - 12:37 p.m.
5th Hour	12:40 - 1:10 p.m.
6th Hour	1:13 - 1:43 p.m.
7th Hour	1:46 - 2:16 p.m.
8th Hour	2:19 - 2:49 p.m.
Advisory	2:49 - 3:05 p.m.

### Early Dismissal Schedule

1st Hour	8:00 - 8:30 a.m.
2nd Hour	8:33 - 9:03 a.m.
3rd Hour	9:06 - 9:36 a.m.
4th Hour	9:39 - 10:09 a.m.
5th Hour	10:12 - 10:42 a.m.
6th Hour	10:45 - 11:15 a.m.
7th Hour	11:18 - 11:48 a.m.
8th Hour	11:48 a.m. - 12:35 p.m.
Lunch	12:35 - 1:00 p.m.
Advisory	No Advisory

## LUNCH HOUR

Students are expected to clean up after themselves and help keep the cafeteria clean. At the present time, Lamoni Middle School operates under the framework of a closed lunch period. Students choosing not to eat in the cafeteria may go to their own home with parent permission. Students are expected to sign out in the office when leaving and sign back in when returning from lunch.

## ATTENDANCE POLICY

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

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

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

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

- Completed requirements for graduation or obtained a high school equivalency diploma.
- Excused for sufficient reason by any court of record or judge.
- Attending religious services or receiving religious instructions.
- Unable to attend school due to **legitimate\*** medical reason(s).
- Individualized Education Program (IEP) that affects attendance.
- Section 504 plan under the Federal Rehabilitation Act that affects attendance.

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

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

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

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

## CHRONIC ABSENTEEISM

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

## TRUANCIES

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

## ATTENDANCE INTERVENTIONS

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

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

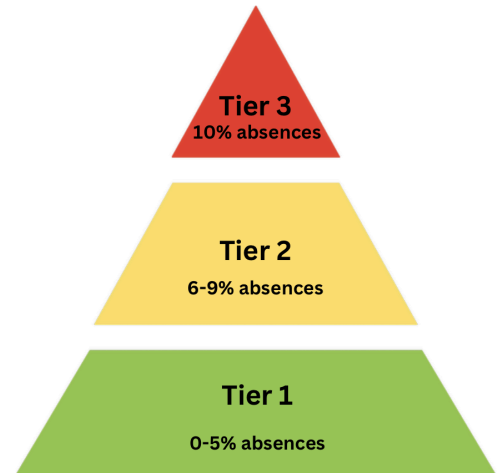
**Tier 2 Support:** Additional support may include, but is not limited to, parent meeting(s), a request for appropriate medical documentation, and/or a success plan.

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

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

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

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



Attendance Interventions

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

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

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

## TARDIES

A student who does not arrive to class on time is tardy.

If your student is going to be late to school, contact the school office. All students arriving late to school must report directly to the building secretary's office. Students arriving after 8:00 a.m. will be counted tardy until 8:15 a.m., then students will be counted absent for the time they missed.

Tardies will be recorded as either excused or unexcused. Excused tardies include, but are not limited to: lateness due to the weather, cars that don't start, illness, family emergencies, recognized religious observances, and school sponsored or approved activities.

Tardiness is an undesirable habit which should be held to a minimum. It is very important that students are punctual to all their classes. Significant tardy concerns will be brought to the attention of the parents.

Students are allowed two (2) tardies per quarter. For each subsequent tardy, the consequences will be as follows:

- 3rd tardy - parent contact
- 4th tardy - detention
- 5th tardy - two detentions
- 6th tardy - lose open campus and open lunch until the end of the current quarter

If tardies become excessive (10% of days school has been in session), a letter will be sent home and a possible plan created with the parents and the Student Services Coordinator.



## COMPULSORY ATTENDANCE

Per Iowa Code 299.1A Compulsory attendance age.

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

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

## ACTIVITY ATTENDANCE/PARTICIPATION POLICY

Activity participants are expected to be in school the entire day of a contest/competition and the entire day after such a contest/competition.

To participate in an athletic event or activity, the student must be in attendance for the afternoon (periods 5-8) of the event and the entire day after an event (unless administrative approval has been granted).

**Students who are absent unexcused the day after an away event are ineligible for the next event scheduled at the same level unless pre-approved by administration.**

To participate in practice or rehearsals, the student must be in attendance for periods 5-8 on the day of the event (unless administrative approval has been granted).

This policy extends to weekend events for students who have an unexcused absence on Friday or the last day of the week.

Students who are serving an in-school suspension cannot practice or participate in events on the day of the suspension unless the Principal has granted approval. Students who receive an out-of-school suspension are ineligible for practice or participation from events for a period of one week for each day of the suspension.

Students who are not in attendance during the school day are not permitted to attend school activities that evening unless prior permission has been granted.

## ADMISSION TO CLASSES AFTER AN ABSENCE

Students will report to their regular class after an absence. Students are responsible to make arrangements with their teachers concerning his/her assignments and when they are to be completed (refer to the make-up work section in this handbook). Students do not need to report to the office after absences if parent contact has been made. If parents/guardians do not contact the office about an absence, the teachers will be notified that the absence is unexcused.

## LEAVING SCHOOL DURING ATTENDANCE HOURS

Students may not leave the school building during the day for illness until a parent or guardian has been contacted by the office or school nurse. Students will not be released to go home unless a parent/guardian is at home or the student has open-campus privileges. Before students leave the school building during school hours for reasons other than illness, they must have the following:

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

**Students will not be allowed to go to another student's home for lunch. Students must sign out at the office before leaving the building.**



# STUDENT SCHOLASTIC ACHIEVEMENT

## GRADING SCALE & GRADING PERIODS

The following scale will be used for grade determination:

- A = 90% - 100%
- B = 89% - 80%
- C = 79% - 70%
- D = 69% - 60%
- F = 59%-0%

There will be eight grading periods during the school year. Grades are issued at the mid-term and the end of each of the four quarters (check the district website, District Activity Calendar for specific dates). A semester grade with credit will be given at the end of each semester or at the end of the year for classes meeting less than 5 days a week.

The grade given at the end of the semester is the grade that will be recorded on the permanent record. Grades earned will reflect the student's performance during the school year. To earn credit in any course, a student is obligated to fulfill the course requirements for a semester as established by the teacher.

Grades in all classes count toward eligibility and honor roll.

## REPORT CARDS/MID-TERM REPORTS

Report cards are issued as soon as possible after the completion of each quarter based on the time it takes to grade finals, enter the scores into the JMC system and email the cards. Mid-term reports are issued at the midpoint of each quarter as noted on the District Activity Calendar. Students and families may also monitor grades via the JMC Online system as well as the online curriculum for classes. Parents can be notified regarding attendance, late work, and grades by setting up alerts through JMC. The school can assist parents in setting up alerts if requested.

## ACADEMIC HONOR ROLL

Honor roll is compiled at the end of each quarter and semester. Students who earn all A and B grades are listed on the honor roll. An asterisk will be next to the name of students who earn all A grades.

CPI (home-schooled) students are not eligible for the honor roll.

The honor roll will be posted in the middle school, school commons, the local paper, and reported to the Lamoni Board of Education.

## ACTIVITY ELIGIBILITY

Participation in activities requires middle school students to work as a team or section and be persistent in order to succeed. It also gives students access to positive role models, such as coaches/directors and older players who can set positive examples. Middle school students tend to be sensitive to criticism, self-conscious, loyal to peers and more motivated by social factors than by academic concerns. As a result, they benefit from sports and activity programs that foster teamwork and skill-building.

Students who participate in sports and activities feel connected to their school at higher levels than those who do not participate and this easily translates to a higher graduation rate.

Middle School students are beginning the process of joining academic responsibilities to the privilege of participating in extracurricular activities. Therefore, students at this age level require support and frequent opportunities to gain and then regain the ability to participate.

Students who participate in activities should strive for upstanding character and conduct at all times. Activity participants serve as role models to the student body and Lamoni community. Any participant whose habits and conduct during the school year and during the summer are not consistent with the ideals, principles, and standards of the Lamoni Community School District, shall be declared ineligible as determined by the building principal or athletic director.

### **Requirements for Activity Participants**

At the end of each quarter, student grades will be converted into points to determine eligibility. Participants will be eligible if they score 3 or fewer points from the following scale:

- Grades of A, B, or C will earn 0 points
- Grade of D will earn 1 point per D grade
- Grade of F will earn 2 points per F grade

Ineligibility will continue until the student scores 3 or fewer points on the scale. The athletic/activity director will work with the teachers to determine if students have regained eligibility every two weeks.

## **PARENT-TEACHER CONFERENCES**

Parent-teacher conferences are scheduled once during each semester (see the District Activity Calendar on the school website for times and dates). Parents/guardians and students are encouraged to communicate with the teachers as necessary for grade concerns and academic progress.

## **INCOMPLETE GRADES**

A teacher or the building principal may issue a grade of “incomplete” based on singular circumstances (i.e., extended illness, family emergency, prearranged situations with the teacher, unforeseen acts). Students must complete the unfinished assignments or tests within an amount of time prescribed by the teacher, counselor, or building principal (usually within 10 school days of issuance of the incomplete grade). Failure to rectify incomplete grades within the prescribed time will result in a grade of “0%” for the grading period.

## **AT-RISK STUDENTS**

It is the policy of Lamoni Community Schools to attempt to accommodate any student who has difficulty meeting the standards necessary for graduation. A student is qualified as “at-risk” by several factors, including:

- Dropping out of school
- Failing courses
- Special needs
- Student returning to school after dropping out
- Extenuating personal circumstances
- Students who are also parents
- Socio-economic needs
- Other

An alternate plan will review such factors as:

1. Extracurricular eligibility

2. Other alternatives that will help the special student reach her/his goal
3. Online learning options

The alternate plan, subject to approval by the Board of Education, will be determined by a committee composed of:

1. High School Principal
2. Guidance Counselor
3. Student Services Coordinator
4. A Teacher
5. Student and Parent(s)

## COUNSELING PROGRAM

The mission of the School Counselor is to ensure that all students have access in all academic programs and support services. The Counselor will provide academic, career, and personal counseling to assist in the attainment of students' goals.

Academically, the counselor can assist you in clarifying and planning your educational goals. The counselor can also help you find a career path through the use of interest inventories and occupational exploration.

The counselor recognizes that life does not always run smoothly. Going to school and dealing with obstacles that sometimes get in the way, can be a stressful experience. For that reason, the counselor can provide confidential short-term counseling to help you through these rough patches.

## SPECIAL EDUCATION

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

Students requiring special education will attend regular education classes, participate in extracurricular activities and receive services in a regular education setting to the maximum extent possible. The appropriate education for each student will be written in the student's Individualized Education Program (IEP).

## TALENTED & GIFTED PROGRAM (TAG)

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

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

## STUDENT PROMOTION - RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year, based on the student's achievement, age, maturity, emotional stability, and social adjustment. The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a

student in grades six through eight may be retained in a grade level for an additional year, the parents will be informed. The superintendent, in consultation with the building principal and faculty will have the discretion to retain a student in the student's current grade level. Under special circumstances, the superintendent may inform the board of a student's retention.

## **HOMEWORK POLICY**

It is the student's responsibility to tend to homework or assignments in a timely fashion.

Students will be allowed two school days to turn in missed assignments per absence with a total of no more than ten school days for an extended absence. Parents/guardians may request homework for students with extended absences.

For a school-sponsored activity or event (i.e. field trip, contests, service project, etc.), a permission form will be given to each student by the coach or sponsor at least three school days prior to the activity. Students will notify teachers with the permission slip for the purpose of obtaining assignments or homework. Any work or assignments are due upon return to class unless other arrangements have been made with the teacher.

## **HOMEWORK HELP**

Teachers at LMS are here to help students experience success. Opportunities are provided for students needing special help during study halls, after school, or through adjustments made within classrooms. Teachers strive to meet the needs and face the challenges of all students in middle school through the use of Positive Behavior Intervention Supports (PBIS, more information listed herein).



# STUDENT RIGHTS & RESPONSIBILITIES

## SCHOOL RESPONSIBILITY

The personnel of Lamoni High School feel a strong responsibility for all students. Therefore, rules and regulations will be established to guide students' conduct and to maintain an orderly and efficient school operation. Through these regulations, the individuals' rights and responsibilities will be maintained. Students may appeal any decision made by the high school principal to the superintendent. Decisions of the superintendent may be appealed to the school board. School board decisions may be appealed to the Iowa Department of Education and/or civil court.

## STUDENT RESPONSIBILITY

The school and community must work together to provide the best intellectual, emotional, and physical environment possible. In order to maintain this environment, students must practice good citizenship.

Students are expected to behave in such a manner that they do not disrupt the educational process, either for themselves or for others. When students abuse their freedoms and/or responsibilities by failing classes, creating discipline problems or having poor attendance, it becomes necessary to withdraw their freedoms and privileges in order to maintain the best possible environment for the majority of the students. In most disciplinary cases involving rule violations, a report of the violation is written and a copy sent to the parents or guardian of the student. The counselor will be informed of the violation so that the counselor can work with the student for a positive change in the students' attitudes.

## STUDENT RESPONSIBILITY GOALS

The student will exhibit the following traits:

1. Show respect for the rights and property of others.
2. Show respect for school property.
3. Exercise quiet and orderly behavior.
4. Show courtesy to all persons.
5. Be prompt at all times.
6. Maintain regular attendance.
7. Complete and submit all assignments on time.
8. Adhere to state laws relative to tobacco, alcohol, and controlled substances.

## PHILOSOPHY OF STUDENT BEHAVIOR

Good discipline originates in the home. The parent/guardian is the first teacher of the child. It is the parent's obligation, by teaching and by example, to develop in his or her children good habits of behavior as well as proper attitudes toward school. The home and school must work together to achieve the ultimate goal of educating a child to become a mature person capable of self-control. The Lamoni Community School District expects parents/guardians of students to recognize their responsibilities and to cooperate with the school in implementing effective discipline.

School procedures necessary for achievement of the maximum educational benefits must be carried out. The carrying out of such school procedures is a joint responsibility of the School Board Members, its faculty and staff, the students and their parents.

The dignity of the student should be protected with proper consideration for each individual's sex, race, color, creed, and physical and intellectual characteristics. Students will be expected to conduct themselves in keeping with their level of maturity. The dignity of the faculty, as individuals, and the respect for the faculty in their professional capacity is an important part of the school system and should be protected. Mutual respect for both students and faculty should be the basis for carrying out school procedures.

Members of the faculty will have the authority necessary to carry out such school procedures, including the use of reasonable physical force to prevent and to stop any act of interference with the scholarly disciplined atmosphere of the school and school environment.

## STUDENT ASSISTANCE PROCESS THROUGH MTSS

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

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

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

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

## TIER 1: POSITIVE BEHAVIOR, INTERVENTIONS & SUPPORTS

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

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

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

### **PBIS - A General Overview**

School-wide PBIS is a prevention model. It is based on the premise that all students can benefit from well-implemented, evidence-based practices for improving student behavior. School-wide PBIS provides



a comprehensive framework that can be used by any school to design its own system of behavioral supports for all students. It also provides informed decision-making based upon data analysis that guides the process of assessing student needs and providing additional levels of behavioral support to students in need.

Schools have discovered that PBIS:

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

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

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

## DEMON PRIDE BEHAVIORAL MATRIX

<b>Building Area</b>	<b>Hallways &amp; Stairways</b>	<b>Commons (Lunchroom)</b>	<b>Restroom</b>	<b>Parking Lot</b>	<b>Buses &amp; School Events</b>	<b>Classroom</b>
<b>P PERSEVERANCE</b>	<ul style="list-style-type: none"> <li>Always follow hallway rules, even when others do not</li> <li>Stand up for those being mistreated &amp; report</li> </ul>	<ul style="list-style-type: none"> <li>Prevent the spread of illness by using only your utensils &amp; eating your food</li> <li>Stand up for those being mistreated &amp; report</li> </ul>	<ul style="list-style-type: none"> <li>Use facilities in an appropriate manner</li> <li>Do the right thing &amp; be considerate of others</li> <li>Stand up for those being mistreated &amp; report</li> </ul>	<ul style="list-style-type: none"> <li>Drive defensively (lookout for potential dangers)</li> </ul>	<ul style="list-style-type: none"> <li>Stay seated until the bus/activity is fully stopped/finished</li> <li>Keep aisles clear</li> <li>Stand up for those being mistreated</li> </ul>	<ul style="list-style-type: none"> <li>When in doubt, check the directions</li> <li>Try, even when you fail</li> <li>Be prepared to do work when the bell rings</li> <li>Stay motivated to do your best</li> </ul>
<b>R RESPECT</b>	<ul style="list-style-type: none"> <li>Respect others' personal space</li> <li>Leave space for others to pass through the halls</li> <li>Keep personal items/backpack in your locker</li> <li>Keep exits &amp; classroom doorways clear</li> </ul>	<ul style="list-style-type: none"> <li>Join the line in the order you arrive</li> <li>Only take others' food with permission</li> <li>Respect others' personal space in line &amp; at the tables</li> </ul>	<ul style="list-style-type: none"> <li>Keep your belongings locked in your own locker</li> <li>Take your things home &amp; clean them in a timely manner</li> <li>Flush, wash &amp; leave</li> </ul>	<ul style="list-style-type: none"> <li>Park in an orderly fashion</li> <li>Keep the bus barn doors accessible</li> <li>Always yield to pedestrians &amp; when in doubt, yield to other vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous when attempting to get the bus drivers' attention</li> <li>Be courteous to others in your surrounding.</li> <li>Respect others' personal space &amp; property</li> </ul>	<ul style="list-style-type: none"> <li>Give full attention to teacher</li> <li>Respect all school personnel</li> <li>Speak when appropriate</li> <li>Treat others the way you want to be treated</li> <li>Bring materials to class</li> </ul>
<b>I INTEGRITY</b>	<ul style="list-style-type: none"> <li>Be where you're supposed to be, when you're supposed to be there</li> <li>Keep hands, feet &amp; objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Take your own tray, food, utensils &amp; trash to the appropriate areas</li> <li>Clean up &amp; alert staff if there is a spill</li> </ul>	<ul style="list-style-type: none"> <li>Report lost items</li> <li>Phones, iPods, etc., are not allowed in locker rooms</li> <li>Clean up/report mess</li> </ul>	<ul style="list-style-type: none"> <li>Prevent your vehicle doors from hitting other vehicles</li> <li>If any accident or damage occurs, report it to the appropriate individuals</li> </ul>	<ul style="list-style-type: none"> <li>Clean up after yourself (property &amp; trash)</li> <li>Be where you are supposed to be when you are supposed to be there</li> <li>Wear clothes that are appropriate for the event</li> </ul>	<ul style="list-style-type: none"> <li>Be truthful &amp; honest</li> <li>Use materials appropriately &amp; equipment as instructed</li> <li>Value school property</li> <li>Follow class procedures</li> </ul>
<b>D DISCIPLINE</b>	<ul style="list-style-type: none"> <li>Walk</li> <li>Talk in a quiet/ conversational voice</li> </ul>	<ul style="list-style-type: none"> <li>Don't throw food</li> <li>Be kind and courteous to lunchroom staff</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet &amp; objects to yourself</li> <li>Be neat &amp; not wasteful</li> </ul>	<ul style="list-style-type: none"> <li>Drive at an appropriate (slow) speed</li> <li>Enter &amp; exit the lot with caution</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands, feet, &amp; objects to yourself</li> <li>Stay with group/ chaperone/ teacher</li> <li>Talk at an appropriate volume with an appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>Listen when others are speaking</li> <li>Use appropriate language</li> <li>Keep hands, feet, &amp; material to yourself</li> <li>Move about the room in an orderly fashion</li> </ul>
<b>E ENTHUSIASM</b>	<ul style="list-style-type: none"> <li>Smile and wave when greeted</li> <li>Be prompt to your destination</li> <li>Be kind to others in the hallway</li> </ul>	<ul style="list-style-type: none"> <li>Be welcoming &amp; inclusive to others</li> <li>Check the cafeteria for ways you can improve the area &amp; assist the staff</li> </ul>	<ul style="list-style-type: none"> <li>Do your part to keep the locker room/restroom a safe &amp; clean environment</li> </ul>	<ul style="list-style-type: none"> <li>Be courteous &amp; patient with others</li> </ul>	<ul style="list-style-type: none"> <li>Leave area cleaner than you found it (leave no trace)</li> <li>Maintain positive attitudes &amp; words toward others</li> <li>Be welcoming &amp; inclusive to others</li> <li>Show the bus driver appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Be helpful to others</li> <li>Stay focused &amp; on task</li> <li>Always be on your best behavior</li> <li>Participate actively</li> </ul>

## RULES OF CLASSROOM CONDUCT

The following are rules for classroom and hallway behavior:

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

## STUDY HALL EXPECTATIONS

Study hall is a designated period during the school day where students have the opportunity to complete homework, study for upcoming tests, or engage in other academic activities in a quiet environment. While in study hall, students are expected to work productively and quietly. Students are not allowed to leave to go to other classrooms or the media center.

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

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

### The Foundation of BIST

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

As part of giving *grace*, we accept:

- You
- Your problems
- Your pain
- Your needs

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

### The BIST Model

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

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

- “I see …” (disruptive behavior)
- “Can you …” (desired behavior)
- “Even though …” (student’s feelings)

**Protective Plan (What):** Protective Plans provide an opportunity for the adult and student to identify a missing skill and partner together to develop the skill. Teaching replacement skills and practicing the Goals For Life help students manage their behaviors and move toward making life changes. Protections to restrict the student from what they can’t manage are often significant to start the process of life change.

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

### **BIST Concepts**

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

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

## **TIER 3: GREEN HILLS AEA SUPPORT & SERVICES**

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



# BUSES & OTHER DISTRICT VEHICLES

Buses are primarily used to transport students to and from school. Students who ride the bus and other school district vehicles to and from school, co-curricular activities, or any other destination must comply with school district policies, rules and regulations. Students are responsible to the driver while on the bus or in another school vehicle, loading, unloading, or leaving the bus. The driver has the ability to discipline a student and may notify the principal of a student's inappropriate bus conduct.

Persons riding in school district vehicles and school-leased buses shall adhere to all established rules and regulations. The driver, sponsor and chaperones are to follow the school district policies, rules and regulations for student violations.

Students failing to follow vehicle regulations will be subject to appropriate consequences as determined by the driver and principal. Continuous violations of vehicle regulations will result in the student being deprived of vehicle transportation by the school district.

## **Bus Rules**

1. Obey the bus driver and follow directions the first time they are given.
2. Students will use respectful language and behaviors at all times, including pickup up any litter in their area.
3. Stay in your seat with feet on the floor and out of the aisles.
4. Keep hands, feet and objects to yourself.
5. Food and drinks should be consumed before getting on the bus or after leaving the bus. Pets should remain at home. Toys must be left in a backpack or with the driver.
6. Students who do not normally ride the bus will only be allowed to ride home with a bus student in the case of an emergency or after-school care needs. Parents can make special bus arrangements by calling the office in a timely manner.

## **Consequences**

- 1st violation: Warning given
- 2nd violation: Assigned seat and possible detention
- 3rd violation: Students will be suspended from the bus for a minimum of one week. Any severe rule infraction may result in immediate removal from the school vehicle. Parents will be notified by letter and/or email after all violations.



# CELL PHONES & DEVICES

## TELEPHONE CALLS

A student telephone is located in the commons. Students may use the telephone for local calls prior to school, during passing periods, during lunch period, during open campus, and at the end of the school day.

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

Long-distance calls may be made if the charges are reversed or if the student uses a calling card.

## CELL PHONES/ELECTRONIC DEVICES

The Lamoni Community School District encourages responsible use of cell phones or any electronic devices.

Students using any electronic device in an inappropriate or disruptive manner will be dealt with according to the Lamoni School Handbook, and/or municipal, county or state codes. If a cell phone or other electronic device is used in an unacceptable manner, it may be confiscated and subject to search for evidence of misuse (parents will be informed, and law enforcement may be contacted and the device may be taken as evidence).

Cell phone/electronic device use is allowed outside of class times (before or after school, passing, or lunch) as long as there is no disruption to standard school functioning.

During class, electronic devices are to be powered off and kept in lockers unless otherwise allowed by the teacher. Teachers may confiscate any device that leads to a disruption during class. The school assumes no responsibility for the security of confiscated devices.

Cell phones/devices are not allowed in locker rooms or public restrooms. Cell phones or other electronic devices cannot be used to take a picture of another person for the purpose of ridicule or harassment.

### Consequences

- 1st Violation: Verbal warning or detention will be issued to the student. The cell phone/device may be confiscated for the remainder of the day.
- 2nd Violation: Phone/device will be confiscated, the teacher will contact the parent(s) and assign a detention or other consequence (including, but not limited to, revocation of the privilege to use or carry a cell phone/device or a Good Conduct Policy violation).
- 3rd Violation: Phone/device will be confiscated, in-school suspension and parental notification will be made (or additional consequences as outlined in 2nd violation).
- 4th Violation: Phone/device confiscated indefinitely, out-of-school suspension issued, parent/guardian conference required, and student's privilege to use or carry cell phones or electronic devices revoked for a period to be determined by the Principal.

At any time, the Principal reserves the right to confiscate any cell phone/device involved in a disruption and/or revoke the student's privilege to use or carry a device indefinitely.



# INTERNET APPROPRIATE USE

## **I. Responsibility for Appropriate Internet Use**

- A. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees.
- B. Instruction in the proper use of the Internet will be available to employees who will then provide similar instruction to their students.

## **II. Internet Access**

- A. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
- B. Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students at this time.
- C. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
- D. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents who choose not to risk exposure to questionable material.
- E. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines that require efficient, ethical and legal utilization of network resources.
- F. To reduce unnecessary system traffic, users may use real-time conference features such as talk/chat/Internet relay chat only as approved by the supervising teacher.
- G. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
- H. System users will perform a virus check on downloaded files to avoid spreading computer viruses.
- I. The school district makes no guarantees as to the accuracy of information received on the Internet.

## **III. Permission to Use Internet**

- A. Annually, parents will grant permission for their student to use the Internet using the prescribed form.

## **IV. Student Use of Internet**

- A. Equal Opportunity
  - 1. The Internet is available to all students within the school district through teacher access. The number of available terminals and the demands for each terminal may limit the amount of time available for each student.
- B. Online Etiquette
  - 1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks. 2. Students should adhere to on-line protocol:
    - a) Respect all copyright and license agreements.
    - b) Cite all quotes, references and sources.
    - c) Remain on the system long enough to get needed information, then exit the system.
    - d) Apply the same privacy, ethical and educational considerations utilized in other forms of communication.
  - 2. Student access for electronic mail will be through their own account. Students should adhere to the following guidelines:

- a) Others may be able to read or access the mail so private messages should not be sent.
  - b) Delete unwanted messages immediately.
  - c) Use of objectionable language is prohibited.
  - d) Always sign messages.
  - e) Always acknowledge receipt of a document or file.
- C. Restricted Material
  - 1. Students will not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- D. Unauthorized Costs
  - 1. If a student gains access to any service via the Internet that has a cost or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.
  - 2. Students cannot:
    - a) Access YouTube, music videos, movies, entertainment videos, unless under the direct supervision of a teacher.
    - b) Attempt to use proxy servers to bypass filtering mechanisms put in place by the District.
    - c) Play games, including Internet based games, except school approved, teacher supervised education games, during the school day.
    - d) Access or attempt to access instant messages, chat rooms, forums, message boards, or social networking sites except school approved, teacher-supervised filtered Internet communication.
  - 3. If you attempt to access these prohibited media, you will lose computer/internet privileges as outlined below.

## **V. Student Violations - Consequences & Notifications.**

- A. Students are subject to the appropriate action described in board policy or regulations or the following consequences for inappropriate internet use:
  - 1. First Violation: A verbal and written "Warning" notice will be issued to the student. A copy of the notice will be mailed to the student's parent/guardian and a copy provided to the student services coordinator.
  - 2. Second Violation: A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent/guardian and a copy provided to the student services coordinator.
  - 3. Third Violation: A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent/guardian and a copy provided to the student services coordinator. The student will receive district actions based on severity. Actions could include: Detention, ISS and/or OSS.
- B. Students who repeatedly fail to follow internet expectations may have their internet access limited or "locked down" so that access is limited to class sites necessary for the completion of assignments.



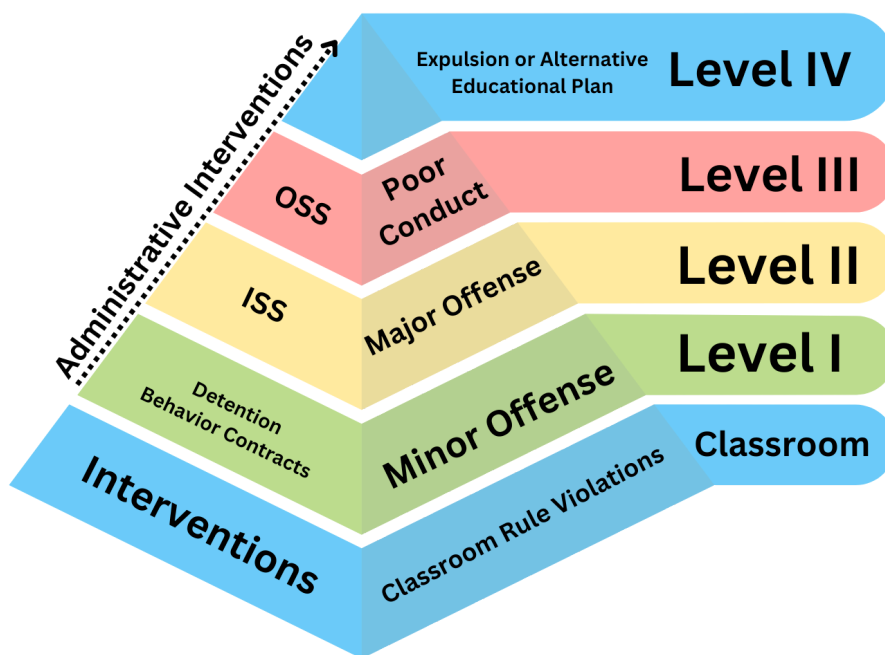


# DISCIPLINE OF STUDENT RULE VIOLATIONS

Our school district is dedicated to ensuring a safe and nurturing learning environment for all students. We prioritize the well-being and development of each individual, fostering a community where everyone feels secure, respected, and valued. Through comprehensive policies, supportive staff, and a commitment to inclusivity, we strive to create a positive and conducive atmosphere for academic excellence and personal growth.

Our school district employs a Multi-Tiered System of Supports (MTSS) for addressing student behavior and discipline. This tiered approach ensures that responses are tailored to meet the varying needs of our students.

## LEVELS OF OFFENSE OVERVIEW



## LEVELS OF STUDENT MISCONDUCT & INTERVENTION OPTIONS

### Classroom Interventions

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

Classroom misconduct may include but are not limited to:

1. Violations of rules/procedures established by the teacher
2. Refusal to participate in work or activities
3. Unexcused tardiness to class or activities
4. Failure to be prepared (materials/completed homework)

5. General misbehavior, such as horseplay, making excessive noise, dress code violations, etc.
  6. Failure to protect or use of other students' passwords regarding technology accounts
  7. Insubordinate or disruptive behaviors in the cafeteria, bathrooms, locker rooms, hallways, classrooms, anywhere on school property or at school events.
  8. Any act that disrupts or interrupts the operation of the classroom or other common areas
- Intervention

Options:

- Verbal correction
- Teacher/student conference
- Parent contacted: phone call or in writing
- Student/counselor conference
- Detention
- Other appropriate in-class disciplinary actions
- Restriction of school bus privileges
- Cafeteria restrictions and seating location restrictions
- Restrictions for locker room usage
- Behavior intervention student agreement

### **Level I: Minor Behaviors**

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

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

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

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

Intervention options:

- Parent or guardian notification that may include one or more of the following: contacted by phone, electronic messaging, in writing, face to face conversation, or Administrator/student/parent conference

- When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district
- Placement in Recovery, Detention or placement in In-School Suspension (ISS)
- Loss of privileges and/or exclusion from extracurricular activities such as
  - Field trips, awards ceremonies, etc.
  - Removal of school transportation privileges
  - Loss of computer/electronics privileges with time determined by administration
- Attendance, and or Behavior/Conduct Contracts or Trackers
  - Referral to the county attorney (refer to Attendance)
- Any other appropriate disciplinary actions determined by the administration

## **Level II: Major Behaviors (or repetitive Minor Behaviors)**

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

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

1. Chronic or repeated Level I offenses
2. Excessive unexcused absences
3. Fighting without injury, which is defined as two or more students mutually engaging in offensive physical contact. .
4. Stealing/theft of property in an amount under \$500
5. Truancy or missing from class by either cutting, skipping or prolonged restroom breaks
6. Major cafeteria disturbances (ie. throwing food, etc)
7. Persistent disruptive behavior on a school bus
8. Insubordination - Interfering with school authorities, failing to comply with reasonable requests of school personnel, defiance of the authority of school personnel, and/or display of disrespect toward school personnel or campus visitors
9. Attendance and/or Behavior/Conduct contract violations
10. Vandalism resulting in the destruction or defacing of any district property.
  - a. This also includes but is not limited to rendering computers or related equipment inoperable.
11. Assisting (directly or indirectly) with the promotion of any prohibited behavior under the district's discipline code
12. Other acts of serious misconduct that disrupt the school environment in the classroom and/or school

Intervention options:

- Parent or guardian notification that may include one or more of the following: contacted by phone, electronic messaging, in writing, face to face conversation, or Administrator/student/parent conference
- When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district
- Placement in Recovery, Detention, In-School Suspension (ISS) or Out of-School Suspension (OSS)
  - Students under suspension will not be permitted to participate or attend any school activities (dances, athletic events, concerts, etc.) while under suspension and can have their privileges revoked for an extended period of time to be determined by administration.
  - Out of-School Suspension may not exceed 10 days
- Loss of privileges and/or exclusion from extracurricular activities such as

- Field trips, awards ceremonies, etc.
- Removal of school transportation privileges for a length of time determined by the principal (may include up to 1 year)
- Loss of computer/electronics privileges with time determined by the principal (may include up to 1 year)
- Restitution or opportunities to repair relationships coupled with another response(s)
  - Possible law enforcement referral
- Attendance, and or Behavior/Conduct Contracts or Trackers
  - Referral to the county attorney (refer to Attendance)
- Revocation of open enrollment status if applies
- Any other appropriate disciplinary actions determined by the administration

### **Level III: Poor Conduct**

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

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

1. Chronic or repeated Level II offenses.
2. Fighting with injury, which is defined as two or more students mutually engaging in offensive physical contact.
3. Assault, which is defined as an act intended to result in physical contact that will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act.
  - a. An assault that results in bodily injury is considered a more serious Level III offense and may result in more severe consequences, making it a Level IV offense.
4. Stealing/theft of property in an amount over \$500
5. Truancy including but not limited to repeat instances of cutting class
6. Weapons/Ammunition possession including but not limited to:
  - a. Knife, which includes razor blades, utility knives, X-Acto knives, or other objects that are designed to cut
  - b. Fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process
  - c. Ammunition or bullets that are live
  - d. BB guns, pellet guns, or air rifles, electric stun guns or other protective devices designed to administer an electric shock
  - e. Replica of a gun that is sufficiently similar in appearance to a real gun such that, if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm
7. Harassment/indecent exposure/unsolicited sexual proposal. Harassment is threats of harm or injury to another student, engaging in sexually intimidating actions or causing unwanted sexual advances, intentionally damaging the property of another student, any action that substantially harms another student’s physical or emotional health
8. Intimidation, extortion, or bullying, which includes any communication towards another student including electronic (e-mail, texting, instant messages, social media, etc), telephone, written, or verbal

9. Vandalism resulting in the destruction or defacing of any district property. This also includes but is not limited to rendering computers or related equipment inoperable.
10. Possession or use of any prescription medication in violation of the guidelines for dispensing medications at school
11. Possession or use of alcohol or controlled substances or drug paraphernalia
12. Under the influence of alcohol or a controlled substance
13. Terroristic threat, false alarm, or report. A threat to commit violence or harm to any person or property with intent to cause an emergency response or that places any person in fear of imminent serious bodily harm, or causing interruption of district or public communication, transportation, water, gas, or power. This threat can come through any form of social media, verbal, text, phone call, e-mail, written note, or graffiti.
14. Felony conduct. Engaging in any conduct punishable as a felony while on school property, at a school-related function or activity
15. Assisting (directly or indirectly) with the promotion of any prohibited behavior under the district's discipline code
16. Interfering with investigations by administration, which could include lying to staff .
17. Other acts of serious misconduct that disrupt the school environment in the classroom and/or school.

#### Intervention Options:

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

#### **Level IV: Expulsion or Alternative Educational Placement**

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

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

Level IV acts of misconduct include the following:

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

### **Expulsion Procedures**

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

### **REMOVAL FROM CLASS**

A conference between the student, parent/guardian, teacher, counselor, and principal will take place prior to the permanent removal of a student from class due to disciplinary reasons. Such a situation should be extremely rare and will result in a failing grade.

### **DUE PROCESS**

Before a student is subject to disciplinary action, the following minimum steps of due process must be offered to the student.

1. The student must have been informed of the conduct that is expected or prohibited.

2. Prior to disciplinary action a meeting with the administrator will be held with the student at which time notice is given as to what he or she is accused of doing.
3. An opportunity should be given during the meeting for the student to present his or her side of the story.
4. The administrator must make the decision relating to disciplinary action based upon the incidents that have been appraised from the knowledge gained.



# STUDENT PUBLICATIONS

Students may produce official school district publications as part of the curriculum under the supervision of a faculty advisor and principal. Official school district publications include, but are not limited to, a school newspaper and yearbook.

A faculty advisor supervises student writers to maintain professional standards of English and journalism and to comply with the law, but not limited to, the restrictions against unlawful speech. No student shall express, publish or distribute in an official school district publication material which:

- is obscene;
- libelous; or
- encourages students to:
  - commit unlawful acts;
  - violate school district policies, rules or regulations;
  - cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
  - disrupt or interfere with the education program;
  - interrupt the maintenance of a disciplined atmosphere; or
  - infringe on the rights of others.





# ACADEMIC HONESTY

## ALTERNATIVES TO CHEATING & PLAGIARISM

No student needs to cheat or plagiarize. Lamoni Community Schools provide numerous support services for students to help them achieve success honorably. Students advocating for themselves and seeking appropriate help will not need to cheat or plagiarize.

### **Cheating**

Rationale: Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of Lamoni Community Schools.

Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. Stress propels students to make unethical choices. When students choose to cheat, it may be a symptom of more serious problems such as inappropriate class placement, over-commitment to extracurricular activities, and/or academic desperation. The compromise of their values through cheating may lead to loss of self-esteem, as the students are often painfully aware of their shortcomings and fight a tiring battle to preserve their images at the cost of their ethics. True self-esteem is based on competence. Cheating robs students of their opportunity to become competent. Assignments should be considered individual unless the instructor states otherwise.

Cheating includes (but is not limited to):

- copying, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work
- exchanging assignments with other students, either handwritten or computer generated, whether it is believed they will be copied or not
- using any form of memory aid during tests or quizzes without the expressed permission of the instructor
- use of a computer or other means to translate an assignment from one language into another language and submitting it as an original translation
- giving or receiving answers during tests or quizzes (it is the student's responsibility to secure his or her papers so other students will not have the opportunity or the temptation to plagiarize)
- taking credit for group work when the student has not contributed an equal or appropriate share toward the final result
- accessing a test or quiz for the purpose of determining the questions in advance of its administration
- using summaries/commentaries (Cliffs Notes, Spark Notes, etc.) in lieu of reading the assigned materials

Consequences for Cheating:

- 1st Violation: Student earns a "0%" on the test or assignment and parent/guardian notification.
- 2nd Violation: Student will earn a "0%" for the test or assignment, student will be issued a suspension and parent/guardian will be notified

### **Plagiarism**

Rationale: Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of Lamoni Community Schools. Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism interferes with the assessment and feedback process that is

necessary in order to promote academic growth. Plagiarism defrauds the instructor with a false view of a student's strengths and weaknesses. It may prevent further instruction in areas of weakness and delay the student in reaching his or her potential.

Plagiarism includes (but is not limited to):

- Taking another student's assignment or portion of an assignment and submitting it as one's own
- Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- Presenting the work of tutors, parents, siblings, or friends as one's own
- Submitting purchased papers as one's own
- Submitting papers from the Internet written by someone else as one's own
- Supporting plagiarism by providing work to others, whether it is believed it will be copied or not
- Cheating or plagiarism in any form will not be tolerated

Consequences for Plagiarism:

- 1st Violation: Student earns a "0%" on the test or assignment and parent/guardian notification.
- 2nd Violation: Student will earn a "0%" for the test or assignment, student will be issued a suspension and parent/guardian will be notified.

## INAPPROPRIATE USE OF ARTIFICIAL INTELLIGENCE (AI) & TECHNOLOGY

Rationale: The integration of technology and AI presents both opportunities and challenges in the academic environment. While technology can enhance learning experiences, its misuse undermines the principles of academic integrity and ethical behavior. Lamoni Community Schools recognize the importance of fostering responsible use of technology among students.

Students are expected to use AI tools and technology responsibly, ethically, and in accordance with academic standards. Inappropriate use of AI may include but is not limited to:

- Utilizing AI powered tools to generate academic content without proper attribution or acknowledgment of the source.
- Employing AI based essay or assignment generators to produce work that is not original or reflective of the student's own understanding and effort.
- Using AI chatbots or virtual assistants to provide answers or assistance during tests, quizzes, or assignments without explicit permission from the instructor.
- Manipulating AI algorithms or data to gain an unfair advantage in academic assessments or projects.
- Engaging in any form of academic dishonesty facilitated by AI technology.

Consequences for Inappropriate Use of AI and Technology

- 1st Violation: Student earns a "0%" on the test or assignment, parent/guardian notification, and mandatory meeting with school administration to discuss the incident and educate the student on responsible technology use.
- 2nd Violation: Student will earn a "0%" for the test or assignment, student will be issued a suspension, and parent/guardian will be notified. Additionally, the student may be subject to further disciplinary actions as deemed appropriate by the school administration, including but not limited to academic probation or loss of privileges related to technology use.



# STUDENT DRESS CODE

It is expected that all students will come to school appropriately dressed with proper personal hygiene. It is our belief that clothes and personal attire and good hygiene directly influence a student's behavior and attitude. Our major objective is to provide the best education possible with the facilities, faculty, and resources available to us. Appearing and dressing in good taste for the job at hand will improve the learning atmosphere. The only impression most observers have of our school is our personal behavior and appearance.

## BOARD POLICY 502.01 STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors. Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean and well-groomed and wear clothes in good repair and appropriate for the time, place and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

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

### Basic Principle

Lamoni High School and Middle School expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, nipples, and majority of the belly/torso (front and back) are fully covered with opaque/non-see through fabric.

### Student Cannot Wear

- Clothing having vulgar or suggestive language and/or gestures (including gang symbols or symbols that represent hate or racial injustice)
- Clothing having violent languages or images (including images of weapons)
- Clothing that advertises alcohol, tobacco or anything representing the drug culture;
- Clothing that reveals visible undergarments
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance or as personal protective equipment (PPE))

### Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the protocol below:

1. Students will be asked to put on their own alternative clothing, if already available at school, to dress to code for the remainder of the day or they can utilize school-provided alternative clothing. If

necessary, students' parents/guardians may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day.

2. If a student refuses to alter their attire to comply with the dress code, they will be asked to go to the office and speak with administration.

### **Consequences**

The building principal has the final determination of whether or not a student's clothing is in compliance with the school district's dress code. Students wearing inappropriate clothing will be required to change or engage in In School Suspension for the remainder of the school day. If the concern is regarding hygiene, and it is poor enough to interfere with the learning environment of other students, the student will be required to bathe either at the school or be sent home to bathe. Additional dress code offenses will be addressed as previously noted in this section and will include additional disciplinary actions deemed appropriate by the principal as outlined in this handbook.



# STUDENT LOCKERS

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

Although school lockers, desks and other spaces are temporarily assigned to individual students, they remain the property of the school district at all times and there is no expectation of student privacy. The school district has a reasonable and valid interest in ensuring that lockers, desks and other spaces are properly maintained. For this reason, lockers, desks and other spaces are subject to unannounced inspections by school officials. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker, desk or other space (coat, backpack, purse, etc.) may be searched when a school official has a reasonable suspicion that the contents contain illegal or contraband items or evidence of a violation of law or school policy or rule. Such searches will be conducted in a manner reasonable in scope to maintain order and discipline in the school and will promote the educational environment and protect the safety and welfare of students, employees and visitors in the school district facilities.



# ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon the employee's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

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

When looking at the totality of the circumstances, harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

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

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

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

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, property, etc.;
- Demeaning jokes, stories, or activities directed at the student;
- Unreasonable interference with a student's performance;

- Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
  - Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
  - Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or
  - The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.
- In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:
  - Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
  - Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.
- Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report.
- Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy.
  - Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is prohibited.
  - Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.
  - Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment.
  - Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

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

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

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

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

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



# PREVENTING CHILD & YOUTH SEXUAL HARASSMENT, ABUSE & ASSAULT

## Resources for Iowa Families

- See It, Stop It, and Get Organized: A website to help abusers, victims, and witnesses to help prevent relationship violence. Includes “Do’s & Don’ts,” risks and resources – <http://seeitandstopit.org>
- Harassment Free Hallways: How to Stop Sexual Harassment in Schools: A Guide for Students, Parents, and Schools from the American Association of University Women Educational Foundation. - <http://www.aauw.org/ef/harass/index.cfm>
- American School Counselor Association: (ASCA) is a worldwide nonprofit organization that supports school counselors’ efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as a responsible member of society. This site contains information specifically directed towards parents and the general public. [www.schoolcounselor.org](http://www.schoolcounselor.org) and click on Public and Parents and then on “Articles for Parents” to reach the following site: <http://www.schoolcounselor.org/content.asp?pl=327&sl=130&contentid=130>
- Safe Schools and Healthy Students Initiative: This government site provides various youth and school violence prevention resources. – [www.sshs.samhsa.gov/initiative/resources.asp](http://www.sshs.samhsa.gov/initiative/resources.asp)
- National Youth Violence Prevention Resource Center (NYPRC) serves as a central source for information and materials to prevent violence and suicide. The site links parents, teachers, researchers, and teens to materials designed specifically for those audiences. - [www.safeyouth.org](http://www.safeyouth.org)
- What Is Abuse In Relationships? Describes emotional, physical, and sexual abuse and is sponsored by the Domestic Violence & Incest Resource Center (DVIRC). <http://dvirc.org.au/whenlove/infospace.htm>
- 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/FAT\\_NewsletterV3N3.pdf](http://www.siecus.org/pubs/families/FAT_NewsletterV3N3.pdf) Additional newsletters and resources: <http://www.siecus.org/pubs/pubs0004.html>
- Keeping Children Safe from Abuse: Tips for Parents and Caregivers, provides guidelines for opening discussions with children on topics from personal/body safety, to sexual abuse, to date rape. <http://www.cfchildren.org/parents/parentindex/>
- Teen Dating Violence: Web site and Brochure from the Washington State Attorney General - <http://www.atg.wa.gov/violence/points.shtml>
- Teen CASA (Coalition Against Sexual Assault): Provides helpful information on healthy relationships, actions to take, and advocacy for victims and their families. – <http://www.nccasa.org/teen/index.htm>
- National Center for Missing and Exploited Children offers information about recognizing signs in children who have been sexually exploited, and advice for parents on keeping their children safe from sexual abuse. - [www.missingkids.com](http://www.missingkids.com)
- Childhelp USA provides crisis counseling to adult survivors and child victims of abuse, offenders, and parents. - [www.childhelpusa.org](http://www.childhelpusa.org)
- The National AD Council provides a directory to common online phrases. [www.missingkids.com/adccouncil/lingo.html](http://www.missingkids.com/adccouncil/lingo.html)
- Stop It Now! 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. – <http://www.stopitnow.org>. Stop It Now! has a helpline available (1-888-PREVENT)
- Iowa Internet Crimes Against Children Task Force offers several valuable links for parents on internet and cyber safety. - [www.iowaicac.org](http://www.iowaicac.org)





# GOOD CONDUCT POLICY

To retain eligibility for participation in Lamoni Community School's extracurricular activities, students must conduct themselves as good citizens both in and out of school at all times.

Students who represent the school in an activity are expected to serve as good role models to other students and to the members of the community.

Any student who, after a hearing at which the student shall be confronted with the allegation, the basis of the allegation, and given an opportunity to tell the student's side, is found to have violated the school's Good Conduct Rule will be deemed ineligible for a period of time, as described below. A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- possession, use, or purchase of tobacco products, including vaping products, regardless of the student's age;
- possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use");
- attendance at a function or party where the student knows or has reason to know that alcohol or other drugs are being consumed illegally by minors and failing to leave despite having a reasonable opportunity to do so;
- possession, use, purchase, or attempted sale/purchase of illegal drugs, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs;
- engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or hunting/fishing, violations), regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s);
- exceedingly inappropriate or offensive conduct such as assaulting staff or students, gross insubordination (talking back or refusing to cooperate with authorities), hazing or harassment of others.

Such harassment does not have to rise to the level of violating the school's anti-bullying/harassment policy, but rather may include inappropriate and/or disparaging comments to or about others, whether made verbally, in writing, or by electronic means (e.g., text messages, electronic mail, or posting on social networking sites). Examples of such harassment includes, but is not limited to: threats; inappropriate comments about the traits of an individual or group; creating parodies to make fun of others; posting or otherwise sharing potentially embarrassing photographs, drawings, video, or depictions of others without permission. NOTE: This could include group conduct! This rule is not intended to prevent a student from expressing his/her religious or political beliefs.

If a student transfers in from another Iowa school or school district and the student had not yet completed a period of ineligibility for a violation of a Good Conduct Rule in the previous school, the student shall be ineligible if the administration determines that there is general knowledge in our school district of the fact of the student's misconduct or violation in the previous district.

## CONSEQUENCES

The Good Conduct Rule will be in effect 365 days a year. It will be enforced during the period directly following the misconduct. When the administration believes it is more likely than not the students violated the Good Conduct Rule, the student is subject to loss of eligibility as follows:

## **First Offense**

During a student's middle school or high school career, a student who has been found to have violated the Good Conduct Rule will be ineligible from participation in extracurricular activities for seven calendar days. After the initial ineligibility period, the student may begin working toward regaining eligibility. To regain eligibility (including practice), the student shall be required to complete an educational program of four to eight (4-8) contact hours and complete at least ten (10) hours of community service as follows:

1. Take part in a professional/educational program regarding the violation, so as to assist the student in correction of the violation. The guidance counselor can help set up this educational program which must include a visit to a professional and/or attendance at educational classes/meetings relating to the student's specific problem (alcohol, illegal chemicals, tobacco, misbehavior, or vandalism). An online class could be appropriate. A fee may be assessed to the student for the cost of the program. The guidance counselor shall follow up on each case and inform the administration in writing as to when and if the student has fulfilled his/her contractual obligation prior to further participation.
2. Work at least ten (10) hours in school and/or community service. When the service project is complete, the student will complete a statement identifying the project and the amount of community service time spent signed by the project supervisor.
3. A student who fails to complete the educational and community service requirements within four weeks shall be ineligible from all extracurricular activities for nine (9) calendar weeks.
4. Before the administrator or his designate initiates an investigation, a student has the opportunity to self-report. If a student self-reports a violation of the Good Conduct Policy to the administrator or his designate, the student will reduce the consequences as follows: (first offense only not available for second or third offenses) after the mandatory seven calendar days of ineligibility, the community service will not be required.

## **Second Offense**

During a student's middle school or high school career, the student shall be given a maximum suspension of 12 calendar weeks. This shall commence immediately upon the finding of guilt. At the discretion of the Principal, a student may be eligible for up to a 50% reduction of this suspension by completing a rehabilitation program or by seeking professional counseling or assistance. The student and/or family must agree to a release of medical information for administrative verification purposes.

## **Third & Subsequent Offenses**

During a student's middle school or high school career, the student will be ineligible to participate in extracurricular activities for up to one (1) calendar year.

## **SAFE HARBOR**

If a student, in good faith, suspects that he or she needs assistance in dealing with a personal substance abuse problem before it is known to the school, the student may request assistance from the school administration, guidance counselor, student assistance team, coach or sponsor of an activity without fear of penalty under the Good Conduct Rule. The student must, at his/her own expense, enter and follow a prescribed program of assessment, evaluation and treatment, if indicated by a non-school agency, and must make the administration aware of her or his participation in such a program by providing a written confirmation from the agency providing the program. This option may be used once per middle school career and once per high school career.

## ACADEMIC CONSEQUENCES/GOOD CONDUCT POLICY

Unless the student violated the Good Conduct Rule while on school grounds or at a school event or activity off school grounds, there will be no academic consequences (e.g., detention, suspension from school) for the violation.

## SEVERE OFFENSES/GOOD CONDUCT POLICY

Any behavior deemed by administration to severely affect the safety and welfare of self or others will be dealt with under the consequences of the second and subsequent offenses. Severe offenses may include, but are not limited to: bomb threats, selling of drugs, or possession of a weapon.

## APPEALS/GOOD CONDUCT POLICY

Any student who is found by the administration to have violated the Good Conduct Rule may appeal this determination to the superintendent by contacting the superintendent within 3 days of being advised of the violation. The penalty will be in effect pending the superintendent's decision.

If the student is still dissatisfied, he or she may appeal to the school board by filing a written appeal with the board secretary at least 24 hours prior to the next board meeting. The review by the board will be in closed session unless the student's parent (or the student, if the student is 18) requests an open session. The grounds for appeal to the school board are limited to the following: the student did not violate the Good Conduct Rule; the student was given inadequate due process in the investigation and determination, or the penalty is in violation of the Handbook Rule or Board Policy. The penalty will remain in effect pending the outcome of the meeting with the board.

If the school board reverses the decision of the administration, the student shall be immediately eligible and shall have any record of the ineligibility period and violation deleted from the student's record.



# STUDENT HEALTH, WELLBEING & SAFETY

## CLASSROOM TREATS

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

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

## NURSE ON DUTY

The Lamoni Community School District has a nurse on duty during the school day. We do have additional personnel that are certified to administer medications in all buildings.

## MEDICATION IN SCHOOL

All medication is to be kept in the nurse's office or the principal's office under the direction of the school nurse.

Prescription medication must be brought to school in the pharmacy labeled container. The pharmacist can give the parents/guardians an extra-labeled container for school use. A note from the prescribing physician or dentist should accompany the medicine if there are any special instructions or considerations.

Parents/guardians must give written permission (or signed form from the nurse's office) to school personnel to administer the prescribed medication to their child according to the physician or dentist's orders on the labeled container. Dosage changes require a new labeled container and a physician's order before a new dosage will be administered.

Non-prescription medication must be brought to school in the original bottle or package if medication is to be administered by school personnel. Parents/guardians must send written permission (or sign a form from the nurse's office) giving the name, amount and time medication is to be administered.

Medication will be given within 30 minutes on either side of the prescribed dosage time, unless otherwise specifically specified by a physician in writing. If a medication error occurs, the student's doctor and parent/guardian will be notified immediately after the error is discovered. A written report of the error will be kept with the student's health records. A medication record will be kept on all students' prescription medication. This record will document the date medication is received and the amount of medication received at that time.

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

## STUDENT ILLNESS OR INJURY AT SCHOOL

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

If a student has a contagious disease, a physician's note stating the student is no longer contagious and may return to school will be required. In the event of a medical emergency, school employees will administer first aid if possible. The school will contact emergency medical personnel if necessary and notify parents. An accident report will be submitted to the superintendent's office within 48 hours after the student is injured at school.

## STUDENT & ATHLETIC INSURANCE

Student health and accident insurance is available to students at the beginning of the school year at registration or in the high school office. Parents/guardians may purchase insurance for their children at their discretion. Insurance applications and claim forms are available in the office throughout the year.

Each athlete who participates in the athletic program must have insurance coverage or a signed statement from his/her parents on record in the high school office, stating that the parent has adequate insurance protection for their son/daughter while practicing or participating in interscholastic sports, or other school sponsored activities. The school is not liable for expenses involved in the treatment of athletic injuries.

The school has available, for purchase, certain plans provided by the Student Assurance Services Program. This is accident insurance not health insurance. Students that plan to participate in football or volleyball in the fall should make insurance arrangements before registration because practice will start before registration dates.

## COMMUNICABLE DISEASES

Students with a communicable disease will be allowed to attend school as long as they are physically able to do so and so long as their presence does not create a substantial risk that others will catch the disease. The term "communicable disease" means an infectious or contagious disease (i.e. mumps, measles and chickenpox) spread from person to person or animal to person. Once the administration, in conjunction with the school nurse, decides that the student's condition poses a health threat to other students, the student will be excluded from school for the duration of the period of contagion. In order to prevent the spread of communicable diseases, parents should use their good judgment in keeping sick children home from school. Students must be fever free without the use of medication for 24 hours before returning to school. When the administration has knowledge of the presence of a communicable disease, the State Department of Health will be notified.

## HEALTH SCREENING

During the year, the school district sponsors health screening for vision and hearing. Students are automatically screened unless the parent submits a note asking the student to be excused from the screening. The grade levels included in the screening are determined annually. Upon a teacher's recommendation and with parental permission, students not scheduled for screening may also be screened.

## SAFETY PROCEDURES IN CLASSES

Students will be instructed as to the proper safety procedures in working with chemicals, machines and equipment in science, vocational agriculture, and family and consumer sciences classes, by their instructor. Safety is a high priority in the school district.

## EMERGENCY DRILLS

Emergency drills for fire, weather, and other disasters will be conducted periodically throughout the school year.

### Fire Drills

One long blast of the buzzer-Alarm lights blink and fire doors close. • Windows and doors should shut after everyone is out.

- Students should be reminded that they should pass quietly so that if emergency instructions need to be given, all can hear.
- Students should walk swiftly, but should not run.
- Students are to stay with the group they come out with. It is very important that the faculty and staff be able to account for each student at the time of the fire drill or a fire.
- After all is clear, the outside bells will sound the signal to reenter the building. Assume that all drills or alarms are the real thing. You never know for sure.

### Tornado Drills

Announcements will be made through phones and the PA system. All students and staff will proceed to the safe room located between the middle school building and the elementary building.

### Lockdown Drills

Announcements will be made through phones and the PA system. Situation-specific instructions will be given during the announcement.

- Intruder
- Medical Emergency
- Shelter-in-Place

## SCHOOL CLOSING/INCLEMENT WEATHER

Area radio and TV stations will be advised by 6:30 a.m. if school will be closed or delayed due to inclement weather conditions. Please do not call individual teachers or other school personnel. If you have an email or cell phone number listed in the school's JMC database, parents are encouraged to sign up to receive an email or text message notification.

Families can also find school-related announcements on the following stations:

- STATION CALL NUMBER
- KAAZ 95.5 FM
- WOI-TV Channel
- KCCI Channel 8
- WHO Channel 13



# STUDENT ACTIVITIES

## SCHOOL SPONSORED TRIPS

Students participating in school activities away from home must utilize the transportation provided by the school. On trips, his/her parents will only transport a student with prior permission from an administrator. There must be special circumstances involved. Parents must notify the teacher/sponsor/coach of the activity, if the parent/guardian plans to take their son/daughter with them after the activity. If the parent wants their son/daughter to ride home with another parent, prior approval must be made with an administrator. Students will only be allowed to ride home from an event/activity with his/her parent/guardian or another parent.

## CHURCH/FAMILY NIGHT

Wednesday night of each week during the school year is reserved for church/family activities. No school activities/practices should be scheduled for that evening. The building will be closed to students at 6:30 p.m. The only exception to this would be state association scheduled events during the tournament seasons.

## FIELD TRIPS

In certain classes, field trips and excursions are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school district. If a field trip is required for the course, students are expected to attend the field trip.

While on field trips, students are guests and considered ambassadors and representatives of the school district. Students must treat employees, chaperones, and guides with respect and courtesy.

Prior to attending a field trip, students must return a form signed by the student's parent(s)/guardian giving permission to attend the field trip as well as signatures of students' other teachers verifying notification and/or assignments for the day of the field trip.

## SCHOOL DANCES

School-sponsored dances need to be approved by the principal at least two weeks prior to the dance. Students who leave a dance are not allowed to re-enter the dance. School district policies, rules, and regulations apply to all attendees of school dances. Any attendee who violates school district policies, rules, and regulations will be asked to leave the dance. Violations may be reported to parents/families or local law enforcement.

All dances are chaperoned by faculty personnel and parents/guardians. Admission for all dances is established by the sponsoring organization. Sponsors will document arrival and departure times of students.



# STUDENT RECORDS

## STUDENT EDUCATIONAL RECORDS

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

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student’s privacy rights. Parents/guardians or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.
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. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

## STUDENT TRANSFER INTO THE LAMONI DISTRICT

For students new to Lamoni or transferring in at times other than the start of a school year, every effort is made for a smooth and timely transition into the Lamoni Community Schools. The administration reserves the right to delay a student’s entry/enrollment into the district for up to five (5) school days for purposes of verifying records, convening a placement team, or evaluating student records.

## STUDENT TRANSFER OUT OF THE LAMONI DISTRICT

The Lamoni Community Schools will transfer student records to a receiving district upon receipt of a properly formatted written request. Parental consent is not necessary for records transfer when a properly formatted request is received. When a student transfers into the school district, the student’s records are requested from the previous school district.

## OPEN ENROLLMENT

Iowa’s open enrollment law allows students residing in one school district to request transfer to another school district upon the parents’ request. Parents/guardians considering the use of the Open Enrollment option to enroll their children in another public school district in the state of Iowa should can find information at :



## DUAL ENROLLMENT STUDENTS

Home school or home assistance program students enrolled in classes or participating in school activities in the school district are subject to the same policies, rules and regulations as other students and are disciplined in the same manner as other students. Dual enrollment students interested in participating in school activities or enrolling in classes should contact the high school principal.



# ADDITIONAL POLICIES & INFORMATION

## OPEN ENROLLMENT

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

- The open enrollment application deadline for the 2024-2025 school year is June 30, 2024.
- For the 2025-2026 school year, and for all future/following school years, the open enrollment deadline will be March 1st.
- After the deadline (for any school year) an open enrollment application will have to have just cause.

## MCKINNEY-VENTO HOMELESS EDUCATION ACT

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

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

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

## LEGAL STATUS OF STUDENTS

If a student's legal status, such as the student's name or the student's custodial arrangement, should change during the school year, the parent/guardian must notify the school district. The school district needs to know when these changes occur to ensure that the school district has a current student record.

Please notify the office of address and telephone number changes.

## CITIZENSHIP

Being a citizen of the United States, of Iowa, and of the school district community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social

responsibilities and to participate in their country, state, and school district community in a manner that entitles them to keep these rights and privileges.

As a part of the educational program, students have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity, students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

## MULTICULTURAL/GENDER FAIR EDUCATION

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

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

## NOTICE OF NONDISCRIMINATION

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

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

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

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

## GRIEVANCE PROCEDURE

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

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

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate

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

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

### **Level Two - Compliance Officer**

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

### **Level Three - Superintendent/Administrator**

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

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

### **Level Four - Appeal to Board**

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

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

## **STAFF**

The current list of faculty and staff, along with contact information, is found on the District website at [www.lamonischools.org](http://www.lamonischools.org).



# APPENDIX/DEFINITIONS

## **Threat of Violence**

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

## **Incident of Violence**

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

## **Injury**

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

## **Property Damage**

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

## **Assault**

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

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

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

## **Levels of Behavior**

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

## **Detention**

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

**Expulsion**

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

**In-School Suspension**

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

**Out-of-School Suspension**

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

**Placement in an Alternate Learning Environment**

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

**Removal from the Classroom**

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

**BIST****Replacement Skills**

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

**Processing**

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

**Skill-Based Coaching**

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

**Safe Seat: At School**

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

**Buddy Room**

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

**Recovery Room**

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

**Check Ins**

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

**Think Sheet**

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

**Target Behavior Sheet**

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