

**Iowa School
for the Deaf**

Elementary Handbook

Updated July 2024

CONTENTS

School Calendar	4
Campus Map	5

ISD School Information/Mission

School Officials and Child Abuse Investigators	6
The Purpose of this Handbook	6
About the Iowa School for the Deaf	7
Vision	7
ISD Mission Statement	7
Values	7
Culture	8
Communication Policy	8
Elementary Philosophy	8
Non-Discrimination Policy	8
ISD Guidelines for Success	9

For Parents and Guardians

Definitions	10
ISD Residency and Tuition Policy for Placement, Referral, Enrollment	10
Tuition for Iowa Residents	10
Tuition for Nebraska Residents	10
When Parents or Guardians move from Iowa to Nebraska	10
Emergency Information/Changes to Address and Phone	11
Changes to Child Custody	11
Child Abuse Reporting Policy	11
Access to Learner Information on ISD's Computer Database	12
ISD Eligibility Evaluation	12
Overview of the Individuals with Disabilities Education Act (IDEA)	12
Parent Code of Conduct	13
Code of Conduct Action Tiers	15

Learner Attendance/ISD Transportation

Attendance Requirements and Absences	16
Reporting Absences or Tardies	17
Signing In/Out When Arriving Late or Leaving Early	17
ISD Visitors and Signing In/Out	17
ISD Dormitory Visitors and Signing In/Out for Visitors/Learners	17
ISD Transportation/Homegoings	17
Severe Weather/Closings/Transportation	18

Learner Rights and Responsibilities

ISD Learner Rights and Responsibilities	19
Social Emotional Behavior and Health	19
Harassment and Bullying	21
ISD Dormitory Code of Conduct and Discipline Policy	24
Learner to Learner Sexual Misconduct Policy	24
Related Policies & Procedures: Handbook Section IBS	29
Illegal Items at School or in Learner Possession	29
Searches of Learner Lockers and Other School/Learner Properties	30
Dress and Appearance	31
Learner Posting of Information	31
Personal Communication Devices	31
Public Displays of Affection (PDA)	31
Passes	31
ISD Smoke-Free, Tobacco-Free, Drug-Free, Alcohol-Free Campus Policy	32
Learner Grievance Procedure	32

Grading and Learner Achievement

Grading Structure	33
Homework and Grading	33
Progress Reports	34
Report Cards	34
Academic Eligibility for Extracurricular Activities	34
Honor Roll	34
Guidelines for Grade Level Expectations	34

Learner Organizations and Activities

Field Trip Policy	35
Recess	35
Boys Club and Pixies	36
YMCA	36
STEAM	36
Student Council	36
Special Olympics	37

Learner Services: Learner Health and Safety

Health Center	37
Medical Records and Confidentiality	37
Possession and Use of Medications	38

Immunizations	38
Learner Threat to Self	38
Emergency Drills	39
Emergency Procedures	39

Other Learner Services

Audiology Services	39
Guidance and Counseling	39
School Psychologist	40
Speech and Language Services	40
Physical Therapy and Occupational Therapy, Vision Services, and Orientation & Mobility Assessments	40
Study Lab	41

ISD Policies and Procedures

Learner Records	41
Overview of Family Educational Rights and Privacy Act (FERPA)	42
ISD Internet/Computer System: Learner Usage Policy	45
Learner Rights Related to the ISD Internet/Computer System	48
Personal Communication Devices	49
ISD Wellness Policy Regarding Physical Activity and Nutrition	49
The ISD Library System	50
The ISD Elementary Library	51
Textbooks and School Supplies	51
School Property	51
Borrowing and Lending	51
Telephone/Video Phone Policy	51
School Pictures	51
Lost and Found	52

School Calendar

IOWA SCHOOL FOR THE DEAF 2024-2025 SCHOOL CALENDAR M-Th: 7:45-3:15, Fri: 7:45-1:00

August 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8/15-8/16: New Staff Orientation
8/19-8/23: Staff Professional Development
8/19: IWCC Fall Semester Begins
8/25: Open House (Time TBD)
8/25: 1/2 Contract Day for Faculty
8/26: First Day of School

February 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2/6: Travel Day (1:00p)
2/7: No School

September 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9/2: Labor Day - School Closed
9/3: Travel Day (Return)
9/3: Staff Work Day - No School
9/28: Homecoming
9/28: 1/2 Contract Day for Faculty

March 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3/13: Travel Day (1:00p)
3/14: No School
3/27: Travel Day (1:00p)
3/27: End of 3rd Quarter (46 days)
3/27: P/T Conferences (3:30-6:30p)
3/28: P/T Conferences (8:00a-12:00p)
3/28: Staff Work Day - No School
3/31: No School

October 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10/17: Travel Day (1:00p)
10/18: No School
10/24: Travel Day (1:00p)
10/24: End of 1st Quarter (41 Days)
10/24: P/T Conferences (3:30-6:30p)
10/25: P/T Conferences (8:00a-12:00p)
10/25: Staff Work Day - No School
10/28: No School
10/28: Travel Day (Return)
10/29: 2nd Quarter Begins

April 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4/1: Travel Day (Return)
4/1: Staff Work Day - No School
4/17: Travel Day (1:00p)
4/18-4/22: No School
4/22: Travel Day (Return)

November 2024						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11/27: Travel Day (1:00p)
11/28-11/29: Fall Break - School Closed

May 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

5/26: Memorial Day - School Closed
5/27: Travel Day (Return)
5/27: Staff Work Day - No School
5/30: Graduation Day

December 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12/23-12/31: Winter Break - No School

June 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6/5: Travel Day (1:00p)
6/5: End of 4th Quarter (42 days)
6/5: End of 2nd Semester (88 days)
6/6: Staff Work Day - No School
6/9-6/13: Snow Make-Up Days

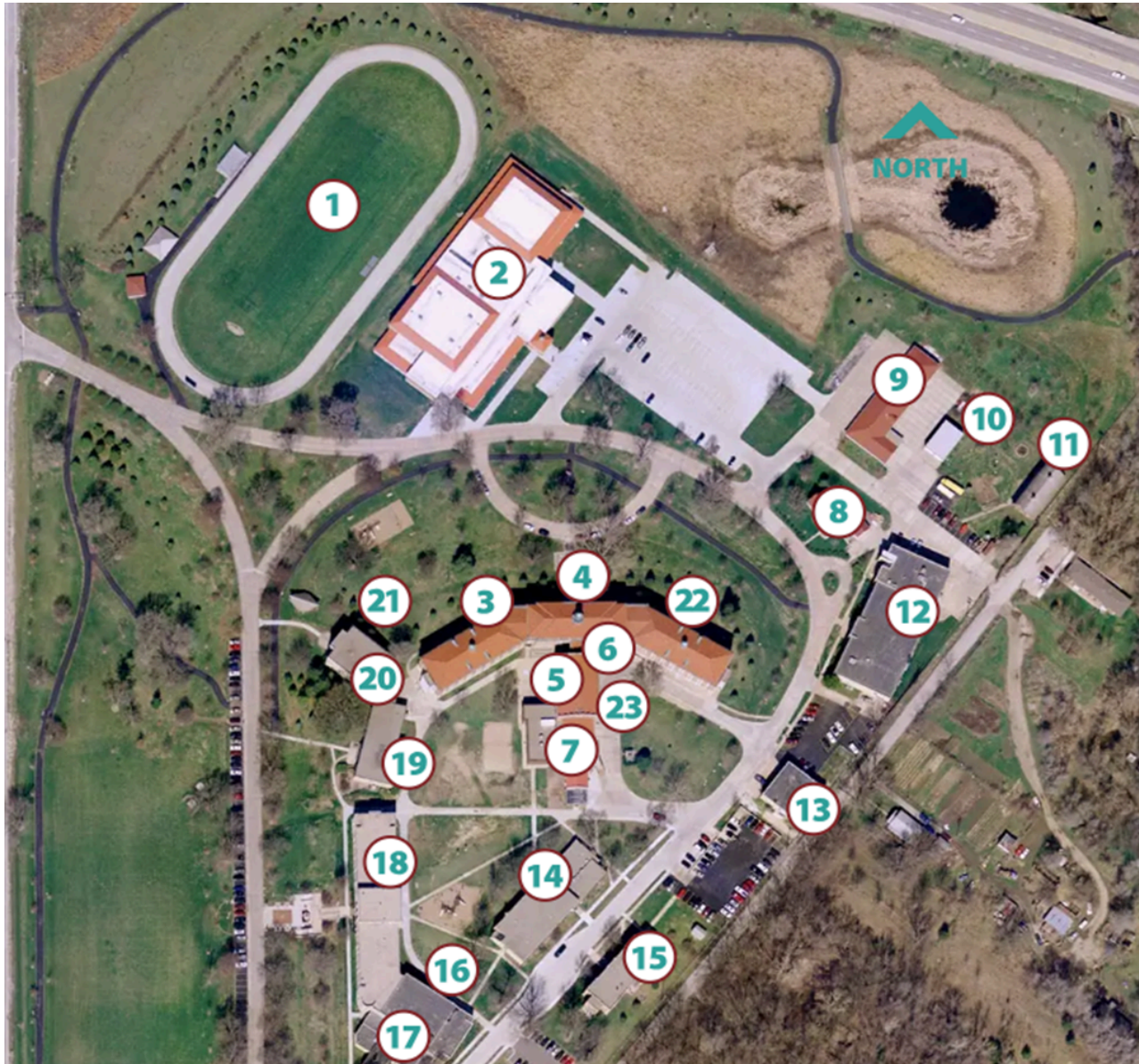
January 2025						
S	M	T	W	Th	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1/1-1/3: Winter Break - No School
1/17: End of 2nd Quarter (47 days)
1/17: End of 1st Semester (88 days)
1/20: Travel Day (Return)
1/20: Staff Work Day - No School
1/21: 3rd Quarter/2nd Semester Begins

July 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

7/4 - Independence Day - School Closed
176 School Days (1,144.25 Hours)
13 Staff Work Days
2 New Staff Orientation
9 Holidays (MLK Holiday Date TBD)
Travel Days: Dorm Students
Fridays: Staff PD/Work Days, 1:00-3:30

Campus Map



- | | | | |
|---|--|---|---------------------|
| 1. Bobcat Football Field | 7. Greenhouse | 13. Power Plant | 19. Health Center |
| 2. Lied Multipurpose Complex | 8. Staff Residence | 14. Elementary School | 20. Girls Dormitory |
| 3. Boys Dormitory | 9. Fleet Garage | 15. Outreach | 21. Audiology |
| 4. Giangregio Building:
Administration | 10. Groundskeeping Barn | 16. Old Gym | 22. ISD Museum |
| 5. Cafeteria/Kitchen | 11. Dairy Barn | 17. Science Center | 23. Teen Center |
| 6. Auditorium | 12. Anderson Building:
Careers/4-Plus | 18. J. Schuyler Long
Building: Middle/High
School | |

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

- Chris Kaftan, Superintendent
712-308-8612 (Phone)
531-354-7959 (Text)
- Tina Caloud, Chief Academic Officer
712-309-1461 (Text)
563-279-4937 (Phone)
- Kevin Boyce, Director of Student Life
712-310-1400 (Text)
712-587-8285 (Phone)

Child Abuse Investigators

Primary Investigator:

Taryn Peterson, Student Life Advisor
402-690-7284 (Text)

Secondary Investigator:

Kevin Boyce, Director of Student Life
712-310-1400 (Text)

The Purpose of this Handbook

This handbook is an extension of ISD school policy. It is consistent with the policies of the Iowa Department of Education and state statutes for education.

Each learner 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 learner is expected to demonstrate respect and consideration for the rights of others, including peers, teachers, staff, and guests. Each learner 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. Learners, parents, or guardians 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 learners. Rev. William E. Ijams, a teacher from the Illinois School for the Deaf, had opened a private school for deaf learners 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. Learners 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 learners 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 learners. They focus together on planning for and fulfilling long-term educational goals for each learner.

The Iowa School for the Deaf serves eligible learners from Iowa, ages Preschool through High School, as well as eligible learners referred from Nebraska and South Dakota school districts. The High School program serves learners from grade 9 through grade 12 as well as learners age 18 - 21 in the 4-PLUS program. The Iowa School for the Deaf is governed by the Iowa Department of Education.

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 learners
- 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 learner learning.

All children can and do learn.

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

Learners 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 learners 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 learners 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. Learners' language and literacy abilities are emphasized in every aspect of the school day. The top priority of the ISD Elementary program is to give learners enriched language and learning opportunities. Learners 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 learners' natural curiosity and desire to learn.

Non-Discrimination Policy - Equal Educational Opportunity

It is the policy of the Iowa Department of Education, State of Iowa and the Iowa School for the Deaf to provide equal opportunity to learners. 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.

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E 14th Street, Des Moines, IA 50319-0146, Telephone: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S Dearborn St, 37th Floor, Chicago, IL 60604, Telephone: 312-730-1560, FAX: 312-730-1576, TDD: 800-877-8339, email: OCR.Chicago@ed.gov.

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

An administrator's title, such as Superintendent, Chief Academic Officer, Principal, or Director of Student Life, also means that individual's designee, unless otherwise stated. The term "school activities" means all school activities or events in which ISD learners 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 learner 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 learner is between the ages of three and 21, or eighteen months old and referred by their local Area Education Agency (AEA).
- The learner's parents or guardians are legal residents of Iowa, Nebraska, or South Dakota.
- The learner has been identified as deaf or hard-of-hearing and is eligible for special education and related services or a 504 Plan.
- Placement at Iowa School for the Deaf must be made through the IEP or 504 process including the parents' or guardians' local school district of residence, the parents or guardians, and an ISD administrator.

Tuition for Iowa Residents

Iowa districts do not pay tuition for learners whose parents or guardians are Iowa residents. Parents or 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 or guardians of eligible learners for either the school or dormitory programs.

Tuition for Nebraska Residents

The parents' or 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 learners from the Omaha metro area. An IEP team that includes an ISD administrator must make the decision to place the Nebraska resident learner 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 or Guardians Move From Iowa to Nebraska

A learner who already attends ISD and whose parents or guardians move to Nebraska, including the Omaha metro area, is considered "out-of-state" as soon as the learner 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 or guardians move from one Nebraska school district to another, they must check with the new district to verify that the learner 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 provide 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 learner 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 staff wish to remain sensitive to the needs of the learner 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 learner in whatever manner is appropriate. A meeting with your child's teacher can be scheduled separately. Copies of newsletters, report cards, etc., will be given to both parents or guardians. Unless the school is given a copy of legal documents by the parent or guardian with custody that indicates otherwise, ISD assumes that both parents or 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 or 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, that if there is any reasonable suspicion that a learner 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 learner has suffered any type of abuse by a person responsible for the care of the child (caregiver), shall accompany the learner to the ISD Health Center and notify their supervisor immediately. The nurse on duty will contact the Chief Academic Officer and the Director of Student Life. 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 Director of Student Life will notify the Superintendent and immediately initiate an on-campus investigation of the allegation. The employee who first noted the suspected abuse or neglect must immediately complete the top portion of the ISD Action Account and submit it to the Principal, Chief Academic Officer and the Director of Student Life. ISD's designated reporters will be notified immediately, and they will proceed to notify legal authorities (See page 4 for Child Abuse Investigators).

Access to Learner Related Information on ISD's Computer Database

Learners and parents have access to learner grades, absences, schedules, teacher messaging, and homework assignments on the ISD grade system in PowerSchool:

<https://iowaschoolforthe deaf.powerschool.com/public/> Usernames and Passwords for parents are available through the ISD Principal's Office (Also see Learner Records, page 41).

ISD Eligibility Evaluation

Federal and state laws for special education require a comprehensive evaluation for each learner 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. ISD staff work with parents or 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).

The evaluations are individually designed to provide a thorough, appropriate basis for the development of educational goals and objectives. Parents of learners who need re-evaluations are contacted by the School Psychologist so that they can be aware of and involved with the process. The IEP Coordinator is also available to answer any questions or concerns parents might have about their child. The IEP Coordinator can be reached at: (712)-366-3287.

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 learners 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 learner 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.

Parent Code of Conduct

ISD is committed to providing its learners with the very best educational experience possible and to ensuring the safety and the overall well-being of all parents, learners, faculty and staff, volunteers, and visitors. To achieve this goal, the support of parents and a strong and positive relationship with the school is imperative. All parents and visitors are expected to conduct themselves in a manner consistent with the values of mutual respect, open communication, open mindedness, kindness, honesty, compassion, and responsibility. By demonstrating these values, they show the learners how to appropriately express and address issues and concerns *and* ensure that there is no disruption to the integrity of the safe school and educational environment at ISD.

Parent Code of Conduct is designed to inform parents and visitors of behavioral expectations when visiting the school and/or when interacting with school staff. The conduct provides a description of a broad range of behavior considered to be detrimental to effective school/home relationships and/or which serve to disrupt the educational process, and are therefore inappropriate.

The behaviors listed are not all-inclusive. The individuals who display inappropriate behavior which disrupts the educational process will compel administrative action, which may lead to removal from the ISD campus; exclusion from participation in school-sponsored events; and/or banned from the ISD campus and school-sponsored events. For further examples, please refer to the Code of Action Conduct Tiers.

In order to provide a peaceful and safe school environment for all, ISD vetoes the following behaviors by parents and visitors:

- Abusive, threatening, profane or harassing communication, either in person, by phone, electronically, or by any other form of communication
- Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup
- Threatening to do bodily harm to an ISD employee, visitor, fellow parent or learner

- Threatening to damage the property of an ISD employee, visitor, fellow parent or learner
- Damaging or destruction of school property
- Loitering in unauthorized areas
- Excessive unscheduled campus visits, emails, electronic messages or other written or verbal/sign communication
- School staff and administration may not always be immediately available to communicate with you.
 - To ensure that you are able to communicate with a staff member or administrator in a timely manner, it is recommended that you schedule an appointment, or request a call/email/text through the secretary. While ISD staff aim to respond to all communications as soon as possible, additional factors could delay response times up to 3 school days.
- Defamatory, offensive or derogatory comments regarding the school or school staff made publicly to others.
- Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.
 - This includes use of any social media medium, including but not limited to: websites, blogs, wikis, social networking sites such as Google+, Facebook, Instagram, Snapchat, LinkedIn, X, Flickr, TikTok, Zoom, etc.
- Cheating (This includes doing learners' coursework)
- Any other acts that interfere with the orderly educational process in the classroom or the school.

When a disruption occurs, ISD staff shall adhere to the following general guidelines:

- Law enforcement shall be called when necessary to protect learners, school employees, property, and to maintain order.
- Individuals shall be treated fairly and equitably. Law enforcement shall be based on a careful assessment of the circumstances of each case.
- Factors that must be considered in each decision concerning ejection, suspension, expulsion, or involving Law Enforcement Agencies, regardless of whether the decision concerns a mandatory or discretionary action, include:
 - Seriousness of the offense
 - Intent when engaged in the conduct
 - Individual's history with faculty and staff
 - Individual's attitude and body language
 - Potential effect of the misconduct on the school environment and/or school-sponsored events environment

The possible consequences for violations of the Parent Code of Conducts are provided under the Code of Conduct Action Tiers section.

Code of Conduct Action Tiers

Tier 1: Minor	
<i>Actions (in-person & digital)</i>	<i>Consequence</i>
<ul style="list-style-type: none"> ● First Incident ● Verbal intimidation ● Offensive Comments ● Profanity (not in the front of learners) ● Misbehaving in the IEP meeting 	<ul style="list-style-type: none"> ● Verbal <i>and/or</i> written warning from the administrative team
Tier 2: Moderate	
<i>Actions (in-person & digital)</i>	<i>Consequence</i>
<ul style="list-style-type: none"> ● Second Incident ● Verbal abuse ● Profanity (in the front of learners) ● Aggression (non-physical) ● Spitting (not directed at the people) ● Breaching the schools security procedures ● Discrimination (Code 729A) ● Alcohol, tobacco, drugs, vaping ● Threatening with a weapon (verbally) ● Bringing a weapon ● Refusing to adhere the verbal warning from the administration 	<ul style="list-style-type: none"> ● Ejected from the campus or event <i>and</i> given a written warning from the administrative team
Tier 3: Severe and or Repetitive	
<i>Actions (in-person & digital)</i>	<i>Consequence</i>
<ul style="list-style-type: none"> ● Third Incident ● Aggression (physical) ● Spitting (at the people) ● Act of vandalism ● Stalking ● Threatening with a weapon (in-person) ● Using a weapon 	<ul style="list-style-type: none"> ● Ban from the campus or event for a period of time at the decision of the administrative team <i>with</i> a written documentation from the administrative team or a law enforcement agency

ISD Learner Attendance/Transportation

Attendance Requirements and Absences

The Iowa Code for schools requires that each learner has 180 days, or 1080 hours of school attendance annually. Learners 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 the learner and class objectives. Through attendance and class participation learners 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.

Learners are expected to attend classes and to make attendance a top priority. Unexcused Absences of more than ten (10) days per semester could affect the learner's grades. All absences require communication from a parent and/or physician.

The following absences will be excused:

- Religious holiday (requires communication from a parent)
- Sickness (requires communication from a doctor/parent)
 - If a learner is gone for three (3) consecutive days or more, a doctors' note is required
- Doctor/Dentist appointment (requires communication from a doctor)
- Death in the family (requires communication from a parent)
- Emergency situation (requires communication 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.

Four (4) unexcused absences during a semester will prompt a letter from the school reminding the parent of the importance of attendance. A copy of the letter will be sent to the learner's home school district.

Seven (7) unexcused absences during a semester will prompt an IEP meeting to discuss the reasons for the absences and a plan to address school attendance. A letter will be given to the parent. The letter will document the absences, the calling of the IEP and subsequent referral to the learner's County Attorney if the unexcused absences reach 10 days. A copy of the letter will be sent to the learner's home school district.

Ten (10) unexcused absences during a semester will prompt a letter from the school referring the parent to the learner's County Attorney. A copy of the letter will be sent to the learner's home school district. Learners arriving late to school must sign in at the Principal's Office.

Reporting Absences or Tardies

If a learner is absent from or tardy to school, a parent or guardian needs to contact the office that day before 8:30AM. If notification is not received, the office will attempt to contact the parent or guardian.

Signing In/Out When Arriving Late or Leaving Early

If a learner arrives late to school or leaves the school campus early, they must be signed in/out at the Principal's office. If a learner is leaving early and will be picked up by someone other than a parent or guardian, or an approved individual listed in registration, the parent or guardian will need to inform the office.

ISD Visitors and Signing In/Out

All visits to the campus, including by parents or guardians, must be arranged through the Principal at least 24 hours in advance to schedule a time convenient for both the visitor and the child's teacher. Visits to classrooms will be a maximum of 30 minutes. If the request is for over 30 minutes, approval must be granted by the Chief Academic Officer.

All visitors must sign in and get a visitor badge from the office in the Giangreco Building. This badge should be worn by guests the entire time they are on campus. This is for the safety of your child. This allows ISD staff to keep track of people who are on campus, particularly if an emergency occurs.

Our buildings have a video entry system. Guests will press the button at the main entrance of the elementary building for the doors to be unlocked.

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

Visitors to the dormitory, including parents or guardians, must check in with the Director of Student Life, the Residence Manager, or the dormitory staff working on their learners' floor. If learners will be leaving the dorm, the learner must be signed out by their parent or guardian or a designated person who has been given permission by the parent or guardian.

ISD Transportation/Homegoings

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

If a learner requires specialized accommodations or supports for transportation, including, but not limited to, safety harnesses/equipment, a handicap-accessible vehicle, or a paraprofessional, this must be documented in the learner's IEP or 504 Plan.

ISD learners are expected to be good school citizens at all times when riding in ISD vehicles. Safe behavior on all ISD vehicles is important so drivers are not distracted and all learners are safe. Horseplay, disrespect to the driver/chaperone, or other dangerous, disruptive behavior is not tolerated. Learners must wear seatbelts when available in the vehicles. Misconduct on school vehicles is reviewed immediately by ISD staff. Parents or guardians are notified by the Principal, Chief Academic Office, Director of Student Life or the Transportation Office if the situation warrants such contact and written documentation is completed and submitted to an administrator. Misbehavior on ISD vehicles may result in discipline by ISD administration.

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

Questions about learner 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 KETV (Channel 7), 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. The ISD Facebook page and website will also carry the information. All grade levels are included in the cancellation of school. Dorm learners will stay in the dormitory with designated staff. If classes are cancelled, please **do not bring your child to school**. No ISD bus routes will run. Classes may be made up at a later date.

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

Weather-related early dismissal - Parents will be notified by phone, Remind, and School Messenger if learners 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 will be kept at school. Parents will then be responsible for picking up their child.

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

Learner Rights and Responsibilities

ISD Learner Rights and Responsibilities

Learners at the Iowa School for the Deaf are responsible for their own actions and behavior. Learners are encouraged to recognize and accept the rewards and consequences related to 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 learners have a positive experience everyday at school. To support that goal, we utilize the Positive Behavior Interventions and Supports (PBIS) system which is a framework to teach and reinforce behaviors that we expect our learners to exhibit at school. We use Zones of Regulation and the Boys Town Model to support the PBIS system in teaching learners how to respond to situations in an appropriate manner. Learners and staff share clear and consistent expectations about how learners should act in different settings (classroom, hallways, cafeteria, restrooms, etc.) The school-wide expectations that we require all learners 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 learner at ISD. It is important that we are respectful of our learners 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 learners 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. Administration Managed Behaviors

Classroom//Dorm Managed Behaviors (MINOR)	Administration Managed Behaviors (MAJOR)
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 learners and employees are against federal, state and local policy, and are not tolerated by the Iowa Department of Education, which governs the Iowa School for the Deaf. ISD is committed to providing all learners 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 learners by learners, school employees, and volunteers who have direct contact with learners will not be tolerated in the school.

ISD prohibits harassment, bullying, hazing, or any other victimization of learners, 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 learners 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 learner is found to be in violation of this policy, the learner 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 learners. Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a learner which is based on any actual or perceived trait or characteristic of the learner and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the learner in reasonable fear of harm to the learner’s person or property;
- Has a substantially detrimental effect on the learner’s physical or mental health;
- Has the effect of substantially interfering with the learner’s academic performance; or
- Has the effect of substantially interfering with the learner’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, video 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 learner that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim; and/or
- Unreasonable interference with a learner’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 learner’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 learner; or
- The conduct has the purpose or effect of substantially interfering with the learner’s academic performance by creating an intimidating, hostile, or offensive education environment.

In situations between learners and school officials, faculty, staff or volunteers who have direct contact with learners, bullying and harassment may also include the following behaviors:

- Requiring that a learner submit to bullying or harassment by another learner, either explicitly or implicitly, as a term or condition of the targeted learner's education or participation in school programs of activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the learner.

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 learner 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 learners 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 is also responsible for organizing training programs for learners, school officials, faculty, staff, and volunteers who have direct contact with learners. The training will include how to recognize harassment and what to do in case a learner 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 Iowa Department of Education 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 learner handbook;
- Inclusion in the employee handbook;
- Inclusion on the school'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 learners 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 1 hour early

Academic IDR (In Dorm Restriction) - learner has 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 learner making sure they are focused on grades and study habits.

Learner to Learner Sexual Misconduct Policy

This policy governs the practices related to learner to learner sexual misconduct for Iowa Educational Services for the Blind and Visually Impaired and Iowa School for the Deaf. 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 learner shall engage in any activities of sexual misconduct, harassment, assault, abuse,

exploitation, or intimidation of another learner. Any learner 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 learners directly resulting from the actions of another learner. 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 staff. 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. Learner to learner sexual misconduct applies to learners of the special schools and minor age learners associated with learners from the programs. Allegations of sexual misconduct toward learners by school employees and other adults are governed by Procedure for Reporting Suspected Child Abuse, Dependent Adult Abuse or Abuse of a Learner by a School Employee. The scope of this Learner 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 learner toward a learner. Learner to learner 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 learner to learner sexual misconduct or against any person cooperating in the investigation of any charge of learner to learner sexual misconduct. This includes any form of intimidation, threats, or harassment. The special schools prohibit an individual from knowingly filing false charges of learner to learner sexual misconduct. Acts of retaliation and of knowingly filing false charges of

learner to learner sexual misconduct constitute violations of the Learner Code, of the Employee Handbook, and of this policy and will result in disciplinary action.

Through the investigation process, the special schools staff 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 learners 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 Chief Academic Officer, the Regional Director or the Director of Student Life, will coordinate all learner to learner 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 learner victim's parent or guardian will be contacted immediately. The alleged victim and parents or guardians will be offered the support and assistance of a trained sexual assault advocate. The parents or guardians of the victim will be encouraged to report to law enforcement and will be informed of procedures for initiating civil action. The victim and parents or guardians will be provided physical and emotional support through a trained advocate.

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

- Information on reporting to law enforcement that clearly informs the victim and parents or guardians of this option, if the offense had not yet been reported by school staff;
- An opportunity for the parent or guardian and learner, when appropriate and at the parent or guardian discretion, to participate in campus disciplinary hearings;
- The right of the parent or guardian and learner to be accompanied by an advisor during the investigation and hearing;
- The right of the parent or guardian or learner 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 or guardian and learner victim to know the outcome of the hearing, including determination and sanction imposed.

It is critical to the investigation process that incidents of learner to learner 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 learner who might be in imminent danger of continued contact during the investigation process:

- Temporary removal of the alleged learner victim from contact with the other learner
- Temporary removal of the alleged learner violator from service
- The accused learner may be restricted in activity until it has been determined if a reportable offense has occurred. If a reportable offense has occurred, the learner may be recommended for change of IEP or placement review.
- If the accused individual is not another campus-based learner, 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 learner's safety.

Duties of Investigator - Learner to Learner 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 learner'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 five, 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 or guardian'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 learner, 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 learner's parent or guardian and the person filing the report, if different from the learner'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 learner, toward a learner, 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 learner witnesses who are in pre-kindergarten through grade five, to their parent, guardian, or legal custodian, and may provide notice to the parent or guardian of older learners, prior to interviewing those learners.

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 learner's parent or guardian, the person filing the report, if different from the learner's parent or guardian, and the parent(s) of the other learner 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 learner victim named in the report.
2. The name and address of the learner's parent or guardian and the name and address of the person filing the report, if different from the learner's parent or guardian.
3. The name and address of the learner named in the report as allegedly responsible for the misconduct of the learner.
4. An identification of the nature, extent, and cause, if known, of any injuries or abuse to the learner named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the learner.
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 learner 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 parents or guardians of the learner named as the victim in the report and the parents or guardians of the named learner 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 learner(s) by school employee(s), learner to learner sexual misconduct policy, anti-bullying harassment policy and mandatory reporting of child and adult dependent 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
- Learner Handbook Provision, Initiations, Hazing, Bullying or Harassment
- Procedure for Notification in Case of Suspected or Reported Learner-to-Learner Bullying, Sexual Harassment or Abuse
- Procedure for Reporting Suspected Child Abuse, Dependent Adult Abuse or Abuse of a Learner by a School Employee

Illegal Items at School or in Learner Possession

Learners 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. Learners 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 learners 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 learner shall be subject to disciplinary actions which may include suspension or expulsion.

A learner 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 learner 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 Learner Lockers and Other School/Learner Properties

Learners, their belongings, their desks, and their lockers may be searched or inspected at any time without prior notice, parent approval, or the presence of a parent in order to protect the health and/or safety of learners, employees, visitors to ISD, and all ISD events and facilities. A search of a learner will be justified when there is reasonable suspicion that the search will reveal evidence that the learner has violated or is violating the law or school policy, rules, or regulations affecting the health and/or safety of learners, 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 learner
- The learner’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 and gender of the learner
- The nature of the violation of laws and school policies
- The objectives to be accomplished by the search
- The emergency nature of the situation requires that the search be done without delay

Personally intrusive searches will require more compelling circumstances to be considered reasonable. If a search of a learner’s garments (such as jackets, socks, pockets, etc.) or personal effects is conducted, it will be conducted in private by the Principal or their designee with another adult witness present, who shall be the same gender as the learner being searched.

If a learner is not or will not be present at the time a search of a protected learner area is conducted pursuant to the preceding paragraphs, the learner shall be informed of the search either prior to or as soon as is reasonably practicable after the search is conducted.

Under no circumstances will ISD conduct a search that involves a strip search, a body cavity search, the use of a drug-sniffing animal to search a learner’s body; or the search of a learner by an ISD official not of the same sex as the learner.

Periodic Inspections of ISD-Provided Spaces. ISD officials may conduct periodic inspections of all, or a randomly selected number of, school lockers, desks, and other facilities or spaces

owned by ISD and provided as a courtesy to a learner. The furnishing of a school locker, desk, or other facility or space owned by ISD and provided as a courtesy to a learner shall not create a protected learner area and shall not give rise to an expectation of privacy on a learner's part with respect to that locker, desk, facility, or space. Allowing learners to use a separate lock on a locker, desk, or other facility or space owned by ISD and provided to the learner shall also not give rise to an expectation of privacy on a learner's part with respect to that locker, desk, facility, or space. However, each year when school begins, ISD will provide written notice to all learners and the learners' parents, guardians, or legal custodians, that ISD officials may conduct periodic inspections of school lockers, desks, and other facilities or spaces owned by ISD and provided as a courtesy to a learner without prior notice. This paragraph satisfies this notice requirement. An inspection under this paragraph shall either occur in the presence of the learners whose lockers are being inspected, or the inspection shall be conducted in the presence of at least one other person.

Dress and Appearance

While the primary responsibility for appearance rests with the learners and their parents, the administration reserves the right to judge what is proper and what is not. Decisions will be made based on clothing that is sanitary, decent, safe, and not disruptive to the learning process.

Learners may not wear:

1. Clothing or other apparel promoting products, which are illegal for use by minors such as alcohol, tobacco or drugs.
2. Clothing displaying or implying obscene material, profanity or reference to subversion are not appropriate.
3. Anything deemed a distraction to the learning environment.

Learner Posting of Information

Any learner who wishes to post or distribute information on school grounds must receive permission from the Principal prior to the posting or distribution. Learners are not permitted to take photos of other learners without permission from the learner and school staff. Permission to post information in the dormitory must be approved by the Director of Student Life. Prior permission must be given to post or distribute information for ALL school-sponsored or non-school sponsored events and activities.

Public Displays of Affection (PDA)

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

Passes

Each learner must have a pass to be out of assigned classes when classes are in session. A learner may obtain a pass from the teacher or the Principal. Learners 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 learners 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.

Learner Grievance Procedures

Any learner has the right to file an informal and/or formal complaint if they believe that due to their race, color, national origin, sex, sexual orientation, disability, age, religion, or marital status, they have been:

- Discriminated against;
- Harassed, including sexually harassed, or bullied by learners 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 learner 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, Chief Academic Officer, and/or Superintendent and shall be considered private information and separate from the learner'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 learner 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, Chief Academic Officer, 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 Chief Academic Officer, and Superintendent. If the grievance involves the Principal, the grievant shall give his/her

communication directly to the Chief Academic Officer and/or Superintendent, thus bypassing the Principal.

Grading and Learner Achievement

Grading Structure

Preschool and Kindergarten	Gold Standard Rubric				
1st and 2nd Grades					
E	Excellent	90-100			
S	Satisfactory	80-89			
P	Progressing	70-79			
N	Needs Improvement	60-69			
U	Unsatisfactory	59 & below			
Grades 3-5					
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
Alternative Assessment Classroom	Narrative Description of Progress				

Homework and Grading

Teachers give learners 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 learners, 90 minutes of homework for 9th grade learners, etc).

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 semester grade for each class will be the grade recorded on the learner'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 Director of Student Life.

Honor Roll

Outstanding achievement is recognized each semester at ISD through the Honor Roll. The Honor Roll has two categories, determined by grade point average for all courses in which the learner is enrolled. A learner 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

Red Honor Roll: Overall average GPA of 3.0-3.49

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

Learners 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 begin at this level. Homework should not extend more than 10 minutes per evening.

Grades 2-3

Learners 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

Learners continue to develop the ability to complete assignments, at a higher level of independence. They require less supervision. Learners 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.

Learners 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

Learners 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. Learners 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 learner 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 that require more than one evening to complete.

Learner Organizations and Activities

Field Trip Policy

Field trips scheduled during the school day related to classes are considered part of the regular school curriculum. Learners are considered present at school while on ISD field trips. If parents or guardians deny permission to attend a field trip, then learners will remain at school and continue with the regular school curriculum. Permission for field trips for the entire school year is obtained during annual registration. Field trips that extend beyond the regular school day, that might require fees from parents or guardians, or are of an unusual nature (for example, a trip out-of-state for an extended period), will require special permission from parents or guardians in addition to that given during registration.

Learners and guests on ISD field trips are considered ambassadors and representatives of ISD. Learners must treat employees, chaperones, and guides with respect and courtesy. Learners must also display appropriate behavior for the field trip setting (e.g., museum, historic site, sporting event). Any learner 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

Fresh air and exercise are beneficial for physical and mental health. The principal or designated representative has the option to decide if indoor recess is necessary as weather and related conditions can be less than ideal. Consideration will be given to the following factors:

- Temperature and windchill
- Precipitation
- Air Quality

- Safety (storm, lightning, ice, etc.)

Although outdoor recess decisions consider all factors listed above and may vary based on daily conditions, no one will go out if the temperature or windchill is below 20 degrees.

During cold weather, learners must come to school dressed warmly, including mittens/gloves and hats. If learners do not have the proper outside attire, they will have to stay inside and miss outdoor recess. 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.

A physician's note is required if indoor recess is requested for more than three consecutive days. If individual learners have ongoing health concerns that need to be taken into consideration when deciding indoor/outdoor recess for that learner, parents need to contact the health center and provide them with a physician's note so that learner needs are documented in their Individual Health Plan (IHP).

Boys Club and Pixies

Boys Club and Pixies are after school programs offered twice each month to learners 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.

YMCA

Our after school Youth Recreational Sports Program partners with the local YMCA, providing elementary learners with the opportunity to participate in a variety of team sports! Skills are developed with our onsite coaches and games are played right here on ISD's campus! From volleyball and basketball, to flag football, we're excited to get our learners in the game!

STEAM

The Science, Technology, Engineering, Art and Math (STEAM) program is geared toward middle school learners. This program typically meets twice a week after school for 90 minutes. The focus is on educational activities in the content areas of science, technology, engineering, the arts, and math. There are thousands of potential careers and jobs in the STEAM fields, and ISD aims to provide these learners with a taste of their potential futures.

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

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

Learner Services: Learner Health and Safety

Health Center

The ISD Health Center is staffed by Registered Nurses (RNs). It is open 24 hours daily when learners are on campus. The Health Center provides immediate medical attention for ISD learners and makes emergency 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, must be dispensed from the Health Center. ISD Staff who are “Certified Medicine Managers” may be allowed to give medications to learners during school/events.

A learner who goes to the Health Center must have a Health Center pass issued by an ISD staff member. Exceptions may be made in emergency situations.

ISD’s goal is to keep learners as healthy as possible and in school as much as possible. ISD’s Health Center staff members decide if a learner needs to be admitted to the ISD Health Center, or if the learner needs further medical attention. The pediatrician or nurse practitioner is available to examine learners on Monday, Wednesday, and Friday mornings. The pediatrician is also on-call 24 hours each day, seven days per week, when learners are on campus. Any learner 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 learner’s healthcare needs.

Height, weight, and blood pressure measurements are conducted for each learner at the beginning of every school year. Additionally, there is an annual vision and dental screening for all ISD learners. Learners are automatically screened unless a parent requests an exemption. Referrals for screenings can also be initiated by teachers, parents, or learners themselves, as needed. If a learner is identified during the vision or dental screening as requiring further evaluation, parents or guardians are promptly informed by letter to schedule an appointment with their doctor or dentist.

Medical Records and Confidentiality

Medical records for learners 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 learners under the age of 18 in Iowa and South Dakota and 19 in Nebraska may only be released with written permission from parents or guardians. Medical records for learners 18 or 19 (Iowa/South Dakota or Nebraska) and older may only be released with written permission from the learner. Permission forms can be obtained by contacting the school secretary or ISD Health Center.

Possession and Use of Medications

All learner medications (including vitamins) are kept in the Health Center and are distributed by the nurses. At the professional discretion of the Health Center Supervisor, in conjunction with the Director of Student Life, and the Superintendent, it may be determined that the best place for medication storage be in an alternate location or on the learner's person (ex. acute care medication for asthma). Aside from extenuating circumstances evaluated by the above, learners may NOT keep medications of any kind in their dormitory room 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 at the direction of the Health Center nursing staff. Any questions regarding the health of a learner 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. Learners (including adult learners age 18 or older, who do not have guardians, 19 in Nebraska), parents, or guardians of minor learners 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 learner without the proper immunization documentation will not be permitted to attend school until he or she receives the mandatory immunizations, or until the parent or guardian arranges with the Health Center for a 120-day provisional certificate. Learners are exempt from immunization requirements only for specific medical or religious purposes. Parents who have questions should contact the ISD Health Center.

Learner Threat to Self

When a learner threatens or attempts to hurt him or herself, the learner will be taken immediately to the Health Center by a staff member. The staff member will contact his/her supervisor and the nurse on duty will assist with the completion of the "S Form" (a detailed incident report outlining the event). The nurse on duty will also make contact with the parent or guardian, Principal, Director of Student Life, Chief Academic Officer, and the Superintendent. A certified assessor will complete a threat evaluation on the learner which may result in the application of additional services.

As a result of the assessment, the learner may remain in the Health Center for a 24 hour safety observation or as determined by the Director of Student Life. After release from the Health Center, the learner will have a minimum of 24 hours of in-room restriction (IRR), followed by 24 hours of in-dorm restriction (IDR). These restrictions allow ongoing monitoring of the learner to ensure the learner's safety.

Emergency Drills

Fire, Tornado, Bus Evacuation and Lockdown/Secure 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 learners in their classes regularly.

Other Learner Services

Audiology Services

Audiology services are available to ISD learners 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. Learners 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 learner 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 or guardians. Costs will be charged to parents or 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 or 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 or guardians might have about a learner'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,

learner behavior both in and out of the classroom, and transition from one program of the school to another. A learner can see the counselor either individually or in guidance classes.

Individual Counseling - Learners 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 learners 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 learner's annual education program.

School Psychologist

The School Psychologist helps children and youths succeed academically, socially, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments for all learners 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* learners' 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 staff to help design *prevention* programs for children at risk of failing at school.

The School Psychologist can be reached through the Elementary office.

Speech and Language Services

Speech-language teachers provide services to ISD learners based on each learner'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 learner needs. These goals typically include vocabulary development, reading comprehension, and written language development. Learners 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 learners through a cooperative agreement with Green Hills AEA. Orientation and Mobility (O&M)

instruction for learners with visual impairments is available through the Iowa Educational Services for the Blind/Visually Impaired Program. A learner who may need PT/OT services or O&M instruction is evaluated and the IEP team reviews the evaluation to determine eligibility. An eligible learner's need to continue PT/OT services or O&M instruction is discussed each year as the learner's IEP is developed. Questions about these services may be directed to the Guidance Counselor.

Assessments

Annual assessments of learner achievement are required by the State of Iowa, and are used to determine academic progress. Learners participate in one or more of the listed assessments as directed by the IEP in compliance with the Every Student Succeeds Act (ESSA) and Early Literacy Implementation (ELI). The following assessment tests are used in the ISD Preschool and Elementary.

- MAP (Measure of Academic Progress assessments) - Sometimes referred to as NWEA
- ISASP Assessment (Iowa Statewide Assessment of Student Progress)
- STAR Reading Assessment
- AvePM - ELI compliant for Deaf and Hard-of-Hearing learners
- ELAA (Early Literacy Alternative Assessment) - learners who qualify for Alternative Assessments
- DLM (Dynamic Learning Maps) - learners who qualify for Alternative Assessments
- GOLD Assessment - Preschool and Kindergarten learners

Study Lab

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

ISD Policies and Procedures

Learner Records

Parents or guardians have full access to learner 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 learners:

- **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 learner 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 example, transcripts, are then housed in a separate secure location in Long Hall.

- Learners age 18 or over, parents or guardians of learners under age 18, or 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 learner, 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 learner information is also available on PowerSchool, ISD’s secure learner database.

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

Parents or guardians 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 Chief Academic Officer, 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 Learner Records: Family Educational Rights and Privacy Act (FERPA)

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

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

Parents or eligible learners 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 learner of the time and place where the records may be inspected.

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

Parents or eligible learners who wish to ask Iowa School for the Deaf to amend their child's or their education record should write to 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 learner, the school will notify the parent or eligible learner 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 learner 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 learner'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 staff) 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 learner volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, learner, 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 learner seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the learner'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:

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

FERPA permits the disclosure of PII from learners' education records, without consent of the parent or eligible learner, 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 learner, § 99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible learners have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a learner without obtaining prior written consent of the parents or the eligible learner –

- 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 learner seeks or intends to enroll, or where the learner is already enrolled if the disclosure is for purposes related to the learner'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 learner'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 learner has applied or which the learner 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 learner 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 learner 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 learner if the learner 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 learner’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 learner 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: Learner 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 Learner Use Policy for ISD I/CS follows:

- Learner use of the ISD I/CS is a privilege, not a right. Learners must obey the ISD Code of Learner Conduct, ISD Guidelines for Success, and federal, state, and local laws when using the ISD I/CS.
- The ISD I/CS is used for educational purposes, which include classroom activities, career development, and limited appropriate personal research. ISD staff 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 learners access, download, post and forward through the system.
- Learners will not be permitted to use their own personal laptops/computers or tablets while at school.

Learner Accounts - Parental Approval

Each Learner will receive an individual ISD email address. Parental consent is required for learner internet access.

- Each learner and their parents or guardians must sign an Account Agreement form to use an individual account on the ISD I/CS

- This account agreement is renewed yearly

Personal Safety

- Learners 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.
- Learners will not meet or agree to meet in person with someone they have met or communicated with through the ISD I/CS. Learners 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.
- Learners will promptly tell a teacher or other school employee about any message they receive when using the ISD I/CS, or from an ISD-related contact, that is inappropriate or makes a learner feel uncomfortable. This is encouraged even if the ISD-related communication is sent to the home.

Illegal/Prohibited Activities

- Learners 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 learner will share his/her ISD I/CS access codes with any other person.
- Learners 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.
- Learners 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.
- Learners 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 learner returns it to school.

System Security

- Each learner is responsible for their individual account, including maintaining the privacy of their codes and the privacy of the account. Each learner should take all reasonable precautions to prevent others from being able to use their codes and/or have access to their account. No learner should ever provide their password, or system access codes, to another person, as noted above, even if the other person wants to help the learner with their computer.
- Any learner will immediately notify a teacher or the system administrator if they have identified a possible security problem or if someone has asked for their passwords or access codes. A learner should not look for security problems, because this may appear to be an illegal attempt to gain access to the system.
- Learners will avoid the spread of computer viruses.

- Learners must follow the ISD virus protection procedures. Please check with the ISD IT Manager.
- Learners will not download software or specific files such as music, games, videos, movies, ads. Please check with the ISD IT Manager.

Inappropriate Language

- Inappropriate language posted on or sent through the ISD I/CS is prohibited. ISD learners must obey federal, state, and local laws, as well as the ISD Code of Learner Conduct and Guidelines for Success. Learners 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 staff have the right to determine what is inappropriate.
- Learners will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on the ISD I/CS.
- Learners 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.
- Learners will not engage in personal attacks on the ISD I/CS, including prejudicial or discriminatory attacks.
- Learners 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 learners 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.)
- Learners 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 learner will not post or forward a message, file, or image that was sent to them privately, unless they have permission from the person who sent the message.

Respecting Resource Limits

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

- Learners will subscribe only to discussion group mail lists that are relevant to education or career development.

Plagiarism and Copyright Infringement

- Learners 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 learner wrote them originally, without proper credit to the true author.)
- Learners will respect the rights of copyright owners. If learners 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

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

Learner 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 learner speech for valid educational reasons.

Limited Privacy and Searches

- The ISD I/CS is school property. Learners have only limited privacy for personal files, email, and records of their online activity when using the ISD I/CS. ISD staff have the right to monitor the ISD I/CS, which may include viewing individual learners’ files.
- Routine maintenance and monitoring of the ISD system may show that learners have violated this ISD I/CS Learner Use Policy or the law.
- A search will be conducted if there is reasonable suspicion that the ISD I/CS Learner Use Policy or the law has been violated. The investigation will be reasonable and related to the suspected violation.
- Parents or 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, they 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 learner may result from any violation of this ISD I/CS Learner 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 learner 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 or guardians can be held financially responsible for any harm to the system as a result of their child's misuse.

Personal Communication Devices

High School learners may carry a cell phone throughout the school day. Learners may need to put their phones in a spot designated by the teacher when entering the classroom. Learners will not be allowed to take their phones to the bathrooms or locker rooms. Inappropriate use of a cell phone or other personal communication devices in the classroom will be handled by the classroom teacher. Excessive misuse will involve the principal. Learners are expected to use their cell phones and other personal communication devices in an appropriate manner and to comply with a classroom teacher's rules.

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 learners are getting enough rest.

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

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 learners 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 learners 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 learners' 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 learners at the Iowa School for the Deaf and the Iowa Educational Services for the Blind and Visually Impaired 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 Educational Services for the Blind and Visually Impaired adopt 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 learners and staff, taking into consideration differences in culture.

Goal #1: The Iowa School for the Deaf and the Iowa Educational Services for the Blind and Visually Impaired will engage learners, parents or 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 learners in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

Goal #3A: Foods and beverages sold 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 staff with providing learners access to a variety of nutritious and appealing foods that meet the health and nutrition needs of learners; will accommodate the religious, ethnic, and cultural diversity of the learner body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for learners 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 learner diet and exercise.

The ISD Library System

The ISD libraries are located in five places on campus: The ISD Middle School/High School Library is located in Long Hall. The professional/parent resource library is located in the ISD Outreach Building. The ISD Elementary Library is located in the Elementary 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 online services including: inter-library search and reference-type research. There is no charge to ISD learners and parents or guardians for library services. If a learner loses or damages a book in any way, they are responsible for its replacement.

The ISD Elementary Library

The ISD Elementary Library is open for learners 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. Learners 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 learners. The following are guidelines for its use:

- Learners are not allowed to use computers for playing non-educational games.
- The school librarian is available to assist learners with reference and research work, to aid in the selection of materials for recreational reading, or to assist in using the computers.
- Any learner 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.
- Learners may not have food or drink in the school library area.

Textbooks and School Supplies

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

School Property

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

Borrowing and Lending

Learners are not allowed to borrow from or lend money to other learners or ISD staff.

Telephone/Video Phone Policy

Learner 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 learner to make a phone call, the learner must have permission from the Principal.

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 learner does not purchase

pictures, they will still have a picture included in the ISD Yearbook. Learners who are not in school on picture day will have their photograph 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 Long Hall. Items are kept for a limited time and then disposed of.