

ISD Elementary Handbook

Updated August 2020

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ISD School Information/Mission

Iowa School for the Deaf, 3501 Harry Langdon Blvd, Council Bluffs, IA 51503

Telephone: 712-366-3227 Fax: 712-366-3292 VP: 712-250-6840

Website: www.iowaschoolforthe deaf.org

ISD office hours are 7:15AM - 3:45PM.

Teachers will return phone calls during their planning times or after school.

School Officials and Child Abuse Investigators

School Officials

- Steve Gettel, Superintendent
712-366-3215
- John Cool, Assistant Administrator
712-366-3215
- Rebecca Gaw, ISD Principal
712-366-3227

Child Abuse Investigators

Primary Investigator:

John Cool, Assistant Administrator
712-366-3215

Secondary Investigator

Diane Knigge, Health Center Director
712-366-3252

The Purpose of this Handbook

This handbook is an extension of ISD school policy. It is consistent with the policies of the Board of Regents, State of Iowa and state statutes for education.

Each student at the Iowa School for the Deaf is expected to conduct himself/herself in a manner appropriate for his/her age level and abilities. Each student is expected to demonstrate respect and consideration for the rights of others, including peers, teachers, staff, and guests. Each student is expected to do his or her best work each day.

The ISD administration reserves the right to modify, add, or delete school policies, rules, and regulations as necessary, including those contained in this handbook. Students or parents may contact the office for more information regarding current policies, rules, and regulations.

About the Iowa School for the Deaf

In 1854, Iowa's deaf population was estimated at about 300. The Iowa legislature recognized the need for a school that would serve deaf and hard-of-hearing students. Rev. William E. Ijams, a teacher from the Illinois School for the Deaf, had opened a private school for deaf students in Iowa City. By early 1855, the Iowa legislature voted to make the school a state-supported institution. Rev. Ijams was appointed the first Superintendent.

The newly founded state school had an enrollment of 20. Students were allowed to attend the school for up to seven years. They were trained in skilled trade work. Sign language was used at the new school. As word spread about the opportunity for education for people who were deaf and hard-of-hearing, the school grew. In 1870, the school was moved to its current location in Council Bluffs, Iowa.

Today, the administration, faculty, staff, and students at the Iowa School for the Deaf (ISD) build on the school's long history of educational opportunity and achievement. They use the most recent developments in education and technology to meet the unique learning requirements of deaf and hard-of-hearing students. They focus together on planning for and fulfilling long-term educational goals for each student.

The Iowa School for the Deaf serves eligible students from Iowa, ages Preschool through High School, as well as eligible students referred from Nebraska school districts. The High School program serves students from grade 9 through grade 12 as well as students age 18 - 21 in the 4-PLUS program. The Iowa School for the Deaf is governed by the Board of Regents, State of Iowa.

Vision

The Iowa School for the Deaf is the statewide resource that provides optimal education and outreach services for students who are deaf or hard-of-hearing to prepare for adult life.

Mission Statement

The Iowa School for the Deaf prepares deaf or hard-of-hearing students from preschool through age 21 for life as literate citizens who contribute to society.

Values

The Iowa School for the Deaf is committed to:

- Optimal personal development and achievement
- Program quality and communication access
- Civility, honesty, integrity, and fairness
- Ethical behavior

- Collaboration with colleagues and constituent groups
- Continuous improvement
- Diversity among faculty, staff, and students
- Open, effective communication
- Public accountability, stewardship, and service

Culture

The Iowa School for the Deaf nurtures a culture consistent with its values, characterized by the following:

Learning is a process that occurs in every activity of life.

- The Iowa School for the Deaf continually and systematically fosters student learning

All children can and do learn

- The Iowa School for the Deaf provides a comprehensive learning environment for students who are deaf or hard-of-hearing.

Students who are deaf or hard-of-hearing need and deserve the most appropriate individualized learning environment

- The Iowa School for the Deaf provides focused, unique, optimal, individualized education programs and services for students who are deaf or hard-of-hearing.

Communication Policy

The Iowa School for the Deaf believes that all deaf or hard-of-hearing children have basic communication rights: a right to full and free communication with their families, peers, and society; a right to learn the language used in their environment; and a right to use any communication mode with which they are comfortable in given situations. Because of this, we recognize that a primary goal of the communication program at ISD must be linguistic equity, which we define as the ability of students to draw upon a wide range of communication methods in order to be full, active and knowledgeable communicators.

Elementary Philosophy

Language and literacy development is the foundation for all other learning. Students' language and literacy abilities are emphasized in every aspect of the school day. The top priority of the ISD Elementary program is to give students enriched language and learning opportunities. Students participate in meaningful learning experiences that focus on the knowledge and skills needed to build a strong academic base. Learning experiences are designed to stimulate and nourish the students' natural curiosity and desire to learn.

Non-Discrimination Policy - Equal Educational Opportunity

It is the policy of the Board of Regents, State of Iowa and the Iowa School for the Deaf to provide equal opportunity to students at all Regent institutions. It is an unfair or discriminatory practice for

any educational institution to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability in any program or activity. Such discriminatory practices shall include but not be limited to the following practices: 1) Exclusion of a person or persons from participation in, denial of the benefits of, or subjection to discrimination in any academic, extracurricular, research, occupational training, or other program or activity except athletic programs; 2) Denial of comparable opportunity in intramural and interscholastic athletic programs; 3) Discrimination among persons in employment and the conditions of employment; 4) On the basis of sex, the application of any rule concerning the actual or potential parental, family or marital status of a person, or the exclusion of any person from any program or activity or employment because of pregnancy or related conditions dependent upon the physician's diagnosis and certification. For the purpose of this section "educational institution" includes any preschool, elementary, secondary, or community college, area education agency, or postsecondary college or university and their governing boards. This section does not prohibit an educational institution from maintaining separate toilet facilities, locker rooms or living facilities for the different sexes so long as comparable facilities are provided.

ISD Guidelines for Success

Respect: All people at the Iowa School for the Deaf will treat each other with mutual respect.

Responsibility: All people at the Iowa School for the Deaf are responsible for their actions and behaviors and are encouraged to (recognize and) accept the rewards and consequences that come from their actions and behavior.

Safety: All people at the Iowa School for the Deaf have the right to work, learn, live, and play in a safe, positive environment.

Positive Attitude: All people at the Iowa School for the Deaf will practice a positive attitude by showing hospitality, offering support and guiding others to self-empowerment.

Communication: All people at the Iowa School for the Deaf will communicate clearly and appropriately.

For Parents and Guardians

Definitions

In this handbook, the word "parent" also means "legal guardian of a student" unless otherwise stated. An administrator's title, such as Superintendent or Principal, also means that individual's designee, unless otherwise stated. The term "school activities" means all school activities or events in which ISD students are involved, whether they are school-sponsored or school-approved, and whether held on or off the ISD campus.

ISD Residency and Tuition Policy for Placement, Referral, Enrollment

A student who meets the following requirements is eligible to be referred to the Iowa School for the Deaf (ISD) by his/her local school district of residence.

- The student is between the ages of three and 21, or age two and referred by their local Area Education Agency (AEA).
- The student's parents/legal guardians are legal residents of Iowa or Nebraska.
- The student has been identified as deaf or hard-of-hearing and is eligible for special education and related services.
- The referral to ISD from the parents'/legal guardians' local district of residence includes an IEP team decision for placement in which local district of residence representatives have participated with ISD and the parents/legal guardians.

Tuition for Iowa Residents

Iowa districts do not pay tuition for students whose parents/legal guardians are Iowa residents/ Parents/legal guardians also do not pay tuition, because ISD is a continuum option under the Individuals with Disabilities Education Act (IDEA), and provides a Free, Appropriate Public Education (FAPE) at no cost to parents/legal guardians of eligible students for either the school or dormitory programs.

Tuition for Nebraska Residents

The parents'/legal guardians' local district of residence in Nebraska and the Nebraska Department of Education must pay tuition for ISD placement of their child, with no exceptions, including no exceptions for students from the Omaha metro area. An IEP team that includes ISD personnel must make the decision to place the Nebraska resident student into ISD's school and dormitory programs. The Nebraska district and Nebraska Department of Education then cover the tuition for school and dormitory programs.

When Parents/Legal Guardians Move From Iowa to Nebraska

A student who already attends ISD and whose parents/legal guardians move to Nebraska, including the Omaha metro area, is considered "out-of-state" as soon as the student moves. Tuition must be paid by the new local district of residence in Nebraska.

ISD will contact the new resident district immediately to consult regarding placement. However, if the Nebraska district does not agree with the ISD placement, ISD cannot continue the placement as federal and state laws give the right and responsibility for establishing local placement options to the local district of residence.

When parents/legal guardians move from one Nebraska school district to another, they must check with the new district to verify that the student will be able to attend the Iowa School for the Deaf, as the new school district will be responsible for working with the Nebraska Department of Education to pay tuition.

Emergency Information and Changes to Address, Phone Number

During registration each school year, parents must complete an emergency form providing telephone numbers at which parents may be reached in case of emergency, as well as people to contact in place of the parents if the school cannot locate the parents. This emergency information gives ISD permission to release a student to people listed by parents, if parents cannot be reached. Parents must notify the Principal's Office if information on the emergency form changes during the school year. Parents must also notify the Principal's Office immediately of any changes to their address or phone number.

Changes to Child Custody

If the structure of the family changes, ISD personnel wish to remain sensitive to the needs of the student and other individual family members. If a separation, divorce, or other legal custody issue occurs, please notify the Principal immediately. ISD will make every effort to assist the student in whatever manner is appropriate. Parent-Teacher Conferences can be scheduled separately. Copies of newsletters, report cards, etc., will be given to both parents/legal guardians. Unless the school is given a copy of legal documents by the parent/legal guardian with custody that indicates otherwise, ISD assumes that both parents/guardians continue to have the same rights, privileges, and obligations that existed prior to the separation/divorce. The Principal needs to have a copy of any legal and/or medical document that affects the child's rights, health, or safety, from the parent/guardian with legal custody.

Child Abuse Reporting Policy

Child abuse is in conflict with the educational and philosophical aims of ISD, and we take all appropriate measures to prevent such abuse. It is ISD policy, and Iowa state law, if there is any reasonable suspicion that a student has been the victim of abuse, it shall be reported to the appropriate legal authorities.

It is the policy of ISD, and is consistent with Iowa state law, that any staff member who has reasonable belief that a student has suffered any type of abuse by a person responsible for the care of the child (caregiver), shall accompany the student to the ISD Health Center and notify the Principal or Dean of Students immediately. The nurse on duty will contact the Assistant Administrator. If it is determined that an injury, neglect or any other abuse as defined in the Iowa Code is likely to have occurred, the nurse will orally notify the Department of Human Services within twenty-four (24) hours and will file a written report within forty-eight (48) hours. The Assistant Administrator will notify the Superintendent and immediately initiate an on-campus investigation of the allegation. The employee who first noted the suspected abuse or neglect immediately must complete the top portion of the ISD Action Account and submit it to the Principal or Dormitory Dean. ISD's designated reporters will be notified immediately, and they will proceed to notify legal authorities (See page 5 for Child Abuse Investigators).

Access to Student Related Information on ISD's Computer Database

Students and parents have access to student grades, absences, schedules, teacher messaging, and homework assignments on the ISD grade system in PowerSchool with a link on the ISD

website at: <http://www.iowaschoolforthe deaf.org> Usernames and Passwords for parents are available through the ISD Principal's Office (Also see Student Records, page 49).

ISD Eligibility Evaluation and Evaluation Center

Federal and state laws for special education require a comprehensive evaluation for each student considered for initial special education eligibility. At least once every three years after the initial determination of special education eligibility, the need for a comprehensive re-evaluation must be considered. Provisions in the IDEA 2006 Regulations (Individuals with Disabilities Education Act, at: <https://sites.ed.gov/idea/>) outline some exceptions to the three-year evaluation. ISD personnel work with parents/legal guardians to determine if a three-year re-evaluation is needed to provide information for continued educational programming. (For more information on IDEA, see the following section).

ISD students are evaluated through the ISD Evaluation Center on campus. The evaluations are individually designed to provide a thorough, appropriate basis for the development of educational goals and objectives. Parents of students who need re-evaluations are contacted by the School Psychologist so that they can be aware of and involved with the process. The Evaluation Center is also available to answer any questions or concerns parents might have about their student. The Center can be reached through the School Psychologist at: (712)-366-3270.

A Brief Overview of Federal Law Regarding Special Education: The Individuals with Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is the national law for special education. IDEA grants substantial federal funding to assist states and local communities in providing educational opportunities for students with varying degrees of disability who are eligible to participate in special education nationwide.

In exchange for federal funding, IDEA requires states to provide a Free, Appropriate Public Education (FAPE) in the least restrictive environment (LRE). The statute also contains due process provisions to ensure that every child identified as having a disability receives a Free, Appropriate Public Education under the IDEA. The IDEA, as enacted in 1975, responded to increased awareness of the need to educate children with disabilities.

Part A of IDEA contains the general provisions, including the purposes of the Act and definitions. Part B, the most frequently discussed part of the IDEA, contains provisions relating to the education of school-aged and preschool children, the funding formula, evaluations for services, eligibility determinations, Individualized Education Programs (IEPs) and educational placements. It also contains requirements for procedural safeguards, including current student discipline provisions. Part B also includes the Section 619 program, which provides services to children ages 3 through 5 years.

Part C of IDEA provides for early intervention and other services for infants and toddlers with disabilities and their families (from birth to age 3). These early intervention and other services are

provided in accordance with an Individualized Family Service Plan (IFSP) developed in consultation between families of infants and toddlers with disabilities and the appropriate state agency. Part C also provides grants to states to support these programs for infants and toddlers with disabilities. Part D provides support for various national activities designed to improve the education of children with disabilities, including personnel preparation programs and activities, technical assistance, and special education/disability research.

ISD Student Attendance/Transportation

Attendance Requirements and Absences

The Iowa Code for schools requires that each student has 180 days, or 1080 hours of school attendance annually. Students are expected to be in classes and make attendance a top priority. Participating in class discussion, developing an appreciation for the views and abilities of student and class objectives. Through attendance and class participation students achieve the full benefits of the educational program. They learn to be responsible and they learn excellent work habits that will be valuable to them throughout their lives.

A child who has reached age six and is under sixteen years of age by September 15, if of compulsory attendance age in Iowa.

Students are expected to attend classes and to make attendance a top priority. Unexcused Absences of more than six (6) days per trimester will affect the student's grades. All absences require a note from a parent and/or physician.

The following absences will be excused:

- Religious holiday (requires a note from a parent)
- Sickness (requires a note from a doctor/parent)
- Doctor/Dentist appointment (requires a note from a doctor/parent)
- Death in the family (requires a note from a parent)
- Emergency situation (requires a note or a call from a parent as soon as possible)
- School-sanctioned activity

Other absences may be excused only at the discretion of the Principal, and with appropriate documentation.

Six (6) unexcused absences during a trimester will require an IEP meeting to discuss attendance and consequences for less than satisfactory attendance.

A student is considered absent if he/she arrives at class more than 20 minutes into the class period without a pass.

Students arriving late must sign in at the Principal's Office and receive an Admit to Class slip from the office.

Students with absences will be allowed to make up all missed work following the makeup schedule given by the teacher. Work turned in beyond this schedule will be scored as zero.

Tardiness to the student's individual classes will be handled by the classroom teacher.

Reporting Absences or Tardies

If a student is absent from or tardy to school, a parent/legal guardian needs to call the office at (712)-366-3227 that day between 7:30AM and 8:30AM. If notification is not received, the office will attempt to contact the parent/legal guardian.

Signing In/Out When Arriving Late or Leaving Early

If a student arrives late to school or leaves the school campus early, he/she must be signed in/out at the Principal's office.

ISD Visitors and Signing In/Out by Visitors/Students

Visitors to the campus, including parents/legal guardians, must check in at the Principal's Office. The ISD Administration urges parents to make only necessary visits, so that student learning is not interrupted.

Every visitor (including a parent/legal guardian) must sign in/out with his/her name and the time when he/she enters or leaves the school building. He/she must display a "visitor" badge while on school grounds. This allows ISD personnel to keep track of people who are on campus, particularly if an emergency occurs.

ISD Dormitory Visitors and Signing In/Out for Visitors or Students

Visitors to the dormitory, including parents/legal guardians, must check in with the lead worker or the dormitory staff working on their students' floor. If students will leave the dorm, the student must be signed out by their parent/legal guardian or a designated person who has been given permission by the parent/legal guardian.

ISD Student Transportation/Homegoing

The Iowa School for the Deaf offers a variety of transportation services to students and their families. These services may include routine daily transportation to and from school for day students, transportation for field trips and special activities, weekend routes to transport dormitory students to their homes on Fridays and back to ISD on Sundays, including full transportation on homegoing weekends, and for school vacation periods.

ISD students are expected to be good school citizens at all times when riding in ISD vehicles. Safe behavior on buses is important so drivers are not distracted and all students are safe. Horseplay, disrespect to the driver/chaperone, or other dangerous disruptive behavior is not

tolerated. Students must wear seatbelts when available in the vehicles. Misconduct on school vehicles is reviewed immediately by ISD staff. Parents/legal guardians are notified by the Principal, Dean or the Transportation Office, if the situation warrants such contact and written documentation (an Action Account Form) is completed and submitted to an administrator. Misbehavior on buses results in discipline by ISD administration.

Please Note: A student who cannot conduct himself/herself in a safe and courteous manner while riding in ISD vehicles may be disciplined with the student's home district involved.

Questions about student transportation services can be directed to the Transportation Office: (712)-366-3241.

Severe Weather/Closings/Transportation

ISD does not follow surrounding schools' decisions regarding school closure/late start/early dismissal due to inclement weather.

ISD school closings/late starts/early dismissals due to weather may be viewed on local television stations WOWT (Channel 6) and KMTV (Channel 3).

Weather-related school cancellation - School Messenger will announce school closings. If you would like to sign up for School Messenger, please contact the Elementary School Secretary at (712)-366-3227. The ISD Facebook page and website will also carry the information. All grade levels are included in the cancellation of school. Dormitory students will stay in the dormitory, with dormitory staff. If classes are cancelled, please **do not bring your children to school**. No ISD bus routes will run. Classes will be made up at a later date.

Two-hour late start - Buses will pick up the students two hours later than regularly scheduled bus times. Parents who drop off students should arrive two hours later than their regular drop-off time.

Weather-related early dismissal - Parents will be notified by telephone and School Messenger if students will be sent home early. Please keep us informed of your current telephone number. If you cannot be reached by phone prior to an early dismissal, your child/children will be kept at school. Parents will then be responsible for picking up their child/children.

If you have questions, please call the transportation department: (712)-366-3241.

Student Rights and Responsibilities

ISD Student Rights and Responsibilities

Students at the Iowa School for the Deaf responsible for their actions and behavior. Students are encouraged to recognize and accept the rewards and consequences that come from their actions and behavior.

Social Emotional Behavior and Health

PBIS (Positive Behaviors Interventions and Supports)

At Iowa School for the Deaf, we strive to ensure that our students have a positive experience every day at school. To that goal, we are implementing the Positive Behavior Interventions and Supports (PBIS) system which is a framework to teach and reinforce behaviors that we expect our students to exhibit at school. We use Zones of Regulation and the Boys Town Model to support the PBIS system in teaching students how to respond to situations in an appropriate manner. Students and staff share clear and consistent expectations about how students should act in different settings (classroom, hallways, cafeteria, restrooms, etc.) The school-wide expectations that we require all students to know, understand, and follow are:

BE RESPONSIBLE

BE RESPECTFUL

BE SAFE

BE KIND

We have created a PBIS Handbook in which you can find more information about PBIS, our school-wide behavior plan, acknowledgement system and more.

Managing Inappropriate Behavior

Consistent and fair expectations are crucial to the success of each student at ISD. It is important that we are respectful of our students in the implementation of our campus discipline policy. Disciplinary responses at ISD will focus on:

- Instructional strategies for correcting behavior
- Reflection
- Logical and natural consequences

When students do not follow the outlined school-wide PBIS behavior expectations, they will receive consequences based on the severity and frequency of the behavior. Minor infractions will be managed on the classroom/dorm level while major infractions will be managed on the office/administration level. Consequences are based on the philosophy of progressive discipline. **Progressive discipline** uses a consistent approach that starts with minor consequences for first time offenses to a more severe consequence for repeat infractions.

Classroom/Dorm Managed vs. Office Managed Behaviors

Classroom//Dorm Managed Behaviors (MINOR)	Office/Administration Managed Behaviors (MAJOR)
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Inappropriate language (Minor)	Abusive language/Profanity (Major)
Physical aggression (Minor) - non-serious, pushing, tripping, poking and does not result in injury	Physical aggression (Major) - serious actions, biting, punching, fighting, injury, etc
Playground infractions	Alcohol, tobacco, drugs, vaping
Refusal to participate, not completing homework	Threat to school, self or others
Disrespect, non-compliance (minor)	Defiance, insubordination - severe or pattern
Disruption of learning environment	Disruption of learning environment - severe, sustained or pattern
Tardiness	Attendance policy violation - skipping school, pattern
Stealing - erasers, pencils (minor)	Stealing - money, personal belongings (major)
Lying, cheating (Minor)	Plagiarism, forgery, cheating - severe or pattern
Teasing, gossiping, social exclusion	Bullying, harassment
Unsafe behaviors - running in halls, throwing objects	Weapons, dangerous/threatening objects, bomb threat, false alarms
Property Misuse	Destruction of school property, vandalism
Dress Code Violation	Inappropriate display of affection
Other	Other

ISD staff will take a **preventive, instructional and proactive** approach when managing inappropriate behavior. Examples of this include:

- Teaching Expected Behaviors
- Precorrection
- Acknowledging Appropriate Behaviors

- Building Relationships
- Effective Feedback
- Opportunities to Respond/Giving "Wait time"
- Active Supervision
- Behavior Modeling
- Practice/Re-teaching Expected Behaviors
- Procedures and Routines
- Reflection
- Problem-Solving Options
- Natural consequences/Loss of Privileges

Harassment and Bullying

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the Board of Regents, State of Iowa, which governs the Iowa School for the Deaf. ISD 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, ISD has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school.

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

This policy is in effect while students or employees are on property within the jurisdiction of ISD; while in 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 up to, and including, suspension and expulsion. If, after an investigation, a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If, after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds.

“Volunteer” means an individual who has regular, significant contact with students. 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 the 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, social media, 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:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one’s grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim; and/or
- Unreasonable interference with a student’s performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment 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 by a school employee 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 a false complaint may be subject to appropriate disciplinary action. Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

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

It also is the responsibility of the Superintendent, in conjunction with the investigator and principal, 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 at ISD. The Superintendent shall report to the Board of Regents on the progress of reducing bullying and harassment at ISD.

ISD shall annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook;
- Inclusion in the employee handbook;
- Inclusion on the school's or board's website,

and a copy shall be made to any person at the central administrative offices at the following address:

Iowa School for the Deaf
3501 Harry Langdon Blvd.
Council Bluffs, IA 51503

ISD Dormitory Code of Conduct and Discipline Policy

The dormitory program utilizes a progressive system of consequences for misconduct to ensure students are following the Iowa School for the Deaf Code of Conduct.

IDR (In Dorm Restriction) - minor infraction of rules

- Restricted to their dorm floor
- Not permitted to use phones for calls, texts, or email other than to parents
- Computer use limited to homework
- No video games or electronic devices
- Will be permitted to go to church and work, if applicable
- Bedtime is 30 minutes early

IRR (In Room Restriction) - serious rule infraction, repeated offense of minor infractions

- Stay in their bedroom
- Not watch television and will not play electronic games or devices
- Not permitted to nap
- Ask permission to leave their bedroom for any reason
- Eat meals in their bedroom
- Not permitted to use phones for calls, texts, or email other than to parents
- Computer use limited to homework
- Will be permitted to go to church or work, if applicable
- Bedtime is 30 minutes early

Academic IDR (In Dorm Restriction) - student as an F or two D's

- Restricted to their dorm floor
- Computer use limited to homework
- Will be permitted to go to church or work, if applicable

We apply this restriction only for the purpose of the student making sure he/she is focused on grades and study habits.

Regents Student to Student Sexual Misconduct Policy

This policy governs the practices related to student to student sexual misconduct for Iowa Braille and Sight Saving School, Iowa School for the Deaf, and special school programs including the Statewide System for Vision Services. The schools and programs will be referred to as special schools throughout this document.

It is the goal of the special schools to maintain positive learning and care environments that are free from sexual misconduct, harassment, abuse, exploitation, intimidation and assault. No student shall engage in any activities of sexual misconduct, harassment, assault, abuse, exploitation, or intimidation of another student. Any student found in violation of this policy will be subject to disciplinary measures.

It is the purpose and intent of this policy and these procedures to create a uniform procedure for the reporting, investigation, and disposition of allegations of abuse of students directly resulting from the actions of another student. This policy shall not be construed to prevent a victim from seeking administrative or legal remedies under any applicable provision of law.

For the purpose of this policy, the alleged act(s) of sexual misconduct which include(s) harassment, abuse, exploitation, intimidation, and assault must be alleged to have occurred on school grounds, on school time, on a school-sponsored activity, or in a school-related context in order to be investigated by school personnel. Allegations of sexual misconduct occurring outside of the school jurisdiction may be referred to the appropriate legal authorities. If an investigation reveals that there is a reasonable suspicion that a criminal act of sexual misconduct occurred (e.g. a sexual assault that is punishable by law) a referral may be made by the school authorities to local legal authorities for their further investigation. Student to student sexual misconduct applies to students of the special schools and minor age students associated with students from the programs. Allegations of sexual misconduct toward students by school employees and other adults are governed by Procedure for Reporting Suspected Child Abuse, Dependent Adult Abuse or Abuse of a Student by a School Employee. The scope of this Student Sexual Misconduct policy is limited to protecting children in prekindergarten and K-12 educational programs and associated programs of the special schools.

“Sexual Abuse” means any sexual offense as defined by Iowa Code chapter 709 or Iowa Code section 728.12(1). The term encompasses acts of inappropriate intentional sexual behavior by another student toward a student. Student to student acts of sexual harassment are also governed by policy on Initiations, Hazing, Bullying, or Harassment and the accompanying procedure.

Sexual activity with a minor or between minors, even if consensual, may be determined to be sexual assault or sexual misconduct. Sexual assault may have occurred if one of the parties used physical force to make the other have sexual contact with him/her. Sexual assault may have occurred if one threatened the other to have sexual contact with him/her. Although these actions are not all inclusive, these are actions that when alleged will lead to investigation. The requirements of this policy are not discriminatory regardless of race, color, national origin, religion, sex, sexual orientation, gender identity, age, marital status, or disability.

The special schools prohibit retaliatory action against any person filing a complaint of student to student sexual misconduct or against any person cooperating in the investigation of any charge of student to student sexual misconduct. This includes any form of intimidation, threats, or harassment. The special schools prohibit an individual from knowingly filing false charges of student to student sexual misconduct. Acts of retaliation and of knowingly filing false charges of student to student sexual misconduct constitute violations of the Student Code, of the Employee Handbook, and of this policy and will result in disciplinary action.

Through the investigation process, the special schools personnel will make all reasonable efforts to protect the confidentiality of the alleged victim and the alleged violator. The special school's ability to protect the confidentiality of the involved students will be determined by the degree of threat or of a clear and present danger to the victim or other members of the special school community posed by the accused. To the greatest extent possible, based on an analysis of safety risk, special schools shall adhere to the confidentiality requirements set forth through the Individuals with Disabilities Act and the Family Educational Rights Rights and Privacy Act (FERPA).

The Superintendent's office, including the Superintendent or designee, the Regional Director or the Director of Student Life, will coordinate all student to student sexual misconduct allegation actions including coordination of contact information, communication, investigation, and reporting.

Support for the Alleged Victim

Of primary concern is the support for the alleged victim of the sexual offense. When an offense is learned of or reported, the student victim's parent or guardian will be contacted immediately. The alleged victim and parent(s) will be offered the support and assistance of a trained sexual assault advocate. The parents of the victim will be encouraged to report to law enforcement and will be informed of procedures for initiating civil action. The victim and parent(s) will be provided physical and emotional support through a trained advocate.

The alleged victim and parent will be informed of victim rights which include:

- Information on reporting to law enforcement that clearly informs the victim and parent(s) of this option, if the offense had not yet been reported by school personnel;
- An opportunity for the parent and student, when appropriate and at the parent discretion, to participate in campus disciplinary hearings;
- The right of the parent and student to be accompanied by an advisor during the investigation and hearing'
- The right of the parent or student victim to provide a victim's impact statement if the accused is found in violation; and
- To the extent allowed by confidentiality laws governing special education, the right of the parent and student victim to know the outcome of the hearing, including determination and sanction imposed.

It is critical to the investigation process that incidents of student to student sexual misconduct be reported immediately and certainly within twenty four (24) hours of the incident. Recipients of the report must report immediately to the Superintendent. Reports beyond that time frame will be investigated, but the ability to determine what may have occurred will be compromised by the passage of time.

The following options are available to ensure the safety of a student who might be in imminent danger of continued contact during the investigation process:

- Temporary removal of the alleged student victim from contact with the other student
- Temporary removal of the alleged student violator from service
- The accused student may be restricted in activity until it has been determined if a reportable offense has occurred. If a reportable offense has occurred, the student may be recommended for change of IEP or placement review.
- If the accused individual is not another campus-based student, the individual's presence on campus will be excluded by means of legal enforcement. A permanent exclusion from campus will be in effect if the accused is found guilty.
- Any other appropriate action permissible under Iowa and special education law to ensure the student's safety.

Duties of Investigator - Student to Student Sexual Misconduct Allegations

1. Upon receipt of the report, the investigator shall make and provide a copy of the report to the person filing and to the student's parent or guardian if different from the person filing.
2. Upon receipt of a report of sexual misconduct or other notice of an allegation of sexual misconduct, the investigator shall review the facts alleged to determine that the allegations, if true, support the exercise of jurisdiction.
3. The investigator shall notify the parent, guardian, or legal custodian of a child, in pre-kindergarten through grade six, of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The investigator shall interview the alleged victim as soon as possible, but in no case later than five days from the receipt of a report or notice of the allegation of sexual abuse. The investigator may record the interview electronically. The investigator shall exercise prudent discretion in the investigative process to preserve the privacy interests of the individuals involved. To the maximum extent possible, the investigator shall maintain the confidentiality of the report.

The designated investigator's role is not to determine the guilt or innocence. The designated investigator shall determine, by a preponderance of the evidence, and based upon the investigator's training and experience and the credibility of the student, whether it is likely that an incident took place.

If, in the investigator's opinion, it is likely that an incident in the nature of a criminal sexual act occurred, the investigator shall temporarily defer further investigation and shall immediately contact appropriate law enforcement officials, notifying the student's parent or guardian and the person filing the report, if different from the student's parent or guardian, of the action taken.

If, in the investigator's opinion, an incident occurred that would not constitute a criminal sexual act but that was in the nature of inappropriate, intentional sexual behavior by the student, toward a student, further investigation is warranted. Prior to interviewing any collateral sources who may have knowledge of the circumstance contained in the report, the investigator shall provide notice of the impending interview of student witnesses who are in pre-kindergarten

through grade six, to their parent, guardian, or legal custodian, and may provide notice to the parent or guardian of older students, prior to interviewing those students.

If, in the investigator's opinion, the allegation of sexual misconduct is unfounded either because the conduct did not occur or the conduct did not meet the definition of misconduct in these rules, further investigation is not warranted. The investigator shall notify the student's parent or guardian, the person filing the report, if different from the student's parent or guardian, and the parent(s) of the other student named in the report of this conclusion in a written investigative report to the extent permitted by the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education act (IDEA).

Within 15 calendar days of receipt of the report or notice of alleged sexual misconduct, the designated investigator shall complete a written investigative report. The written investigative report shall include:

1. The name, age, address, and attendance center of the alleged student victim named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and address of the student named in the report as allegedly responsible for the misconduct of the student.
4. An identification of the nature, extent, and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either"
 - a. Unfounded. (It is not likely that an incident, as defined in these policies and procedures, took place) or
 - b. Founded. (It is likely that an incident took place)
8. The disposition or current status of the investigation
9. A listing of the options available to the parents or guardians of the student to pursue the allegations. These options include, but are not limited to:
 - a. Contacting law enforcement
 - b. Contacting private counsel for the purpose of filing a civil suit or complaint

The investigator shall retain the original copy of the investigative report. The person filing the report, the parent(s) or guardian(s) of the student named as the victim in the report and the parent(s) or guardian(s) of the named student shall be notified that the investigation has been concluded and of the disposition or anticipated disposition of the case to the extent permitted by the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA).

Training for Investigators

Annual in-service training will be provided for the designated investigator and the alternate(s).

Training for Employees

Annual in-service of Chapter 102 reporting of abuse of student(s) by school employee(s), student to student sexual misconduct policy, anti-bullying harassment policy and mandatory reporting of child abuse to the Department of Human Services will be provided to all special school employees.

Related Policies and Procedures: Handbook Section IBS

- Sexual Harassment Policy
- Grievance Procedure Under Affirmative Action: Race, Ethnicity, Religion, Sex, Sexual Orientation, Gender Identity, Age, Handicap, Title IX, Sexual Harassment
- Employee Code of Conduct
- Anti-Bullying/Harassment Policy
- Student Handbook Provision, Initiations, Hazing, Bullying or Harassment
- Procedure for Notification in Case of Suspected or Reported Student-to-Student Bullying, Sexual Harassment or Abuse
- Procedure for Reporting Suspected Child Abuse, Dependent Adult Abuse or Abuse of a Student by a School Employee

Regents Policies

4.30 Policies on Harassment

6.30 Abuse Policy at the Special Schools

6.32 Student Wellness Policy for the Special Schools

6.33 Anti-Bullying/Harassment at the Special Schools

6.34 Illegal Items at the Special Schools or in a Student's Possession

ISD Employee Handbook Policies

Section IV E - Policy on Harassment and Violence

Section IV F - Grievance Procedures

Section IV H - Student Staff Relations Policy

Section IV I - Procedure for Reporting Suspected or Alleged Child Abuse

Section V - Employee Code of Conduct and Right to Grievance and Appeals

ISD Handbooks

Child Abuse Reporting Policy

Nondiscrimination Policy

ISD Code of Conduct

Students Charged with Criminal Offenses, Harassment and Bullying

Student Grievance Procedure

Guidelines for Success

ISD Rules of Conduct

Discipline Policy

Federal Laws

Family Educational Rights and Privacy Act (FERPA)
Individual with Disabilities Education Act (IDEA)
Title IX

Board of Regents Policies on Harassment

Chapter 4.30

A. Sexual Harassment:

It is the policy of the Board of Regents, State of Iowa, to provide a campus environment for students, faculty, and staff that is free from sexual harassment; to provide appropriate institutional complaint and appeal processes to ensure thorough and prompt investigation of allegations of sexual harassment; and to apply appropriate disciplinary sanctions to those who engage in sexual harassment.

1. No employee or student may engage in sexual harassment as defined by federal and state law, including rules adopted by the Equal Employment Opportunity Commission, the United States Department of Education, and the Iowa Civil Rights Commission. Nor may any employee or student engage in sexually inappropriate conduct contributing to a sexually hostile environment. This rule shall not be interpreted so as to restrict the right of free expression and academic freedom consistent with the educational mission of the Regent institutions.
2. Regent institutions shall adopt internal guidelines and policies to inform employees and students of the kinds of behavior that will result in disciplinary actions. The Regent institutions shall also adopt procedures for filing complaints or grievances of sexual harassment, for investigation of allegations of harassment, for appeals relating to the findings of such investigations and for the application of appropriate sanctions when they determine harassment has occurred.
3. This policy and institutional policies and procedures established to implement it, including rights of appeal, are to be communicated to students, faculty, and staff. The policies shall be explained to all new faculty and staff during their employment interviews or at the onset of their employment. Orientation sessions for new students will include an explanation of institutional policies on sexual harassment. The institutions shall provide education and training as necessary to effectuate the policy of the Board.

B. Policy on Harassment and Violence:

The Board of Regents, State of Iowa, is committed to the ideal of educational institutions as forums for the free exchange of ideas. Diversity of people and ideas is a goal of these institutions and tolerant, civil discourse is their trademark. The faculty, staff, and students of institutions under the governance of the Board of Regents, State of Iowa, comprise communities whose common commitment is to learning. This commitment requires that the highest value be placed on the use of reason and that harassment and violence involving Regent institutions be renounced as inimical to their goals. Although some views may be unpopular and shocking to members in an educational community, as well as to visitors, the right to express those views

within legal limits is protected by the first amendment to the United States Constitution. This protection, although broad, does not extend to illegally tolerate.

It is the policy of the Board of Regents to provide campus environments for students, faculty, and staff that are free from conduct which constitutes illegal discriminatory harassment based on individual characteristics of race, ethnic or national origin, gender, color, disability, creed, religion, affectional or associational preference, age or any other basis protected by law or policy. Regent institutions shall take appropriate action when any act or misconduct in violation of this policy occurs in one of the following circumstances:

1. The act is committed on the campus or at an institution-sponsored activity.
2. The act is committed by an institutional community member while acting in an official capacity or while conducting institutional business.

The following acts, when committed under one of the circumstances which follow, may trigger institutional action:

1. Any acts prohibited by the Iowa Criminal Code
2. Any conduct, which has the purpose or reasonably foreseeable effect of unreasonably interfering with an individual's academic efforts, employment, participation in institutional-sponsored extracurricular activities, or personal health, safety and security.

The following examples are illustrative of the acts proscribed by this policy, but are not meant to be exclusive:

1. Physical assault or abuse
2. Sexual assault or abuse
3. Stalking
4. Threats with a weapon (display of a weapon accompanied by statements or actions which cause justifiable fear or apprehension)
5. Verbal or other threats of physical or sexual assault
6. Damage or destruction of another's private property for the purpose of demeaning the owner or owners
7. Intimidation by threat of violence

Regent institutions will have in place appropriate institutional appeal procedures to ensure thorough and prompt investigations of allegations of harassment and violent conduct under this policy and shall apply appropriate disciplinary sanctions to those who engage in such conduct.

This policy and institutional policies and procedures utilized to implement it, including rights of appeal, are to be communicated to students, faculty, and staff. The institutions shall provide education and training as necessary to effectuate this policy.

Illegal Items at School or in Student Possession

Students are prohibited from distributing, dispensing, manufacturing, possessing, using, or being under the influence of alcohol, drug paraphernalia, drugs, or look-alike substances; and possessing or using tobacco, tobacco products, or look-alike substances on school grounds, in

school facilities, or at school activities at home or away and shall be subject to disciplinary action including suspension or expulsion.

Weapons are not allowed on school grounds, in school facilities, or at school activities at home or away with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the administration. Students bringing firearms or weapons (knife, club, look-alike weapons and/or dangerous objects, etc.) to school or possessing either at school or school-sponsored activities shall be subject to disciplinary action including suspension or expulsion.

Parents of students found to possess a weapon, other dangerous objects, or look-alikes on school property shall be notified of the incident. Confiscation of weapons, other dangerous objects or look-alikes shall be reported to law enforcement officials, and the student shall be subject to disciplinary actions which may include suspension or expulsion.

A student who is determined to have brought a firearm to school or knowingly possessed a firearm at school shall be expelled for not less than 12 months. The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of the policy, the term “firearm” includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary, or poison gas.

Searches of Student Lockers and Other School/Student Properties

Students, their belongings, their desks and lockers, may be searched or inspected at any time without prior notice in order to protect the health and/or safety of students, employees, visitors to ISD, and all ISD events and facilities. A search of a student will be justified when there is reasonable suspicion that the search will reveal evidence that the student has violated or is violating the law or school policy, rules, or regulations affecting the health and/or safety of students, employees, visitors to ISD, and all ISD events and facilities. Reasonable suspicion to search will be based on a consideration of factors, including the following:

- Eyewitness observations by employees
- Information received from reliable sources
- Suspicious behavior by the student
- The student’s past history and school record, although this factor alone is not sufficient to provide the basis for reasonable suspicion

A search is permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

- The age of the student
- The nature of the violation of laws and school policies
- The emergency nature of the situation, requiring that the search be done without delay

Personally intrusive searches will require more compelling circumstances to be considered reasonable. If a search of a student's garments (such as jackets, socks, pockets, etc.) or personal effects is conducted, it will be conducted in private by the Principal or his/her designee with another adult witness present.

Dress and Appearance

Ideally, a student's choice of attire and grooming should be left to the good judgement of the student, parents/guardians, and should contribute to a positive learning environment, allowing everyone's attention to focus on teaching and learning. It is not possible to specifically list all dress code issues that disrupt school and the learning process. The Iowa School for the Deaf administration will make decisions regarding dress code issues that are judged as disruptive to the school environment, but which are not specifically noted in these guidelines. The following are **not** appropriate and are prohibited. Clothing or apparel that:

- Creates or has the potential to create a health or safety problem or risk
- Contains vulgar or offensive words or language, or is sexually explicit, indecent or lewd
- Suggests sexual, alcohol, or drug-related ideas, even without specific sexual, alcohol or drug-related words
- Promotes, advocates, or advances the use of illegal drugs, alcohol, or tobacco (including, but is not limited to, clothing or accessories displaying the logo or trademark of brands of tobacco, alcohol, etc.)
- Promotes, advocates or advances violence and weapons use
- Has chains, dog collars, spiked collars (wristbands) or sharp objects that could be used as weapons, or injure the wearer or others
- Oversized, baggy pants will not be worn EXCEPT with a belt that secures the waistline above the hips. No undergarments are permitted to show because of sagging or low-riding pants
- Revealing clothing may not be worn, including spaghetti straps, bare backs or shoulders, halter tops, tube tops, short tops with midriffs showing, etc
- Excessively short skirts and shorts
- Pajamas, bathrobes, and slippers
- Gang-related apparel (for example: bandanas worn or hanging out of pockets (flying colors), extended length belts dangling loosely, oversized pants, etc.)

Student Posting of Information

Any student who wishes to post or distribute information on school grounds must receive permission from the Principal prior to the posting or distribution. Permission to post information in the dormitory must be approved by the Dean. Prior permission must be given to post or distribute information for ALL school-sponsored or non-school sponsored events and activities.

Personal Communication Devices

Elementary students are not permitted to use cell phones or other personal communication devices during the school day without express permission from administration. Devices (cell phones, ipads, etc.) must be kept on silent and left in the student's backpack. Administration

reserves the right to confiscate and search electronic devices if there is reasonable suspicion the device has been used inappropriately.

Strict prohibition on the use of cameras in any form in locker rooms, shower rooms, and restrooms.

Personal electronic and communication devices may not be used after the designated bedtimes in the dormitory. The devices may be locked up overnight to ensure the students are getting enough rest.

All of the items listed above are at risk for theft. ISD will not be responsible.

Public Displays of Affection (PDA)

Students in grade 8 and below are not permitted to date or show public displays of affection at ISD.

Hall Passes

Each student must have a pass to be out of assigned classes when classes are in session. A student may obtain a pass from the teacher or the Principal. Students without passes may be subject to disciplinary action.

ISD Smoke-Free, Tobacco-Free, Drug-Free, Alcohol-Free Campus Policy

The Iowa School for the Deaf and all of its programs are Smoke-Free (by Iowa State Law), Tobacco-Free, Drug-Free, and Alcohol-Free. No smoking (including vaping), tobacco products, of any kind, drugs of any kind (except those specifically prescribed for the individual by a medical doctor, which for students must be housed in the ISD Health Center), or alcohol of any kind are permitted ANYWHERE on ISD's Campus, and at any school or dormitory-sponsored or related event.

Student Grievance Procedures

Any student has the right to file an informal and/or formal complaint if he/she believes that due to his/her race, color, national origin, sex, sexual orientation, disability, age, religion, or marital status, he/she has been:

- Discriminated against;
- Harassed, including sexually harassed, or bullied by students or employees;
- Denied reasonable accommodations;
- Denied an opportunity to enroll in any programs;
- Denied an opportunity to participate in activities; and/or
- Denied employment (in the case of on-campus work study placements).

Conditions

- All grievances are individual in nature and are processed confidentially
- All grievance proceedings may be conducted outside the regular school day and at a time and place mutually agreed upon

- The grievant student filing the complaint is permitted to have up to two representatives during the grievance proceeding to accompany him/her
- All related records shall be filed in the office of the Principal and/or Superintendent and shall be considered private information and separate from the student’s educational records. All records will be kept for a minimum of three years, in a secure and separate file
- No retaliation shall be taken against any student because of the filing of a grievance

Time Limits

Days referred to in the grievance initiation form shall be school days. The time limits stated in various sections of these procedures may be extended by the Principal or Superintendent. If no extension occurs and the grievant does not file an appeal to the next level within ten school days of receiving a response, the grievance shall be considered to have been settled and terminated at the previous level, and the answer given at that level shall stand.

Procedure

The grievant shall give his/her communication directly to the Principal. The Principal shall direct the grievant to the appropriate level and/or consult with the Superintendent. If the grievance involves the Principal, the grievant shall give his/her communication directly to the Superintendent, thus bypassing the Principal.

Grading and Student Achievement

Grading Structure

Preschool and Kindergarten					
E	Excellent	90-100			
S	Satisfactory	80-89			
P	Progressing	70-79			
N	Needs Improvement	60-69			
U	Unsatisfactory	59 & below			
Grades 1-5					
A+	97-100%	4.0	C+	77-79%	2.5
A	93-96%	4.0	C	73-76%	2.0
A-	90-92%	3.75	C-	70-72%	1.75

B+	87-89%	3.5	D+	67-69%	1.5
B	83-86%	3.0	D	63-66%	1.0
B-	80-82%	2.75	D-	60-62%	0.75

Homework and Grading

Teachers give students homework, extra class activities, or other assignments to support learning experiences. Failure to complete homework may result in the loss of class credit and a failing grade in the class, according to the policy of the individual teacher. Homework guidelines include 10 minutes of homework each night for each grade level (i.e., 10 minutes of homework for 1st grade students, 90 minutes of homework for 9th grade students, etc).

Agenda Books

Students will be provided with agenda books at the beginning of the school year. This will help students to organize homework. It allows parents and dormitory staff to see assignments, upcoming tests and, provides a direct communication with teachers. Grades are checked through PowerSchool on a weekly basis and students with an F in any class will be required to have the teacher sign the agenda book for the following week, Friday through Thursday and continue until the grade has been approved.

Progress Reports

Progress reports are sent home 4-6 weeks prior to final grade reports. Parents are always encouraged to check their child's daily work in each class in ISD's online progress report in program (PowerSchool).

Report Cards

Report Cards are distributed at the end of each term. The final trimester grade for each class will be the grade recorded on the student's permanent record.

Academic Eligibility for Extracurricular Activities

Participation in all ISD school-sponsored athletic teams and other extracurricular activities is dependent on school grades and appropriate classroom behavior. Decisions regarding eligibility are made by the Principal and/or the Dean of Students.

Honor Roll

Outstanding achievement is recognized each trimester at ISD through the Honor Roll. The Honor Roll has two categories, determined by grade point average for all courses in which the student is enrolled. A student receiving a grade of D or F is ineligible for the Honor Roll. The two Honor Roll categories are:

Gold Honor Roll: Overall average GPA of 3.5-4.0 with grades of A or B only

Red Honor Roll: Overall average GPA of at least a 3.0 with no more than one C

Guidelines for Grade Level Expectations

The following guidelines will help parents and teachers understand what is reasonable to expect from children in Grades K-5.

Kindergarten and Grade 1

Students begin to follow directions, develop a sense of responsibility, judge time, and work independently. Homework is not assigned in Kindergarten. Occasionally, a small project may be given to do at home. Short homework assignments like practicing spelling/vocabulary words begins at this level. Homework should not extend more than 10 minutes per evening.

Grades 2-3

Students are developing the ability to complete a task with some help (as needed). They are beginning to understand how to manage their time. They are able to remember basic directions. They begin to use agenda books at this level. Homework should not exceed 30 minutes.

Grade 4

Students continue to develop the ability to complete assignments, at a higher level of independency. They require less supervision. Students remember three-step directions within a given class period. They can manage their time, and begin to develop the ability to organize a “work schedule”. They continue to use agenda books from this level on.

Students who use their time productively generally have a total of 30-40 minutes of homework daily on a regular basis. When appropriate, special projects may be assigned that require more than one evening to complete.

Grade 5

Students can complete assignments with minimal assistance, once they understand the task. They can remember and follow directions with up to four or five steps within a given class period and simple directions from one day to the next. Students continue to develop the ability to organize a “work schedule”, with teacher assistance.

Subject matter at this level is becoming more complex and requires the student to apply concepts and solve problems more. Homework assignments may take up to a total of 50-60 minutes nightly and may increase in time and frequency. Special projects may be assigned as described in Grade 4.

Student Organizations and Activities

Field Trip Policy

Field trips scheduled during the school day related to classes are considered part of the regular school curriculum. Students are considered present at school while on ISD field trips. Parental permission for field trips is obtained at the beginning of the school year for the entire year. Field trips that extend beyond the regular school day, or that might require fees from parents, or are of

an unusual nature (for example, a trip out-of-state for an extended period), will require special parental permission in addition to that given at the beginning of the school year.

Students and guests on ISD field trips are considered ambassadors and representatives of ISD. Students must treat employees, chaperones, and guides with respect and courtesy. Students must also display appropriate behavior for the field trip setting (e.g., museum, historic site, sporting event). Any student who violates school rules and policies or displays inappropriate behavior during a field trip will be subject to discipline as determined by the ISD administration.

Recess for Preschool and Grades K-5

Students go outside daily for recess, unless it is raining or extremely cold. Recess will occur inside on rainy or extremely cold days. During cold weather, students must come to school dressed warmly, including mittens/gloves and hats. We urge you to be sure that your child wears boots during wet or snowy weather. We recommend that you label these items with your child's name.

Boys Club and Pixies

Boys Club and Pixies are after school programs offered twice each month to students in grades 2-6. These clubs promote the development of social skills and interest in leisure activities (hobbies). Activities may include community service projects, crafts or cooking projects, field trips, development of personal skills/self esteem, having speakers, parent projects, and a year-end activity.

WEE Program

The We Explore our Environment (WEE) program allows preschool and young elementary students to stay after school and engage in guided games, creative expression and play. Each day, vocabulary is reviewed and build upon to help these tiny learners communicate and express themselves.

Elementary Student Council

The Elementary Student Council members are chosen by their peers. The Student Council plans and participates in community service projects throughout the year. Student Council also plans activities for Homecoming Spirit Week, Homecoming Day, Drug Awareness Week, other school spirit activities throughout the school year, and a dance or other planned activity for grades 5-8.

Special Olympics

Students whose abilities are more suited to Special Olympics are invited to participate in these activities. Activities offered include: basketball, bowling and track and field.

Student Services: Student Health and Safety

Health Center

The ISD Health Center is staffed by Registered Nurses (RNs). It is open 24 hours daily when students are on campus. The Health Center provides immediate medical attention for ISD students and makes referrals to local doctors, dentists, hospitals, and other service providers as needed. All medications, including over-the-counter medications such as Tylenol, Advil, vitamins, and prescription drugs, are dispensed from the Health Center. Teachers or Teacher Assistants who are “Certified Medicine Managers” may be allowed to give medications to students during school hours.

A student who goes to the Health Center must have a Health Center pass issued by a teacher or other staff member. Exceptions may be made in emergency situations.

ISD’s goal is to keep students as healthy as possible and in school as much as possible. ISD’s Health Center staff members decide if a student needs to be admitted to the ISD Health Center, or if the student needs to see the doctor. The pediatrician or nurse practitioner is available to examine students on Monday, Wednesday, and Friday mornings. The pediatrician is also on-call 24 hours each day, seven days per week, when students are on campus. Any student may go to the Health Center during the school day, with permission, as the need arises. ISD Health Center staff members keep parents informed of their student’s health needs.

Height, weight, and blood pressure measurements are taken for each student at the beginning of every school year. There is an annual vision and dental screening for each ISD student. Students are automatically screened unless a parent asks that a child be excused. Referrals for screenings also can be made by teachers, parents, and students themselves, as necessary. If a student is identified during the vision or dental screening as requiring further testing, parents/guardians are informed quickly by letter so they can schedule an eye or dental exam with their doctor/dentist. If parents are unable to take their child for the exam, the ISD Health Center staff will schedule the appointment and take the child with the parent’s permission.

Medical Records and Confidentiality

Medical records for students are confidential under the IDEA, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA, 1996). Medical records for students under the age of 18 in Iowa and 19 in Nebraska may only be released with written permission from parents or guardians. Medical records for students 18 or 19 (Iowa or Nebraska) and older may only be released with written permission from the student.

Possession and Use of Medications

All student medications (including vitamins) are kept in the Health Center and are distributed by the nurses. Rarely, exceptions are approved by the Health Center Supervisor, in conjunction with the Superintendent, in which case a student’s medication may be kept in another location that is secure, and monitored by ISD staff (for example, acute care medication for asthma). Students may NOT keep medications of any kind in their dormitory rooms or on their person. Parents are responsible for the cost of all prescription medications. During off-campus activities,

staff trained in medication management will dispense medications. Any questions regarding the health of a student may be directed to the Health Center.

Immunizations

The Iowa school immunization law requires that parents have their children vaccinated against diseases such as diphtheria, tetanus, whooping cough, measles, and polio. This is required for enrollment in any elementary or secondary school in Iowa. Students (including adult students age 18 or older, who do not have guardians, 19 in Nebraska), parents, or guardians of minor students must submit an Iowa Department of Public Health Certificate of Immunization to the school Principal, prior to attending school. All immunizations must be validated by a doctor, health clinic, or school nurse. Any student without the proper certificate is not allowed to attend school until he or she receives the mandatory immunizations, or until the parent/guardian arranges with the Health Center for a 120-day provisional certificate. Students are exempt from immunization requirements only for specific medical or religious purposes. Parents who have questions should contact the ISD Health Center.

Student Threat to Self

When a student threatens or attempts to hurt him or herself, the student will be taken immediately to the Health Center by a staff member. The staff member also must contact his/her supervisor. The nurse on duty will assist the staff member to complete "Form S", so the threat is fully documented. The nurse on duty will contact the parent/guardian, Principal, Dean of Students, Assistant Administrator, and the Superintendent.

The student will remain in the Health Center for at least 24 hours or as determined by the Dean of Students. After release from the Health Center, the student will have a minimum of 24 hours of in-room restriction, followed by 24 hours of in-dorm restriction. These restrictions allow ongoing monitoring of the student to ensure student safety.

Fire and Tornado Drills

Fire and Tornado drills are conducted regularly throughout the school year in all of the educational and dormitory program buildings, in compliance with state regulations. Individual department procedures are posted in each building on campus.

Emergency Procedures

Emergency procedures are posted in every classroom. Emergency exit routes are posted in each school building. Teachers are responsible to know the procedures and review them with students in their classes regularly.

Other Student Services

Audiology Services

Audiology services are available to ISD students through a cooperative agreement with the Area Educational Association (Green Hills AEA). Services include the following:

- Comprehensive audiological evaluation, hearing screening (As needed), and middle ear function testing, at no charge.
- Hearing aid troubleshooting and evaluation including electro-acoustic evaluation of the hearing aid, functional and real ear measurements, at no charge.
- Hearing aid repair. Students with Title XIX coverage can receive covered services, repairs, and products locally at no charge to the parent. Instruments under warranty can be sent for repair, for no charge.
- Ear molds for personal hearing aids can be obtained through the Audiology Department and will be charged to the parents. If the student has Title XIX insurance, impressions can be made at school, and ear molds can be ordered locally through Title XIX coverage.
- Earplugs can be made for hearing protection during high noise exposure and swim plugs can be made for children with perforated eardrums or pressure equalization tubes, with permission from parents/guardians. Costs will be charged to parents/guardians.
- Troubleshooting for cochlear implant (CI) processors and CI functional benefit measurements can be performed by the Audiology Department. Parts and repairs can be ordered locally at parent/guardian expense.
- Information regarding financial aid resources for amplification devices, alerting/alarming devices, and assistive technology is available from the Audiology Department.

The Audiology Department is also available to answer any questions that parents/guardians might have about a student's hearing, hearing aid use, auditory trainers, or other assistive listening devices, and other related matters. Please feel free to contact ISD's Audiologist at 712-366-3256 or 1-800-645-2985.

Guidance and Counseling

A licensed school Guidance Counselor is available in the ISD Elementary. The counselor is prepared to help with questions or concerns about appropriate educational programming, student behavior both in and out of the classroom, and transition from one program of the school to another. A student can see the counselor either individually or in guidance classes.

Individual Counseling - Students may be referred to the counselor by a parent, a teacher, or may come to visit on their own for one-to-one help with a particular concern.

Guidance Classes - Topics that will benefit a group of students are covered in a group setting. Often these are topics that address developmental needs of a specific age group.

The Guidance Counselor can also offer assistance to parents and guardians as the IEP team develops a student's annual education program.

ISD School Psychologist

The ISD School Psychologist helps children and youths succeed academically, socially, and emotionally. He/she collaborates with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all students that strengthen connections

between home and school. In addition, the role of the school psychologist is to consult with teachers, parents, and administrators to find effective solutions to learning and behavior concerns. The school psychologist:

- Promotes understanding of child development and how it affects learning and behavior,
- *Evaluates* students' academic, cognitive, behavioral, and social skills with an emphasis on problem-solving,
- Provides *intervention* by working directly and indirectly with children to help resolve problems in adjustment and learning, and
- Works with school personnel to help design *prevention* programs for children at risk of failing at school.

The ISD School Psychologist can be reached through the High School Office at 712-366-3237

Speech and Language Services

Speech-language teachers provide services to ISD students based on each student's IEP-identified needs. Services include diagnostic evaluation, group therapy and individual speech and language therapy. Therapy may include training in speech awareness, articulation, voice, language, speechreading (lipreading), and pronunciation. Specific language goals focus on individual student needs. These goals typically include vocabulary development, reading comprehension, and written language development. Students who do not have speech and auditory training primarily focus on developing language skills and other communication strategies.

Physical Therapy (PT) and Occupational Therapy (OT), Vision Services, and Orientation and Mobility (O&M)

Physical Therapy (PT) and Occupational Therapy (OT) services are available to ISD students through a cooperative agreement with Green Hills AEA. Orientation and Mobility (O&M) instruction for students with visual impairments is available through the Iowa Educational Services for the Blind/Visually Impaired Program. A student who may need PT/OT services or O&M instruction is evaluated and the IEP team reviews the evaluation to determine eligibility. An eligible student's need to continued PT/OT services or O&M instruction is discussed each year as the student's IEP is developed. Questions about these services may be directed to the Guidance Counselor.

Assessments

Annual assessments of student achievement are required by the State of Iowa, and are used to determine academic progress. Students participate in one or more of the listed assessments as directed by the IEP in compliance with NCLB. The following assessment tests are used in the ISD Elementary and Middle/High School.

- MAP (Measure of Academic Progress assessments) (Sometimes referred to as NWEA)
- IOWA Assessment
- Alternate Assessment (Given to students for whom standardized tests such as those listed above are not appropriate)

- STAR Reading Assessment
- AimsWeb Math Assessment

Study Lab

The dormitory offers a daily study lab where students can go to receive help from staff members on homework. This is an optional activity for students to participate in should they want additional assistance with homework or a different environment to study and learn study strategies.

ISD Policies and Procedures

Student Records

Parents have full access to student records. Due to legal requirements, and to the diversity of services offered at ISD, it is necessary to maintain records in several locations. The following describes the types and locations of records kept on students:

- **Health Center Files:** Cumulative medical records including medical history, physical exam reports, immunization records and treatment logs are maintained at the Health Center.
- **School Files:** Educational records, work samples, report cards, evaluations, correspondence and achievement scores are kept in the individual student files in the Principal's Office. Upon graduation or withdrawal from ISD, the school files are cleaned of excess records that are not required for long-term documentation. The streamlined files with required long-term documents, for examples, transcripts, are then housed in a separate secure location in the high school building.
- Students age 18 or over, parents/guardians of students under age 18, or legal guardians of adult graduates, may send a written **signed** request for copies of information desired (for example, transcripts, audiograms, etc.) and the name and address of the recipient (whether it is the student, parents, college, etc). The ISD office staff requires at least three business days to gather information before it is sent. **NOTE:** Requests for file information made during summer months, holidays, and vacation times may require more time to process, due to the limited number of staff available to handle requests.
- Current student information is also available on PowerSchool, ISD's secure student database.

NOTE: Secure disposal methods are used for any and all document disposal.

Parents wishing to view their child's school files may arrange to do so by contacting the Principal's Office and making an appointment. If after inspecting the records, the parent believes that information in the records is inaccurate, misleading, or in violation of the child's rights, the parent may request that the information be amended. The administration of Iowa School for the Deaf will consider such a request and decide whether it is appropriate to amend the information. A review team including the Superintendent (or designee), the Principal and the person(s) who wrote the report(s) in question will then review the report(s) and determine appropriate action. If a parent is not satisfied with the decision, the parent has a right to attach

an addendum to the report that states the concerns, and/or request a hearing with the Superintendent under 34 CFR Section 300.618-621 of the Individuals with Disabilities Education Act (IDEA) regulations.

An Overview of Federal Law Regarding Student Records: Family Educational Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student’s education records within 45 days after the day Iowa School for the Deaf receives a request for access.

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

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask Iowa School for the Deaf to amend their child’s or their education record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school’s or school district’s annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional

service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Student Privacy Policy Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(3) are met. (§ 99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational

authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10))
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

ISD Internet/Computer System: Student Usage Policy

Introduction

The ISD Internet/Computer System (ISD I/CS) includes: computer hardware, computer software, computer peripherals, the ISD Local Area Network (LAN) and the internet. The Student Use Policy for ISD I/CS follows:

- Student use of the ISD I/CS is a privilege, not a right. Students must obey the ISD Code of Student Conduct, ISD Guidelines for Success, and federal, state, and local laws when using the ISD I/CS.
- Students who use their own computer equipment and/or software must follow this ISD I/CS Student Use Policy when they are on ISD school grounds or at ISD-sponsored events or activities.
- The ISD I/CS is used for educational purposes, which include classroom activities, career development, and limited appropriate personal research. ISD personnel have the right to determine what “appropriate personal research” is.
- The ISD I/CS is NOT a public access service or a public forum. ISD has the right to place restrictions on the materials students access, download, post and forward through the system.

Student Accounts - Parental Approval

Each Student may obtain an individual email address with parental approval. Parental consent is also required for student internet access.

- Each student and his/her parents/guardians must sign an Account Agreement form to use an individual account on the ISD I/CS
- This account Agreement is renewed yearly
- Parents/guardians can withdraw approval at any time

Personal Safety

- Students will not post personal contact information about themselves or other people (e.g., address, telephone number, school address, work address, other identity information, or identifying descriptions, etc) on the ISD I/CS.
- Students will not meet or agree to meet in person with someone they have met or communicated with through the ISD I/CS. Students who use the internet at home will not be allowed to meet an online acquaintance in person at ISD or during ISD-sponsored events or activities.
- Students will promptly tell a teacher or other school employee about any message they receive when using the ISD I/CS, of from an ISD-related contact, that is inappropriate or makes a student feel uncomfortable. This is encouraged even if the ISD-related communication is sent to the home.

Illegal/Prohibited Activities

- Students will not attempt to gain unauthorized access to the ISD I/CS, or to any other computer/internet system through the ISD I/CS, or go beyond their authorized access. This includes attempting to log in through another person’s account or access another

person's files. These actions are prohibited, even if only for the purposes of "surfing" or "browsing".

- No student will share his/her ISD I/CS access codes with any other person.
- Students will not make deliberate attempts to disrupt the ISD I/CS or destroy data by spreading computer viruses or by any other means. These actions are against the law.
- Students will not use the ISD I/CS to commit/attempt to commit any illegal act, such as arranging for a drug sale or the purchase of alcohol, engaging in criminal gang activity, threatening the safety of person, etc.
- Students will not be permitted to use ISD technological devices in his/her bedroom at the dormitory. All ISD technological property may only be used in the commons area of the dormitory and remain there until the student returns it to school.

System Security

- Each student is responsible for his/her individual account, including maintaining the privacy of his/her codes and the privacy of the account. Each student should take all reasonable precautions to prevent others from being able to use his/her codes and/or have access to his/her account. No student should ever provide his/her password, or system access codes, to another person, as noted above, even if the other person wants to help the student with his/her computer.
- Any student will immediately notify a teacher or the system administrator if he/she has identified a possible security problem or if someone has asked for his/her passwords or access codes. A student should not look for security problems, because this may appear to be an illegal attempt to gain access to the system.
- Students will avoid the spread of computer viruses.
- Students must follow the ISD virus protection procedures. Please check with the ISD IT Coordinator.
- Students will not download software or specific files such as music, games, videos, movies, ads. Please check with the ISD IT Coordinator.

Inappropriate Language

- Inappropriate language posted on or sent through the ISD I/CS is prohibited. ISD students must obey federal, state, and local laws, as well as the ISD Code of Student Conduct and Guidelines for Success. Students will not send threatening, bullying, harassing messages through the ISD I/CS. Restrictions against inappropriate language apply to public messages, private messages, and material posted on web pages. ISD personnel have the right to determine what is inappropriate.
- Students will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on the ISD I/CS.
- Students will not post messages, email, or information on the ISD I/CS that could cause damage or a danger of disruption to the educational environment.
- Students will not engage in personal attacks on the ISD I/CS, including prejudicial or discriminatory attacks.

- Students will not harass other people on the ISD I/CS. Harassment means acting in a manner that distresses or annoys another person more than once. If students are told by a person to stop sending messages, they must stop. (Harassment is discussed in depth earlier in this handbook and those rules about harassment apply to use of the ISD I/CS, also.)
- Students will not knowingly or recklessly post false or defamatory information about a person or organization or information that may be true, but reflects negatively on a person or organization or is damaging to them.

Respect for Privacy

- A student will not “repost” or forward a message that was sent to him/her privately, unless he/she has permission from the person who sent the message.

Respecting Resource Limits

- Students will use the ISD I/CS only for educational and career development activities and limited, appropriate personal research. ISD personnel have the right to determine what is appropriate.
- Students will not download large files without permission. ISD personnel have the right to determine what is too large.
- Students will not post or forward chain letters or engage in “spamming”. (Spamming is sending an annoying or unnecessary message to other people.)
- Students will check email frequently, delete unwanted messages promptly, and stay within the personal email quota. The personal quota for a student is the amount of space for email messages that the IT Coordinator has assigned to each student on the ISD I/CS.
- Students will subscribe only to discussion group mail lists that are relevant to education or career development.

Plagiarism and Copyright Infringement

- Students will not plagiarize works that they find on the internet. (Plagiarism means copying or using ideas or writings of others and presenting them as if the student wrote them originally, without proper credit to the true author.)
- Students will respect the rights of copyright owners. If students have questions about copying materials, they should ask a teacher, for example, about copying music or downloading “free” music.

Access to Inappropriate Material is Prohibited

- Students will not use the ISD I/CS to access material that is profane or obscene (pornography), that promotes illegal or dangerous acts, or that promotes violence or discrimination against other person (hate literature). The ISD Principal may approve limited research related to a curriculum goal, for example, regarding hate crimes. The research will be supervised.

- If a student mistakenly accesses inappropriate information, he/she should immediately tell a teacher or an ISD staff member. This protects the student against a claim that he/she intentionally violated this ISD I/CS Student Use Policy.
- Parents/guardians should instruct ISD if there is additional material they believe is inappropriate for their child to access. ISD will cooperate with parents/guardians and expects students to follow their parents'/guardians' instructions.

Student Rights Related to the ISD I/CS

Free Speech

- The ISD I/CS is a limited forum, similar to a school newspaper. ISD may restrict student speech for valid educational reasons.

Limited Privacy and Searches

- The ISD I/CS is school property. Students have only limited privacy for personal files, email, and records of their online activity when using the ISD I/CS. ISD personnel have the right to monitor the ISD I/CS, which may include viewing individual students' files.
- Routine maintenance and monitoring of the ISD system may show that students have violated this ISD I/CS Student Use Policy or the law.
- A search will be conducted if there is reasonable suspicion that the ISD I/CS Student Use Policy or the law has been violated. The investigation will be reasonable and related to the suspected violation.
- Parents/guardians have the right at any time to request to view the contents of their child's email or computer files, just as they would any other school document.

Due Process Regarding the ISD I/CS

- ISD will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the ISD I/CS.
- If there is a claim that an individual has violated this ISD I/CS Policy, while using the ISD I/CS, he/she will be provided with a written notice of the suspected violation and an opportunity to present an explanation to the ISD Superintendent.
- A range of discipline for a student may result from any violation of this ISD I/CS Student Use Policy, or immediate referrals may be made to legal authorities if a violation of law is believed to have happened.

Limitation of Liability

ISD does not guarantee that the ISD I/CS will be error-free or problem-free. ISD will not be responsible for any damage in connection with use of the ISD I/CS including, but not limited to, loss of data or interruptions of service, and also, property damage, emotional damage, physical damage, or harm a student may suffer. ISD is not responsible for the accuracy or quality of the information obtained through or stored on the ISD I/CS. ISD will not be responsible for financial obligations or personal injuries occurring through the use of the ISD I/CS. Parents/guardians can be held financially responsible for any harm to the system as a result of their child's misuse.

The ISD Wellness Policy Regarding Physical Activity and Nutrition

Rationale: The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well being. Healthy eating and physical activity, which are both essential for a healthy weight, are also linked to reduced risk for many chronic diseases, such as Type 2 Diabetes. Schools have a responsibility to help students learn, establish, and maintain lifelong, healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness is also an integral part of a healthy school environment, since school staff can be daily role models for healthy behaviors.

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

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

Goal #1: The Iowa School for the Deaf and the Iowa Braille and Sight Saving School will engage students, parents/guardians, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing school-wide nutrition and physical activity policies procedures.

Goal #2: All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

Goal #3A: Foods and beverages sole or served during the school day at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

Goal #3B: Qualified child nutrition professionals will assist food service personnel with providing students access to a variety of nutritious and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

Goal #4: The Iowa School for the Deaf will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Iowa school for the Deaf follows guidelines as outlined in the Healthy Kids Act regarding student diet and exercise.

The ISD Library System

The ISD libraries are located in five places on campus: The ISD Middle School/High School Libraries and professional/parent resource libraries are located in Long Hall. The ISD Elementary Library is located in the Elementary building. A sign language library is located in the Administration Building. There are also libraries in the Boys' and Girls' dormitories.

The ISD Middle School/High School library contains a variety of reading materials and also provides CD-ROMs and online services including: inter-library search and reference-type research. The professional/parent resource library and sign language library includes reference materials about Deaf History and Deaf Education, and interpreting skills/services (printed materials and VHS/DVD/CD-ROMs). The library also has laminating services and a TV/DVD Player/VCR. There is no charge to ISD students and parents/guardians for library services. If a student loses or damages a book in any way, he/she is responsible for its replacement.

The ISD Elementary and Middle School/High School Libraries

The ISD Elementary and Middle School/High School Library is open for students during school hours. The library is a place for quiet study and research. It is an extended classroom. It is not a place for socializing. Students in the library need to conduct themselves as they would in a class, showing respect for the rights of others to study without interruption.

The school library is available to all students. The following are guidelines for its use:

- To use the school library during the regular school day, a student must obtain a pass from a teacher and then report directly to the teacher or staff member in charge of the library.
- All materials must be returned or checked out no later than five minutes before the end of the period.
- Students are not allowed to use computers for playing non-educational games.
- The school librarian is available to assist students with reference and research work, to aid in the selection of materials for recreational reading, or to assist in using the computers.
- Any student using the school library/computers and/or enrolled in a computer class must have a signed Internet Agreement on file.
- The use of the school library is a privilege. Rules for computer use, including those documented in this handbook, must be followed or computer privileges will be suspended or revoked.
- Students may not have food or drink in the school library area.

Textbooks and School Supplies

Students are responsible for their course textbooks and any school supplies that are given to them. Students who damage or misuse textbooks, supplies, library books, or equipment will be fined. Discipline measure may also be taken.

School Property

Students will respect all school property. Any student who intentionally vandalizes school property will be responsible to pay for repairs and/or replacements.

Borrowing and Lending

Students are not allowed to borrow from or lend money to other students or staff.

Telephone/Video Phone Policy

Student use of the telephone/VP (videophone) during school hours is limited to emergencies, or directly related to school work. If it is necessary for a student to make a phone call, the student must have permission from the Principal.

ISD Annual School Fees

Optional fees for each student:

Yearbook Fee:	With Name: \$48	Without Name: \$43
Individual Picture Fee:	See vendor's pricing list for each package	

School Pictures

School pictures are scheduled early in each school year. A notice is sent home to parents, listing the variety of picture packages available for purchase. If a student does not purchase pictures, he/she still will have a picture included in the ISD Yearbook. Students who are not in school on picture day will have their photographs taken at another time.

Lost and Found

ISD Lost and Found stations are located in several places on campus, including the ISD Administration building, Lied Multipurpose Complex, the ISD Elementary building, and the ISD Middle School/High School building. Items are kept for a limited time and then donated to the Goodwill.