



## Fort Madison Junior/Senior High School

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FMJSHS website: <http://www.fmcsd.org/high-school/>  
PowerSchool ParentPortal: <http://ps-fmcsd.gwaea.org>

### **Student Handbook - 2025/2026 Academic Year**

**Principal - Mr. Patrick Lamb**

**Assistant Principal - Amy Thacher**

**Assistant Principal - Kelly Willson**

**Activities Director - Mr. Jeff Lamb**

**College & Career Counselor - Ms. Aleena Garr (Last Names A-K)**

**College & Career Counselor - Ms. Sarah Kohl (Last Names L-Z)**

**Mental Health Counselor - Ms. Jan Clark**

**Social Worker - Ms. Allison Malcolm**

**Workplace Readiness (Transition Alliance Coordinator) - Heather Harter**

**Talented & Gifted Coordinator - Megan Maag**

# Fort Madison Community School District

Dear Students of Fort Madison Junior/Senior High School,

Welcome to the 2025/2026 school year at Fort Madison Junior/Senior High School! We are thrilled to start or continue our academic journey with you and look forward to a year full of growth, learning, and achievement.

As we kick off the school year, it is important for you to become familiar with our student handbook. This handbook is your essential guide to school policies, procedures, expectations, and vital information that will help create a safe and productive learning environment for everyone. It details our school's rules and regulations, as well as the resources available to support your academic and personal growth.

Should you have any questions or need further information as the year progresses, please consult the student handbook for assistance. You can access it on our school's website under the "Resources" tab, where you will also find contact information for our administrative team and staff members who are ready to help you.

We are committed to supporting you on your academic journey and encourage you to make the most of your time at Fort Madison Junior/Senior High School. If you have any concerns, suggestions, or feedback, please feel free to reach out to us.

Here's to a successful and fulfilling school year ahead!

Sincerely,

Patrick Lamb, Principal

## **Mission**

The mission of the Fort Madison Community School District is to ensure all students learn the academic and life skills necessary for personal success and responsible living.

## **Beliefs**

We believe that:

- Everyone can learn;
- Education is the responsibility of family, students, community, and school;
- Learning is best achieved in a safe and nurturing environment;
- All people will be treated with respect;
- A commitment to community is essential;
- Effort is necessary for growth;
- Learning is a lifelong process.

## **Vision**

We see the Fort Madison Community School District as a place where:

- Every student receives a strong academic foundation and experiences success;
- Every student graduates and is well prepared and confident with an education that enables them to pursue whatever role in life they wish;
- All students learn and accept the importance of personal responsibility;
- Highly-motivated, knowledgeable, and caring staff members strive to attain the highest educational achievement for each student;
- District-wide leadership supports students and faculty with continuous, system-wide improvements of learning and teaching practices guided by research-based professional development;
- Parents, citizens, and the business community provide generous support to benefit every student in the entire district;
- An integrated learning system provides a district-wide focus to align curriculum and quality learning environments with community and business/industry interests to ensure all students achieve at high levels;
- District staff and community members communicate in meaningful ways to pursue the district's mission of success for all students.

## **Goals:**

1. All students in the FMCS D will learn through a rigorous curriculum with an emphasis on higher-order thinking skills in order to solve complex problems.
2. All students in the FMCS D will be prepared with the necessary life and social skills for success after graduation.

## **Collective Responsibility**

Fort Madison Junior/Senior High School's collective responsibility is built on two fundamental assumptions:

1. ALL students can learn at high levels; and
2. We, as educators, accept responsibility to ensure high levels of learning for every student.

## **Collective Commitments**

- ***Take Responsibility and Affect Positive Change***

As a staff, we are committed to:

- Work together to meet the needs of our students;
- Developing relationships that make a positive difference in our students' lives; and
- Valuing our students, encouraging their development, and celebrating their achievements.

## **School Mascot:**

Bloodhound

## **School Colors:**

Crimson and Black

## Fort Madison Junior/Senior High School Teaching Staff

English/Language Arts	Mathematics	Science
<a href="#">Brownlee, Ingrid</a> <a href="#">Bunt, Mark</a> <a href="#">Doherty, Kristin</a> <a href="#">Donohoe, Hannah</a> <a href="#">Fedler, Rae</a> <a href="#">Sissel, Randy</a> <a href="#">Tweedy, Sarah</a>	<a href="#">English, Savannah</a> <a href="#">Frank, Jessie</a> <a href="#">Knipe, MaShelle</a> <a href="#">McCannon, John</a> <a href="#">Upton, Sharlynn</a>	<a href="#">Brunenn, Adonica</a> <a href="#">Carter, Travis</a> <a href="#">Hackett, Kelly</a> <a href="#">Helterbran, Kara</a> <a href="#">Hoyle, Allison</a> <a href="#">Levine, Lane</a> <a href="#">Sanders, Carla</a> <a href="#">Walker, Allison</a>
Social Studies	Physical Education / Health	Special Education
<a href="#">Burken, Carrie</a> <a href="#">Ehlers, Mike</a> <a href="#">Johnstun, Shalisse</a> <a href="#">McCrea, Kevin</a> <a href="#">Pixler, Sean</a> <a href="#">Roach, Kristi</a> <a href="#">Simms, Mitchell</a>	<a href="#">Doherty, Derek</a> <a href="#">Helling, Keith</a> <a href="#">Knustrom, Kelly</a> <a href="#">Rickelman, Luke</a>	<a href="#">Bailey, Stephanie</a> <a href="#">Banks, Chuck</a> <a href="#">Banks, Stephanie</a> <a href="#">Dooley, Rhianon - Therapeutic</a> <a href="#">Harter, Heather - Transition Alliance</a> <a href="#">Kelly, Kelly</a> <a href="#">Knipe, Charlie</a> <a href="#">Nye, Jenny</a> <a href="#">Roudabush, Joshua</a> <a href="#">Russell, Zach</a> <a href="#">Schulte, Dawn - CLC</a> <a href="#">Van Norman, Fran</a> <a href="#">Warner, Danyle</a>
Career & Technical Education	Fine Arts	Spanish
<a href="#">Crandall, Michelle - FACS</a> <a href="#">Gerdes, Jeff - Automotive</a> <a href="#">Hayes, Pam - Computer Science</a> <a href="#">Peters, Ryan - Welding / BT</a> <a href="#">Roach, Kristi - Building Trades</a> <a href="#">Schinstock, Michael - Building Trades</a> <a href="#">Smith, Jill - Health Science</a> <a href="#">Vance, David - Agriculture</a> <a href="#">Vance, Tracy - Business</a> <a href="#">Williams, Angie - Career Exploration</a>	<a href="#">DePriest, Colin - HS Band</a> <a href="#">Grabowski, Alex - Art</a> <a href="#">Knipe, Lisa - 7/8 Band &amp; Choir</a> <a href="#">Smith, Dana - Art</a> <a href="#">Stoddard, Taylor - HS Choir</a>	<a href="#">Delzell, Sheila</a> <a href="#">Smith, Ryan</a>
Restorative Connections / Therapeutic	Creative Learning Center	Counseling
<a href="#">Cooper, Jonathan - Restorative</a> <a href="#">Donaldson, Jessica - Therapeutic</a> <a href="#">Dooley, Rhianon - Therapeutic Coordinator</a> <a href="#">McKay, Jill - Therapeutic</a> <a href="#">Menke, Audrey - Restorative Coordinator</a> <a href="#">Rehm, Amanda - Restorative</a>	<a href="#">Bailey, Kent</a> <a href="#">Hentzel, Debora - Coordinator</a> <a href="#">Schulte, Dawn</a> <a href="#">Thompson, Tina</a>	<a href="#">Clark, Jan - SEBH Counselor</a> <a href="#">Garr, Aleena - Career Counselor</a> <a href="#">Kohl, Sarah - Career Counselor</a> <a href="#">Malcolm, Allison - Social Worker</a>
Teacher Leadership	Library	Nurse
<a href="#">Bailey, Wendy</a> <a href="#">Herriman, Jenny</a> <a href="#">Kruse, Megan</a> <a href="#">Morey, Becky</a> <a href="#">Santiago, Jane</a> <a href="#">Swigart, Corrine</a>	<a href="#">Diewold, Amy - Librarian</a>	<a href="#">Boeding, Danielle - Nurse Associate</a> <a href="#">Ireland, Jillian - Nurse</a>

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800	<a href="#">Buildings and Sites</a>
900	<a href="#">School and Community Relations</a>

# STUDENT BELL SCHEDULES

REGULAR		LATE START	
Period 1	8:00-9:35	Period 1	10:00-11:04
Period 2	9:41-11:11	Period 3	11:09-12:49
Period 3	11:17-1:22	Grade 7	11:04-11:39
Grade 7	11:11-11:46	Grade 8	11:39-12:14
Grade 8	12:02-12:37	High School	12:14-12:49
High School	12:47-1:22	Period 2	12:55-1:54
Period 4	1:28-3:00	Period 4	2:00-3:00

HOMEROOM		PEP ASSEMBLY	
Period 1	8:00-9:19	Period 1	8:00-9:21
Period 2	9:25-10:39	Assembly	9:21-10:13
Period 3	10:45-12:34	Period 2	10:19-11:35
High School	10:39-11:14	Period 3	11:41-1:32
Grade 8	11:17-11:52	Grade 7	11:35-12:10
Grade 7	11:59-12:34	Grade 8	12:15-12:50
Homeroom	12:39-1:39	High School	12:57-1:32
Period 4	1:45-3:00	Period 4	1:38-3:00

**Early dismissal schedules due to weather-related events will be determined based on the remaining minutes/hours until the district-decided release time.**

**Students with open campus privileges or those permitted to leave during lunch must be aware of the schedule changes and return promptly for their following classes.**

# HOW TO CONTACT US

It may become necessary to communicate an idea, suggest an improvement, ask a question, or express a concern. Because our junior/senior high school is large, the following information is presented to help you communicate with school personnel. Please feel free to call on us as we are eager to partner with you.

The most efficient and the preferred way to contact a teacher is via email. The school's website address is [www.fmcsd.org](http://www.fmcsd.org). You may use this address to find individual teacher addresses. The format for staff emails is [firstname.lastname@fmcsd.org](mailto:firstname.lastname@fmcsd.org).

Who?	Phone Number	Contact	Ext.	Email
Attendance Office	(319) 372-1862	Britney Sweetin	2001	<a href="mailto:britney.sweetin@fmcsd.org">britney.sweetin@fmcsd.org</a>
Principal	(319) 372-1862	Patrick Lamb	2004	<a href="mailto:patrick.lamb@fmcsd.org">patrick.lamb@fmcsd.org</a>
Administrative Assistant	(319) 372-1862	Stacy Lumbeck	2004	<a href="mailto:stacy.lumbeck@fmcsd.org">stacy.lumbeck@fmcsd.org</a>
Assistant Principal	(319) 372-1862	Kelly Willson	2034	<a href="mailto:kelly.willson@fmcsd.org">kelly.willson@fmcsd.org</a>
Administrative Assistant	(319) 372-1862	Judy Steffensmeier	2034	<a href="mailto:judy.steffensmeier@fmcsd.org">judy.steffensmeier@fmcsd.org</a>
Administrative Assistant	(319) 372-1862	Tyler Smith	2035	<a href="mailto:tyler.smith@fmcsd.org">tyler.smith@fmcsd.org</a>
Assistant Principal	(319) 372-1862	Amy Thacher	2035	<a href="mailto:amy.thacher@fmcsd.org">amy.thacher@fmcsd.org</a>
Administrative Assistant	(319) 372-1862	Amy Gruntmeir	2003	<a href="mailto:amy.gruntmeir@fmcsd.org">amy.gruntmeir@fmcsd.org</a>
Activities Director	(319) 372-1862	Jeff Lamb	2011	<a href="mailto:jeff.lamb@fmcsd.org">jeff.lamb@fmcsd.org</a>
Administrative Assistant	(319) 372-1862	Dawn Kern	2011	<a href="mailto:dawn.kern@fmcsd.org">dawn.kern@fmcsd.org</a>
Career Counselor A-K	(319) 372-1862	Aleena Garr	2031	<a href="mailto:aleena.garr@fmcsd.org">aleena.garr@fmcsd.org</a>
Career Counselor L-Z	(319) 372-1862	Sarah Kohl	2031	<a href="mailto:sarah.kohl@fmcsd.org">sarah.kohl@fmcsd.org</a>
Mental Health Counselor	(319) 372-1862	Jan Clark	2031	<a href="mailto:jan.clark@fmcsd.org">jan.clark@fmcsd.org</a>
Social Worker	(319) 372-1862	Allison Malcolm	2031	<a href="mailto:allison.malcolm@fmcsd.org">allison.malcolm@fmcsd.org</a>
Administrative Assistant	(319) 372-1862	Marsha Bowen	2031	<a href="mailto:marsha.bowen@fmcsd.org">marsha.bowen@fmcsd.org</a>
School Nurse	(319) 372-1862	Jillian Ireland	Main	<a href="mailto:jillian.ireland@fmcsd.org">jillian.ireland@fmcsd.org</a>
Truancy Officer	(319) 372-1862	Kelsey Hugg	2005	<a href="mailto:kelsey.hugg@fmcsd.org">kelsey.hugg@fmcsd.org</a>
School Resource Officer	(319) 372-1862		2001	
Restorative Connections	(319) 372-1862	Audrey Menke	2001	<a href="mailto:audrey.menke@fmcsd.org">audrey.menke@fmcsd.org</a>
Transition Alliance	(319) 372-1862	Heather Harter	2001	<a href="mailto:heather.harter@fmcsd.org">heather.harter@fmcsd.org</a>
Talented & Gifted	(319) 372-1862	Megan Maag	2001	<a href="mailto:megan.maag@fmcsd.org">megan.maag@fmcsd.org</a>
Creative Learning Center	(319) 372-1862	Debora Hentzel	2001	<a href="mailto:debora.hentzel@fmcsd.org">debora.hentzel@fmcsd.org</a>
Work-Based Learning	(319) 372-1862	Angie Williams	2001	<a href="mailto:angie.williams@fmcsd.org">angie.williams@fmcsd.org</a>

# WHAT TO DO IF...

You are late to school...	Check in at the junior or senior high main office to receive a pass to class.
You are late to class...	Obtain a pass from the person who prevented you from making it to class in a timely manner. If you are late on your own accord, a tardy will be recorded. If you are excessively tardy to a class, the instructor may ask you to report to the main office and an unexcused absence may be recorded.
You are absent from school due to illness...	Your parent should phone the school at (319) 372-1862 and report the absence no later than 8:00 AM on the school day following the absence. If no call is received by 8:00 AM on the day following the absence, the absence will be unexcused. Parents can leave messages related to attendance 24 hours per day.
You are going to be absent from school in the future...	Your parents should phone the school to explain the reason(s) for your absence. A <a href="#">Student Request for Absence Form</a> should be obtained from the Attendance Secretary and should be returned to the attendance office at least one (1) week in advance of the absence. Completion of work is expected before the absence. Family vacations will not be considered a planned absence.
You must leave school for any reason...	If you must leave school during the school day, you should report to the school nurse or an administrative assistant to ensure parent contact is made and proper sign out is completed.
Your parents must contact you during the school day...	Parent contact of a student should be done by means of contacting the main phone number of Fort Madison Junior/Senior High School by calling (319) 372-1862. Only messages from students' immediate family members will be delivered to students during the school day.
You have lost something or you suspect your valuables have been stolen...	Check the lost and found area in the main office. If you suspect you have had valuables stolen, ask an administrative assistant for an Incident Report. Contact your family's insurance agent to see if the item is covered by insurance. If you desire to contact the police, the FMJSHS administration will put you in contact with the school resource officer.
You tear, or soil your clothes...	Report to the nurse's office, or to another staff member in the main office.
Your locker has malfunctioned...	Report the malfunction to the main office.
You must leave for an appointment...	A parent must notify the school by phone in advance of the appointment. Check-out is required in the main office before departure. Check-in is required when/if you return to school. Students should ask for a medical excuse from their doctor to submit upon their return.
You have a medical excuse for physical education...	Report to the nurse and submit your excuse. The nurse will provide a note to submit to the PE teacher. Your PE teacher and counselor will collaborate to determine how your physical education requirement shall be met.
You would like to schedule an appointment with your counselor or a school administrator...	While the counselors and principals will make every effort to meet with students to assist with personal concerns, your primary responsibility as a student is to attend your courses. If it becomes necessary to speak to a guidance counselor or principal, stop by before or after school or during passing time to schedule an appointment.

# PRIVACY LAWS AND STUDENTS

Many parents wonder why the school does not share certain information regarding educational outcomes, disciplinary actions, and health issues of other students even when it may relate to their student. This is due to privacy laws such as the [Educational Rights and Privacy Act \(FERPA\)](#) and the [Health Insurance Portability and Accountability Act \(HIPAA\)](#), which are Federal laws that protect the privacy of student records. Here are a few things that you should know:

- Teachers and school officials cannot share educational records with those that are not designated on PowerSchool or are approved by the parents or guardians of the student in question.
- Teachers and school officials cannot tell parents what disciplinary measures have been taken against other students even when it may involve their student. They can only communicate disciplinary outcomes to the parent or guardian designated as approved for each individual student.
- FERPA does allow schools to disclose information, without consent, to the following entities under certain conditions:
  - Other school officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Audit or evaluation officials;
  - Organizations conducting certain studies on behalf of the school;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance.

Adapted from:

Family Educational Rights and Privacy Act (FERPA). (2015, June 26)

# SUPPORTING YOUR STUDENT AT HOME

As a parent, you play a crucial role in shaping your child's education journey from infancy to adolescence. Your influence extends beyond academics to nurturing their character, mental well-being, and laying the groundwork for their lifelong interests and attitudes. The home environment you create not only complements classroom learning but also fosters a love for learning.

Your love and support serve as motivators for your children, leading them to strive to please not only you but also others and themselves. This encouragement cultivates self-confidence, curiosity, the joy of mastering new skills, and other positive attitudes essential for successful learning.

While you may not directly teach subjects like science, math, or geography (unless you homeschool), your actions at home significantly impact what your child learns at school. Collaborating with your child's teachers is vital, as their education is shaped by the relationships you build with their educators. Establishing a strong partnership with teachers, built on mutual respect, effective communication, and active listening, is key to supporting your child's academic journey.

A positive parent-teacher relationship benefits everyone involved. Through open communication, parents and teachers gain valuable insights into the child's abilities, strengths, and challenges, leading to a more comprehensive understanding of the student. Teachers offer expertise on the curriculum and school environment, while parents contribute knowledge about their child's personality, behaviors, and family dynamics.

By fostering a successful parent-teacher alliance, you demonstrate to your child that a team of supportive adults is invested in their success. Your positive engagement with your child's school carries more weight than your physical presence in the classroom, as children absorb your attitudes, values, and emotions deeply.

To enhance your involvement in your child's education, consider the following ideas:

- Inquire about your child's schoolwork and its relevance to their future.
- Monitor your child's academic progress through platforms like the Parent Portal.
- Establish effective communication channels with teachers based on your preferences.
- Emphasize the importance of education in unlocking opportunities for your child.
- Supervise your child's screen time and encourage engaging extracurricular activities.
- Support your child's participation in extracurricular pursuits to broaden their experiences and social connections.

By actively participating in your child's educational journey and fostering positive relationships with their teachers, you contribute significantly to their academic growth and overall well-being.

# PARENTING IN A DIGITAL WORLD

Parenting in today's digital era poses unprecedented challenges, especially with the pervasive influence of social media. Navigating the complexities of the digital world presents obstacles for both schools and parents. With knowledge expanding rapidly, it becomes increasingly difficult to stay updated on emerging issues that impact the safety, development, and well-being of our students. At FMJSHS, we strive to collaborate with parents to ensure the best possible outcomes and experiences for all students. Here are some valuable resources to help you address the challenges your child may face, particularly in their online activities:

1. **Cyber Safety Cop Issue Subscription:**  
Receive regular emails from a law enforcement professional and school safety expert, the author of "Parenting in a Digital World - A Step-by-Step Guide to Internet Safety." This resource is dedicated to educating parents and children on living safely in both physical and digital environments.
2. **Common Sense Media:**  
A nonprofit organization committed to supporting children in navigating the digital landscape positively. Common Sense Media empowers parents, teachers, and educators by offering unbiased information, trusted advice, and innovative tools to leverage media and technology for the benefit of all children.
3. **Lives in the Balance:**  
Believing that "kids do well if they can," Lives in the Balance focuses on identifying and addressing barriers that hinder children's success. They provide various parental resources to support children in overcoming challenges.
4. **Sexplainer:**  
Guidance from a sexual-health educator, Marine Goldenberg, aimed at assisting parents in communicating effectively with their children about sensitive topics like sex.
5. **Smartsocial.com:**  
An online platform offering resources for parents dealing with social media and their children. Stay informed about current issues through email newsletters and access the Parent University for additional support and guidance.

**Important Note:** Please refrain from texting or calling your student during the school day to minimize distractions and disruptions to the learning environment.

# STUDENT AND PARENT RESOURCES

## Career Counselors

Aleena Garr - last names A-K

Sarah Kohl - last names L-Z

National Child Abuse and Neglect Hotline	1-800-422-4453 or text 847411
National Runaway Safeline	1-800-RUNAWAY
Suicide Prevention Hotline	1-800-273-8255
Teen Health Line	1-800-443-8336
Iowa Domestic Abuse Hotline	1-800-373-1043
Military Crisis Hotline	1-800-273-8255 or text 838255
Befrienders Worldwide - Suicide	<a href="#">Befrienders Worldwide</a>
Suicide Loss Survivors	<a href="#">Suicide Loss Providers</a>
Boys Town National Hotline (Serves Girls, Too)	1-800-448-3000 or text "VOICE" to 20121
Crisis Text Line	Text 741741
Covenant House - Find a Shelter Near You	<a href="#">Covenant House</a>
National Dating Abuse Helpline	1-866-331-9474 or text 22522
The Cyber Civil Rights Initiative - Victims of Nonconsensual Pornography	1-844-878-2274 or visit <a href="#">Stop NCII</a>
Drug and Alcohol Abuse Recovery	<a href="#">Start Your Recovery</a>
Substance Abuse Treatment Facility Locator	<a href="#">Substance Abuse Treatment</a>
LGBT National Help Center Hotline	1-800-246-7743
The Trevor Project - LGBT Suicide Prevention	1-866-488-7386 or text 678678
National Eating Disorders Helpline	1-800-931-2237
National Human Trafficking Hotline	1-888-373-7888 or text 233722
National Center for Missing and Exploited Children	<a href="#">Cyber Tipline</a>
Rape Abuse and Incest National Network	<a href="#">RAINN</a>

Suspected student abuse by any school employee, whether of a physical or sexual nature, should be reported to the Superintendent of Schools at 372-7252.

# DEFINITIONS

**"The district"** Refers to the Fort Madison Community School District.

**"Parents"** Also encompasses "guardian" unless specified otherwise.

**"School grounds"** Encompasses district-owned or operated facilities, properties within the school district's jurisdiction, and school-owned buses, vehicles, and chartered buses.

**"School facilities"** Includes district buildings and vehicles.

**"School activities"** Encompasses all student-involved activities, whether school-sponsored or school-approved, held on or off school grounds.

**"FMJSHS"** Abbreviation for Fort Madison Junior/Senior High School.

**"The board"** Refers to the Fort Madison Community School District Board of Education.

**"Dual enrollment"** Interchangeable with "Concurrent Enrollment" and vice versa.

**"Excused absence"** Refers to permissible absences, ~~limited to nine per school year~~, authorized by a parent or other recognized individual in PowerSchool. After the ninth permissible absence, a legitimate excuse is required for further absences to be considered "excused." Valid excuses may include medical documentation, family emergencies, military affairs, religious holidays, court appearances, or other verified emergencies approved by the school administration. Non-valid excuses comprise social events, work obligations, oversleeping, transportation issues, personal appointments, and college visits without prior approval from the administration. The school administration holds the final authority in determining the excusability of absences beyond the ninth allowable absence.

# ACADEMICS

## [EQUAL EDUCATIONAL OPPORTUNITY - Board Policy 102](#)

Pursuant to Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, and other applicable state and federal laws, the Fort Madison Community School District and its Board of Directors does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, sexual orientation, gender identity, or genetic information (for employment) in any of its education programs, activities, or employment opportunities. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment.

The board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The District has adopted a grievance procedure for processing complaints of discrimination. The District has also adopted a Title IX grievance procedure specifically for processing reports and formal complaints of sex discrimination, including sexual harassment. Inquiries by individuals regarding equal educational and employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may be directed to:

Trisha Hager  
Director of Human Resources and Title IX Coordinator  
1930 Avenue M, Fort Madison, Iowa 52627  
(319) 372-7252  
trisha.hager@fmcscd.org

Inquiries may also be directed, in writing, to Office of Civil Rights, U.S. Department of Education, 230 S. Dearborn Street, 37th Floor Chicago, IL 60604, (312) 730-1560 or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, Iowa, 50319-1004, (515) 281-4121 or 1-800-457-4416. An inquiry or complaint to the agencies set out above may be done instead of, or in addition to, an inquiry or complaint at the district level.

## [ACCELERATION - Board Policy 505.02](#)

Following sound principles of child guidance, it will be our policy not to advocate the skipping of grades. Any exception shall be documented by local testing and recommendation from authorized independent sources such as the Connie Belin National Center for Gifted Education at the University of Iowa.

Students will be given enrichment opportunities at each grade level throughout the school year. Introduction and the teaching of advanced reading and mathematics units will be acceptable procedures. However, competency testing will not be given until the actual grade placement.

Students for whom academic acceleration is considered are generally students who are already achieving academically at a level higher than chronological peers are recognized as having the ability and desire to proceed through the curriculum at a pace faster than the norm. Requests for acceleration should be made to the building administrator prior to April 1 to be effective the following school year. Requests for accommodations at the secondary level can be made to the Guidance Counselors at the high schools.

### **RANGE AND TYPE OF ACCELERATION OPTIONS**

The range and type of acceleration options vary in terms of the degree to which the student is already performing at a higher level than chronological peers or demonstrating the ability and desire to proceed through the curriculum at a faster pace. Some acceleration options are more radical in nature and involve the movement of the students within the current site of enrollment, between enrollment sites, or entirely to a new site. These options are:

OPTION	DESCRIPTION	COMMENTS
Subject-Matter Acceleration	The student is placed for a part of the day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade.	Can result in significant positive academic increases, and socialization is neither harmed nor enhanced. Individual curriculum areas may have own guidelines for acceleration.
Advanced Placement	The student takes courses with advanced or accelerated content (usually at the secondary level) in order to test out of or receive credit for the completion of college-level work.	Has a positive effect for students having been adequately challenged.
Post-Secondary/Concurrent Enrollment	The student, after successfully completing all coursework in a subject offered by the district, enrolls in a class at a post-secondary institution while still attending high school.	Allows students to earn college credit while still in high school. The district may assume part or all of the cost of the courses.

**ELIGIBILITY CRITERIA FOR ACCELERATION**

It should be noted that grade acceleration impacts the student’s academic future in all subsequent grades and is not an action to be taken lightly.

The profile of a strong acceleration candidate includes:

- Iowa Assessment Core or Composite score at or above the 97th National Percentile Rank (NPR)
- A Cognitive Abilities Test (CogAT) standard age Composite score at or above the 97th percentile (administered by ELP personnel)
- Other standardized assessments, if available
- Grades at or near 4.0 PGA
- Scores that are consistently well above class average on daily work and assessments
- Social maturity
- Emotional maturity
- Exemplary work and study habits
- Motivation to do challenging work

**EVALUATION OF ACCELERATION PROCEDURES**

The intent of the following procedures is:

- to determine whether academic acceleration is in the best interest of the student academically, socially, and psychologically
- to identify the most appropriate range and type of accelerative option

The testing, observation, and social history will be completed by designated Fort Madison Community School District staff members, such as the counselor, current teacher, TAG teacher, administration, staff that knows most about the student or a content expert from the content area to be accelerated to. If a parent/guardian chooses additional evaluations by privately-certified individuals, all related costs will be paid by the parent/guardian.

The designated review team is responsible for gathering performance and observation information relative to the current academic, social, and achievement levels of the student. Both qualitative and quantitative data will be collected from teachers, counselors, and parents.

These data may include:

- Social emotional screener such as SAEBRS
- Mental Health Screener
- Achievement test scores –Iowa Assessments, and other nationally-normed and recognized achievement tests
- Cognitive testing – individual or group IQ tests
- Authentic assessment or portfolio information including Common Formatives
- Student progress reports
- Current grade point average (for secondary)
- Any special assessments relative to the process
- Information from parents and educators who know the student in the school setting
- Out-of-level achievement testing to determine the ceiling of student's ability
- Information from the Iowa Acceleration Scale to determine the appropriateness of acceleration
- Self-concept scales to determine the social and psychological nature of the student
- Student interview (where appropriate)

The designated review team, led by the TAG teacher, is also responsible for writing a status report in which all the data gathered in the evaluation process is presented. Upon completion of this report, the evaluation team meets to discuss results and to make a recommendation to the building administrator. The team will recommend no acceleration or the best range and type of acceleration.

### **PLACEMENT RECOMMENDATIONS FOR ACCELERATION**

- Acceleration Recommended: If acceleration is recommended, the review team's written report will demonstrate that all potential consequences of the intervention have been explored and will provide adequate documentation of the benefits of the recommended placement.
- Acceleration Not Recommended: If acceleration is not recommended, the written report will demonstrate that all potential consequences of the intervention have been explored, will provide documentation of why acceleration is not appropriate, and will recommend appropriate options to meet the needs of the student in the current placement.

### **CONFERENCE PROCEDURES REGARDING ACCELERATION**

- The evaluation team and the building principal will meet with the parents to present the status report and the recommendation.
- Following the conference, the written report will be placed in the student's cumulative folder. Individuals not agreeing with the decision may add dissenting reports to the documentation.
- A parent/guardian may appeal the decision by filing a written explanation to the Director of Curriculum and Student Services.

Following a recommendation for acceleration, an educational plan will be written for the student. This plan will include a description of the placement and growth goal and a plan and schedule for monitoring the student's progress. This monitoring will be done by a designated member of the evaluation team for a period up to one trimester. For secondary students who have chosen a Post-Secondary Enrollment Option or an Advanced Placement class, the student's guidance counselor will be the monitor. During this time, the monitor will check in with the classroom teacher in the new classroom, parents, and the building principal. At the end of the 10-week period, one of the following recommendations will be made:

- the student continue in the current accelerated placement
- some adjustments be made in the current accelerated placement
- that the student be returned to the previous placement

At the end of the monitoring period, a final report will be written and placed in the student's cumulative folder.

Please contact Shalisse Johnstun, our Talented and Gifted Coordinator, with any questions regarding acceleration.

## CONCURRENT ENROLLMENT - Board Policy 604.06 and 604.07

In accordance with this policy, students in grades nine through twelve may receive academic or career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

### **Concurrent Enrollment**

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

### **Post-Secondary Enrollment Option**

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course

for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

## Course Catalog

Fort Madison Junior/Senior High School has a proud tradition of offering an outstanding program of academic courses, athletic programs, and co-curricular activities. Our mission of ensuring high levels of learning for all students leads us to seek offerings that will best prepare students for life after high school. Our coursebook provides a brief description of every course and the sequencing of courses designed by each department. We offer a wide variety of courses in all subject areas demonstrating our commitment to helping all students establish a broad foundation for future learning in college, in the workforce, and beyond.

## Course Changes

Changes in a student's course schedule must be made within the first five days of a course beginning. Whether a course change occurs is based upon course availability and what is in the best interest of the student. **Approval for a change in the first five days of a course may be made through counselor approval.** Administrative approval is required for all requests which are made after the fifth day of a course beginning. Approval will only be granted for extenuating circumstances.

Students who drop concurrent enrollment courses after the Southeastern Community College drop date will be disallowed from taking concurrent enrollment coursework for the remainder of the school year, and risk open campus/senior privileges.

## Course Failure

Students who fail a required course at FMJSHS are typically required to retake the course to move onto the next course in the progression to fulfill graduation requirements, including courses in grades 7 and 8. Retaking the course allows students to master the content and skills necessary for academic success. FMJSHS provides support and resources through the counseling department to help students who need to retake a course, ensuring they have the opportunity to succeed and meet graduation standards.

## [EARLY GRADUATION - Board Policy 505.6](#)

Students who wish to graduate from high school in three years or less than the ordinary grade 9-12 sequence would require, may make an application to complete graduation requirements on an altered schedule. The students and parent(s) or guardian(s) will consult with high school counseling personnel in order to develop a graduation plan and will fill out an early graduation request complete with signature of approval from all parties.

Any student may graduate early by notifying the counselors and completing an early graduation request complete with signatures of approval from all parties.

To graduate early, a student must complete the minimum requirements for his/her class in Policy 505.5.

The student completing high school early must wait until the next Commencement ceremony to receive a diploma.

Eligibility for participation by the student in all clubs and extracurricular activities, excluding prom and commencement, will end immediately at the end of any term the student selects for early graduation. Students will not be eligible to hold a class office or be a participant in activities as a representative of any class other than the senior class.

## EXCLUSION FROM SCHOOL PROGRAMMING OR ACTIVITIES - Board Policy 501.17

The instructional program shall include the courses required for each grade level by the State of Iowa Department of Education. The instructional approach shall be nonsexist, multicultural, comprehensive in nature, as determined by the professional staff of the Fort Madison Community School District, and approved by the Board of Directors.

Persons who wish to have their child excluded from regularly scheduled classes and curriculum because of religious or other beliefs must inform the principal of the school.

In notifying the principal, the parent shall abide by the following:

1. The notice shall be in writing;
2. The objection shall be based on religious or other beliefs;
3. The objection shall state why the program or activity violates the parental beliefs; and
4. The objections will suggest a proposed alternative course of study or activity.

The principal and parent will make the determination based upon, but not limited to, such factors as:

1. Availability of an approved alternative course of study or activity;
2. Whether allowing the exclusion places the school in a position that supports a particular religious or other belief; and
3. Whether the program or activity is required for promotion to the next grade level, or for high school graduation.

A student granted such exclusion shall be required to attend other regularly scheduled classes if available, a supervised study hall, or other appropriate courses or activity as determined by the principal in consultation with the parent.

Attendance at and participation in assemblies, field trips, and other outside of classroom activities will be encouraged but are not considered mandatory.

The building principal has the authority to make the final determination of exclusion on a case by case basis after consultation with parents, but this does not eliminate rights of appeal.

## Flex Period/WIN (What I Need)

Flex/Win time is scheduled every weekday from Monday to Friday at FMJSHS. This time slot is designated for various purposes:

- Supporting students who miss Prep/Practice sessions.
- Assisting students with assessment revisions or missed assessments.
- Providing extra teacher support.
- Offering foundational interventions in math, reading, or science.
- Engaging all students in reading and math activities based on their current proficiency level.

Students who are not yet proficient or are in the developing stage, or those who have not demonstrated learning progress, are typically assigned to Flex/Win. This time allows for individualized paths to proficiency and growth along those paths. Attendance at Flex/WIN is mandatory for all FMJSHS students.

Students are expected to check the SecurelyFlex platform at the start of the school day and before the Flex/WIN period to ensure they know where they should be for intervention or extension activities. Failure to attend Flex/WIN, being in an incorrect location during Flex/Win, consistent tardiness, or disruptive behavior during Flex/WIN may result in being excluded from extracurricular activities or games on that day or for the season.

## GRADUATION REQUIREMENTS - Board Policy 505.05

- Students are required to take the state achievement test in grades 9, 10, and 11

- Unless approved for senior open campus privileges, students will be scheduled for 16 courses per school year. The Minimum requirement to be a full-time student is ten credits, including a physical education credit per year. Students who are not full-time students may not participate in any extracurricular activities. Administrative approval is required in the case of extenuating circumstances.
- The number of graduation credits required by a student who transfers to FMJSHS will be handled on a case-by-case basis.
- General requirements will be met through courses in:
 

a)	English/Language Arts	8 Credits
b)	Physical Education	4 Credits (to include CPR) (at least 1 PE course per school year)
c)	Mathematics	6 Credits
d)	Science	6 Credits
e)	Social Studies	3 Credits
f)	United States Government	1 Credit
g)	American History	2 Credits
h)	Financial Literacy	1 Credit (to be completed in Economics)
i)	Electives	25 Credits
j)	Service Learning	40 Hours
k)	CPR	Successful completion of training
- Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Plan (IEP). Prior to the student's graduation, the IEP team shall determine that the graduation requirements have been met.
  - a) Graduation requirements for special education students will include successful completion of four years of English, three years of math, three years of social studies, and three years of science.
- Students at the Creative Learning Center (CLC) will graduate with the Fort Madison High School seniors. The Fort Madison CLC graduation requirements are identical to those of Fort Madison High School.

## National Honor Society (NHS)

The National Honor Society aims to cultivate enthusiasm for scholarship, encourage a spirit of service, foster leadership qualities, and promote character development in students. Membership in the National Honor Society is granted to students who exemplify these attributes. The selection process for admission into the National Honor Society is as follows:

1. Eligibility:  
Students in designated grades with a minimum cumulative GPA of 3.4 will be invited to participate in an orientation meeting following the completion of their freshman year (other grades may be eligible based on specific requirements).
2. Orientation Meeting:  
Students attending the orientation session will receive a selection packet and guidance on completing the necessary materials. They will also receive examples of leadership and service to incorporate into their application.
3. Evaluation:  
Teachers who have taught the student in grades 7-12 will assess the student's leadership, service, and character based on the completed selection materials.
4. Committee Review:  
The teacher evaluations and student selection materials will be reviewed by a five-person faculty committee.
5. Selection:  
Students selected for the National Honor Society will require a majority vote from the committee. Those who receive the majority vote will be invited to the induction ceremony. Students not selected will receive feedback on areas where their character, leadership, or service fell short.

### **Appeal Process:**

Students/Parents who believe that the selection process was not followed correctly can appeal to the administration

within one week of receiving the notification. Members of the National Honor Society are held to higher standards and may face dismissal for violating the Good Conduct Policy.

## PHYSICAL EDUCATION - Board Policy 603.06

Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses if:

- the student is enrolled in academic courses not otherwise available or
- the student has obtained a physical education waiver for a trimester because the student is actively involved in an athletic program.
- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study, or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

## Physical Education Interscholastic Athletic Program Waiver

### **Purpose and Philosophy:**

The Board of Education acknowledges the importance of physical activity in fostering both physical and mental well-being. It also recognizes that many students engage in active lifestyles through interscholastic athletic programs, often exceeding the required hours for physical education. Thus, any Fort Madison High School (FMHS) student who participates in and completes an interscholastic athletic program may be exempt from physical education for that academic year.

### **Requirements:**

- Students in grades nine through twelve must enroll in physical education courses unless excused by the school principal.
- Excusal reasons include:
  - Enrollment in academic courses not otherwise available.
  - Conflict between participation in a physical education course and the student's religious beliefs.
  - Active involvement in an organized and supervised interscholastic athletic program through FMHS.
- A written request from parents is required for exemption.
- Each student may receive only one exemption per school year.
- One credit of physical education per year is mandatory for graduation. Additional elective physical education courses do not count toward this requirement.

### **Guidelines:**

1. The student-athlete must actively participate in and complete a season of an interscholastic athletic program during the exemption year.
2. Starting dates for athletic programs are set by the IHSAA and IGHS AU. Cheerleading and dance starting dates are determined by advisors and the Activities Director.

3. Successful completion of an approved athletic program entails participation for the full season.
4. Applications for exemption from physical education must be submitted to the activities office by the last day of each school year for consideration in the student's schedule for the following year.
5. Exemption applications can be obtained from the activities office or accessed as a PDF or [link](#) through student email.

#### **Points of Emphasis:**

- The required participation must be supervised by a State of Iowa certified interscholastic coach.
- Participation should amount to ten hours weekly and focus on aerobic and/or cardiovascular activities.
- Students who disqualify themselves for a physical education exemption will have the exemption revoked, and a physical education course at FMHS will be prioritized in their current school year schedule. Failure to complete either an athletic program or physical education course due to time constraints may impact twelfth-grade students' graduation eligibility.
- The administration has the final say in cases where incidents may prevent a student from completing a full season.
- Exempted students must adhere to building requirements concerning attendance, behavior, and academic progress. The administration reserves the right to accept or revoke exemptions.

#### **Qualifying Interscholastic Athletic Programs:**

- Football
- Volleyball
- Cross Country
- Girls' Swimming through Burlington High School
- Cheerleading (both fall and winter seasons required for exemption)
- Dance
- Basketball
- Wrestling
- Soccer
- Track & Field
- Tennis
- Golf

### **PE Exemption Waiver**

### **PowerSchool**

To track their academic progress, students can conveniently use the PowerSchool portal on the Internet. Through this portal, students and parents/guardians can view scheduling details, report cards, transcripts, current term grades, and attendance records. Parents have the option to establish their Parent Portal access or seek guidance from the counseling department for assistance.

### **Prep/Practice and Assessments**

Upon returning from an absence, all students are required to complete the prep/practice assigned in class. The duration for completing missed work will be determined by the teacher. Students who were informed about upcoming assignments or assessments may need to address these tasks immediately upon their return to school. It is essential for the student to communicate with the teacher regarding make-up work. The teacher is responsible for providing the necessary assignments and assigning the student to Flex/WIN until the prep/practice is finished. Failure to fulfill obligations related to Prep/Practice may result in the student being withdrawn from the course with a failing grade, irrespective of their performance on priority standard assessments.

## Progress Reports

Parents have the ability to view their child's attendance and grades through the PowerSchool portal. Grades will be refreshed by 8:30 every Monday morning. This portal allows parents/guardians to monitor their child's performance in courses. Should any queries arise regarding a progress report, students or parents are encouraged to reach out to the teacher initially. If further questions remain, the student or parent may then contact the administration for assistance.

# ALTERNATIVE PROGRAMS

## ENGLISH AS A SECOND LANGUAGE - Board Policy 607.4

The Board will provide an English as a second language (ESL) program for language-different pupils who possess limited or no command of the English language.

The purpose of instruction in English as a second language (ESL) will be to assist the child in an effective transition to English and to the English-speaking classroom.

Provisions for proper identification of non-English speaking students:

Building principals, with the aid of his/her staff, will annually be expected to follow these three (3) provisions in identifying students in the building:

**CRITERIA:** Student first learned a language other than English; student comes from a home where the language usually spoken is other than English; or usually speaks a language other than English.

**PROVISION FOR ASSESSMENT:** A proven Language Assessment Battery will be administered at Level I (K-2), Level II (3-6), and Level III (7-12). A student may exit the program after 1) English proficiency tests indicate that his/her English is sufficient for success in a regular classroom or 2) the student is recommended for the regular program by the ESL teacher.

## PRIVATE INSTRUCTION - Board Policy 604.01

The Fort Madison Community School District recognizes that families with students of compulsory attendance age may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

Independent private instruction means instruction that meets the following criteria:

- (i) is not accredited,
- (ii) enrolls not more than four unrelated students,
- (iii) does not charge tuition, fees, or other remuneration for instruction,
- (iv) provides private or religious-based instruction as its primary purpose,
- (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies,
- (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the

primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled,

(vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and

(viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

## [PROGRAM FOR TALENTED AND GIFTED STUDENTS - Board Policy 604.03](#)

The Board recognizes some students require programming beyond the regular education program. The Board will identify students with special abilities and provide education programming.

# ATTENDANCE

## Regular Attendance

Students are required to adhere to the school calendar regarding the number of days or hours school is in session. Regular attendance in class is essential and should be a top priority for students. Attendance is not just a legal obligation as per Iowa Law (Iowa Code Chapter 299), but it is also vital for students to fully engage in and benefit from the educational program at Fort Madison Junior/Senior High School and achieve their academic goals. While FMJSHS strongly believes that in-person attendance offers the best learning opportunities, exceptional circumstances such as public emergencies declared by state or local authorities may arise, temporarily hindering students from attending school in person. In such instances, the superintendent holds the authority to make appropriate accommodations, on a case-by-case basis, for students to participate in remote learning options. Attendance will still be recorded during these remote learning experiences.

## Registration and Enrollment

For students and parents new to the enrollment and registration process with the Fort Madison Community School District, the initial step is to visit their designated school and request to meet with the registrar. At FMJSHS, the registrar fulfills the role of both registrar and counseling secretary. Throughout this procedure, students and parents will be required to complete a records request form, granting FMJSHS permission to reach out to their previous school to acquire academic records. Depending on scheduling availability, students may also have the opportunity to engage with administrators, counselors, teachers, coaches, and other relevant staff members.

[NEW STUDENT Registration Link \(English\)](#)

[RETURNING STUDENT Registration Link \(English\)](#)

[NEW STUDENT Registration Link \(Spanish\)](#)

[RETURNING STUDENT Registration Link \(Spanish\)](#)

## ATTENDANCE CENTER ASSIGNMENT - Board Policy 501.05

The board will have complete discretion to determine the boundaries for each attendance center, to assign students to the attendance centers.

It is the responsibility of the superintendent to make a recommendation to the board annually regarding the assigned attendance center for each student. In making the recommendation, the superintendent will consider the geographical layout of the school district, the condition and location of the school district facilities, the location of student population, possible transportation difficulties, financial condition of the school district and other factors deemed relevant by the superintendent or the board.

Parents or guardians of siblings in the same grade level academically in grades kindergarten through grade five may request the siblings be placed in the same or different classrooms. In order to be valid, the request must be made in writing and submitted to the school principal at the time of registration for classes, or within fourteen days after the children's first day of attendance during the school year. If a valid request is received by the school principal, the request must be honored. While a parent or guardian may make a placement request that siblings be placed together or apart, the district administration retains complete discretion to select the classroom teacher(s) to which siblings are assigned. If after the initial grading period following the placement of siblings in the same or different classrooms the school principal determines the placement is disruptive to the class; the principal may assign one or more of the siblings to different classrooms.

## College Visits

Juniors and seniors at Fort Madison Junior/Senior High School are encouraged to explore college campuses during weekends or school holidays. In the event that visits cannot be arranged during these periods, FMJSHS juniors and seniors have the opportunity to be excused for up to two days per school year to visit college campuses. This excusal must be approved by the counseling department in conjunction with administration, provided the student presents a note signed by their parent.

## COMPULSORY ATTENDANCE - Board Policy 501.03

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the Board. Students will attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 1085 hours. Students not attending the minimum hours must be exempted by this policy as listed below or referred to the county attorney. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
  - are attending religious services or receiving religious instruction;
  - are attending an approved or probationary-approved private college preparatory school;
  - are attending an accredited nonpublic school; or
  - are receiving competent private instruction.

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

The truancy officer, principal or other school official will investigate the cause for a student's truancy. If the truancy officer, principal or other school official is unable to secure the truant student's attendance, the truancy officer, principal or other school official should discuss the next step with the superintendent. If the student is still truant, the truancy officer, principal or other school official will refer the matter over to the county attorney.

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

## HOMELESS CHILDREN AND YOUTH - Board Policy 501.16

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

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

The term includes:

Children and youth who are:

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

- Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

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

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

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

NOTE: This is a mandatory policy.

## Inclement Weather

In the event of school closure due to inclement weather before the start of the school day, students and parents will receive notifications via PowerSchool through voice, text, and email. While some of these days may be factored into the school calendar, there might be occasions where makeup days are necessary.

If school is dismissed early due to severe weather conditions, parents will be informed through the same communication channels. Updates on the status of the school's transportation services will also be provided using voice, text, and email.

Unless weather conditions pose a hindrance, students will be transported back to their usual drop-off locations. If weather conditions are too severe for regular transportation, students will either remain at school or be returned to school until parents can arrange for pick-up.

Decisions regarding the continuation of extracurricular activities or practices during or after school on days affected by inclement weather will be made by the FMJSHS activities department in consultation with the superintendent on a case-by-case basis, regardless of school closure or early dismissal.

## [LEAVING DURING THE SCHOOL DAY - Board Policy 501.11](#)

Any request to depart the school premises during school hours, including lunch breaks, must be authorized through the attendance office. Once approval is granted, it becomes the student's responsibility to inform their teachers of their impending absence from class or need to leave during instructional time. For safety precautions, students are required to be personally signed out by an authorized parent in the main office before exiting the building. Unauthorized departure from school will be considered as truancy.

Upon returning to school on the same day, students must sign back in at the main office and acquire a pass for re-entry to class.

Valid reasons for a student's release during the school day may include, but are not restricted to, illness, family emergencies, medical appointments, religious education, classes at a different location, employment with a work permit, and other justifiable reasons as determined by the principal.

## Open Campus - [Open Campus Permission Form](#)

FMJSHS aims to foster responsible young adults and provides limited open campus rights for students. Students in grades 9-12 may qualify for open campus privileges if they meet the following criteria:

- Parental approval is required through a signed permission form for open campus access.
- Demonstrated proficiency on standardized assessments (MAP, ISASP, etc) or appropriate growth from previous assessments for students in grades 10-12.
- Senior status with 35 credits, junior status with 27 credits, and sophomore status with 15 credits.
- Seniors with a cumulative 2.0 G.P.A., juniors with a 2.50 G.P.A., and sophomores with a 3.0 G.P.A.
- Progress shown on standardized tests (MAP & ISASP).
- Successful completion of coursework in the previous school year without failure.
- Accumulation of three or fewer unexcused absences in the previous school year.
- Maintenance of passing grades.
- Mandatory attendance at all homerooms and special meetings, staying informed of daily announcements sent via FMCS D email.
- Seniors must have a minimum of three periods per term to maintain full-time student status and open campus eligibility.
- Attendance at the three class periods preceding an after-school activity is required for extracurricular participation, with exceptions for extenuating circumstances.
- Sophomore and junior students are limited to open campus privileges during the lunch period only.

It is crucial to note that schedules will not be adjusted to accommodate open campus privileges. Administration reserves the right to revoke open campus access at any time. Parents should understand that while a student exercises open campus privileges, the school administration may not be aware of the student's whereabouts; however, students are still bound by the rules and regulations outlined in the student handbook and may face disciplinary action for any violations.

## [NON-RESIDENT STUDENTS - Board Policy 501.02](#)

Students who are eligible to attend an Iowa public school but who are not legal residents of the school district may be admitted into the school district at the discretion of the superintendent upon application and payment of tuition. The tuition rate is the current per-pupil cost of the school district as computed by the board secretary and as authorized by the Iowa Department of Education.

Resident students whose families move from the school district after the start of a semester and who wish to complete the semester in their former resident school district will be permitted to attend. Students who plan to open enroll to their former resident district for the next school year may do so without approval of the board.

Students in grades eleven or twelve who are no longer residents of the school district, but were residents in the preceding school year, may continue to attend school until they graduate without the payment of tuition. These students may be required to identify an adult, who resides in the school district, identified for purposes of administration.

Nonresident students who are eligible to attend an Iowa public school and who have evidence they will become legal residents of the school district prior to October 1 may be allowed to attend without the payment of tuition.

## OPEN ENROLLMENT TRANSFERS IN - Board Policy 501.15

The school district will participate in open enrollment as a receiving district. As a receiving district, the board will allow nonresident students, who meet the legal requirements, to open enroll into the school district. The board will have complete discretion to determine the attendance center of the students attending the school district under open enrollment.

The superintendent will approve within 30 days incoming kindergarten applications; good cause application; or continuation of an educational program application.

The superintendent will notify the sending school district and parents within five days of the school district's action to approve or deny the open enrollment request.

Open enrollment requests into the school district will not be approved if insufficient classroom space exists. Open enrollment requests into the school district will also not be approved for students who have been suspended or expelled by the administration or the board of the school district the student is or was attending until the student has been reinstated into the school district from which the student was suspended or expelled. Once the student is reinstated, the student's open enrollment request will be considered in the same manner as other open enrollment requests provided the required timelines are met.

Open enrollment requests into the school district that, if denied, would result in students from the same nuclear family being enrolled in different school districts, will be given highest priority. The board, in its discretion, may waive the insufficient classroom space reason for denial for students of the same nuclear family to prevent the division of a nuclear family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

Students in grades nine through twelve open enrolling into the school district will be eligible for participation in interscholastic athletics, at the varsity level, in accordance with applicable law.

Parents of students whose open enrollment requests are approved by the (board or superintendent) are responsible for providing transportation to and from the receiving school district without reimbursement. The board will not approve transportation into the sending district.

An open enrollment request into the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factors for approval of such an open enrollment request will be whether the special education program available in the school district is appropriate for the student's needs and whether the enrollment of the special education student will cause the class size to exceed the maximum allowed. The area education agency director of special education serving the school district will determine whether the program is appropriate. The special education student will remain in the sending district until the final determination is made. For children requiring special education, the receiving district will complete and provide to the resident district the documentation needed to seek Medicaid reimbursement for eligible services.

The policies of the school district will apply to students attending the school district under open enrollment.

It is the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

## OPEN ENROLLMENT TRANSFERS OUT - Board Policy 501.14

The school district will participate in open enrollment as a sending district. As a sending district, the board will allow resident students who meet the requirements to open enroll to another public school district.

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district in accordance with district practice. The notice is made on forms provided by the Iowa Department of Education. The forms are available at the central administration office.

Parents of children who will begin kindergarten and prekindergarten children enrolled in special education programs and included in the district's basic enrollment will file in the same manner set forth above.

The receiving district will approve or deny open enrollment requests according to the timelines established by law. The parents may withdraw the open enrollment request prior to the receiving district's board's approval of the application. The receiving district's superintendent will notify the parents and the sending school district by mail within five days of the school district's action to approve or deny the open enrollment request.

The board will not approve a student's request to allow the receiving district to enter the school district for the purposes of transportation. The District will request that the receiving districts communicate any routes for student pickup encroaching on FMCS D boundaries.

An open enrollment request out of the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factor for approval of such an open enrollment request will be whether the special education program available in the receiving school district is appropriate for the student's needs. The area education agency director of special education serving the receiving district will determine whether the program is appropriate. The special education student will remain in the school district until the final determination is made.

It is the responsibility of the superintendent to maintain open enrollment request applications and notice forms. It will also be the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

## Parental Communication Policy/Information

To pick up students, have lunch with, or visit students during the school day, the school is legally restricted to individuals pre-approved by the parent. This includes grandparents, siblings, other relatives, friends, boyfriends, girlfriends, etc.

Approval of individuals by the parent can be arranged during registration, modified through the PowerSchool Parent Portal, or requested by the first contact priority at any time. All changes must be endorsed by the student's first contact priority in PowerSchool. Notification is a one-time requirement, and approved individuals will remain on the list as long as the student is enrolled in high school. It is advisable to review the list of approved individuals annually, which can be done during registration or by contacting the office.

If an unapproved individual seeks to interact with a student at the high school, access will not be granted by FMJSHS.

In the event of a student changing residences, the student or parent must notify the principal's office of the address change. Any updates to telephone numbers in the student's contact profile are also the responsibility of the parent, achievable by contacting the main office or updating the information on the PowerSchool Parent Portal. FMCS D reserves the right to ask for address verification from parents if there are indications of an address change.

Students may only **leave campus to** have lunch with pre-approved visitors during their designated lunch period.

## PowerSchool - School Messenger

Fort Madison Junior/Senior High School uses PowerSchool to notify parents of student absences via text and phone call. These notifications are designed to keep you informed about your child's daily attendance. While the system is a helpful tool, it isn't infallible; if you believe you received an incorrect notification or have any questions regarding your child's attendance, please call the attendance office at (319) 372-1862.

## PREGNANT STUDENTS - Board Policy 501.12

The board encourages pregnant students to continue to attend the education program as long as they are physically able to do so. The pregnant student may notify the principal or the guidance counselor as soon as she is aware of the pregnancy. The school may require that a pregnant student provide the principal with a written note from her doctor relative to special conditions that might exist and specific suggestions as to how long the student may continue to attend classes. If the student is unable to attend school because of her pregnancy, the student may be excused and arrangements made to continue her studies during her absence. The student will resume classes upon the recommendation of her physician.

## RESIDENT STUDENTS - Board Policy 501.01

Children who are residents of the school district community will attend the school district without paying tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a student may establish a dwelling with someone other than the parents and attend public school in the school district without paying tuition if the primary purpose for residing in the school district is not for the purpose of obtaining a free public education. Further, students who have reached the age of majority and who are still eligible to attend an Iowa secondary school may declare their residence independent of the residence of the parents.

Each case involving the bona fide residence of a student will be decided upon its individual merits by the superintendent.

## Returning From an Absence During the School Day

Upon returning to school from an absence during the school day, the student is required to check in at the attendance office at FMJSHS, situated in the high school office. This procedure is intended for monitoring student activity and attendance and does not serve as an excuse or justification for the absence.

## STUDENT ABSENCES – EXCUSED – Board Policy 501.9

Regular attendance by students is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.

Student absences approved by the principal are excused absences. Excused absences will count as days in attendance for purposes of the truancy law. These absences include, but are not limited to, illness, family emergencies, recognized religious observances, appointments that cannot be scheduled outside the school day and school sponsored or approved activities.

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. However, there may be rare and unusual circumstances created by public emergencies declared by state or local officials which temporarily prevent students from attending traditional, in-person school. In these circumstances, the superintendent will have discretion to make reasonable accommodations for students, on a case by case basis, to attend school through remote learning opportunities within the available resources of the district and as permitted by law. During approved remote learning, attendance will be taken, assessments may be administered, and grades will count towards students' cumulative grade point average as if they were attending in person. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans will be determined by each respective IEP or Section 504 team.

Students whose absences are approved will make up the work missed and receive full credit for the missed school work. It is the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed.

Students who wish to participate in school-sponsored activities must attend school one-half day the day of the activity unless permission has been given by the principal for the student to be absent.

It is the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school on that day. The principal may request evidence or written verification of the student's reason for absence.

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

## [STUDENT ATTENDANCE RECORDS - Board Policy 501.08](#)

As part of the school district's records, the daily attendance of each student is recorded and maintained on file with the permanent records of the board secretary. It is the responsibility of the principals to ensure that such reports are filed with the Board Secretary, the custodian of school records.

Iowa law now requires school districts to notify the Iowa Department of Transportation when a student under the age of 18 voluntarily withdraws from school. Students dropping out of school will have their driver's license suspended.

## [STUDENTS OF LEGAL AGE - Board Policy 501.13](#)

Students who have attained legal age may continue the education program without payment of tuition as long as they are eligible to attend an Iowa public school and are residents of the school district.

Parents will be allowed to access and view the student's records without written permission from the student if the student is still a dependent for tax purposes. In most cases, with the discretion of the principal or the superintendent, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.

## [STUDENT RELEASE DURING SCHOOL HOURS - Board Policy 501.11](#)

Students will be allowed to leave the school district facilities during school hours only with prior authorization from their parents, unless the parent appears personally at the student's attendance center to arrange for the release of the student during school hours, or with the permission of the principal.

Approved reasons for release of a student during the school day shall include, but not be limited to, illness, family emergencies, medical appointments, religious instruction, classes outside the student's attendance center, employment for which the student has been issued a work permit, and other reasons determined appropriate by the principal.

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

## [Student Request for Absence](#)

Students anticipating an extended absence should obtain an absence request form from the counseling office at least one week before the absence. All teachers are required to document missed work, the student's current grade, and provide their initials on the form. The form must be signed by a parent before being submitted to the main office for administrative approval.

## STUDENT REQUEST FOR REMOTE LEARNING - Board Policy 501.9-E(1)

The form contained within Board Policy 501.9-E(1) is to be utilized by parents/guardians of a student who, during the course of a declared public emergency, believe that further attendance by the student at traditional in-person school would be detrimental to the health or safety of the students of the student's family member residing with the student. The form is **not necessary** when the school building is closed to traditional in-person learning and remote learning opportunities are already available to students. It is only to be utilized during a public emergency declared by state or local officials when traditional in-person learning continues to be held.

## STUDENT TRANSFERS IN - Board Policy 501.06

Students who transfer into the school district must meet the immunization and age requirements set out for students who initially enroll in the school district.

The school district will request the student's cumulative records from the previous school district. If the student cannot offer proof of grade level, the superintendent will make the grade level determination. The superintendent may require testing or other information to determine the grade level. Students expelled or suspended from their previous school district will only be enrolled after approval of the board.

The superintendent will determine the amount of credits to be transferred. If the student has not previously attended an accredited school, it is within the superintendent's discretion to accept or reject credits or grades.

The board may deny admission if the student is not willing to provide the board with the necessary information.

## STUDENT TRANSFERS OUT OR WITHDRAWALS - Board Policy 501.07

If the student's parents wish to withdraw or transfer the student from school prior to completing and graduating from the education program, they should notify the superintendent in writing as soon as possible of the decision to withdraw or transfer the student from the education program. The student or parent should present this written notice at the office and receive instructions regarding the return of textbooks, library books, locker equipment, hot lunch tickets, etc.

The notice should state the student's final day of attendance. If the student is not enrolling in another school district, the school district will maintain the student's records in the same manner as the records of students who have graduated from the school district.

If the parents wish to have the student's cumulative record sent to the new school district, the parents must notify the superintendent in writing. This notice will include the name of the school district and the person at the new school district to whom the student's cumulative records should be sent. If the new school district requests the student's cumulative records, the school district will forward the cumulative records and notify the parents the records have been sent. The notice will inform the parents of their right to review the records sent.

If the student is of compulsory education age and not transferring to another public school district or an accredited nonpublic school, the parents will notify the superintendent's office that the student is receiving competent private instruction and file the necessary competent private instruction reports.

## School Calendar

The school calendar for Fort Madison Community School District is subject to potential revisions during the school year due to weather, emergencies, or other unforeseen circumstances. The approved calendar can be accessed on [www.fmcsd.org](http://www.fmcsd.org) under "Families and Students" and selecting "District Calendar and Events."

## School Cancellations/Delays

The Power Announcement system, our school's automated calling system, will be utilized to inform parents of any schedule changes promptly. Notifications for delays, early dismissals, or cancellations will be distributed via text, email, and phone call through the Power Announcement system.

## School Withdrawal:

Students will be withdrawn from school if they meet the following criteria:

- Accumulate more than ten consecutive days of unexcused absences.
- Are not subject to compulsory attendance.
- Are not receiving homebound instruction or services mandated by the Individuals with Disabilities Education Act (IDEA).

The school truancy officer, in conjunction with building administration, will notify parents of students who will be withdrawn based on the above conditions.

Students who are mandated to attend school but no longer reside in the district, or have transitioned to a private school or home study program, will also be withdrawn.

Students who are withdrawn will have their withdrawal date set retroactively to the first day of the consecutive unexcused absences.

## STUDENT SCHOOL TRANSPORTATION ELIGIBILITY - Board Policy 711.01

Elementary and middle school students living more than two miles from their designated school attendance centers and high school students living more than three miles from their designated attendance centers are entitled to transportation to and from their attendance center at the expense of the school district.

Transportation of students who require special education services will generally be provided as for other students, when appropriate. Specialized transportation of a student to and from a special education instructional service is a function of that service and, therefore, an appropriate expenditure of special education instructional funds generated through the weighting plan.

Transportation of a student to and from a special education support service is a function of that service, and is specified in the individualized education program (IEP) or the individualized family service plan (IFSP). When the IEP or IFSP team determines that unique transportation arrangements are required and the arrangements are specified in the IEP or IFSP, the school district will provide one or more of the following transportation arrangements for instructional services and the AEA for support services:

- Transportation from the student's residence to the location of the special education and back to the student's residence, or child care placement for students below the age of six.
- Special assistance or adaptations in getting the student to and from and on and off the vehicle, en route to and from the special education.
- Reimbursement of the actual costs of transportation when by mutual agreement the parents provide transportation for the student to and from the special education.

The school district is not required to provide reimbursement to parents who elect to provide transportation in lieu of agency-provided transportation. The Board at its discretion may provide transportation for some or all resident pupils who are not entitled to transportation. Pro-rata costs may be collected from the parent or guardian.

A student may be required, at the Board's discretion, to meet a school vehicle without reimbursement up to three-fourths of a mile. The Board may require the parent to transport their children up to two miles to connect with school bus vehicles at the expense of the school district when conditions deem it advisable. It is within the discretion

of the Board to determine such conditions. Parents of students who live where transportation by bus is impracticable or unavailable may be required to furnish transportation to and from the designated attendance center at the expense of the school district. Parents, who transport their children at the expense of the school district, are reimbursed at the rate per mile set by the state.

Transportation arrangements made by agreement with a neighboring school district will follow the terms of the agreement. Students, who choose to attend a school in a school district other than their resident school district, will provide transportation to and from the school at their own expense.

## TRANSPORTATION IN INCLEMENT WEATHER - Board Policy 711.08

School district buses will not operate when weather conditions due to fog, rain, snow or other natural elements make it unsafe to do so. Because weather conditions may vary around the school district and may change quickly, the best judgment possible will be used with the information available.

The final judgment as to when conditions are unsafe to operate will be made by the superintendent. The superintendent will be assisted by the actual "on location" reports of the transportation director.

Employees and students will be notified when school is canceled or temporarily delayed. When school is canceled because of weather anywhere in the school district, all schools will be closed.

Buses may run the non-hazardous routes (ie: highways, town roads, blacktops) which are developed by the director of transportation. Routes will be run on emergency routes only with proper notice to district patrons. In the event emergency routes only are run, students who live on routes not receiving district transportation may be excused from school. When emergency only routes are in place, they are in effect for both AM and PM district transportation for that designated day.

When weather conditions deteriorate during the day after school has begun, cancellation notices will be announced. Students will be returned to their regular drop-off sites unless weather conditions prevent it. In that case, students will be kept at or returned to school until they are picked up by the parents.

## TRANSPORTATION OF NONRESIDENT AND NONPUBLIC STUDENTS - Board Policy 711.05

The board has sole discretion to determine the method to be utilized for transporting nonresident and nonpublic students. Nonresident students paying tuition may be, and resident students attending a nonpublic school accredited by the State Department of Education, will be transported on an established public school vehicle route as long as such transportation does not interfere with resident public students' transportation. Nonresident and nonpublic school students will obtain the permission of the superintendent prior to being transported by the school district.

Parents of resident students who provide transportation for their children attending a nonpublic school accredited by the Iowa Department of Education will be reimbursed at the established state rate. This reimbursement is paid only if the school district receives the funds from the state. If less than the amount of funds necessary to fully reimburse parents of the nonpublic students is received by the school district, the funds will be prorated.

The charge to the nonresident students is determined based on the students' pro rata share of the actual costs for transportation. The parents of these students are billed for the student's share of the actual costs of transportation. The billing is according to the schedule developed by the superintendent. It is the responsibility of the superintendent to determine the amount to be charged and report it to the board secretary for billing.

Continued transportation of nonresident and nonpublic school students on a public school vehicle route will be subject to resident public school students' transportation needs. The superintendent will make a recommendation annually to the board regarding the method to be used. In making a recommendation to the board, the

superintendent will consider the number of students to be transported, the capacity of the school vehicles, the financial condition of the school district and other factors deemed relevant by the board or the superintendent.

Nonresident and nonpublic school students are subject to the same conduct regulations as resident public students as prescribed by board policy, and to other policies, rules, or regulations developed by the school district regarding transportation of students by the school district.

## **TRUANCY - UNEXCUSED ABSENCES - Board Policy 501.10 AND 501.10-R(1)**

Regular attendance by the students at school is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students will attend school unless excused by the principal of their attendance center.

Truancy is the failure to attend school for the minimum number of days established in the school calendar by the board. Truancy is the act of being absent without a reasonable excuse. These absences will include, but not be limited to, [tardiness, shopping, hunting, concerts, preparation or participation in parties and other celebrations and employment]. Truancy will not be tolerated by the board.

Students are subject to disciplinary action for truancy including suspension and expulsion. It is within the discretion of the principal to determine, in light of the circumstances, whether a student may make up work missed because of truancy. Students receiving special education services will not be assigned to alternative placement unless the goals and objectives of the student's Individualized Education Program are capable of being met.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. The administrative regulations will indicate the disciplinary action to be taken for truancy.

### **A. Absences**

1. Parents are expected to notify the school prior to 8:45 a.m. regarding a student's absence on the day of the absence. All absences must be reported within one day of the absence to be considered excused.

Students absent from school for any reason may be required by the school to submit a written explanation or specific reason for their absence, the specific days or times they were absent, verification by the doctor or dentist where appropriate, and a signature of the parent.

2. Acceptable reasons for a student's absence from school are limited to the following:
  - a. religious observances;
  - b. extended illness, hospitalization or doctor's care;
  - c. death in the family or family emergency; and
  - d. court appearance or other legal situation beyond the control of the family.
3. Classes missed because of attendance at a school-sponsored trip or activity will not be considered an absence. However, the student will be required to make up work missed.
4. Suspensions from class [either in-school suspension or out-of-school suspension] will be treated as school-initiated student absences and will not count toward the days absent. However, the student will be required to make up work missed.
5. School work missed because of absences must be made up within two times the number of days absent, not to exceed 10 days. The time allowed for make-up work may be extended at the discretion of the classroom teacher.

### **B. Tardiness**

1. A student is tardy when the student initially appears in the assigned area any time after the designated time.

2. Teachers will emphasize the importance of being on time and explain the classroom rules and procedures for tardies. The tardy sanctions should be consistently applied and sequential. Sanctions may include, but are not limited to, warning, assigned detention, parent contact and referral to the administration.

### C. Truancy

1. A student is truant when the student is absent from school or an assigned class or classes without school permission.

2. Work missed because of truancy must be made up the same as work for all other absences.

3. Incidents of truancy will be recorded as part of a student's attendance record and will count toward the absences per trimester. The administration will also determine what, if any, disciplinary action is appropriate including, but not limited to, warning, detention, in-school suspension or administrative referral.

### D. Excessive Absenteeism

Excessive absenteeism is any absence beyond 9 days or individual class meetings per year.

1. When a student has been absent from school 3 times during a given trimester, the student's parent will be contacted via telephone or mail regarding the student's attendance. The truancy officer or building administrator will initiate a 5-day notification process.

2. After 9 absences the parent/guardian must submit a valid and reasonable excuse for approved absences by administration or the absences will be considered truant.

- Medical excuse
- Legal matter
- Religious observance
- Family death or emergency

C. If truancy support services do not improve attendance rates the truancy officer/administrator may refer to the county attorney's office.

## Unexcused Absences - Consequences

If a student is unexcused for one or more classes, but not the entire school day, disciplinary actions may include lunch detentions, after-school detentions, or potential loss of extracurricular activities.

For a student unexcused for a full day of classes, they may spend the following two days in a structured school-day format, with supervised transitions between classes and lunch with restorative staff. If all missing assignments are not completed during this structured period, the student may continue in this format until caught up in all classes.

Schoolwork missed due to absences must be completed within two times the number of days absent, not exceeding five days. Classroom teachers may extend the make-up period at their discretion. Students are permitted to make up all missed work, whether due to excused or unexcused absences, and will receive full credit for completed assignments and tests meeting the teacher's requirements.

# BEHAVIOR GUIDELINES

At FMJSHS, consequences are viewed as a means to address a student's poor decisions in alignment with our vision for student development. We believe that consequences serve as an opportunity for students to contemplate their actions and acquire more effective strategies to handle similar situations in the future. Decisions regarding consequences are individualized based on the specific circumstances of each incident.

Possible consequences may encompass, but are not restricted to, loss of privileges, detentions, counseling (individual or group), suspension, participation in alternative educational programs, placement in alternate settings, or expulsion. Our objective is to support students in making positive choices and exhibiting behavior that aligns with the expectations of our school community.

## **Fort Madison Junior/Senior High School Foundational Behavior Principles:**

- **Clear and Consistent Behavior Expectations:**
  - We have developed and displayed a schoolwide code of conduct that specifies expectations like "Be Respectful, Be Responsible, and Be Safe," which are outlined below.
  - We use consistent language and visual reminders (posters, announcements) so that every student, from 7th through 12th grade, understands what appropriate behavior looks like.
- **Restorative Practices and Conflict Resolution:**
  - We implement restorative circles or mediation sessions where students can discuss conflicts and work toward mutual understanding and resolution instead of only relying on punitive measures.
  - We have trained staff in communication and empathy skills to encourage self-reflection and accountability after misbehavior.
- **Tiered Intervention and Support Systems:**
  - We use multi-tiered systems of support (MTSS) that provide targeted interventions for students who repeatedly struggle with behavior, such as behavior contracts or mentorship programs.
  - We ensure that interventions are guided by consistent data and that adjustments are made to support both students needing extra help and those who consistently demonstrate positive behavior.
- **Teacher Modeling and Positive Reinforcement:**
  - Our instructors role model respectful and constructive behavior through interactions with students; teachers set the tone by consistently demonstrating the desired behaviors.
  - Instructors use positive reinforcement strategies, such as public praise, to acknowledge students who consistently abide by school expectations.
- **Clear Procedures and Predictable Routines:**
  - We have established and maintained routines for transitions, classroom entry, and dismissal times to minimize opportunities for misbehavior and ensure that expectations are met consistently.
  - Every teacher follows a similar disciplinary framework so that students experience consistency across different classrooms.
- **Schoolwide Procedural Norms: Attendance**
  - Teachers take roll at the start of each class, ensuring every student is promptly marked as present or tardy in PowerSchool, which activates our automated parent notifications.
  - At FMJSHS, tardiness is defined as a student not being in their seat when the tardy bell rings; students must be ready to learn immediately. Three tardies in a single class trigger a major referral to administration and are tied to All School Eligibility.
  - Student Success Teams meet weekly to review chronic tardiness and absences and coordinate targeted interventions with parents, counselors, and administrators.
- **Restroom Use During Instructional Periods**
  - An "instructional period" at FMJSHS includes all parts of Period 1, Period 2, Period 3, Period 4, as well as all assemblies and special events during the school day.
    - **Pass System:**
    - Each classroom must use the eHallpass system for every pass out of the room, with no exceptions.

- Students must have a working Chromebook; in cases where a Chromebook is unavailable or the battery is low, passes will only be granted in an emergency, directing the student to the nurse's office via eHallpass and a classroom pass lanyard.
- **Designated Passing Times:**
  - Students have a six-minute passing period between classes to attend to personal needs.
  - Restroom use during instructional time is reserved for genuine emergencies. Requests outside of designated times should occur only when there is no direct instruction, collaboration, or intervention taking place.
  - Excessive restroom use leading to tardiness will be handled in accordance with our tardiness procedures.
- **Monitoring and Accountability:**
  - Every time a student leaves the classroom during an instructional period, they must have an active eHallpass and display the appropriate lanyard as proof of teacher permission. Students without a lanyard will be promptly returned to their assigned location.
  - If a pass lasts longer than five minutes, the teacher will hold a conversation with the student about appropriate restroom use and effective use of instructional time.
  - Passes exceeding 10 minutes will be recorded in PowerSchool as a major behavior infraction. Repeated occurrences may result in a conference involving the student, parents, administration, and the nurse.
- **Hallway Expectations:**
  - Students in the hallway during instructional periods are expected to remain silent to preserve the integrity of the learning environment.
- **Schoolwide Norms:**
  - By Iowa Code, students may not use personal electronic devices during instructional time. "Electronic" refers to any communication that employs wires, radio, optical cables, electromagnetic signals, or similar means; this includes email, internet-based communications, pager services, cell phones, and electronic text messaging. Examples of personal electronic devices include pagers, laptops, cellular telephones, radios, CD and cassette players/recorders, portable digital assistants, audio devices, headphones, AirPods, watches with input capabilities, and recorders.
  - At Fort Madison Junior / Senior High School, personal electronic devices shall not be used from the hours of 8:00 AM to 3:00 PM. This includes passing time and lunch. Please refer to the Personal Electronic Equipment policy for further information.
  - Chromebooks are only to be used for teacher-directed educational purposes during classroom time. Students must follow all district guidelines regarding website access and software use, refraining from visiting non-educational or prohibited sites, downloading unauthorized software, or engaging in any off-task activities. They are responsible for the proper care of the device while it is in their possession and must handle it with care—keeping it in its designated case when not in use, avoiding rough handling, and refraining from eating or drinking near the device or leaving it unattended.
  - If a Chromebook is damaged or malfunctions, students should report the issue immediately to their teacher, rather than attempting any self-repair or alterations. Any deviation from these policies may result in the loss of Chromebook privileges and further disciplinary measures, as determined by administration.

## Major Behavior Infractions

All major behavior infractions which occur at Fort Madison Junior/Senior High shall result in immediate removal from the classroom environment, and referral to an administrator for consequences and restorative practices. These behaviors include:

- **Physical Violence or Threats**
  - Any form of physical aggression, assault, verbal/physical threats or aggression against students or staff will be met with immediate and serious disciplinary action, up to and including referral to law enforcement and/or recommendation for expulsion from the school environment.
- **Bullying and Harassment**
  - Acts of bullying, harassment, or hate speech - including cyberbullying - are unacceptable and may result in serious disciplinary action, up to and including referral to law enforcement and/or recommendation for expulsion from the school environment.

- **Weapon Possession or Use**
  - Possessing, displaying, or using any type of weapon, look-alike weapon, or everyday objects used as a weapon on school property is strictly prohibited and will be enforced with zero tolerance, referral to law enforcement, and probably recommendation for expulsion from the school environment.
- **Severe Disruptions or Vandalism**
  - Deliberate vandalism, significant property damage, or sabotage of school facilities will result in immediate disciplinary action.
- **Nicotine, Drug or Alcohol Violations**
  - Possession, use, or distribution of nicotine products, drugs or alcohol on school property will trigger immediate and formal interventions, up to and including referral to law enforcement, and/or recommendation for expulsion from the school environment.
- **Serious or Repeated Disrespect of Staff and/or Students**
  - Serious or repeated disrespect towards staff and/or students will result in immediate and formal interventions. Consequences may include suspension, referral to counseling, and/or a recommendation for expulsion from the school environment.
- **Serious or Repeated Disruptions of the Learning Environment**
  - Serious or repeated disruptions of the learning environment will prompt swift, formal disciplinary action. Measures may include in-school suspension, intervention through the counseling office, and, if the behavior continues, a recommendation for expulsion.
- **Serious or Repeated Insubordination, Defiance, or Non-Compliance**
  - Serious or repeated acts of insubordination, defiance, or non-compliance that disrupt the learning environment will trigger immediate, formal disciplinary action. Consequences may include in-school suspension and mandatory counseling interventions, and if the behavior persists, a formal recommendation for expulsion may be issued.

## Major Behavior Flowchart

1. Behavior occurs
2. The Teacher assesses the severity of the behavior and determines if the behavior is a direct threat to safety or property (e.g., physical violence, weapon possession or use, severe bullying, hate speech, significant vandalism, or nicotine/drug/alcohol use, possession, or distribution).
  - a. If yes:
    - i. The immediate action will be removal from the class.
    - ii. The teacher will immediately notify administration of the behavior.
    - iii. Administration will contact parents, and using discretion, involve law enforcement if necessary.
    - iv. The teacher will follow up with documentation of the incident
    - v. Administration will implement disciplinary action and refer the student to restorative connections. If the student is issued an out-of-school suspension, expulsion, or agreement in lieu of expulsion, administration will arrange for a re-entry meeting involving the administrator, student, and student's parents. The purpose and goals of the re-entry meeting will include:
      1. Providing an opportunity for all parties to share their perspectives on the events leading to the suspension or expulsion.
      2. Understand the reasons behind the behavior for developing a plan to prevent similar issues in the future.
      3. Re-establish trust between the student, parents, and administration.
      4. Create a re-entry plan that outlines the student's return to school, including specific behavioral expectations and support services.
      5. Refer to the student to restorative connections to focus on repairing harm and prevention of future incidents, rather than solely focusing on punishment.
  - b. If no:
    - i. The teacher will reassess whether the behavior might be categorized as a minor behavior infraction. At the teacher's discretion, the teacher may send the student out of class and to the office.
    - ii. The teacher will follow up with documentation of the incident.
    - iii. Administration will implement disciplinary action and refer the student to restorative connections. If the student is issued an out-of-school suspension, expulsion, or agreement in

lieu of expulsion, administration will arrange for a re-entry meeting involving the administrator, student, and student's parents. The purpose and goals of the re-entry meeting will include:

1. Providing an opportunity for all parties to share their perspectives on the events leading to the suspension or expulsion.
  2. Understand the reasons behind the behavior for developing a plan to prevent similar issues in the future.
  3. Re-establish trust between the student, parents, and administration.
  4. Create a re-entry plan that outlines the student's return to school, including specific behavioral expectations and support services.
  5. Refer to the student to restorative connections to focus on repairing harm and prevention of future incidents, rather than solely focusing on punishment.
3. Restorative connections will facilitate restorative conferences and support the student's reintegration. During this process, the restorative staff will:
- a. Restorative Conference
    - i. Use a neutral space, create a sense of trust, and encourage open communication.
    - ii. Facilitate a conversation about what happened, focusing on the impact of those involved.
    - iii. Explore how the student's actions harmed others, and the needs of those harmed (and the student).
    - iv. Implore the importance of the student taking responsibility for their actions.
    - v. Develop a plan to repair the harm, which may include apologizing, replacing something damaged, and/or completing an accountability project.
    - vi. Create a plan to avoid similar incidents
  - b. Reintegration
    - i. Check in on the student's progress and provide ongoing support as they work through their restitution plan and prevention strategies.
    - ii. Work with teachers, counselors, and other staff to ensure a supportive and understanding environment for the student's return.
    - iii. Emphasize the opportunity for learning and growth, rather than punishment.

## Threshold for Escalating Minor Behaviors to a Major Referral

Fort Madison Junior/Senior High School uses a tiered approach for minor behaviors. Based on our procedure, if a student accumulates three documented instances of the same minor behavior—after the appropriate verbal redirections and interim interventions have been implemented—a formal referral is initiated. This threshold ensures that we address a persistent pattern of behavior while still providing opportunities for intervention before a referral is made. If the behavior escalates or poses immediate safety concerns at any point, the referral process may be initiated sooner. The following guidelines are considered:

- Chronic Instances
  - After three documented instances of a minor behavior (or pattern over time), it is generally appropriate to consider a major referral.
- Sustained Instances
  - After 15 minutes of continued minor behavior and redirection without remedy, it is generally appropriate to consider a major referral.
- Consistency and Context
  - It's important to assess whether the minor behaviors reflect a recurring pattern and if prior redirection and documented teacher interventions have been ineffective.
- Intermediate Interventions
  - Before a major referral for minor behaviors, teachers are expected to implement an intermediate step - such as a behavior contract or parent communication - to address the issue. If these efforts do not lead to improvement, escalating after three instances is recommended.

## Minor Behavior Infractions

All minor infractions which occur at Fort Madison Junior/Senior High School will be handled in the classroom with the classroom teacher serving as the interventionist, unless they are deemed serious or repeated behaviors. . These behaviors include:

- **Off-task Behavior**

- **Casual chatting talking, or whispering during instruction**

- Teachers will gently remind students to refocus on the lesson and may use proximity and verbal or physical cues. If the behavior continues, provide a brief, private reminder of expectations and the impact of distractions on the learning environment. Continued behavior after multiple redirects in the same class period, or over the period of multiple class periods will result in a probable major behavior infraction.

- **Use of Cell Phones, Chromebooks, or Other Devices When Not Permitted**

- The teacher will immediately remind the student of the schoolwide policy and request that the device be put away. If non-compliance continues, the teacher will follow up with a warning and document the incident as part of classroom management procedures. Continued non-compliance after multiple warnings in the same class period, or over the period of multiple class periods will result in a probable major behavior infraction.

- **Inattentiveness or Minor Noncompliance with Teacher Directions**

- The teacher will use a direct verbal reminder to the student, ensuring clarity around the directions. And may also engage the student through a quick check-in or a partner discussion to bring them back on task.

- **Non-Attendance During Instructional Periods (When Not Emergency-Related)**

- **Wandering the hallways while on a pass out of the classroom and minor or excessive tardiness, and leaving the classroom during an instructional period without permission**

- The teacher will verbally remind the student of the expectation to remain in the classroom during instruction. If the behavior is repeated, the teacher may implement a brief consequence such as a warning or loss of a small privilege, in keeping with established procedures. Continued non-compliance after multiple warnings in the same class period, or over the period of multiple class periods will result in a probable major behavior infraction.
    - Misuse of hall passes in all forms results in loss of instructional time for the student, and impracticability of the curriculum for the teacher, and therefore, may result in a major behavior referral.

- **Occasional Disruptions or Side Conversations That Do Not Pose a Safety Risk**

- The teacher will address the disruption with a general reminder to the class about staying on task. If necessary, the teacher will privately speak with the individuals involved to encourage greater focus without singling them out harshly. Continued non-compliance after multiple warnings in the same class period, or over the period of multiple class periods will result in a probable major behavior infraction.

- **Failure to Follow Routine Procedures**

- **Not arriving to class on time, arriving to class unprepared, inattentiveness, lack of participation, not following established classroom norms, not following directions, disrespectfully engaging with peers, not seeking clarification on assigned tasks, blurting out, etc.**
    - The teacher will remind the student or group of the proper routine and the reasons behind these procedures. They will provide consistent corrections until the expected behavior becomes the norm. Continued non-compliance after multiple warnings in the same class period, or over the period of multiple class periods will result in a probable major behavior infraction.

## Minor Behavior Flowchart

1. Behavior occurs.
2. The teacher assesses the severity of the incident, determining if the behavior is disruptive, but not dangerous (e.g., off-task behaviors, chatting or talking during instruction, minor non-compliance, minor technology violations, etc.).
  - a. If yes
    - i. The teacher will provide a verbal redirection (or non-verbal cue) to refocus the student(s).
    - ii. The teacher will remind the student(s) of the schoolwide expectations, classroom expectations, and classroom routines.
    - iii. The teacher will record the incident for future reference.

- iv. If the behavior persists, the teacher will escalate by applying mild consequences (loss of privilege, in-class detention, parent contact, behavior contract).
- b. If no
  - i. Address any ambiguity by seeking further clarification from administration or personally intervening and discussing expectations with students(s).

## Standard Student Behavioral Referral Procedure

If a student exhibits behavioral infractions, then the following process shall apply:

### **1. Documentation and Intervention:**

- o The teacher shall refer any major behavioral infraction to the administration immediately and document the incident.
- o The teacher shall document each instance of a minor behavior.
- o After the first minor incident, a verbal redirection is provided.
- o Should the minor behavior recur, additional interventions such as a behavior contract, parent communication, or temporary removal from the classroom may be implemented.

### **2. Referral Threshold:**

- o If a student accumulates three documented instances of the same minor behavior, despite appropriate interventions, a formal major referral shall be initiated.

### **3. Referral Process:**

- o The teacher will complete a referral form detailing the behavior, interventions taken, and student responses.
- o The completed referral form will then be submitted to the administration for review.
- o The administration will determine appropriate further action.

### **4. Immediate Referral for Escalation:**

- o At any point, if the behavior escalates to pose an immediate safety concern or results in significant disruption, the referral process will be initiated without waiting for three minor incidents.

This policy is designed to ensure a consistent, fair process for addressing and documenting behavioral issues while providing opportunities for intervention and support before more serious measures are taken.

## Behavior Expectations

Fort Madison Junior/Senior High School students are expected to conduct themselves as mature young people every day at school. They must recognize the importance of education and display this through their compliance with the necessary expected behaviors of our school. However, it is realistic to acknowledge that situations will arise in which some disciplinary consequences may be provided for inappropriate student behavior. It is extremely important that all staff members, administration, and parents/guardians work cooperatively to teach and model appropriate behavior to all students.

School administration, or other school officials, reserve the right to deviate from the following consequences if deemed appropriate. Students will be treated equitably, which does not mean that each event will be treated with equal consequences. Students may be suspended or recommended for expulsion based on one incident or a series of incidents depending on the severity and the circumstances surrounding the incident(s).

## Classroom Expectations

- Safe
  - o I will use equipment and materials responsibly and as directed.
  - o I will honor the personal space of others.
- Responsible
  - o I will come prepared to class, ready to learn.
  - o I will be an engaged learner during the instructional period.
  - o I will engage fully in instructional spaces by eliminating the use of personal electronic devices.
- Respectful

- I will respect school and personal property.
- I will be kind and considerate.
- I will use an indoor voice and polite language.

## Restroom Expectations

- Safe
  - I will use the restroom nearest the classroom I am assigned to.
  - I will use the restroom for intended purposes only.
  - I will use good hygiene.
- Responsible
  - I will use the restroom purposefully and promptly return to class.
  - I will flush the toilet, wash my hands, and dispose of my trash.
- Respectful
  - I will respect school and personal property.
  - I will honor the privacy and personal space of others.

## Hallway Expectations

- Safe
  - I will walk calmly, move patiently, and be cautious.
  - I will move promptly to my destination.
  - I will walk on the right side of the hallway ("Tight to the Right").
- Responsible
  - I will use the most direct and appropriate route to class.
  - I will wear my hall pass when it is issued to me.
- Respectful
  - I will respect school and personal property.
  - I will be kind and considerate.
  - I will use an indoor voice and polite language.

## Cafeteria Expectations

- Safe
  - I will walk calmly, wait patiently, and be cautious.
  - I will honor the personal space of others.
  - I will stay seated.
- Responsible
  - I will clean up after myself.
  - I will have my student ID ready.
- Respectful
  - I will respect school and personal property.
  - I will be kind and considerate.
  - I will use an indoor voice and polite language.

Here are examples of the expected behaviors that students are required to display at Fort Madison Junior/Senior High School:

1. Respect for peers, teachers, and staff.
2. Attendance and punctuality in all classes.
3. Active participation in classroom activities.
4. Compliance with school rules and policies.
5. Responsibly completing and submitting assignments on time.
6. Maintaining a positive attitude towards learning.
7. Using appropriate language and communication.

- 8. Respecting school property and belongings.
- 9. Resolving conflicts peacefully and respectfully.
- 10. Engaging in extracurricular activities positively and responsibly.

## Arrival and Dismissal Expectations

### **Student Guidelines for Entry and Exit**

Students are expected to:

- Utilize the designated entrance based on grade level:
  - Grades 7 and 8: East Athletic Entrance
  - Grades 9-12: Main Entrance
- When arriving during the school day, enter through the main entrance.
- Maintain an indoor voice upon entering the building.
- Walk in an orderly and safe manner.
- Exit the building and depart from FMJSHS property using their chosen mode of transportation after the dismissal bell has sounded.

## Common Spaces Expectations

### **Expectations for Student Behavior**

#### **Safety-Conscious Students will:**

- Ensure all exterior doors remain closed and prevent unauthorized access.
- Stay in their assigned area.
- Stay alert to their surroundings and adhere to safety procedures.
- Move carefully to prevent accidents.
- Promptly report any safety concerns to school staff.

#### **Responsible Students will:**

- Walk purposefully to their designated area.
- Maintain an appropriate noise level.
- Keep areas clean and organized.
- Carry their student ID card.
- Dispose of trash in designated bins.
- Use shared resources responsibly to preserve a welcoming atmosphere.

#### **Respectful Students will:**

- Consider others' feelings.
- Respect personal space and belongings.
- Exhibit good manners in interactions.
- Use appropriate language.
- Value and care for school property.

Here are scenario examples for the guidelines:

#### **Safety-Conscious Students:**

1. **Preventing Unauthorized Access:** Sarah notices a door propped open with a rock. She removes the rock and securely closes the door to prevent unauthorized entry.
2. **Staying in Assigned Area:** During a fire drill, Alex stays in the designated assembly area as instructed by the teacher, ensuring everyone is together and accounted for.
3. **Reporting Safety Concerns:** Jason notices a loose handrail in the restroom. He immediately informs the school staff to prevent any accidents.

4. **Moving Carefully:** Emma is carrying a stack of books to the library. She walks slowly and carefully to avoid tripping and spilling the books.
5. **Being Alert:** Tyler hears an unfamiliar sound in the hallway. He stops, listens, and checks to ensure everything is safe before proceeding.

### **Responsible Students:**

1. **Walking Purposefully:** Maria walks purposefully to her assigned classroom, showing respect for class time and arriving promptly.
2. **Maintaining Noise Level:** During a group project, David speaks in a respectful tone, ensuring his voice does not disrupt other students' concentration.
3. **Keeping Areas Clean:** After lunch, Mia clears her table, disposes of her trash in the proper bin, and helps pick up any litter around her.
4. **Using Shared Resources Responsibly:** Kevin shares the classroom computer with his classmates, ensuring they take turns and handle the equipment with care.
5. **Carrying Student ID:** Lily always has her student ID card visible, making it easy for staff to identify her and enhancing school security.

### **Respectful Students:**

1. **Considering Others' Feelings:** When Sarah sees a classmate looking upset, she approaches them kindly and offers to listen or help.
2. **Respecting Personal Space:** During a group project, Tom respects his classmates' personal space by giving them enough room to work comfortably.
3. **Exhibiting Good Manners:** Emily greets her teachers and classmates with a smile and uses polite language such as "please" and "thank you" in all interactions.
4. **Using Appropriate Language:** Jake refrains from using inappropriate language in school, showing respect for the learning environment and those around him.
5. **Valuing School Property:** Sofia takes care of her textbooks and classroom supplies, ensuring they are returned in good condition at the end of the year.

## **Classroom and Other Learning Environments Expectations**

### **Expectations for Student Conduct**

#### **Safety-Conscious Students will:**

- Adhere to safety protocols in the classroom and learning environments.
- Maintain cleanliness, organization, and clear pathways in the classroom.
- Use equipment and materials responsibly.
- Stay in assigned seating until dismissed by the instructor.
- Manage emotions appropriately to foster a safe learning atmosphere.
- Employ problem-solving skills to address conflicts.
- Follow emergency procedures diligently.

#### **Responsible Students will:**

- Come prepared for class and engage actively.
- Demonstrate a growth mindset.
- Take responsibility for meeting deadlines and completing tasks to the best of their abilities.
- Participate constructively in class discussions and activities.
- Contribute positively to group work.
- Request passes only during independent work time or emergencies.
- Use personal electronic devices in accordance with school policy and for educational purposes as directed by staff.

#### **Respectful Students will:**

- Treat peers, teachers, and staff with kindness and empathy.
- Listen attentively and respect others' speaking turns.
- Embrace diverse perspectives and backgrounds.
- Consider the impact of their actions on others.

Here are some examples or scenarios to help students understand how to follow safety guidelines and procedures in the classroom:

**1. Scenario 1 – Using Classroom Equipment Safely:**

- Example: When using scissors during an art project, always point the sharp end away from yourself and others. Remember to walk them back to the designated storage area after use.

**2. Scenario 2 – Maintaining a Clean Environment:**

- Example: After a group activity, ensure all materials are put back in their designated spots and any spills are promptly cleaned up to prevent accidents.

**3. Scenario 3 – Following Seating Instructions:**

- Example: If your teacher assigns specific seating arrangements, remain in your assigned seat until given permission to move to another area.

**4. Scenario 4 – Managing Emotions:**

- Example: If you feel frustrated during a challenging task, take a deep breath and ask for help instead of showing frustration in a disruptive manner.

**5. Scenario 5 – Problem-Solving Conflicts:**

- Example: If a disagreement arises with a classmate, calmly discuss the issue and work together to find a solution that is fair to both parties.

## Restroom Expectations

### Promoting a Safe Environment

#### Safety-Conscious Students will:

- Utilize the restroom for its intended purposes only.
- Respect personal space and boundaries.
- Use the nearest restroom to their assigned location.
- Exercise caution in wet areas to prevent slips or falls.
- Promptly report any safety concerns to school staff.
- Refrain from rough or disruptive behavior in the restroom.

### Upholding Cleanliness and Functionality

#### Responsible Students will:

- Manage their restroom time efficiently.
- Dispose of trash in designated bins.
- Avoid vandalism or misuse of restroom facilities.
- Report maintenance issues to school staff immediately.
- Use the restroom promptly and return to their assigned location without delay.

### Creating a Respectful Environment

#### Respectful Students will:

- Maintain a quiet and orderly atmosphere in the restroom.
- Respect privacy in individual stalls and spaces.
- Consider the next user by using the restroom space appropriately.
- Refrain from inappropriate behavior or language that may make others uncomfortable.

Here are some examples or scenarios that illustrate how students can demonstrate being safe, responsible, and respectful in the restroom:

## **Safety-Conscious Behavior:**

### **1. Using Restroom for Intended Purposes:**

- Example: Sarah enters the restroom to use the facilities and wash her hands thoroughly before returning to class.

### **2. Maintaining Personal Space:**

- Example: Alex respects others' personal space by giving them privacy in the restroom stalls and keeping a respectful distance in shared areas.

### **3. Reporting Safety Hazards Promptly:**

- Example: When John notices a wet floor near the sinks, he informs a teacher immediately to prevent any slipping accidents.

## **Responsible Actions:**

### **1. Proper Time Management in the Restroom:**

- Example: Mia uses her restroom break efficiently, ensuring she returns to class promptly without wasting time.

### **2. Disposing of Trash Correctly:**

- Example: David throws his paper towel in the designated bin, keeping the restroom clean and organized for others to use.

### **3. Reporting Maintenance Issues:**

- Example: Emily notices a broken soap dispenser and informs the school staff to have it repaired promptly for the convenience of all students.

## **Respectful Conduct:**

### **1. Maintaining a Quiet Atmosphere:**

- Example: James enters the restroom and speaks softly with his classmates, maintaining a peaceful and respectful environment for all.

### **2. Respecting Privacy:**

- Example: Lily respects others' privacy by waiting patiently for an empty stall and avoiding peeking or invading personal space.

### **3. Using Restroom Space Appropriately:**

- Example: Chris finishes using the restroom promptly, ensuring he leaves the space clean and ready for the next user to feel comfortable.

By following these examples and scenarios, students can demonstrate safe, responsible, and respectful behavior in the restroom, creating a positive environment for everyone in the school community.

## **Activities Expectations**

### **Prioritizing Safety**

#### **Safety-Conscious Students will:**

- Promptly follow instructions from authority figures.
- Conduct themselves safely in all settings.

### **Demonstrating Responsibility**

#### **Responsible Students will:**

- Take ownership of the atmosphere they contribute to.
- Understand their tasks and participate positively.
- Ensure they clean up after themselves, leaving the area as good as or better than they found it.

## Showing Respect

### Respectful Students will:

- Honor others' belongings.
- Show reverence for all facilities.
- Display respect towards all individuals through their words and actions.

### Examples of Prioritizing Safety:

#### 1. Promptly Following Instructions:

- *Scenario:* During a fire drill, Sarah listens attentively to the teacher's directions and calmly follows the evacuation procedure to ensure everyone's safety.

#### 2. Conducting Oneself Safely:

- *Scenario:* Alex wears appropriate safety gear and uses caution when conducting a science experiment, following all safety guidelines to prevent accidents.

### Examples of Demonstrating Responsibility:

#### 1. Taking Ownership of the Atmosphere:

- *Scenario:* Mia notices a messy area in the classroom and takes the initiative to organize it, creating a more conducive environment for learning.

#### 2. Understanding Tasks and Participating Positively:

- *Scenario:* David actively engages in group discussions, listens to others' ideas, and contributes constructively to the conversation, enhancing teamwork and collaboration.

#### 3. Ensuring Cleanliness and Order:

- *Scenario:* Emily finishes a group project and ensures that all materials are put away properly, leaving the workspace clean and ready for the next activity.

### Examples of Showing Respect:

#### 1. Honoring Others' Belongings:

- *Scenario:* James asks for permission before borrowing a classmate's pencil, demonstrating respect for personal property.

#### 2. Showing Reverence for Facilities:

- *Scenario:* Lily uses school facilities, such as the library or computer lab, with care, ensuring they are left in the same condition or better for the next user.

#### 3. Displaying Respect Towards Individuals:

- *Scenario:* Chris greets his classmates and teachers with kindness, using polite language and actively listening during conversations to show respect for others.

## Parking Lot Expectations

### Creating a Secure Environment

#### Safety-Conscious Students will:

- Operate vehicles at a safe speed to ensure the safety of all.
- Adhere to all traffic signs and signals for a secure environment.
- Yield to pedestrians to prioritize their safety.

### Promoting Order and Accessibility

#### Responsible Students will:

- Park only in designated or assigned spots to maintain order.
- Refrain from double parking to ensure accessibility for all.

- Follow parking regulations to facilitate a smooth flow of traffic.

## Fostering Respect in the School Community

### Respectful Students will:

- Demonstrate consideration by avoiding reckless driving behaviors that may endanger others.
- Keep noise levels, including human and other sources, at a respectful volume.
- Dispose of trash in designated locations to maintain cleanliness and respect for the school community.

### Examples of Creating a Secure Environment:

#### 1. Operating Vehicles Safely:

- *Scenario:* Sarah drives her car at a safe and appropriate speed in the school parking lot, being mindful of pedestrians and other vehicles around her.

#### 2. Adhering to Traffic Signs:

- *Scenario:* Alex follows all posted traffic signs within the school premises, stopping at stop signs and yielding the right of way as required for a safe environment.

#### 3. Yielding to Pedestrians:

- *Scenario:* Mia stops her bicycle to allow pedestrians to cross the designated walkway, showing respect for their right of way and ensuring their safety.

### Examples of Promoting Order and Accessibility:

#### 1. Parking in Designated Spots:

- *Scenario:* David parks his car only in the designated parking spots, avoiding blocking others and contributing to a well-organized parking area.

#### 2. Avoiding Double Parking:

- *Scenario:* Emily refrains from double parking her vehicle, ensuring that all parking spaces are utilized efficiently and accessible to everyone.

#### 3. Following Parking Regulations:

- *Scenario:* James parks his bicycle in the designated bike rack area and secures it properly, following the school's parking regulations to maintain order and safety.

### Examples of Fostering Respect in the School Community:

#### 1. Avoiding Reckless Driving:

- *Scenario:* Lily drives cautiously and responsibly in the school parking lot, avoiding speeding or abrupt maneuvers that could endanger others.

#### 2. Maintaining Respectful Noise Levels:

- *Scenario:* Chris keeps the volume of his car stereo at a respectful level while entering and exiting the school premises, considering others' need for a peaceful environment.

#### 3. Properly Disposing of Trash:

- *Scenario:* Sophia picks up litter around the parking area and disposes of it in the designated bins, showing respect for the school community by keeping the area clean and tidy.

## Hallway/Passing Time Expectations

### Navigating the Hallways Safely

#### Safety-Conscious Students will:

- Transition to their next period promptly after the bell and instructor's dismissal.
- Walk on the right side of the hallway to facilitate smooth student flow.
- Move calmly and orderly without running or pushing to prevent accidents and maintain a safe environment.
- Keep pathways clear by avoiding blocking doors or intersections for efficient traffic flow.

## Exhibiting Hallway Responsibility

### Responsible Students will:

- Demonstrate maturity by respecting the personal space of others while moving through the hallway.
- Carry only essential items and avoid littering or creating obstructions in the hallways.

## Fostering Respectful Hallway Behavior

### Respectful Students will:

- Opt for the most direct route to their next class for timely arrival.
- Show respect for school property by refraining from defacing or damaging walls, lockers, or facilities.
- Maintain appropriate language and volume levels to uphold a respectful learning environment.
- Display consideration by allowing space for individuals walking at different paces and respecting personal boundaries.

## Examples of Navigating the Hallways Safely:

### 1. Transitioning Promptly:

- *Scenario:* Sarah gathers her belongings quickly once the bell rings and waits for the instructor's dismissal before moving purposefully to her next class.

### 2. Walking on the Right Side:

- *Scenario:* Alex walks on the right side of the hallway, allowing other students to pass on the left and maintaining a smooth and organized flow of foot traffic.

### 3. Moving Calmly and Orderly:

- *Scenario:* Mia walks calmly and avoids running or pushing, ensuring a safe environment for everyone by preventing accidents in the bustling hallway.

### 4. Keeping Pathways Clear:

- *Scenario:* David makes sure not to block doorways or intersections while chatting with friends, keeping the pathways clear for other students to move easily through the hallways.

## Examples of Exhibiting Hallway Responsibility:

### 1. Respecting Personal Space:

- *Scenario:* Emily walks through the hallway with a considerate distance from others, respecting their personal space and moving with maturity.

### 2. Carrying Only Essential Items:

- *Scenario:* James carries only the necessary books and materials for his classes, avoiding clutter in the hallway and refraining from creating obstacles for others.

## Examples of Fostering Respectful Hallway Behavior:

### 1. Choosing the Direct Route:

- *Scenario:* Lily takes the most direct path to her next class, avoiding unnecessary detours and ensuring she arrives promptly without causing delays.

### 2. Respecting School Property:

- *Scenario:* Chris refrains from drawing on lockers or walls, showing respect for school property and maintaining a clean and pleasant environment for everyone.

### 3. Maintaining Appropriate Behavior:

- *Scenario:* Sophia speaks in a polite tone and keeps her voice volume at an appropriate level while conversing with friends in the hallway, contributing to a respectful atmosphere for learning.

## Cafeteria Expectations

### Promoting Safety in the Cafeteria

### **Safety-Conscious Students will:**

- Move calmly and walk without running or pushing to prevent accidents and maintain a safe environment.
- Exercise caution when carrying trays or hot food items to prevent spills and potential harm to themselves or others.
- Wait patiently in lines, ensuring the safety of themselves and those around them.

### **Demonstrating Cafeteria Responsibility**

#### **Responsible Students will:**

- Dispose of trash and food waste in designated bins to keep the eating area clean and hygienic for everyone.
- Return trays, utensils, and other cafeteria items to designated areas after use to uphold order and assist cafeteria staff in cleaning.

### **Fostering Respectful Cafeteria Behavior**

#### **Respectful Students will:**

- Use indoor voices and polite language to create a pleasant dining atmosphere for all students and staff.
- Respect cafeteria procedures, such as lining up orderly and waiting turns patiently, to show consideration for others.
- Clean up their area at the end of the lunch period and remain in their chosen seat throughout the lunch period.

### **Examples of Promoting Safety in the Cafeteria:**

#### **1. Moving Calmly and Safely:**

- **Scenario:** Sarah walks slowly and carefully in the cafeteria, ensuring she doesn't bump into anyone or cause any accidents.

#### **2. Using Caution with Hot Food:**

- **Scenario:** Alex carries his tray with hot soup to his table carefully, ensuring not to spill any hot liquids that could harm himself or others.

#### **3. Waiting Patiently in Lines:**

- **Scenario:** Mia waits in line without pushing or cutting ahead, respecting others' space and maintaining a safe and orderly queue.

### **Examples of Demonstrating Cafeteria Responsibility:**

#### **1. Disposing of Trash Properly:**

- **Scenario:** David finishes his meal and disposes of his food waste and tray in the designated bins, keeping the eating area clean for the next group of students.

#### **2. Returning Cafeteria Items:**

- **Scenario:** Emily returns her tray, utensils, and cups to the designated area after finishing her meal, helping the cafeteria staff maintain cleanliness and order.

### **Examples of Fostering Respectful Cafeteria Behavior:**

#### **1. Using Indoor Voices:**

- **Scenario:** James converses with his friends in a pleasant indoor voice, ensuring the noise level in the cafeteria remains respectful and comfortable for everyone.

#### **2. Respecting Cafeteria Procedures:**

- **Scenario:** Lily lines up patiently in an orderly fashion, waiting her turn to get food and showing respect for the cafeteria staff and other students.

#### **3. Cleaning Up After Lunch:**

- **Scenario:** Chris cleans up his eating area at the end of the lunch period, throwing away any remaining trash and ensuring the table is ready for the next group of students.

#### 4. Remaining in Chosen Seat:

- ~~Scenario: Sophia chooses a seat at lunch and stays there throughout the meal period, allowing for a smooth and organized dining experience for all students.~~

## Behavior Events

### Administration's Handling of Behavioral Issues

If any behavior not outlined in the student handbook arises, the Administration reserves the right to address it with consequences tailored to the individual situation.

### Definition of Conduct Breach

Any behavior that significantly disrupts the educational environment will be considered a breach of conduct. This may encompass actions such as:

- Disrupting the orderly and disciplined atmosphere of all school-sponsored activities.
- Engaging in documented behavior that is detrimental to the school district's best interests.
- Refusing to adhere to school policies, rules, or regulations.
- Failing to comply with directives from school staff members.

### Abusive/Inappropriate Language-Profanity

The school environment functions as a learning community and must be safeguarded from inappropriate language to ensure the smooth and effective operation of the educational system. Students are entitled to attend school and school-sponsored activities without being exposed to language that demonstrates disrespect in any form.

### Arson

The act of igniting a fire or explosion, placing burning or combustible materials, or using incendiary or explosive devices near any property with the intent to damage or destroy it, or with the awareness that damage may occur, constitutes arson. This includes situations where property may not sustain damage or destruction. Any attempted or successful arson incidents will be promptly reported to the Fort Madison Police and Fire Departments for appropriate action.

### Assault

Any action with the intention to:

- Cause pain or injury, or create physical contact meant to be insulting or offensive to another, along with the apparent ability to carry out the act.
- Instill fear in another individual of immediate physical contact that is painful, injurious, insulting, or offensive, combined with the perceived capability to execute the action.
- Threaten another person by displaying a dangerous weapon.

Instances of assault will be addressed according to the guidelines outlined for "Fighting." The School Resource Officer (SRO) may intervene if the victim of an assault chooses to pursue legal charges.

### Bullying/Intimidation

Bullying and intimidation involve threatening, teasing, and/or taunting by exerting power through physical or verbal aggression, or isolating individuals through coercion. Students found engaging in such behavior may face

consequences under the "Good Conduct" policy, including suspension from extracurricular activities as both a participant and/or spectator.

It is expected that students promptly report any incidents of harassment, bullying, intimidation, or threats to the school office.

## [HARASSMENT/BULLYING COMPLAINT FORM - Board Policy 104-E-1](#)

### Bus Misconduct

Any disruptive behavior reported while on a school vehicle or school-chartered vehicle will be addressed accordingly. Consequences for misconduct on the bus will be decided at the discretion of the administration.

### Defiance/Insubordination/Non-compliance

Defiance refers to openly resisting school officials and their instructions. Insubordination is characterized by refusing to follow directives from a person in authority or engaging in verbal abuse towards authority figures. Non-compliance entails failing to act on a given directive. In instances of conflict, students are required to adhere to staff directives and maintain a polite and respectful demeanor at all times. Staff members are mandated to refer students to the administration for recurrent instances of defiance, insubordination, or non-compliance.

### Disrespect

To avoid insulting, using derogatory names, dishonoring, or verbally or in writing abusing students or school personnel is prohibited. Students are anticipated to behave appropriately while at school or under school authority. Staff members will handle incidents related to inappropriate classroom behavior. Nevertheless, if staff members find it necessary to remove a student from a situation due to unacceptable conduct, consequences may ensue.

### Disruption

Disrupting the established system of policies, rules, and regulations that govern the behavior of both staff and students, hindering effective interaction necessary for learning. Staff will address instances of disruptive behavior in the classroom. If staff determine it necessary to remove a student from a situation due to disruptive behavior, consequences may follow.

### Dress Code or Apparel Violation

Failing to adhere to the dress code set by the school administration. Students may be required to adjust their attire to comply with the dress code guidelines or may be directed to the office for administrative support.

### Electronic Device Violation

Breaking the electronic device policy could lead to the confiscation of the device(s). Parents may need to retrieve the device(s) from the main office.

### Failure to Serve Consequences

Not fulfilling an assigned consequence may lead to more severe repercussions.

### False Alarms

Alarms are strategically placed throughout the FMJSHS building to ensure the safety of students and staff. Reporting a false alarm, triggering a false alarm, or making a false threat are extremely grave offenses. Such actions disrupt the learning environment and put school personnel and students at risk. Any individual engaging in such behavior may face severe consequences and be referred to the appropriate authorities.

## Fighting

Physical contact (battery) involving two or more individuals is classified as fighting. Engaging in fights on school premises or under school authority is deemed unacceptable. All students implicated in physical or verbal altercations may face disciplinary action, potentially leading to suspension, expulsion, and referral to the Student Resource Officer (SRO). Additionally, students may be held accountable under the "Good Conduct" policy and could be suspended from extracurricular activities as participants or spectators.

Students are required to promptly report any rumors of impending fights or inappropriate physical conduct to the administration.

## Forgery

Forgery is defined as falsifying someone else's signature with the intention of misrepresenting oneself. Any instances of forging another person's signature will be reported to the administration for possible repercussions.

## Gang-Related Activities

Displaying affiliation with a gang or wearing clothing or symbols associated with a particular gang is strictly prohibited. Gang-related behavior on school grounds will not be accepted. Referral to the Student Resource Officer (SRO) may be required in such cases.

## Harassment

While students may not always get along with everyone they encounter, demonstrating respect is essential. It is our duty to exhibit how individuals can coexist and collaborate in a civilized manner without engaging in harassment. Harassment is defined as words or actions directed at an individual that intimidate, degrade, or fail to honor a person's dignity. This includes making references to a person based on their age, sex, race, color, creed, religion, disability, or sexual orientation. Verbal remarks, sexual name-calling, gestures, jokes, and spreading rumors are all forms of harassment. Students may also face consequences under the "Good Conduct" policy and be suspended from extracurricular activities as participants or spectators.

Harassment is considered a criminal offense under Iowa law. Therefore, students are urged to promptly report incidents of harassment, bullying, intimidation, or threats to the school office.

## Steps to Follow if You Believe You Are Being Harassed

1. Ask the harasser to stop.
2. Report the harassment to school staff.
3. Keep a record of incidents you perceive as harassment.
4. Remove yourself from the situation if you feel harassed by an individual.

## [HARASSMENT/BULLYING COMPLAINT FORM - Board Policy 104-E\(1\)](#)

The form contained within Board Policy 104-E(1) can be located at [www.fmcsd.org](http://www.fmcsd.org), navigating to "Our District," selecting "School Board," clicking on "Board Policies," and scrolling down to 104-E(1). The form is also available in hard copy form from the high school office, junior high office, the counseling office, or in a restorative connections classroom.

## Illegal Substances

Possessing, using, selling, or distributing controlled substances or alcoholic beverages on school premises or under school authority is explicitly forbidden. Students found to be using illegal substances during school-sponsored events will face removal, suspension from the activity, and referral to the School Resource Officer (SRO). Those suspected of being under the influence of illicit or intoxicating substances may also be directed to the SRO. Violators of this

policy will be subject to Board of Education policy 502.7b and the eligibility code outlined in the "Good Conduct" policy.

### Inappropriate Affection

Public displays of affection (PDA) encompass actions such as touching, kissing, or engaging in lewd bodily contact with another individual. Students are prohibited from demonstrating excessive displays of affection while on school premises or during school-sponsored events. Consequences for inappropriate behavior will be decided by the administration.

### Inappropriate Location/ Out of Bounds Area

Being in an area of the building or on school grounds that is not designated, appropriate, or reasonable for a student to be present is prohibited. Consequences for being in an unauthorized location or out-of-bounds area will be decided by the administration.

### Inappropriate Physical Contact

Non-serious yet inappropriate physical contact between one or more students is termed as minor physical contact. Consequences for such behavior will be decided at the discretion of the administration.

### Misrepresentation

Intentionally conveying false information or lies to evade detection or breach a policy, rule, or regulation is known as misrepresentation. Consequences for engaging in misrepresentation will be decided at the discretion of the administration.

### Peer Conflict

Conflict with others is a natural aspect of life, and acquiring effective conflict resolution skills encourages listening and collaborating to reach a mutually agreeable solution. Peer conflict differs from bullying or harassment as both individuals hold equal power in the situation. Even though emotions may run high, neither party aims to exert power or seek attention. When mutual agreement seems unattainable, seeking mediation is advisable.

### Physical Aggression

Participating in actions that entail physical contact, such as hitting, punching, kicking, hair pulling, scratching, or using objects to cause harm, even if not classified as fighting, is considered physical aggression. Consequences for engaging in physical aggression will be decided at the discretion of the administration.

### Plagiarism/Cheating

The Fort Madison Community School District upholds a strong commitment to academic integrity. The Administration and faculty at FMJSHS expect all students to submit coursework that reflects their original work. Plagiarism and cheating compromise academic integrity and violate school policies.

Definition of Plagiarism:

Plagiarism encompasses, but is not limited to:

- Presenting another person's words, ideas, images, or data as one's own in any academic work or project.
- Possessing unauthorized materials.
- Using substantial editorial or compositional assistance, which includes involvement from family members.
- Submitting another student's work that has already been credited.
- Making false claims or fabricating references.
- Copying assessments from others or sharing answers with peers.

Faculty members at FMJSHS understand that plagiarism may be a new concept for students, and education on this matter will be continuous throughout a student's academic journey.

### Consequences of Plagiarism:

Plagiarism cases will be addressed on an individual basis. Potential consequences include:

- Confidential communication of academic misconduct to all instructors.
- Completion of an additional assignment or assessment requiring original work.
- Completion of an assessment outside regular school hours.
- Suspension of extracurricular involvement until original work is submitted.
- Suspension or recommendation for expulsion in cases of repeated academic misconduct (more than two occasions).

By emphasizing academic integrity and addressing plagiarism promptly and fairly, FMJSHS aims to foster a culture of honesty and respect for intellectual property within the student community.

### Theft

Taking possession or control of another person's property with the intention to deprive them of it, or managing stolen property while being aware of its stolen nature, or having reasonable grounds to suspect it was stolen, unless the purpose is to promptly return it to the owner or hand it over to a suitable school official, constitutes theft. Students who have stolen or damaged school or personal property may be required to make restitution. Any individual involved in such actions may face consequences and be referred to the appropriate authorities.

### [TOBACCO - Board Policy 502.07](#)

Board of Education Policy 502.07 prohibits the use or possession of tobacco products (including all types of vaping devices and products) by students while on school properties or under the school's jurisdiction, during school hours or while participating in a school-sponsored event. Students in violation of this policy may be subject to consequence, receive a good conduct violation, or be referred to the SRO.

### Trespassing

Unauthorized entry or remaining on school premises without permission or despite being instructed by school staff to depart is considered trespassing. The presence of unauthorized individuals (intruders) on school property without the approval of the building administration constitutes trespassing. School staff are required to report the presence of intruders. Intruders who disrupt school procedures may be required to leave the premises. If their actions disturb the orderly functioning of the school environment or disrupt the scholarly atmosphere, they may face legal prosecution.

Unauthorized persons may include, but are not limited to:

- Students not assigned to that specific building.
- A restricted student.
- Any individual who is not an employee of the Fort Madison Community School District or affiliated with district personnel.

### Unexcused Absences

Non-attendance at regularly scheduled classes, as specified in Board Policy 501.10, may result in consequences for unexcused absences, which will be decided at administrative discretion.

### Vandalism

Vandalism is the act of defacing or damaging school property or the property of others. Students who have vandalized or caused loss to school or personal property may be obligated to provide restitution. Any student linked to such actions may face consequences and potentially be referred to the School Resource Officer (SRO).

## WEAPONS - Board Policy 502.06

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

School district facilities are not an appropriate place for weapons, dangerous objects and look-alikes. Weapons and other dangerous objects and look-alikes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons, dangerous objects or look-alikes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing a firearm to school or knowingly possessing firearms at school will be expelled for not less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of the policy, the term "firearm" includes, but is not limited to any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary, or poison gas or otherwise defined by applicable law.

Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt from this policy. The superintendent may develop an administrative process or procedures to implement the policy.

# GENERAL INFORMATION

## Announcements

The primary method of communicating school-related activities with students is through announcements. These announcements will be delivered daily via FMCS D email. All FMJSHS students have access to a personalized school email account for professional correspondence with staff and peers. Students are expected to check their email accounts daily to stay informed through this efficient communication method within the school community.

To include an announcement, it must be approved by the administration and submitted by 3:00 PM the day before. Announcements should be sent to [patrick.lamb@fmcsd.org](mailto:patrick.lamb@fmcsd.org) for approval and inclusion in the communication.

## Auto Shop

Only individuals with a valid driver's license are permitted to drive vehicles into or out of the auto shop.

## Cafeteria

Students are required to comply with the instructions given by the adults supervising the cafeteria. Due to the high volume of students served meals and the need to accommodate various schedules, the lunch routine may be subject to changes.

Students dining in the cafeteria have multiple dietary options available daily. While cash payments are accepted, students are encouraged to use their school lunch account for a quicker service experience. To uphold a pleasant environment in the cafeteria, students are expected to:

- Return their trays.
- Clear tables of all items.
- Demonstrate polite and courteous behavior at all times.

Staff supervisors may request students to assist in cleaning their eating area. Students are expected to cooperate and provide help in meeting these expectations.

## Co-Curricular Activities

Fort Madison Community Schools will uphold a supervised program of co-curricular activities that contribute to the educational and social development of students. These activities are considered an integral part of the overall curriculum and cover the following areas:

- Subject-matter related organizations, activities, clubs, and committees
- Athletics (including interscholastic and intramural sports)
- State-sanctioned clubs and associated activities

Participation in these activities will be governed by state and school regulations and requirements.

## Academic Eligibility Requirements at Fort Madison High School

Eligibility Criteria:

- All student contestants must be enrolled and in good standing at Fort Madison High School.
- Students must pass all coursework for which credit is given and make adequate progress towards

graduation requirements at the end of each grading period.

### Ineligibility Consequences:

- If a student receives a failing grade in any course for which credit is given at the end of a grading period, they will be ineligible to dress for and compete in the next interscholastic athletic contests for 30 consecutive calendar days.
- During this period of ineligibility, students are expected to attend practices and related activities as active participants.

### Special Circumstances:

- A student with a disability and an individualized education program will not be denied eligibility based on scholarship if making adequate progress as determined by school officials.
- An eligible student can participate in interscholastic athletics for a maximum of eight consecutive semesters starting from the ninth grade.
- Students engaging in athletics during the summer after eighth grade are also eligible to compete through the summer following twelfth grade.
- Academic eligibility commences upon entering the ninth grade.

By adhering to these academic eligibility requirements, Fort Madison High School aims to support students in their academic pursuits while fostering participation and growth in co-curricular activities.

## [COMMENCEMENT - Board Policy 505.07 And Eligibility](#)

*Commencement ceremonies through the Fort Madison Community School District are a privilege afforded to students who are in good standing, and for those individuals who have made appropriate choices leading up to the date of commencement. No student is entitled to the privilege. The commencement ceremony must be earned.*

Only students who meet all graduation requirements or early graduation requirements will be allowed to participate in the Commencement Exercise. Seniors will not be allowed to participate in Commencement if they have not met all of the following requirements: proper number of credits, proper required courses, correspondence course grades received in the office two (2) weeks prior to Commencement, payment of fines, bills, other financial obligations, or discipline consequences complete such as detentions, or suspensions. Those students who take care of their obligations after the Commencement Exercise may either receive their diploma or go through Commencement Exercises the next year. Once students participate in commencement exercises, they will no longer be considered students at FMJSHS.

Academic achievement and community service will be recognized at commencement exercises with medals and chords.

## Contests Involving Pupils

The school district aims to collaborate with community agencies while ensuring that such cooperation aligns with the educational goals of the schools and the needs and interests of the students.

## Student Participation in Contests

- Approval or disapproval for student participation in contests organized by external agencies will be decided by the principal of each school.
- The most recent approved list from the National Association of Elementary and Secondary School Principals will serve as a guideline for these decisions.

## Continuing Education Program

The Fort Madison Community School District may engage in providing a continuing education program through an annual contract with Southeastern Community College. The courses and subjects offered will aim to fulfill the needs and preferences of the community. However, the availability of facilities, teachers, and the level of interest indicated by class enrollment will determine the specific course offerings.

## Criminal Trespass

Non-students present on FMJSHS property will be requested to leave or be escorted out unless they are authorized visitors approved through the main office. Non-students may receive verbal warnings and/or a written notice specifying their prohibition from being on school premises during school hours or activities.

Repeated violations may result in a formal complaint of criminal trespass being filed with the Fort Madison Police Department, potentially leading to the arrest of the individuals involved. Additionally, students under out-of-school suspension who are on school property without administrative permission are liable to face criminal trespassing charges.

## Deliveries

FMJSHS will not accept deliveries from external agencies intended for FMJSHS students. Food from external vendors will not be permitted for delivery to the school premises during the school day, except on special occasions authorized by the administration.

## Dismissal Time

School concludes at 3:00 PM. Students who do not utilize district transportation must vacate the FMJSHS building and campus by 3:15 PM.

## [DISTRIBUTION OF MATERIALS - Board Policy 903.05](#)

The Board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are non curricular. Non Curricular materials to be distributed must be approved by the building principal and/or meet certain standards prior to their distribution.

## Doors

Students are required to utilize the main entrance of the FMJSHS Building for both entry and exit. Propping doors open, permitting unauthorized access through doors, or holding doors for others during the school day is explicitly forbidden. Doors will be accessible during designated times of the day. Outside of these times, students must be accompanied by a staff member or use the main entrance to access the building.

## Driver's Education

The Fort Madison Community School District provides driver's education through [Triple R Driving School](#). For more information on location, dates, and registration, please call or text (319) 470-6975, or email [triplerdrivingschool@gmail.com](mailto:triplerdrivingschool@gmail.com).

## Food/Drink

Generally, food and beverages are prohibited in classrooms, the media center, computer labs, and on school premises. An exception is made for bottled water, permitted at the discretion of the classroom instructor.

## Forfeiting of Funds Due to Good Conduct Eligibility, Academic Eligibility, or for Building Discipline Issues

Students who have made payments for activities sponsored by the school or school-affiliated groups will lose their paid funds for trips outside the school district if they are deemed ineligible to participate due to Good Conduct Eligibility, academic eligibility, or disciplinary issues within the school building. Any funds raised by students through fundraisers to support trips outside the school district will also be forfeited if the students become ineligible to participate in the activity for reasons related to Good Conduct Eligibility, academic eligibility, or building discipline issues. To ensure that both parents and students are aware of the potential forfeiture of funds, the activity sponsor or class teacher will provide information to each student and parent before initiating any fundraising for a proposed trip. Parental or guardian signatures acknowledging the understanding of the fund forfeiture possibility if school rules are violated must be obtained by the activity sponsor.

## Hall Passes

The school employs a digital hall pass system. Students must possess a valid and authorized pass in the system, approved by an instructor, to leave the classroom during instructional periods. When using a personal pass, students are required to leave all personal electronic devices in the classroom. Administration retains the authority to deny passes to students based on reasonableness.

## Homerooms

All students are assigned to a homeroom and are required to attend as necessary. Student placement in homerooms will be determined by the administration. Homerooms serve the following purposes:

- Foster social and emotional well-being.
- Disseminate general information to students.
- Communicate and clarify school policies.
- Facilitate dialogues between students and adults outside regular classrooms.
- Provide a channel for students to seek assistance or guidance.
- Offer additional academic support if needed.
- Support students with Individualized Education Programs (IEP) or struggling learners.
- Facilitate the administration of state assessments.

## Independent Student

The administration must authorize a student's independent status. Students residing away from their parents' home but legally enrolled in FMCS D must inform the administration of their intention to be recognized as independent students. The administration may request an official contract to establish future attendance and disciplinary protocols. Independent student designation is usually designated for senior-level students who are at least 18 years old.

## Insurance

Accident insurance to cover injuries sustained by a child at school is not provided. Parents are responsible for obtaining or purchasing school insurance to safeguard against accidents or theft of personal belongings.

## Internet

FMJSHS is equipped with Internet connectivity to offer students access to a vast array of online information. Students are required to adhere to the technology acceptable use policy for educational purposes and must obtain parental consent to utilize the Internet. Parents or guardians hold the authority to restrict their student's Internet access by notifying the FMJSHS administration. The administration reserves the right to suspend or terminate Internet access at its discretion.

## Investigation

Staff and students are required to cooperate fully with any investigations conducted by FMCSO. Failure to cooperate may result in disciplinary measures, including suspension.

During investigations, staff and students must be honest. Intentionally providing false, inaccurate, or misleading information may lead to disciplinary action, including suspension. Filing a false complaint is prohibited.

FMCSO reserves the right to take disciplinary action against any employee or student who retaliates against a student filing a formal complaint or provides false statements during the complaint process. Retaliation violates FMCSO policy and will result in disciplinary consequences.

Staff and students are not allowed to discuss ongoing investigations with individuals outside their immediate family, designated adult staff contacts, or the investigator. Conversations relating to the investigation process will be viewed as attempts to influence or disrupt the district's investigation, violating the code of conduct.

## Personal Electronic Equipment

**Electronic Definition:** "Electronic" encompasses any form of communication involving the transmission of information through wire, radio, optical cable, electromagnetic, or similar means. This includes electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.

**Personal Electronic Devices:** Examples of personal electronic devices consist of pagers, laptops, cellular telephones, radios, compact disc and cassette players/recorders, portable digital assistants, audio devices, headphones, air pods, watches with input capability, and recorders.

The utilization of personal electronic devices by students at Fort Madison Junior/Senior High School is a privilege accompanied by responsibilities. This policy is designed to outline guidelines for the suitable and responsible use of electronic devices within the school environment, fostering a safe, focused, and productive learning environment for all students.

### Policy Guidelines:

#### 1. Authorized Devices:

- Students are permitted to use personal electronic devices such as smartphones and smart watches for **standards-aligned educational purposes** during designated times throughout the day, defined as time before and after school, during posted passing times, and during a student's assigned lunch time.

#### 2. Usage Restrictions:

- Personal electronic devices are prohibited not allowed during instructional time unless explicitly permitted by the teacher for a standard-specific educational purpose. Personal electronic devices SHALL NOT be used during unstructured times during an instructional period, including, but not limited to, the beginning of the period, the end of the period, during transitions within the classroom, etc.
- Personal electronic devices should be on silent mode, stored away, and notifications should be disabled to minimize distractions in the classroom.
- Personal electronic devices are restricted at all times in restrooms, locker rooms, or during any form of testing or assessment.
- Personal electronic devices and school-issued technology devices shall not be used for the purposes of plagiarism, copying, colluding, impersonating, fabricating, falsifying, providing assistance to others, tampering, ghostwriting, using artificial intelligence, or self plagiarism (submitting the same work or assignment for multiple courses).
- Damaging school electronic devices, computer systems, or computer networks using a personal electronic device is strictly prohibited.
- A personal electronic device shall not be used to violate copyright laws.
- A student shall not digitally trespass in another's folders, work, or files using a personal electronic device.

- A student shall not use a personal electronic device to intentionally waste limited resources, including, but not limited to, downloads, printing, etc.
- Employing a school network for commercial or any non-educational purposes is restricted.

### 3. **Respectful Use:**

- Students are expected to respect the privacy, intellectual property, and rights of others when using personal electronic devices, refraining from unauthorized sharing of content, photos, or videos.
- Bullying, harassment, or inappropriate behavior through electronic devices is strictly prohibited and will result in disciplinary action.

### 4. **Safety and Security:**

- Students are responsible for the safety and security of their personal electronic devices. The school is not liable for any damage, loss, or theft of devices brought onto school premises.
- Devices and/or passwords should not be left unattended or shared with other students to prevent misuse or unauthorized access.

### 5. **Network Usage:**

- When connecting personal devices to the school's network, students must adhere to the school's acceptable use policy regarding internet access, online behavior, and digital citizenship.
- Streaming, downloading, or accessing inappropriate content is prohibited, and students are expected to follow network usage guidelines at all times.

### 6. **Consequences of Violation:**

- Violations of the personal electronic devices policy, including unauthorized usage, disruptive behavior, or misuse of devices, may result in confiscation of the device, disciplinary action, or loss of device privileges.
- Repeat offenses will be addressed through progressive discipline measures in accordance with the school's code of conduct.

In order to promote the best educational experience, students should feel connected to their educational environment and to others in the school community. Building meaningful connections can occur in a variety of ways. Technology has advanced peoples' ability to connect with one another across a variety of virtual platforms, and when used appropriately, adds value to the learning environment. However, it is vital to the developmental health and growth of students that the district provides opportunities for students to connect with peers and other members of their school community in-person whenever possible. In-person learning and interactions teach vital life and social skills that students will need for their continued success in the community.

For this reason, student use of personal electronic devices during instructional time is prohibited. Students have access to district-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building administrative office.

Instructional time is defined to mean periods of classroom instruction from the beginning of class bell (8:00 AM at Fort Madison Junior/Senior High School) until the end of class bell (3:00 PM at Fort Madison Junior/Senior High School); this includes lunch and passing periods. Personal electronic devices means any device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. This may include, but is not limited to electronic communication equipment, mobile phones, smart phones, video game devices and portable media players. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

Parents or guardians of students may request to building level administration that a student retain access to the student's personal electronic device during instructional time if the parent or guardian can establish there is a legitimate reason related to the student's mental or physical health for the student to retain access during instructional time. This reason must be tied to the student's multi-tiered system of support framework. Any denials may be appealed to the Superintendent, who will be the final decision maker on the request. Students who choose to use personal electronic devices outside instructional time but while on school property, at school-sponsored events,

or in a manner that may impact the educational environment must use these devices in accordance with all applicable laws and board policies. Students who violate this policy may face disciplinary consequences up to and including suspension or expulsion.

In compliance with Iowa law, please be advised of the following:

1. Students at Fort Madison Junior/Senior High School receive a Chromebook at the beginning of each school year for educational use. This Chromebook, along with other materials provided by instructors, serves as the primary educational device.
2. Parents wishing to contact their student during the school day must call the main office at (319) 372-1862. The office will deliver the message by providing a note, or by allowing the student to visit the office to receive the note or speak with the parent.
3. Students may access their personal electronic devices during the school day only for emergencies initiated by Fort Madison Junior/Senior High School (excluding posted emergency drills). Personal electronic devices must be stored in a bag or purse and turned off or set to airplane mode to avoid distracting the learning environment; they may not be kept on the student's person. Additionally, notifications on these devices must be disabled between 8:00 AM and 3:00 PM.
4. Any personal electronic devices confiscated during the school day will be secured in a locked cabinet in the principal's office, accessible only to administrators and designated office staff.

### Level 1 – Minor Violation

- **Consequence:** The first instance of using a personal electronic device during instructional time results in confiscation of the device to be stored in a secure location in the office, accompanied by written documentation of the incident.
- **Detention:** The student receives a lunch detention as an immediate reminder of the policy.

### Level 2 – Moderate Violation

- **Consequence:** A second offense or repeated minor infractions lead to confiscation of the device to be stored in a secure location in the office, accompanied by written documentation of the incident, and a before or after school detention. The student will also forfeit their right to participate in or observe extracurricular activities for the rest of the school day.
- **Parent Involvement:** In cases specifically involving cell phone misuse, a parent meeting is scheduled to review the policy and expectations.

### Level 3 – Serious or Chronic Violation

- **Consequence:** Continued violations result in confiscation of the device to be stored in a secure location in the office, accompanied by written documentation of the incident, and a structured school day detention or in-school suspension, indicating a pattern of noncompliance that disrupts the learning environment. The student will also forfeit their right to participate in or observe extracurricular activities for one calendar week.
- **Parent Involvement:** A mandatory meeting with the parents is arranged to address the persistent misuse of personal electronic devices and to reinforce the importance of in-person engagement and adherence to policy.

### Level 4 – Severe or Persistent Violation

- **Consequence:** For severe or ongoing disruptions that significantly impact the educational environment, the device is confiscated to be stored in a secure location in the office. The student faces out-of-school suspension. The student will also forfeit their right to participate in or observe extracurricular activities for one calendar month.
- **Parent Involvement:** A mandatory, comprehensive parent meeting is held to formulate an intervention plan addressing the misuse of personal electronic devices during instructional time before the student returns.

## Refusal at Any Level

- **Consequence:** If a student does not immediately relinquish their personal electronic device when asked, they will receive, at a minimum, an out-of-school suspension for the remainder of the school day. This consequence upholds our commitment to in-person learning, ensuring that instructional time remains free from distractions and that all students are fully engaged in developing vital social and academic skills. The refusal will also be documented as insubordination. The student will also forfeit their right to participate in or observe extracurricular activities for the rest of the school day at a minimum.

## Acknowledgment:

By bringing personal electronic devices onto school grounds or accessing the school's network, students at Fort Madison Junior/Senior High School acknowledge their understanding and acceptance of the personal electronic devices policy. Parents/guardians are encouraged to review and reinforce these guidelines with their children to promote responsible device usage both at school and at home.

Under precedence of law, the Administration at Fort Madison Junior/Senior High School reserves the right to search student's electronic devices if a reasonable suspicion to do so exists. The Fort Madison Junior/Senior High School administration does not need to obtain a search warrant to carry out such a search.

## STUDENT LOCKERS - Board Policy 502.05

Student lockers are the property of the school district and are designated for storing school materials and necessary personal belongings.

Students are accountable for maintaining the cleanliness and condition of their assigned lockers.

Periodic inspections of all or a random selection of lockers may be conducted by the principal, with students or another individual present during the inspection.

Lockers may be searched without prior notice in accordance with board policies on search and seizure.

Lockers are issued to students at the start of the school year, and students must use their assigned lockers solely for school-related materials and personal possessions.

Students are responsible for any damages caused to their lockers and will be charged accordingly.

Guidelines for locker use:

- Keep lockers closed when not in use with nothing protruding.
- Do not share locker keys or disclose lock combinations.
- Do not store valuables in lockers; the school is not liable for any thefts.
- Maintain lockers clean, organized, and free of adhesive.
- Writing on lockers is prohibited.
- Report jammed or malfunctioning lockers to the main office.
- Do not store extra equipment like band instruments or sports gear in lockers.
- Items that do not fit in lockers will be removed and can be retrieved from the office.

## Locker Searches

**Maintenance Searches** – Although school lockers are temporarily assigned to individual students, they remain the property of FMCS D and may be searched when appropriate. FMCS D has a reasonable and valid interest in ensuring that lockers are properly maintained. For this reason, a periodic inspection of lockers for health and safety reasons is permissible. Any contraband discovered during such searches shall be confiscated by administration or the Fort Madison Police Department.

**Non-Maintenance Searches** – The student’s locker and its content may be searched when a school authority has reasonable suspicion that a locker contains illegal or contraband items. Such searches will be conducted in the presence of another adult witness, when feasible. According to Iowa’s Juvenile Justice Bill, school officials may conduct periodic inspections of all, or a randomly selected number of school lockers. However, the school district must provide written notice to each student and the adult who enrolls the student at the school that school officials may conduct periodic inspections of all school lockers without prior notice. This statement is published in the student planner as the *Non-Exclusivity Clause*, a public notice made annually.

## Lost and Found

A lost and found facility is managed in the main office for misplaced items. Lost and found items are subject to periodic donation or disposal.

## Metal Detectors

Metal detectors may be employed randomly as decided by the administration or based on reasonable suspicion on a selective basis. If a student is suspected of carrying a weapon, the administration may utilize a metal detector to assess the need for a search of the student.

## Money/Valuables

Students are strongly advised against carrying large amounts of money or valuable items at FMJSHS. In cases of theft or loss of money or valuables, students should promptly report the incident to the main office. Students who have experienced theft or loss are recommended to contact their insurance provider, if possible.

## Parent Portal

The PowerSchool Parent Portal enables parents to securely view unofficial details regarding their child's schedule, attendance, grades, and transcripts. Parents interested in accessing this service at no cost can register by reaching out to the school guidance office or main office.

## Parking Permits

Parking permits will be distributed to students through a lottery process involving interested students who have completed the necessary forms, submitted the required fee, and expressed their desire for a parking space. Key points regarding parking:

- Permits are designated to specific numbered spots through a lottery conducted at the start of the school year, starting with eligible seniors and proceeding to eligible freshmen.
- Upon vehicle registration, all students will receive a parking tag to be prominently displayed in the rearview mirror or upper corner of the windshield on the driver's side while parked on school premises.
- Violations of parking regulations may lead to the forfeiture of parking privileges without reimbursement.

Common violations include:

- Parking in visitor, handicapped, maintenance, or faculty spaces.
- Parking in the circle drive.
- Breaching traffic laws.
- Contravening FMJSHS parking policies.

## [Parking Permit Registration Form](#)

## Resolving Problems at School

Parents or guardians who suspect issues at school are advised to initially contact and converse with the teacher, administrator, or relevant staff member directly. Appointments for a personal discussion with the involved staff

member can typically be arranged via email or phone communication. If the issue remains unresolved after meeting with the staff member, reaching out to the building administration is recommended. In the event that the administration and staff are unable to make progress, contacting the Superintendent of Schools is the next step. If the Superintendent is unable to address the matter satisfactorily, seeking assistance by contacting the President of the Board of Education is advised.

## School Sponsored Trips/Activities

### **Importance of School-Sponsored Field Trips and Activities**

- School-sponsored field trips and activities offer students valuable real-world experiences that complement classroom learning.
- These outings immerse students in interactive and hands-on environments, fostering curiosity, creativity, and critical thinking skills.
- By broadening students' perspectives and facilitating social connections, field trips play a vital role in making learning engaging and memorable.
- The administration retains the authority to address any violations of the "Good Conduct Policy" during school-sponsored activities, ensuring a safe and respectful atmosphere.

### **Handling of Rules and Violations during Field Trips**

- The activity sponsor or class teacher is responsible for ensuring that both students and parents comprehend how rules and violations of the "Good Conduct Policy" will be managed.
- Information regarding rules and consequences will be communicated to students and parents before departing on any school-sponsored trip.
- Parental or guardian signatures are required by the activity sponsor to confirm understanding of the rules and consequences, outlining the responsibilities of both the student and parent in the event of rule violations.

## [STUDENT CONDUCT ON SCHOOL TRANSPORTATION - Board Policy 711.2](#)

Students utilizing school transportation will conduct themselves in an orderly manner fitting to their age level and maturity with mutual respect and consideration for the rights of the school vehicle driver and the other passengers. Students who fail to behave in an orderly manner will be subject to disciplinary measures.

The driver will have the authority to maintain order on the school vehicle. It is the responsibility of the driver to report misconduct to the building administrator.

The board supports the use of recording devices on school buses used for transportation to and from school as well as for field trips, curricular or extracurricular events. The recording devices will be used to monitor student behavior and may be used as evidence in a student disciplinary proceeding. The recordings are student records subject to school district confidentiality, board policy and administrative regulations.

After one warning for bad conduct, the building principal will have the authority to suspend transportation privileges of the student or impose other appropriate discipline.

It is the responsibility of the superintendent, in conjunction with the building principal, to develop administrative regulations regarding student conduct and discipline when utilizing school district transportation.

All persons riding in school district vehicles will adhere to the following rules. The driver, sponsor or chaperones are to follow the school bus discipline procedure for student violations of this policy. Recording devices may be in operation on the school buses.

1. Bus riders will be at the designated loading point before the bus arrival time.

2. Bus riders will wait until the bus comes to a complete stop before attempting to enter.
3. Riders must not extend arms or heads out of the windows at any time.
4. Aisles must be kept cleared at all times.
5. All bus riders will load and unload through the right front door. The emergency door is for emergencies only.
6. A bus rider will depart from the bus at the designated point unless written permission to get off at a different location is given to the driver.
7. A rider may be assigned a seat by the driver.
8. Riders who damage seats or other equipment will reimburse the district for the cost of the repair or replacement.
9. Riders are not permitted to leave their seats while the vehicle is in motion.
10. Waste containers are provided on all buses for bus riders' use.
11. Permission to open windows must be obtained from the driver.
12. Classroom conduct is to be observed by students while riding the bus except for ordinary conversation.
13. The driver is in charge of the students and the vehicle, and the driver is to be obeyed promptly and cheerfully.
14. Students will assist in looking after the safety and comfort of younger students.
15. A bus rider who must cross the roadway to board or depart from the bus will pass in front of the bus (no closer than 10 feet), look in both directions and proceed to cross the road or highway only on signal from the driver.
16. Students will not throw objects about the vehicle nor out through the windows.
17. Shooting paper wads, squirt guns or other material in the vehicle is not permitted.
18. Students will keep feet off the seats.
19. Roughhousing in the vehicle is prohibited.
20. Students will refrain from crowding or pushing.
21. The use or possession of alcohol, tobacco or look-alike substances is prohibited in the vehicle.
22. The Good Conduct Rule is in effect.
23. Students will refrain from spraying substances while on the bus, this would include such items as deodorant, perfume, cologne, air fresheners, body spray, etc.
24. Pepper spray and personal protection spray is not allowed on buses.
25. If the bus is equipped with seat belts, students must utilize them.
26. Cell phone alarms, ringers and flashes should be silenced/disabled. Use of a cell phone is a privilege. Cell phones must be used with discretion and to not distract the driver or other passengers. Talking on cell phones is prohibited without prior permission from the driver.

## Student Initiations and Other Student Interactions

Students are prohibited from causing physical or psychological harm or degradation to any other student. This policy applies to initiations into student clubs, groups, or organizations, as well as all other forms of student interaction.

## Summer School

Summer school may be offered for specific mandatory core-area courses. Successful completion of these compulsory courses may be necessary to advance to other core-area courses.

## Tickets & Fines

Individuals found parking illegally or violating traffic and FMJSHS parking regulations may face ticketing by official police departments. Vehicles may also be towed from school property at the expense of the vehicle owner.

## Violation of School Guidelines/Types of Consequences

FMJSHS prioritizes teaching responsible citizenship, but in cases of policy violations, various interventions may be employed to encourage appropriate behavior. These interventions include, but are not limited to:

- A parent/teacher conference
- A parent/counselor conference

- A parent/administrator conference
- Program change or modified schedule
- Referral to the FMJSHS MTSS (struggling learners) process
- Referral to an outside resource/agency

**Consequences such as:**

- **Restoration:** Administration may require a student to restore the learning environment by reconciling with the individual harmed by their offense, whether student or staff.
- **Detentions:** Teachers and administrators can assign detentions before or after school, with the duration determined by the severity of the offense. Failure to serve detention may lead to referral to administration.
- **Lunch Detention:** Assigned by administration for improper behavior during the school day, failure to attend detentions, or related infractions.
- **Suspension from Activities:** Students may be restricted from participating or spectating in extracurricular activities due to disciplinary actions or policy violations.
- **Suspension/Loss of Privilege:** Inappropriate conduct may result in the loss of privileges offered to students during the school year.
- **Structured School Day (SSD):** Alternate placement or a structured school day may be assigned by administration for various reasons.
- **Out-of-School Suspension (OSS):** Removal of a student from the school environment for up to ten school days when other interventions are ineffective or the student's presence disrupts the educational environment.
- **Expulsion:** The Administration may recommend a student for expulsion to the Superintendent of Schools based on severe or repeated incidents.

## Visitors

FMJSHS prioritizes academic learning time by minimizing classroom distractions. Student visitors are discouraged in classrooms and the Multi-Purpose Room (MPR) during lunch to maintain a focused learning environment. Visitors interested in learning about FMJSHS are encouraged to schedule an appointment for an official tour of the building.

## Weather Related Cancellations/Athletics

When school is canceled due to weather-related situations, all school-related practices will be canceled, with the exception of varsity practices. Varsity practices will be optional for students. Students will not face repercussions for missing practices due to weather-related issues. All middle school, junior varsity, and freshman activities and practices will be canceled. The decision to proceed with varsity competitions will be reviewed by the superintendent, principals, activities directors, and transportation director. If a junior varsity or freshman contest is scheduled alongside a varsity contest, it will take place if the varsity contest is held.

# THE CREATIVE LEARNING CENTER (CLC)

The CLC functions as an alternative learning center affiliated with FMJSHS. CLC staff are FMJSHS personnel accountable to the Principal. Graduation criteria are overseen by CLC staff and endorsed by the administration and counseling department at FMJSHS.

Students may not be considered for CLC admission due to reasons such as:

- **Discipline:** CLC prioritizes academics and may not admit students with a history of disciplinary issues or those likely to disrupt the educational environment.
- **Attendance:** Students with a record of truancy, unexcused absences, or tardiness may not be eligible for CLC admission.
- **Lack of Effort:** Students must demonstrate a need for more personalized instruction to be recommended for CLC. Those showing minimal effort at FMJSHS may not be considered for enrollment.

## Admission Process

1. The student will initially meet with their career counselor.
2. The counselor will inform parents/guardians about the educational or administrative directive.
3. The student may have a discussion with a building administrator regarding CLC.
4. Through the counseling office, the student will schedule an appointment with CLC. Admission to CLC requires prior communication between CLC and FMJSHS. CLC staff will aim to accommodate student meetings on the same day if feasible.

## Admission Checklist

- Credit checks completed.
- Extenuating circumstances investigated, listed, and discussed.

## Additional Notes

- Students attending CLC must participate in Iowa Assessments and MAP testing, arranged by FMJSHS and CLC staff. Refusal to participate in these assessments may result in removal from the CLC program.
- Building administration reserves the right to transfer a student to the Creative Learning Center for various reasons, including the need for:
  - Individualized support
  - Behavioral support
  - Academic challenges in a traditional classroom setting
  - Emotional well-being
  - Alternative learning systems
  - Transition support
  - Skill development
  - Intervention and support
  - Multidisciplinary assistance

## CLC Expectations

This program, an extension of Fort Madison Junior/Senior High School, is open for application to any student meeting the stipulated standards. Participation in the program is a privilege, contingent upon meeting all graduation requirements outlined for FMJSHS students.

# THE COUNSELING DEPARTMENT

The Board offers a student guidance and counseling program staffed by certified counselors meeting Iowa Department of Education qualifications. The program caters to students from kindergarten through twelfth grade, aiding in personal, educational, and career development. Counseling personnel at FMJSHS hold degrees in school counseling, addressing personal growth, transitions, course decisions, decision-making, and post-secondary planning. Services are available on an individual or group basis, leveraging the expertise of counselors and staff members. Trained personnel are accessible to provide support to students and families in need of assistance. Referrals to the counseling program can be made by parents, students, peers, or staff for personalized assistance and connections to community resources when required.

## Career Counselor Assignments

Aleena Garr – last names A-K  
Sarah Kohl – last names L-Z

## Mental Health and Social Work

Jan Clark - Mental Health Counselor  
Allison Malcolm - Social Worker

## Grade Point Average (GPA)

GPA equals the number of credits attempted divided by the total number of grade points earned. GPA will be calculated by utilizing the following point system and formula:

### Unweighted (General) Coursework

A+, A, A- = 4.0  
B+, B, B- = 3.0  
C+, C, C- = 2.0  
D+, D, D- = 1.0  
F = 0.0

### Weighted Coursework

A+, A, A- = 5.0  
B+, B, B- = 4.0  
C+, C, C- = 3.0  
D+, D, D- = 1.0  
F = 0.0

## Honor Graduates

- **Graduating with Excellence (4.0+):** Awarded a gold medallion.
- **Graduating with Distinction (4.0 to 3.75):** Awarded a gold medallion.
- **Graduating with High Honors (3.74 to 3.5):** Awarded a silver medallion.
- **Graduating with Honors (3.49 to 3.25):** Awarded a bronze medallion.

Valedictorian and Salutatorian distinctions will be acknowledged at the Senior Awards Assembly and Graduation ceremonies.

## [STUDENT HONORS AND AWARDS - Board Policy 505.3](#)

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students shall be made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended an accredited public or private school for their entire high school education will not be eligible for honors and awards.

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

## Permanent Record Card

Quarter and semester marks are documented on the student's permanent record card. Course grades are allocated at the conclusion of the course, regardless of whether the course duration is one quarter or a semester.

# EXTRACURRICULAR ACTIVITIES

## Statement of Philosophy

Participation in extracurricular activities within the Fort Madison Community School District is viewed as a privilege and honor, enriching each student's education. Involvement in these activities promotes good citizenship, moral character, discipline, and essential skills for personal success and well-being, while enhancing the school and community's image and identity.

Students engaging in extracurricular activities are expected to maintain appropriate conduct on and off school premises, as they represent the school and community. Administrators have the authority to deem a student ineligible for participation in an activity if their conduct violates established rules and regulations.

## Participation

Fort Madison Community School District will oversee a supervised program of co-curricular activities that contribute to students' educational and social development.

Included activities are athletics (both interscholastic and intramural), clubs, committees, state-sanctioned clubs, related activities, and subject-matter connected activities.

Participation in these activities must adhere to state and school regulations and requirements.

Students participating in interscholastic activities serve as official representatives of FMJSHS and the community, with their appearance, character, and conduct reflecting on the school and community.

The administration retains the authority to remove a student from an event or declare them ineligible for disciplinary reasons.

## All School Eligibility (Implementation Starting Semester 2)

### 1. What is All School Eligibility?

a. All School Eligibility refers to a student's ability to participate in and attend a variety of school events, including but not limited to:

- **Athletic Events** (sports teams and competitions)
- **Social Events** (dances and prom)
- **Performing Arts** (school productions, events, concerts, etc.)
- **Career and Technical Student Organizations** (CTSO activities and contests)
- **Clubs and Organizations** (student government, academic clubs, etc.)
- **Other School Activities** (field trips, assemblies, etc.)

b. The purpose of All School Eligibility is to uphold our standards of being safe, responsible, and respectful within the school community. It encourages students to take personal responsibility for their actions and understand the consequences of those actions.

c. To ensure compliance with All School Eligibility requirements, all students must present their school ID before entering any school event. This helps verify their eligibility status for attendance.

### 2. What are the requirements to be considered eligible?

a. To be considered eligible for participation in school events, students must meet the following criteria:

#### 1. **Academic Performance:**

- Students may not be failing a class.

#### 2. **Attendance:**

- Students may not have more than four tardies within a two-week period.
- Students must have no unexcused absences within a two-week period and must maintain an average daily attendance of at least 90% within the past four weeks.

#### 3. **Behavior:**

- Students may not have more than one suspension during the current semester.

- Students may not have more than one major behavior, or three minor behaviors within a two-week period.

### 3. What if I am ineligible and want to discuss my situation?

- a. Students who find themselves ineligible due to extenuating circumstances have the opportunity to petition the administration for reconsideration. The petition process includes the following guidelines:
  - **Submission Timeframe:** Students must submit their petitions within a maximum of 36 hours after receiving notification of ineligibility.
  - **Administrative Response:** The administration will provide a decision regarding the petition within a maximum of 72 hours.
- b. This process ensures that each student's unique situation is taken into consideration while maintaining the integrity of our eligibility standards.

## Definitions

- **Competition/Performance:** Refers to a specific event within an extracurricular program, including contests, performances, school-sponsored trips related to extracurricular activities, and more.
- **Offense:** Occurs when a student is found by a school official to have breached the Good Conduct Code. Junior High/Middle School students are also subject to this code, with violations before ninth grade not carrying forward.
- **Possession:** Defined as being under the student's direct control, either on their person or within property they control.
- **School Days:** Refers to days when school is in session.
- **Student Code of Conduct:** A set of school rules and regulations separate from the Good Conduct Code. Violations of both codes will result in penalties under each set of rules.
- **Year:** In this policy, denotes a calendar year.

## Letters & Awards

Students who are deemed ineligible at the end of an activity will not receive a letter or award for that particular activity.

## Transportation

Transportation is provided for students to and from activity trips and school, with students expected to behave responsibly while on school-provided transportation.

Students causing discipline issues on school vehicles may be removed from the transportation service.

Students are required to use school transportation for school activities, with exceptions granted only under unusual circumstances with prior permission from the Principal or Activity Director.

Students are not permitted to travel with other students under any circumstances without prior authorization.

If a student is to ride home with a parent from the activity site, the parent must inform the coach or sponsor and sign out the student with them.

## [STUDENT TRANSPORTATION FOR EXTRACURRICULAR ACTIVITIES - Board Policy 711.03](#)

The board in its discretion may provide school district transportation for extracurricular activities including, but not limited to, transporting student participants and other students to and from extracurricular events.

Students participating or attending extracurricular events, other than those held at the school district facilities, may be transported to the extracurricular event by school district transportation vehicles or by another means approved by the superintendent.

Students, who are provided transportation in school district transportation vehicles for extracurricular events, will ride both to and from the event in the school vehicle unless arrangements have been made with the building principal or designee prior to the event. A student's parent may personally appear and request in writing to transport the student home from a school-sponsored event in which the student traveled to the event on a school district transportation vehicle.

It is the responsibility of the superintendent to make a recommendation to the board annually as to whether the school district will provide the transportation authorized in this policy. In making the recommendation to the board, the superintendent will consider the financial condition of the school district, the number of students who would qualify for such transportation, and other factors the board or superintendent deem relevant.

Transportation is provided for students to and from activity trips and to and from school. Students are expected to act in a responsible way while riding on school provided transportation. Should a student cause discipline problems while riding in school vehicles, he/she may be removed from the school provided transportation. Students are expected to ride school transportation to and from school activities. For the protection of the student and school, only the following exceptions will be granted:

1. Under unusual circumstances, a student may use other transportation to an activity if they have received permission from the principal or designee prior to that activity. Under no circumstance will a student be allowed to travel with another student. Students who use anything other than school transportation without permission to an activity will not be allowed to participate.
2. The parent or guardian informs the coach or sponsor at the activity site that the student will be riding home with them. Parent must sign their student out with the coach or sponsor.
3. The parent contacts the principal or designee and sends a written note stating the name of the adult with whom their child may ride home. The adult whose name is listed on the note must contact the coach or sponsor at the activity site. This will only occur under certain circumstances that have been agreed upon by the principal or designee and parent. Students will not be allowed to ride with other students.

# GOOD CONDUCT POLICY

## GOOD CONDUCT CODE - Board Policy 503.4

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetimes.

Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral or unhealthy.

Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. The principal will keep records of violations of the good conduct rule.

It is the responsibility of the superintendent to develop rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

## STUDENT ACTIVITY PROGRAM - Board Policy 504.6

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity unless the activity is not offered or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

A high school student who participates in school sponsored athletics may participate in a non-school sponsored sport during the same season.

It is the responsibility of the superintendent to develop administrative regulations for each school activity. These regulations will include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, academic requirements, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Note: This is a mandatory policy. Boards must have a policy addressing the issue of non school athletic participation.

Please refer to the school calendar on the district website ([www.fmcsd.org](http://www.fmcsd.org)) for the starting dates for various activities.

All FMJSHS students are expected to represent the high school consistent with the school's expectations at all times.

## Academic Integrity

Academic honesty and integrity are essential to excellence in education. Assignments, assessments, and all other types of schoolwork are measures of student performance. The ability for educators to determine what a student knows, and is able to do, is critical for achievement. Each student at Fort Madison High School has a responsibility to promote academic culture that respects and fosters individual achievement. To this end, the administration at FMJSHS has an obligation to foster an environment which includes fidelity in each classroom. Students may be subject to consequences for a lack of academic integrity, including, but not limited to:

- Loss of credit for an individual assignment.
- Loss of credit for a course.
- Loss of daily school privileges (phone, passing, restroom, lunchroom, etc.)
- Loss of the privilege to attend or participate in school activities (activities, athletics, special events, dances, etc.)
- Inclusion of a statement in the student's permanent file regarding a lack of academic integrity.

## Attendance Eligibility

To remain eligible for events, practices, games, matches, tournaments, etc., on the same school day, a student athlete must be present in class by 10:00 a.m. As outlined in board policy, students are allowed to be excused for half a school day with approval from the building administration. However, accumulating one or more unexcused absences during the school day will result in the student athlete being deemed ineligible for extracurricular activities, unless special circumstances have been approved in advance by the building administration.

## Good Conduct Code & Eligibility Policies

The following Good Conduct Code establishes the standards by which students shall conduct themselves if they choose to take advantage of the privileges afforded them by participation in extracurricular activities. Students participating in extracurricular activities shall commit themselves to meet the standards of the Good Conduct Code and of the Student Code of Conduct.

Before participation in any activity is permitted, all students who wish to participate in extracurricular activities shall be made aware of the Good Conduct Code, which is available on the FMCS website, located at the FMJSHS page via the student handbook.

The staff, administration, and school board encourage participation in interscholastic competition, extracurricular activities, field trips, and other school-related activities. To be eligible for participation in these activities, students will follow the Good Conduct Code established by the board of education, administration, sponsors, and coaches.

Appropriate student behavior is, required by and impacts on, all extracurricular activities in which a student participates. If a student is participating in multiple extracurricular activities at the time the student loses privileges under this policy, the loss of privileges shall apply to all activities.

## Good Conduct - General Standard

Good Conduct consists of behavior which reflects the generally accepted social and moral requirements of the community, is legal, and at all times reflects respect for and sensitivity to other persons, their rights, property and dignity. The final decision concerning a violation of good conduct standards rests with building administration.

## Good Conduct - Applicable Activity Programs

The Good Conduct Code applies to all extracurricular activities, including but not limited to:

- All athletic and related positions
- All music, speech, and drama
- School royalty; prom and homecoming court
- Student government/council and other elective officers

- Career and technical student organizations
- School honors
- School clubs

## Good Conduct - Application

If at the time of the violation, the student is not currently participating in any activity, then the student's period of ineligibility shall apply to the first extracurricular activity or activities in which the student participates. A student must begin involvement in an extracurricular activity from the date on which that activity begins (at least before the first competition/performance) and will not be allowed to join an extracurricular activity in process unless the coach/sponsor provides written permission *and* the student has no outstanding Good Conduct Code violations, or if the student has violated the Good Conduct Code, the student has to have completely served the full period of ineligibility for the student's violation. If a student joins an activity with an outstanding Good Conduct Code violation, the student may not quit such activity until the end of that activity's season or the school year if the student wishes to get credit for satisfying the student's ineligibility period. A disciplinary action may carry over from one activity to another and may carry over from one school year to the next. A disciplinary action may not carry over from 8<sup>th</sup> grade to 9<sup>th</sup> grade. Any incoming student who was declared ineligible under a prior school district's Good Conduct Code, or similar rule or regulation, and who has not completed the full period of ineligibility at that school and transfers to Fort Madison High School/Middle School will not be eligible for extracurricular activities at Fort Madison High School/Middle School until the full period of ineligibility has been completed. Once that time period of ineligibility has been completed, the student is then immediately eligible for extracurricular activities at Fort Madison High School/Middle School as far as any Good Conduct Code is concerned. The Administrator or Administrator designee shall have sole authority and discretion in deciding whether periods of ineligibility pursuant to a violation of the Good Conduct Code, or similar rule or regulation, of the student's prior school district have expired.

## Good Conduct - Violations

Violations of the Good Conduct Code include but are not limited to the following prohibited conduct and actions. ***Any behavior not addressed may be handled by Administration with consequences deemed appropriate on an individual basis.***

Students shall not:

- Sell, manufacture or distribute illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia;
- Illegal Possession, use or threaten to use any instrument that is generally considered a weapon, or an imitation weapon or an explosive;
- Possess, use or be under the influence of illegal drugs, controlled substances, imitation controlled substances, or drug paraphernalia;
- Possess, use or be under the influence of alcoholic beverages;
- Assault or physically abuse of any person;
- Use, possess and/or transmit tobacco or imitation substances;
- Damage, destroy, vandalize or steal school property and/or personal property;
- Attend a function or party or be present in a vehicle where illegal drugs are being used or where alcohol is being used illegally by minors. Attendance with parents at a function (family celebration, wedding, graduation, etc.) where alcohol is served legally to adults of age, shall not be considered a violation of the good conduct policy unless alcohol or a controlled substance (drugs) is consumed by the minor student or the minor student participates with others who are illegally consuming alcohol or controlled substances (drugs) and the student knows or reasonably should know that these individuals are minors illegally consuming alcohol and/or individuals (whether minors or not) illegally consuming controlled substances (drugs);
- Participate in any conduct which, in Iowa is illegal, whether or not an arrest or conviction occurs, except simple misdemeanor traffic violations and curfew violations.

## Good Conduct – Determination of Violation

When it comes to the attention of school officials that a student is suspected of violating the Fort Madison Good

Conduct Policy or the rules of a specific extracurricular activity, the ADMINISTRATOR OR ADMINISTRATOR DESIGNEE will determine whether the student has committed a violation.

Prior to making a final determination that there has been a violation, the Administrator or Administrator designee shall:

- Be informed of the allegations;
- Perform an appropriate investigation.

The student shall:

- Be notified, orally or in writing of the allegations against the student, and the basis of the allegations;
- Be given an opportunity to respond to the allegations.

The Fort Madison Community School District may determine that there has been a violation of its Good Conduct Code whether or not criminal charges have been filed, whether a student's trial is pending, or whether or not the student is found guilty by a court of law.

Once the determination is made that a student has violated the Fort Madison Good Conduct Code, the Administrator or the Administrator's designee shall make a determination of the appropriate penalty. The student and his/her parent(s) shall be informed in writing of this decision (the nature of the violation and the determination of the penalty) by mailing the same to the student's residence (or other address if the parents have a different address on file for mailing purposes with the school) within two school days of the determination. In addition, the parent(s) will be notified orally, when possible.

## Good Conduct - Penalties for Violation(s)

The penalties listed below are for specific violations of the Good Conduct Code. Violations not specifically listed will result in similar consequences. Where applicable, the following will be applied in addition to the specific penalties outlined in the Student Code of Conduct. The penalty shall be imposed within three (3) school days of the Administrator or their designees determination of a violation.

Penalties: The penalty for a violation is ineligibility for a percentage of the activity season. The student must participate in practice during the period of ineligibility; however, the student shall not be permitted to dress for or participate in the contest. All percentages will round up. For example: 11% of 40 scheduled baseball games is 4.4 games. This person will miss 5 total games.

- **First Offense:** Loss of eligibility for up to 22% of the contest/performance dates scheduled for that activity for the year.

**Penalty Reduction Option.** Any student who comes forward, admits to the Principal a violation within twenty-four (24) hours after it occurs, provides complete and accurate facts about his/her involvement, and satisfactorily completes a district recognized alcohol/drug education program at the student's and/or parent's expense (for Violations 1, 2, 3 or 4) shall have the penalty that would have been imposed, reduced to 11% of the contest/performance dates scheduled for that activity for the year. The Principal will have the sole authority and discretion to determine whether a student has complied with this section and is eligible for a penalty reduction.

- **Second Offense:** Loss of eligibility for up to 44% of the contest/performance dates scheduled for that activity for the year.  
**No Penalty reduction option.**
- **Third and Subsequent Offenses:** Up to one calendar year of ineligibility.  
**No Penalty reduction option.**

For violations involving possession, use or distribution of alcohol and/or drugs, the student must seek an evaluation from a recognized substance abuse facility to become eligible. This evaluation will be required at the 2<sup>nd</sup> and 3<sup>rd</sup> and subsequent offense levels and will be at the expense of the student or parents.

## Good Conduct - Student Appeal Process

A student may contest a determination that the student violated the Good Conduct Code and/or the consequences imposed for a Good Conduct Code violation. The decision of the Administrator or Administrator's designee regarding the Good Conduct Code may be appealed to the Superintendent. The appeal to the Superintendent shall be in writing and delivered to the Superintendent or his/her secretary within five (5) school days of receipt of the Administrator's or designee's decision. The appeal to the Superintendent shall specify the reasons for the appeal and all supporting information and facts. The decision of the Superintendent may be appealed to the Board of Directors. This appeal shall be in writing and filed with the Board Secretary within five (5) school days of receipt of the decision from the Superintendent. A meeting with the Board shall be held as soon as reasonably practicable. During the appeal, the student shall remain ineligible pending a decision by the Board. The Board's decision shall be final.

# INFORMATION TECHNOLOGY

## 1:1 Initiative

### **1. Participation Agreement**

- As part of our 1:1 initiative the Fort Madison Community School District (FMCS D) provides each student who is actively enrolled at Fort Madison High School a Chromebook as well as related peripherals including case, and charger.
- Students shall be required to fill out and return a 1:1 Agreement form before being granted permission to participate in this program. Participants are subject to the following terms and conditions:
  - The student must be actively enrolled at Fort Madison High School.
  - The Chromebook and related peripherals are on loan and remain the property of the Fort Madison Community School District.
  - Both student and parent agree to adhere to the terms and conditions of the Chromebook Care and Use Policy Guide.
  - The student shall be the exclusive user of this device and shall not grant access to any other individual.
  - The student must comply with all applicable software license agreements.
  - Chromebooks and peripherals must be returned to FMJSHS at the end of each school year, or at the time of transfer or withdrawal from Fort Madison High School.
  - Chromebooks and peripherals will be returned in good condition with reasonable wear and tear as outlined in the Chromebook Care and Use Policy Guide.
  - FMJSHS may charge a late fee and/or take disciplinary measures if the Chromebook and peripherals are not returned on or before the return date.
  - The care and maintenance of the Chromebook and related peripherals are the responsibility of the student and parent while in their care. There will be a fee assessed if the Chromebook and/or peripherals are broken, lost or damaged in cases where the equipment is not covered by voluntary insurance.

Failure to meet the above mentioned terms and conditions will result in a denial of access to a 1:1 resource for the student.

### **2. Voluntary Insurance**

- The Fort Madison Community School District is offering a voluntary insurance plan to parents/students.
- While we encourage all students to obtain this insurance for their school issued Chromebook please note that participation is VOLUNTARY. You are in no way obligated to participate in this program. Participation in the voluntary program covers the insured device for one school year (August through May). The policy provides coverage for ACCIDENTAL DAMAGE and DAMAGE INCURRED BY NATURAL DISASTER.
- Declining to purchase the insurance for the Chromebook makes the student responsible for damage beyond reasonable wear and tear as outlined in the 1:1 Agreement.
- You may obtain the insurance form in the High School office or through our online payment portal which can be accessed through the parent portal.

### **3. Policy**

- A copy of the Chromebook Care and Use Policy Guide can be found online.

## [ACCEPTABLE USE/INTERNET SAFETY FOR TECHNOLOGY - Board Policy 605.06](#)

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student will not be permitted to use the address to send and receive mail at school.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information which may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Students' Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors.

The school district will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school district's commitment to:

The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;  
Student safety with regard to:

- safety on the Internet;
- appropriate behavior while on online, on social networking Web sites, and
- in chat rooms; and
- cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations, and that they understand the consequences for violation of the policy or regulations

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-rate.

Note: This is a mandatory policy. Parents must give permission to allow their children to access the internet according to the policy language; and districts are obligated to provide education/training on the safe use of the internet for students.

# LIBRARY/MEDIA CENTER (LMC)

## Borrowing Library Resources

Library books may be checked out for three (3) weeks, with the option of renewal. Students must pay the replacement costs for lost or damaged materials.

## Computer Use Guidelines

Acceptable use of the school's computers must be in support of educational and research and consistent with the district's educational objectives. Computers may be used for academic, school-related purposes: i.e. research, word processing, preparing slideshows. Computers may not be used for non-academic purposes such as playing games or excessive personal web surfing.

## Hours of Operation

Open Monday – Friday, 7:30 AM - 3:15 PM. Students are expected to be on task and working productively. Students will use computers, other equipment and resources responsibly and appropriately. The Food/Drink rule will be enforced in the library.

## Online Resources

The library subscribes to research databases that can be accessed from both school and home.

## [SCHOOL LIBRARY - Board Policy 605.05](#)

The school district will maintain a school library in each building for use by employees and by students during the school day. Materials for the libraries will be acquired according to board policy, "Instructional Materials Selection." It is the responsibility of the principal of the building in which the school library is located to oversee the use of the materials in the library. It is the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the weeding of library and instructional materials, and for the handling of challenges to either library or classroom materials.

## [STUDENT LIBRARY CIRCULATION RECORDS - Board Policy 506.4](#)

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents. Parents may not access records, without the student's permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It is the teacher-librarian's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying may be charged.

It is the responsibility of the superintendent, in conjunction with the teacher or teacher-librarian, to develop administrative regulations regarding this policy.

## Technology Resources and Use

Access to various technology resources are available to students for academic-related purposes. The FMCSB Board Policy 605.6 outlines the acceptable use policy for technology. Students who violate computer use guidelines will lose access privileges. School disciplinary actions and/or appropriate legal action may be taken.

### USE OF INFORMATION RESOURCES - Board Policy 605.7

In order for students to experience a diverse curriculum, the Board encourages employees to supplement their regular curricular materials with other resources. In so doing, the Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research providing that all fair use guidelines are met.

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violation of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school district received permission to perform a copyrighted work does not mean outsiders can copy it and replay it. Those who wish to do so should contact the employee in charge of the activity to determine what the process is to ensure the copyright law is followed. The school district is not responsible for outsiders violating the copyright law or this policy.

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school district's procedures or is permissible under the law should contact the principal, teacher or teacher-librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

# NURSE

## General Information on Health Services

**Fever:** Students with a temperature of 100°F or higher will be sent home and can return to school once they have been fever-free for 24 hours without the use of fever reducers.

**Antibiotics:** If prescribed antibiotics for a contagious illness, students can return to school 24 hours after starting treatment or upon clearance from their physician.

**Vomiting:** Students can attend school if they have not experienced any vomiting for 24 hours.

## ADMINISTRATION OF MEDICATION TO STUDENTS - Board Policy 507.02

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

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

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

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physicians, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course). A medication administration course and periodic update shall be conducted by a registered nurse or licensed pharmacist, and a record of course completion shall be maintained by the school.

A written medication administration record shall be on file including:

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

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

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

by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

## COMMUNICABLE DISEASES - Board Policy 507.03

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. The term “communicable disease” will mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases is included in the school district’s bloodborne pathogens exposure control plan. The procedures will include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan is reviewed annually by the superintendent and school nurse.

The health risk to immunosuppressed students is determined by their personal physician. The health risk to others in the school district environment from the presence of a student with a communicable disease is determined on a case-by-case basis by the student’s personal physician, a physician chosen by the school district or public health officials.

It is the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease.

For more information on communicable disease charts, and reporting forms, go to the Iowa Department of Public Health Website: <http://www.idph.state.ia.us/CADE/Default.aspx>

## Prescription Medicines

Guidelines for Administering Medication at School:

- A signed authorization from the prescribing physician and written consent from a parent or guardian must be provided to the school nurse or approved personnel.
- Medication must be in a pharmacist-labeled container with the student's details and prescription information and stored securely.
- Records of students receiving medication should be maintained and accessible in the nurse's office.
- Medication on school premises must be stored in a locked container in a restricted area accessible only to authorized personnel.
- Long-term medication details must be included in the student's health record.
- Students and parents are responsible for obtaining the necessary consent form from the doctor for medication administration at school.
- The quantity of medication brought to school must be monitored and documented.

## Non-Prescription Medicine

Guidelines for Non-Prescription Medication at School:

- Students requesting the nurse to hold non-prescription medications must provide a note from their parent or guardian detailing the medication and reason for its use.
- Students requiring frequent non-prescription medication must also have written consent from their parent and follow the designated procedure.
- Medication should not be carried in student bags or stored in lockers, except for inhalers and diabetic supplies with appropriate documentation.
- Fort Madison Community Schools will not be liable for any consequences if students self-carry or self-administer prescription or non-prescription drugs.

## STUDENT ILLNESS OR INJURY AT SCHOOL - Board Policy 507.04

When a student becomes ill or is injured at school, the school district will attempt to notify the student's parents/guardians as soon as possible.

The school district, while not responsible for medical treatment of an ill or injured student, will have employees present administer emergency or minor first aid if possible. An ill or injured child will be turned over to the care of the parents/ guardians or qualified medical employees as quickly as possible.

It shall be the responsibility of the nurse to file an accident report with the superintendent within twenty-four hours after the student is injured.

Annually, parents are required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. The authorization form will also include the phone numbers of the parents/guardians and alternative numbers to call in case of an injury or illness.

## STUDENT SPECIAL HEALTH SERVICES - Board Policy 507.08

The Board recognizes that some special education students need special health services during the school day. These students will receive special health services in conjunction with their individualized education program.

The superintendent, in conjunction with licensed health personnel, will establish administrative regulations for the implementation of this policy.

## STUDENT HEALTH AND IMMUNIZATION CERTIFICATES - Board Policy 507.01

Students desiring to participate in athletic activities or enrolling in kindergarten or first grade in the school district will have a physical examination by a licensed healthcare provider and provide proof of such an examination to the school district. A physical examination and proof of such an examination may be required by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the licensed healthcare provider is on file at the attendance center. Each student will submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district shall also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

## WELLNESS - Board Policy 507.09

The Board of Education is committed to the optimal development of every student. The board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting.

The school district provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. In accordance with law and this belief, the board commits to the following:

- **Nutrition Education and Promotion:** Schools will provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors.
- **Physical Activity:** Schools will provide students with age and grade appropriate opportunities to engage in physical activity that meet the Iowa Healthy Kids Act.
- **Other School Based Activities that Promote Wellness:** As appropriate, schools will support students, staff, and parents' efforts to maintain a healthy lifestyle.

The following nutritional guidelines for food available on school campuses will be adhered to:

- Snacks provided to students during the school day without charge (e.g., class parties) will meet standards set by the district in accordance with law. The district will provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and
- Schools will only allow marketing and advertising of foods and beverages that meet the Smart Snacks in school nutrition standards on campus during the school day.

The superintendent or superintendent's designee shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three years and recommending updates as appropriate for board approval;
- Implementing a process for permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, administrators and the public to participate in the development, implementation, and periodic review and update of the policy;
- Making the policy and updated assessment of the implementation available to the public (e.g., posting on the website, newsletters, etc). This information shall include the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of the policy; and
- Developing administrative regulations, which shall include specific wellness goals and indicators for measurement of progress consistent with law and district policy.

## Parental Rights Regarding Curriculum Review

- Iowa law grants parents the right to review curriculum and opt their child out of human growth and development instruction.
- While parents can request curriculum modifications, it is crucial to listen to and consider constructive feedback and criticism.
- It is not the district's obligation to implement changes solely based on parental requests.
- When receiving suggestions for curriculum changes, it is advisable to communicate to parents that their input is valued, but implementation is not guaranteed solely based on requests.

# PUBLIC NOTICES

## [Accreditation: SCHOOL DISTRICT LEGAL STATUS - Board Policy 100](#)

Fort Madison High School is operated under the authority of the Fort Madison Community School District and is accredited by the Department of Education of the State of Iowa.

## Annual Progress

The Fort Madison Community School District is required by [Iowa Code 281—Iowa Administrative Code \(IAC\) 12.8\(3\)“b”](#) to report on the progress of state and locally-determined indicators. This information can be found at [www.fmcsd.org](http://www.fmcsd.org) under the “About Us” tab.

## Availability of Senior Year Plus Options for High School Students

School districts in Iowa are required by Iowa Law to make available pertinent information regarding senior year plus options for high school students. Information regarding senior year plus can be found at [www.fmcsd.org](http://www.fmcsd.org) under the “Policies” tab. Applicable school board policies include 604.3, 604.6, and 604.7. Southeastern Community College is Fort Madison’s local postsecondary institution. The address is:

1500 Agency Road  
West Burlington, Iowa 52655

## Booster Clubs

The Fort Madison Community School District has parent-teacher organizations and booster clubs that may be run and funded separately from the district. Should a parent wish to join a booster club, they should reach out to the activities department at FMJSHS.

## [BUILDINGS & SITES ADAPTATION FOR PERSONS WITH DISABILITIES - Board Policy 802.05](#)

The Board recognizes the need for access to its buildings and sites by persons with disabilities. School district buildings and sites currently in use will be altered to be accessible to persons with disabilities unless the alternation would cause an undue hardship for the school district. Renovated and new buildings and sites will be accessible to persons with disabilities.

It is the responsibility of the superintendent, upon Board approval, to take the necessary action to ensure school district buildings and sites are accessible to persons with disabilities.

## [CARE, MAINTENANCE AND DISPOSAL OF SCHOOL DISTRICT RECORDS - Board Policy 708](#)

School district records are housed in the central administration office of the school district. It is the responsibility of the superintendent to oversee the maintenance and accuracy of the records. The following records are kept and preserved according to the schedule below:

- |   |             |
|---|-------------|
| • Secretary's financial records         | Permanently |
| • Treasurer's financial records         | Permanently |
| • Minutes of the Board of Directors     | Permanently |
| • Annual audit reports                  | Permanently |
| • Annual budget                         | Permanently |
| • Permanent records of individual pupil | Permanently |

- Records of payment of judgments against the school district 20 years
- Bonds and bond coupons after maturity 11 years
- Written contracts 10 years
- Canceled warrants, check stubs, bank statements, bills, invoices 5 years
- Records of closed meetings 1 year
- Program grants As determined by the grant
- Nonpayroll personnel records 1 year
- Payroll records 3 years

Employees' records are housed in the central administration office of the school district. The employees' records are maintained by the superintendent, building administrator, the employee's immediate supervisor, and the Board Secretary.

An inventory of the furniture, equipment, and other non consumable items other than real property of the school district is conducted annually under the supervision of the superintendent. This report is filed with the Board Secretary.

The permanent and cumulative records of students currently enrolled in the school district are housed in the central administration office of the attendance center where the student attends. Permanent records must be housed in a fireproof vault. The building administrator is responsible for keeping these records current. Records of students who have graduated or are no longer enrolled in the school district are housed in the high school guidance office. These records will be maintained by the building administrator.

The superintendent or designee may microfilm or microfiche school district records and may destroy paper copies of the records if they are more than three years old. A properly authenticated reproduction of a microfilmed record meets the same legal requirements as the original record.

## CHILD ABUSE (SUSPECTED)- Board Policy 402.03

All certified school employees are mandatory reporters of child abuse and must contact the Department of Human Services (DHS) orally within 24 hours to report any suspected incidents. A written report must be submitted to the DHS within 48 hours of the oral report.

If a mandatory reporter wishes to notify a superior of the report, he or she must include that fact in the written report or notify DHS that the information has been disseminated to a third party. Mandatory reporters are not required to notify principals or superintendents.

Interviews with students by outside agents concerning suspected child abuse shall be conducted in accordance with Policy 502.9.

All staff members are urged to cooperate fully with the Department of Social Services with consideration to parents and students involved.

Certified personnel will receive training in the identification and reporting of suspected child abuse. A new employee shall complete two hours of training during his/her first year of employment, and then two hours every five years thereafter.

## Citizenship

Being a citizen of the United States, of Iowa, and of the school district community entitles students to special privileges and protections, as well as requires students to assume civic, economic, and social responsibilities, and to participate in their country, state, and school district community in a manner that entitles them to keep these rights and privileges.

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

## COMMUNITY PARTNERSHIP - Board Policy 903.01

We believe the public schools have the primary responsibility for the formal education of the children and youth of the community. The Board values the participation and the support of school district-community groups, including, but not limited to, the booster clubs and parent-teacher organizations, which strive for the betterment of the school district and the education program. The Board will work closely with these groups.

Therefore, it will be the desire of the Board to establish positive working partnerships with all other public and private organizations, businesses, and individuals which contribute to the education process and to the general welfare of the citizens of the community.

### RELATED BOARD POLICIES:

- PRINCIPLES AND OBJECTIVES FOR COMMUNITY RELATIONS - Board Policy 900
- NEWS MEDIA RELATIONS - Board Policy 902.1
- NEWS CONFERENCES AND INTERVIEWS - Board Policy 902.2
- NEWS RELEASES - Board Policy 902.3
- LIVE BROADCASTING OR VIDEOTAPING - Board Policy 902.4
- DISTRIBUTION OF MATERIALS - Board Policy 903.5
- RELATIONS WITH BOOSTER ORGANIZATIONS - Board Policy 903.6
- PARTNERSHIP WITH CHURCHES - Board Policy 903.7
- ADVERTISING AND PROMOTION - Board Policy 904.2

## COMMUNITY USE OF SCHOOL DISTRICT FACILITIES, SITES & EQUIPMENT - Board Policy 905.01

The facilities, sites, and equipment of the school district will be made available for a fee to local nonprofit entities which promote cultural, educational, civic, community, or recreational activities. Such use will be permitted only when the use does not interfere with or disrupt the education program or school-related activity, the use is consistent with state law, and will end no later than midnight. It is within the discretion of the Board to allow for-profit entities to use school district facilities and sites. The Board reserves the right to deny use of the facilities, sites, and equipment to any group. It is within the discretion of the superintendent to allow use of school district facilities and sites on Sundays.

Organizations, individuals, and other entities who wish to use school district property must obtain a Facilities Request form, regulations and fee schedule at the principal's office. When completed, the form needs to be returned to the principal of the requested site. Building principal will determine if date and time are available and send to the activities director. Organizations and other entities will be notified when approved. It shall be the responsibility of the activities director to approve applications, obtain proof of insurance, and complete the contract for use of school district facilities. Entities must have at least one responsible adult present during the time facilities are being used. School sponsored activities will be given priority over outside activities for use of school facilities. All fees are to be paid to the Business Manager under conditions specified in the contract.

Activities in the school district buildings and sites shall be supervised by an employee of the school district unless special prior arrangements are made with the activities director. The employee shall not accept a fee from the user. If appropriate, the school district employee may be paid by the school district.

Local civic, religious, fraternal, patriotic, community welfare organizations (including any group interested in promoting cultural, educational, or recreational activities), and school groups recognized by the Fort Madison Community School District are eligible to contract to use auditoriums, gymnasiums, classrooms, and other school properties, provided the activities conducted or to be conducted are not contrary to public interest, as determined by

the activities director, subject to appeal to the Superintendent of Schools, the Board of Directors, or as provided by law.

Entities that use school district buildings or sites must leave the building or site in the same condition it was in prior to its use. Entities that use school district equipment must return the equipment in the same working condition it was in prior to its use.

Inappropriate use of school district facilities and equipment may result in additional fees charged to the entity or the inability of the entity to use school district facilities or equipment in the future.

The school district will sponsor education related organizations' use of the ICN upon approval. Sponsored ICN users' mission must be consistent with the mission of the school district. Costs associated with the use of the ICN will be passed on by the school district to the sponsored user.

Authorized users of the ICN will ensure their use of the ICN is consistent with their written mission. The ICN will not be used for profit making ventures. Authorized users may not resell time on the ICN. Entities that wish to use the school district's ICN classroom to originate, receive, or broadcast programming must follow the state scheduling requirements. However, it is recommended that entities that wish to use the school district's ICN classroom to originate, receive, or broadcast programming contact the school district's ICN scheduler's office to inform them of their needs.

It is the responsibility of the entities that wish to use the school district's ICN classroom to originate, receive, or broadcast programming in compliance with the law regarding authorized use of and content of the programming on the ICN. The school district assumes no responsibility or liability for entities using the ICN classroom in violation of the law, the authorized user's mission, or school district policy and its supporting administrative regulations. The school district reserves the right to charge all costs, including attorney fees, that may arise to the entity for the entity's failure to comply with the law or school district policy and its supporting administrative regulations.

The public schools shall not be used to promote private gain.

#### RELATED BOARD POLICIES:

- COMMUNITY USE OF DISTRICT FACILITIES & EQUIPMENT - Board Policy 905.1
- SCHEDULE OF COST FOR FACILITIES - Board Policy 905.1-R-2
- REQUEST FOR USE OF FACILITIES - Board Policy 905.1-E-1

The superintendent or designee may approve the use of school equipment by non school organizations. Approval will not be given when the activities result in personal or corporate gain, except when said activities serve a valid educational purpose.

### [CUSTODY AND PARENTAL RIGHTS - Board Policy 507.07](#)

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued are followed by the school district. It is the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns. It shall be the responsibility of the superintendent to ensure employees remain neutral in a disagreement about custody and parental rights.

### [FINES-FEES-CHARGES - Board Policy 503.03](#)

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

superintendent will inform the Board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. Information regarding fees can be found at [www.fmcsd.org](http://www.fmcsd.org) under the “Policies” tab. Related policies are 503.3 and 503.3-r.

#### RELATED BOARD POLICY:

- STUDENT FEE WAIVER AND REDUCTION PROCEDURES - Board Policy 503.1-R

## HOMELESS CHILDREN AND YOUTH - Board Policy 501.16

The Fort Madison Community School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth. The significant policy guiding FMCS D personnel in regards to homeless children and youth is 501.16 and can be found at [www.fmcsd.org](http://www.fmcsd.org) under the “Policies” tab.

## Human Growth and Development Instruction

The Fort Madison School Board school shall provide age-appropriate and research-based instruction in human growth and development including instruction regarding human sexuality, self-esteem, stress management, interpersonal relationships, domestic abuse, HPV and the availability of a vaccine to prevent HPV, and acquired immune deficiency syndrome as required in [Iowa Code Section 256.11](#), in grades one through twelve.

The school board shall annually provide to a parent or guardian of any pupil enrolled in the school district, information about the human growth and development curriculum used in the pupil’s grade level and the procedure for inspecting the instructional materials prior to their use in the classroom.

The school district shall, upon request by any agency or organization, provide information about the human growth and development curriculum used in each grade level and the procedure for inspecting and updating the instructional materials.

A pupil shall not be required to take instruction in human growth and development if the pupil’s parent or guardian files with the appropriate principal a written request that the pupil be excused from the instruction. Notification that the written request may be made shall be included in the information provided by the school district.

Information regarding instruction on human growth and development can be found at [www.fmcsd.org](http://www.fmcsd.org) under the “Policies” tab. The relevant policies are 603.5 and 603.5-E-1.

#### RELATED BOARD POLICIES:

- HEALTH EDUCATION - Board Policy 603.5
- HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM - Board Policy 603.5-E-1
- STUDENT HEALTH SERVICES - Board Policy 607.2
- STUDENT HEALTH SERVICES REGULATION - Board Policy 607.2-R-1

## Public Interactions with Students

Individuals and representatives of non-school organizations and programs may not meet with student(s) on school property during the school day (7:00 a.m. to 4:30 p.m.) without permission from the students’ parents or guardians, the school principal, and the superintendent.

Officers and representatives of authorized school organizations (PTA, Booster groups, etc.) may conduct activities, such as the sale of merchandise, on school property during the school day with the approval of the school administration.

In middle and high schools, approved post-secondary educational program representatives may meet during the school day with students who sign up in advance with school officials. With approval of the school administration, representatives of U.S. military branches of service may meet with and provide information to students. These meetings must be held in a designated area

## Level One Investigator

Local school boards must designate at least one Level One investigator annually to look into allegations of abuse of students by school employees.

The superintendent of the Fort Madison Community School District is recognized as the district's Level One investigator. Her contact information is:

Chris Schelich  
1930 Avenue M  
Fort Madison, Iowa 52627  
(319) 372-7252

Information regarding abuse of students by district employees can be found at [www.fmcsd.org](http://www.fmcsd.org) under the "Policies" tab. Related board policies include 402.2 and 402.3.

### RELATED BOARD POLICIES:

- CHILD ABUSE REPORTING - Board Policy 402.2
- ABUSE OF STUDENTS BY SCHOOL EMPLOYEES - Board Policy 402.3-R-1

## Model Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- Inspect, upon request and before administration or use:
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law. [School District will/has develop[ed] and adopt[ed]] policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. [School District] will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. [School District] will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation in the specific activity or survey. [School District] will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate

dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education 400 Maryland Avenue  
SW Washington, D.C. 20202-5901

## Notice of Bullying/Harassment Complaint Procedure and Investigation Policy

Bullying/Harassment Complaint Forms can be located in the main office for any student that requests to complete one. Once a complaint form is completed and turned in, guidance personnel will conduct a preliminary screening to determine whether the complaint is a form of peer conflict or should be officially screened by building administration using the FMCSB Bullying/Harassment Screening Tool. The screening tool assists administrators in determining jurisdiction and whether the complaint meets the criteria for Bullying, Harassment, and/or an Objectively Hostile School Environment as outlined by [Iowa Code 280.28](#). If administration determines that the complaint does meet the criteria outlined by [Iowa Code 280.28](#), the bullying/harassment investigators will begin an investigation to gather evidence and conclude whether a preponderance of evidence exists to take further action. A preponderance of evidence may lead to disciplinary actions that can range anywhere from the implementation of safety plans for students, to a recommendation for expulsion to the Superintendent depending on the situation. ***It is important to note that Bullying/Harassment Complaint Forms must be completed and turned in before screening or investigations occur.***

### RELATED BOARD POLICIES:

- ANTI-BULLYING/HARASSMENT POLICY - Board Policy 104
- ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES - Board Policy 104-R-1
- HARASSMENT/BULLYING COMPLAINT FORM - Board Policy 104-E-1

## Notice: Corporal Punishment, Restraint, and Physical Confinement and Detention

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property. State law also places limits on school employees’ abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child’s parent.

If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education’s website: [www.iowa.gov/educate](http://www.iowa.gov/educate).

### RELATED BOARD POLICY:

- CORPORAL PUNISHMENT - Board Policy 503.5

## [NOTICE OF NON-DISCRIMINATION - Board Policy 102-E-1](#)

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

There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the district's Director of Curriculum and Student Services at:

1930 Avenue M  
Fort Madison, Iowa, 52627  
(319) 372-7252.

#### RELATED BOARD POLICIES:

- EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY AND NON-DISCRIMINATION, NON-HARASSMENT, NON-RETALIATION - Board Policy 102
- GRIEVANCE PROCEDURE - Board Policy 102-R
- MULTICULTURAL/GENDER FAIR EDUCATION - Board Policy 603.4

## [Notification of Rights Under FERPA for Elementary & Secondary Schools](#)

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

- (1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a 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 student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official 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 district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue  
SW Washington, DC 20202

## Notice of Video Recording

The Fort Madison Junior/Senior High School campus is under the protection of a closed circuit security system.

## Open Enrollment

Notification of open enrollment, including deadlines, transportation, athletic ineligibility, and right to appeal to the state board of education a denial of a request based on repeated acts of harassment, or a serious health condition that the district cannot adequately address is required of the Fort Madison Community School District on an annual basis. Information regarding open enrollment can be found at [www.fmcsd.org](http://www.fmcsd.org) under the "Policies" tab. Germane board policies include 501.14 and 501.15.

### RELATED BOARD POLICIES:

- RESIDENT STUDENTS - Board Policy 501.1
- OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A SENDING DISTRICT - Board Policy 501.14
- NONRESIDENT STUDENTS - Board Policy 501.2
- OPEN ENROLLMENT TRANSFERS - PROCEDURES AS A RECEIVING DISTRICT - Board Policy 501.15

## Public Complaints About Employees

The Board recognizes situations may arise in the operation of the school district which are of concern to parents and other members of the school district community. While constructive criticism is welcomed, the Board desires to support its employees and their actions to free them from unnecessary, spiteful, or negative criticism and complaints that do not offer advice for improvement or change.

The Board firmly believes concerns should be resolved at the lowest organizational level by those individuals closest to the concern. Whenever a complaint or concern is brought to the attention of the Board, it will be referred to the administration to be resolved. Prior to Board action, however, the following should be completed:

- a. Matters should first be addressed to the teacher or employee.
- b. Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal for licensed employees and the superintendent for classified employees.
- c. Unsettled matters regarding licensed employees from (b) above or problems and questions concerning the school district should be directed to the superintendent.
- d. If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the Board. To bring a concern regarding an employee, the individual may notify the Board president in writing, who may bring it to the attention of the entire Board, or the item may be placed on the Board agenda of a regularly scheduled Board meeting in accordance with Board policy 214.

It is within the discretion of the Board to address complaints from the members of the school district community, and the Board will only do so if they are in writing, signed, and the complainant has complied with this policy

### RELATED BOARD POLICY:

- PUBLIC HEARINGS - Board Policy 214

## [PUBLIC CONDUCT ON SCHOOL PREMISES - Board Policy 903.04](#)

The Board expects that students, employees and visitors will treat each other with respect, engage in responsible behavior, exercise self-discipline and model fairness, equity and respect. Individuals violating this policy will be subject to discipline. Students will be disciplined consistent with the student conduct policies. Employees will be disciplined consistent with employee discipline policies and laws. Others will be subject to discipline according to this policy.

School sponsored or approved activities are an important part of the school program and offer students the opportunity to participate in a variety of activities not offered during the regular school day. School sponsored or approved activities are provided for the enjoyment and opportunity for involvement they afford the students.

Spectators are permitted to attend school sponsored or approved activities only as guests of the school district, and, accordingly as a condition of such permission, they must comply with the school district's rules and policies. Spectators will not be allowed to interfere with the enjoyment of the students participating, other spectators, or with

the performance of employees and officials supervising the school sponsored or approved activity. Spectators, like the student participants, are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive but embarrassing to the students, the school district and the entire community.

To protect the rights of students to participate without fear of interference, and to permit the sponsors and officials of sponsored or approved activities to perform their duties without interference, the following provisions are in effect:

- Abusive, verbal, or physical conduct of spectators directed at participants, officials, or sponsors of sponsored or approved activities or at other spectators will not be tolerated.
- Verbal or physical conduct of spectators that interferes with the performance of students, officials, or sponsors of sponsored or approved activities will not be tolerated.
- The use of vulgar, obscene, or demeaning expression directed at students, officials, or sponsors participating in a sponsored or approved activity or at other spectators will not be tolerated.

If a spectator at a sponsored or approved activity becomes physically or verbally abusive, uses vulgar, obscene, or demeaning expression, or in any way impedes the performance of an activity, the spectator may be removed from the event by the individual in charge of the event and the superintendent may recommend the exclusion of the spectator at future sponsored or approved activities. 903.4 (cont'd.) Upon recommendation of the superintendent, the Board shall cause a notice of exclusion from sponsored or approved activities to be sent to the spectator involved. The notice shall advise the spectator of the school district's right to exclude the individual from school district activities and events and the duration of the exclusion. If the spectator disobeys the school official or district's order, law enforcement authorities may be contacted and asked to remove the spectator. If a spectator has been notified of exclusion and thereafter attends a sponsored or approved activity, the spectator shall be advised that his/her attendance will result in prosecution. The school district may obtain a court order for permanent exclusion from future school sponsored or approved activities.

## PUBLIC EXAMINATION OF SCHOOL DISTRICT RECORDS - Board Policy 901

Public records of the school district may be viewed by the public during the regular business hours of the administration offices of the school district. These hours are 8:00 a.m. to 4:30 p.m. Monday through Friday, except for holidays and recesses.

Persons wishing to view the school district's public records will contact the Board Secretary and make arrangements for the viewing. The Board Secretary will make arrangements for viewing the records as soon as practicable, depending on the nature of the request.

Persons may request copies of public records by telephone or in writing, including electronically. The school district may require pre-payment of the costs prior to copy and mailing.

Persons wanting copies may be assessed a fee for the copy. Persons wanting compilation of information may be assessed a fee for the time of the employee to compile the requested information. Printing of materials for the public at the expense of the school district will only occur when the event is sponsored by the school district.

Pursuant to Iowa law, the Board has determined certain records need to be confidential as their disclosure could jeopardize the safety of persons or property and include, but are not limited to, the following:

- Security procedures
- Emergency preparedness procedures
- Evacuation procedures
- Security codes and passwords

It is the responsibility of the Board Secretary to maintain accurate and current records of the school district. It is the responsibility of the Board Secretary to respond in a timely manner to requests for viewing and receiving public information of the school district.

## PUBLIC INFORMATION PROGRAM - Board Policy 903.11

~~The superintendent, staff, and Board members shall follow a continuing positive and comprehensive program of~~

information designed to acquaint the citizens of the community and the public generally with the achievements and needs of the schools.

Principals, teachers, and all other school personnel should bear in mind that community opinion depends upon the daily life of the school. They should seek the following objectives as they have opportunity in their respective fields of service:

- a. Acquaint patrons with the work of the schools.
- b. Give courteous and thoughtful consideration to all inquiries and suggestions and carefully investigate all complaints. Make parents feel welcome in the school and the classroom.
- c. Cooperate with parent-teacher groups, citizen advisory committees, and with other organizations of patrons seeking information or offering assistance to the schools.
- d. Maintain all pupil relations with firmness, intelligence, and sympathy so as to command their respect and to enlist the cooperation of the home.
- e. Observe inter-staff relations conducive to high morale and meriting the respect of pupils, patrons, and the administrative and supervisory staff.
- f. Participate as actively as possible in community affairs.

Students should be cognizant of the fact that they, too, have great opportunities to act as important liaisons between school and the community. All student publications — newspaper, yearbooks, etc. — can perform valuable services in informing the public on the educational program, and student behavior at public school functions can affect general attitude toward the school district.

The Board of Directors and the school administrators should make particular effort to keep school employees informed about all aspects of the school system through the media of bulletins, committees, and such groups and organizations as may exist among licensed and non-licensed staff personnel.

## RELATIONS BETWEEN SCHOOLS AND LAW ENFORCEMENT AGENCIES

### Board Policy 903.10:

Keeping in mind the rights of pupils and parents, cooperation with law enforcement agencies is desirable. This cooperation must recognize the functions of the schools, be in harmony with the Constitution of the United States and the laws of Iowa, and recognize the potential enrichment that law enforcement agencies can make in the educational program.

#### Interviews

Interviews of pupils by law enforcement or regulatory officers who show proper identification will be permitted during the school day only when interviews during non-school hours are impossible, impractical or would unduly interfere with law enforcement. Effort will be made to notify the parent, guardian, or other adult person having the care and custody of the child unless, in the principal's judgment, doing so may cause harm to the student, e.g. child abuse cases. In the event that an interview is conducted on the school premises and the parent(s) or guardian(s) are not present, the principal or their representative may, at their discretion, be present during the interview, unless this is deemed inappropriate by a child abuse investigator.

#### Taking Into Custody

Custody and/or arrest may be effected by a uniformed police officer and/or a plain-clothed detective after he/she has shown proper identification and credentials.

## SMOKING-DRINKING-DRUGS - Board Policy 502.7

The Fort Madison school board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look-alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students while on school district property or on property within the jurisdiction of the school district; while on school-owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management and welfare of the school district.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors. Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program will include:

- Age appropriate, developmentally based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;
- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate rehabilitation program.
- Information about drug and alcohol counseling and rehabilitation and re-entry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and, Notification to parents and students that compliance with the standards of conduct is mandatory.

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

***NOTE: This policy is mandatory and complies with the federal [Drug-Free Schools Act](#) but is expanded to also include tobacco products. This policy reflects Iowa law regarding tobacco products and minors.***

#### RELATED BOARD POLICY:

- **TOBACCO-FREE ENVIRONMENT – Board Policy 905.2**

## [SPECIAL EDUCATION SUPPORT SERVICES - Board Policy 603.03](#)

The Fort Madison Community Schools shall use psychological and other special education support staff services as provided by the Special Education Support Services, [Great Prairie Area Education Agency](#).

#### RELATED BOARD POLICIES:

- NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS - Board Policy 102-E-3
- STUDENT AND PARENTAL RIGHTS - Board Policy 102.5-E-5

## [STUDENT CONDUCT - Board Policy 503.01](#)

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

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

management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy, and the administrative regulations supporting it, may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school operated chartered vehicles; or while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension and decide whether to hold a disciplinary hearing to determine whether to impose further sanctions against the student which may include expulsion. In making its decision, the board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of this policy is defined as, when, without justification, a student does any of the following:

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

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

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

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

Suspension means; either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities. Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

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

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.

***NOTE: This is a mandatory policy and outlines the school district's basic student conduct. Details of how this policy will be implemented should be included in the student handbook. The paragraph regarding assault of school district employees is Iowa law.***

## STUDENTS OF LEGAL AGE - Board Policy 501.13

Students who have attained legal age may continue the education program without payment of tuition as long as they are eligible to attend an Iowa public school and are residents of the school district.

Parents will be allowed to access and view the student's records without written permission from the student if the student is still a dependent for tax purposes. In most cases, with the discretion of the principal or the superintendent, the student will be able to make decisions and sign documents rather than requiring parental permission or signature.

### **STUDENT LOCKERS - Board Policy 502.5 (Non-Exclusivity Clause)**

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

To ensure students are properly maintaining their assigned lockers, the principal of the building may periodically inspect all or a random selection of student lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy regulating search and seizure.

## TEACHING CONTROVERSIAL ISSUES - Board Policy 603.9-R-1

A "controversial issue" is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state, or this nation hold sincere, conflicting points of view.

It is the belief of the Board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It is the responsibility of the instructor to present full and fair opportunity and means for students to study, consider, and discuss all sides of controversial issues including, but not limited to, political philosophies.

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The Board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

### **RELATED BOARD POLICIES:**

- ACADEMIC FREEDOM - Board Policy 603.9
- TEACHING ABOUT RELIGION - Board Policy 603.8
- TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS - Board Policy 603.8-R-1
- GLOBAL EDUCATION - Board Policy 603.10
- RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM - Board Policy 604.5

## TRANSPORTING STUDENTS IN PRIVATE VEHICLES - Board Policy 904.01

Generally, transporting students for school purposes is done in a vehicle owned by the school district and driven by a school bus driver. Students may be transported in private vehicles for school purposes. It is within the discretion of the building administrator or the superintendent to determine when this is appropriate.

Individuals transporting students for school purposes in private vehicles must have administrative permission. The school district assumes no responsibility for those students who have not received administrative approval and who ride in private vehicles for school purposes.

## UNMANNED AIRCRAFT OR AERIAL SYSTEMS - Board Policy 906

The use of unmanned aircraft or aerial systems, including communication links that control the unmanned aircraft, (UAS) which includes drones, unmanned airborne devices or aircraft, model aircraft, and/or an aircraft being developed as a model aircraft, is prohibited for any purpose by any person or entity anywhere on or directly above property or premises owned, maintained or used by the District for any purpose.

An exception to this policy may be granted in writing by the Superintendent or Superintendent's designee, in his or her sole discretion, to law enforcement, public safety agencies, media, District personnel or other entities or individuals subject to any reasonable conditions and/or restrictions the Superintendent or Superintendent's designee may require.

This prohibition applies to the area above and upon all property or premises owned, maintained or used by the District for any purpose, including, but not limited to, building entrances and exits, spectator areas, fields of play, courts, arenas, stadiums, mats, gym floors, pools, practice facilities, parking areas, and facilities being used by the District.

The District reserves the right to refuse entrance to property or premise owned, maintained or used by the District to anyone possessing, operating, or attempting to operate a UAS; to request the immediate removal of any person using or attempting to use a UAS in violation of this policy; and to take any appropriate action under the District's policies and/or law against any person using or attempting to use a UAS in violation of this policy.

## USE OF VIDEO CAMERAS ON SCHOOL BUSES - Board Policy 711.2-R-1

The Board supports the use of video cameras on school buses as a means to monitor and maintain a safe environment for students and employees. The video cameras may be used on buses used for transportation to and from school, field trips, curricular events and extracurricular events. The contents of the videotapes may be used as evidence in a student disciplinary proceeding.

1. Student Records
  - a. The content of the video is a student record subject to Board policy and administrative regulations regarding confidential student records. Only those persons with a legitimate educational purpose may view the video. In most instances, those individuals with a legitimate educational purpose may be the superintendent, building principal, transportation director, bus driver and special education staffing team.
2. A parent may view the video without consent from any student or parent of a minor student also shown in the video if the other students are bystanders. But if there is an altercation between multiple students, then all parents must give consent in order for the video to be viewed by parents. A video recorded during a school-sponsored trip, such as athletic event, may also be accessible to the sponsor or coach of the activity. If the content of the video becomes the subject of a student disciplinary proceeding, it may be treated like other evidence in the proceeding.
3. Notice
  - a. The Fort Madison Community School District Board of Directors has authorized the use of video cameras on school district buses. The video cameras will be used to monitor student behavior to maintain order on the school buses to promote and maintain a safe environment. Students and parents are hereby notified that the content of the video may be used in a student disciplinary proceeding. The content of the videos are confidential student records and will be retained with other student records. Video will only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view video of their child if the videos are used in a disciplinary proceeding involving their child.
4. Review of Video
  - a. The school district shall review video when necessary as a result of an incident reported by a bus

- driver or student. The video may be recirculated for erasure after five days.
- b. Viewing of the video is limited to the individuals having a legitimate educational purpose. A written log will be kept of those individuals viewing the video stating the time, name of individual viewing and the date the video was viewed.
5. Video Monitoring System
    - a. Video cameras will be rotated randomly on school district buses.
    - b. Determination of how video cameras will be used and which school buses will be equipped with video equipment will be made by the director of transportation in consultation with the building principal.
  6. Student Conduct
    - a. Students are prohibited from tampering with the video cameras on the school buses. Students found in violation of this regulation shall be disciplined in accordance with the school district discipline policy and Good Conduct Rule and shall reimburse the school district for any repairs or replacement necessary as a result of the tampering.

## VISITORS TO SCHOOL DISTRICT BUILDINGS & SITES - Board Policy 903.3

The Board welcomes the interest of parents and other members of the school district community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students are expected to report to the respective principal's office upon entering the building.

Persons who wish to visit a classroom while school is in session are asked to obtain approval from the principal prior to the visit and wear a "Visitor" identification badge so class disruption can be minimized. Teachers will not be able to take time from their duties to discuss matters with visitors. Discussions with teachers can be scheduled before or after school hours.

It shall be the responsibility of the school staff to determine the purpose of visitors in a school facility or on a school site and take appropriate and reasonable action to ensure the safety of students, staff and the faculty.

Visitors will conduct themselves in a manner fitting to their age level and maturity and with mutual respect and consideration for the rights of others while attending school events. Visitors failing to conduct themselves accordingly may be asked to leave the premises and/or criminal trespassing charges may be filed.

It shall be the responsibility of each building administrator to establish procedures to be followed when persons visit the building. These procedures must be clearly posted at each entrance for every school building.

# STUDENT ACTIVITIES

## Assemblies

Assemblies provide a chance for staff and students to come together, learn, and foster school spirit. Students are expected to behave in a courteous, respectful, and responsible manner during assemblies. Attendance at all assemblies is mandatory, and students are required to sit in their designated areas.

## Dances and Special Events at FMJSHS

- School dances and special events are exclusive to FMJSHS students in grades 7-12, with exceptions for the homecoming dance and prom.
- A FMJSHS student can bring a high school student from another school to homecoming or prom by completing and returning the dance request form by the specified deadline.
- FMJSHS graduates from the previous school year or early graduates from the current year may attend homecoming and/or prom as guests of FMJSHS students. Non-graduates of FMJSHS or graduates not from the previous class will not be permitted as guests.
- A dance request form is mandatory for any FMJSHS graduate attending prom or homecoming.

## **Dance Schedule and Venue**

- Dances for students in grades 9-12 will be held between 7:30 PM and 11:00 PM on FMCS D property.
- Dances for students in grades 7 and 8 will take place between 7:00 PM and 10:00 PM on FMCS D property.

## **Attendance Criteria and Restrictions**

- To attend dances and special events at FMJSHS, including the homecoming dance and prom, students must be junior high or high school students in good standing, **as defined by All School Eligibility**.
- Good standing encompasses factors such as behavior, attendance, detentions, suspensions, expulsions, graduation progress, academic progress, debts/fines, and academic integrity.
- Administration at FMJSHS reserves the right to prohibit students from attending dances or special events based on infractions in the above categories or related issues.
- Students will not be allowed re-entry once they have left the dance event.

## [School Dance Guest Information Sheet](#)

## Field Trips

- Field trips serve as extensions of the classroom to support educational goals. Attendance is mandatory for required course-related field trips. Absences due to field trips are considered excused.
- Parent permission is required for all field trips, and students must adhere to the district's field trip release requirements before participation.

## Student Fundraising

Students may raise funds for school-sponsored events with the permission of the school board. The school board delegates to the superintendent the authority to approve routine student fundraising as deemed appropriate. Collection boxes for school fundraising must have prior approval from the school board or its designee before being placed on school property.

All funds generated from district-sponsored student fundraising will be placed in the district's student activity fund.

Student fundraising can enhance a student's educational experience but it must not be at the expense of the safety and education of the district's students. The following are additional regulations to assist the administration in developing procedures necessary for successful fundraising efforts.

**Safety:**

- Students will not be asked to solicit door to door.
- Students who do not wish to engage in fundraising efforts will be provided an alternative community service option to apply toward credit of funds raised. The alternative option will not be unduly burdensome or onerous when compared to the fundraising activity.

**Fiscal Responsibility:**

- All funds generated due to a student fund raising activity will be deposited into the district's student activity funds, pursuant to applicable laws and board policies.
- Funds raised for a participatory student activity will be equally applied to all students regardless of their participation in fundraising efforts.
- All funds generated from district sponsored student fundraising efforts will be deposited in the student activity fund.
- All funds generated from non-district sponsored student fundraising efforts will be deposited into an agency fund designated by the board for such purpose.
- No school district employee or other individual affiliated with the district may deposit student fund raising funds into any other account.
- All funds received from student fundraising are the property of the district.

**Advertising/Promotion:**

- Any student fundraising activity which utilizes the district name, likeness and/or logo will be subject to board approval, and all other conditions of this policy and accompanying regulations.

**[STUDENT GOVERNMENT - Board Policy 504.01](#)**

The student council provides for student activities, serves as a training experience for student leaders, promotes the common good, gives students a share in the management of the school, develops high ideals of personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school district affairs and helps solve problems that may arise. Members of the council are student representatives who have direct access to the administration.

The principal, in conjunction with the students and licensed employees, will set forth the guidelines for the student government's elections, operations, and other elements of the government.

**Student Government at FMJSHS Overview:**

- Student council facilitates student activities, offers leadership training, involves students in school management, promotes high standards of personal conduct, coordinates student activities, engages students in district affairs, and addresses arising issues.
- Student council members have direct access to the administration.
- Elections for student council are held within a specified timeframe and location. Students interested in running for a position should contact the student council advisor for details on qualifications, expectations, roles, election procedures, and other relevant information.
- Voting procedures for students participating in the election will be outlined.
- Note: District rules regarding removal from office for violations of the "good conduct rule" or other regulations can be included as necessary.

## STUDENT ORGANIZATIONS - Board Policy 504.02

Secondary school student-initiated, non curriculum-related groups and student curriculum-related groups, upon receiving permission from the principal, may use school facilities for group meetings during non-instructional time.

Non-instructional time will mean any time before the first period of the day and after the last period of the day in which any student attends class. Meetings will not interfere with the orderly conduct of the education program or other school district operations. It is within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program will have priority over the activities of another organization.

### Curriculum-Related Organizations

It will be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

- Is the subject matter of the group actually taught in a regularly offered course?
- Will the subject matter of the group soon be taught in a regularly offered course?
- Does the subject matter of the group concern the body of courses as a whole?
- Is participation in the group required for a particular course?
- Does participation in the group result in academic credit?

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

### Non Curriculum-Related Organizations

Student-initiated, non curriculum-related organizations are provided access to meeting space and school district facilities.

Only students may attend and participate in meetings of non curriculum-related groups. Such attendance is strictly voluntary and student-initiated. As a means of determining whether a student's attendance is voluntary, the principal may require parental consent for the student to attend the meetings.

Employees may be assigned to monitor approved meetings. Employees will not participate in the meeting or assist in planning, criticizing, or encouraging attendance. Only students may be involved in and attend the non curriculum group's meetings.

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

## Student Participation in Non-School Activities

The Fort Madison Community School District allows students who participate in school-sponsored athletics to participate in non-school sponsored athletics during the same season. Students who participate in non-school sponsored athletics during the same season must give deference to the school-sponsored athletic activity, ensuring outside participation will not conflict with the school-sponsored athletic activity.

# STUDENT RECORDS AND INSTRUCTIONAL MATERIALS

## [EDUCATION RECORDS ACCESS - Board Policy 506.01](#)

The board recognizes the importance of maintaining education records and preserving their confidentiality as provided by law. Education records are kept confidential at collection, storage, disclosure and destruction stages. The board secretary is the custodian of education records. Education records may be maintained in the central administration office or administrative office of the student's attendance center.

### Definitions

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

- "Education Record" means those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution.
- "Eligible Student" means a student who has reached eighteen years or attends a postsecondary institution. Parents of an eligible student are provided access to education records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student.

An education record may contain information on more than one student. Parents will have the right to access the information relating to their student or to be informed of the information. Eligible students will also have the right to access the information relating to themselves, or be informed of the information.

Parents, eligible students, and other individuals authorized in accordance with law will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents, an eligible student or an authorized representative of the parents will have the right to access the student's education records prior to an Individualized Education Program (IEP) meeting or hearing.

Copies of education records will be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the education records. Fees for copies of the records are waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from education records.

Upon the request of parents or an eligible student, the school district will provide an explanation and interpretation of the education records and a list of the types and locations of education records collected, maintained or used by the school district.

If the parents or an eligible student believes the information in the education records is inaccurate, misleading or violates the privacy of the student, the parents or an eligible student may request that the school district amend the education records.

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

- To school officials within the school district and AEA personnel whom the superintendent has determined to have a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
- To officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the education records are being sent and the parents have an opportunity to receive a

- copy of the records and challenge the contents of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts;
- To the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities;
- In connection with financial aid for which the student has applied, or receipt of, financial aid;
- To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it was conducted;
- To accrediting organizations;
- To parents of a dependent student as defined in the Internal Revenue Code;
- [Consistent with an interagency agreement between the school district and juvenile justice agencies]
- 
- To comply with a court order or judicially issued subpoena;
- In connection with a health or safety emergency;
- As directory information or;
- In additional instances as provided by law.

The superintendent will keep a list of the individuals and their positions who are authorized to view a special education student's education records without the permission of the parents or the eligible student. Individuals not listed are not allowed access without parental or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.

The superintendent will also keep a list of individuals, agencies and organizations which have requested or obtained access to a student's education records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. The superintendent, however, does not need to keep a list of the parents, authorized educational employees, officers and agencies of the school district who have accessed the student's education records. This list for an education record may be accessed by the parents, the eligible student and the custodian of education records.

Permanent education records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation. Permanent education records will be kept in a fire-safe vault or they may be maintained electronically with a secure backup file.

When personally identifiable information, other than permanent education records, is no longer needed to provide educational services to a special education student, the parents or eligible student are notified. This notice is normally given after a student graduates or otherwise leaves the school district. If the parents or eligible student request that the personally identifiable information be destroyed, the school district will destroy the records, except for permanent records. Prior to the destruction of the records, the school district must inform the parents or eligible student the records may be needed by the parents or eligible student for social security benefits or other purposes. For purpose of policy, "no longer needed to provide educational services" means that a record is no longer relevant to the provision of instruction, support, or related services and it is no longer needed for accountability and audit purposes. At a minimum, a record needed for accountability and audit purposes must be retained for five years after completion of the activity for which funds were used.

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

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

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

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

Confidential information shared between the school district and the agencies will remain confidential and will not be shared with any other person, unless otherwise provided by law. The school district may discontinue information sharing with an agency if the school district determines that the agency has violated the intent or letter of the agreement.

Agencies will contact the principal of the attendance center where the student is currently or was enrolled. The principal will then forward copies of the records within a reasonable time following receipt of the request.

The school district will provide training or instruction to employees about parents' and eligible students' rights under this policy. Employees will also be informed about the procedures for carrying out this policy. It is the responsibility of the superintendent to annually notify parents and eligible students that they have a right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent; and
4. File a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the law.

The notice is given in a parents' or eligible student's native language. Should the school district collect personal information from students for the purposes of marketing or selling that information, the school district will annually notify parents of such activity.

Parents and eligible students will have a right to access a student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. The intent of this regulation is to establish procedures for granting requests from eligible students and parents to access a student's education records. Education records mean those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution. These may include, but are not necessarily limited to: dates of attendance; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

#### A. Access to Records

1. Parents, eligible students, and other individuals authorized in accordance with law will have access to the student's education records during the regular business hours of the school district. Parents and eligible students will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. An eligible student or parent, upon written request to the board secretary, shall receive an explanation and interpretation of the education records. A student, eighteen years or older, has the right to determine who, outside the school system, has access to the records. Parents of students who are 18 years or older but still dependents for income tax purposes may access the student's records

without prior permission of the student.

2. School officials having access to student records are defined as having a legitimate educational interest. A school official is a person employed by the school district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as attorney, auditor, AEA employee, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.
- B. Release of Information Outside the School – Information from education records may be disclosed to outside parties as outlined in board policy and otherwise provided by law.
- C. Procedures for Requesting a Record Amendment
1. If the eligible student, parent, or legal guardian believe the information in the education records is inaccurate, misleading, or violates the privacy of the student, the parents or an eligible student may request that the school district amend the education student records.
  2. The school district will decide whether to amend the education student records within a reasonable time after receipt of the request.
  3. If the school district determines an amendment is made to the education student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.
  4. If the school district determines that amendment of the student's education record is not appropriate, it will inform the parents or the eligible student of their right to a hearing before the hearing officer provided by the school district. The hearing officer may be an employee of the school district, so long as the employee does not have a direct interest in the outcome of the hearing.
  5. Upon parental request, the school district will hold a hearing regarding the content of a student's education records which the parent believes to be inaccurate, misleading, or in violation of the privacy rights of students.
  6. The hearing will be held within a reasonable time after receipt of the parent or eligible student's request. The parent or eligible student will receive reasonable advance notice of date, time and place of the hearing.
  7. The parents or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may be represented by an individual at their choice at their own expense.
  8. The hearing officer will render a written decision within a reasonable period after the hearing. The decision will be based upon evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
  9. The parents may appeal the hearing officer's decision to the superintendent within five (5) days if the superintendent does not have a direct interest in the outcome of the hearing.
  10. The parents may appeal the superintendent's decision or the hearing officer's decision if the superintendent was unable to hear the appeal, to the board within ten (10) days. It is within the discretion of the board to hear the appeal.
  11. If the parents' and the eligible student's request to amend the education student record is further denied following the hearing, the parents or the eligible student are informed that they have a right to place an explanatory letter in the education student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's education records will become a part of the education student record and be maintained like other education student records. If the school district discloses the education student records, the explanation by the parents will also be disclosed or the eligible student of the decision in writing.

## [INSPECTIONAL MATERIALS INSPECTION - Board Policy 605.02](#)

Parents and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which

will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents.

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

It is the responsibility of the superintendent to develop administrative regulations regarding the inspection of instructional materials.

## OBJECTION TO INSTRUCTIONAL MATERIALS - Board Policy 605.03

Members of the school district community may object to the instructional materials utilized in the school district and ask for their use to be reconsidered.

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials.

- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program. While the individuals recommending the selection of such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material; the district must be ready to acknowledge that an error in selection may have been made despite this process. School employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.
  1. The complainant will address the complaint at the lowest organizational level of licensed staff. Often this will be the classroom teacher.
  2. The school official or employee receiving a complaint regarding instructional or library materials will try to resolve the issue at the lowest organizational level. The materials generally will remain in use pending the outcome of the reconsideration procedure.
    - a. The school official or employee initially receiving a complaint will explain to the individual the district's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
    - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.
    - c. The school official or employee receiving the initial complaint will direct the complainant to complete the Request for Reconsideration of Instructional and Library Materials Form, and notify the building level principal of receipt of the complaint within two school days after the reconsideration form is received. Schools officials will offer to assist the complainant in completing the form, but if a complainant refuses to complete the form, the complaint will be deemed invalid and no further action taken.
- B. Request for Reconsideration
  1. A member of the school district community may formally challenge instructional and library materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central administrative office will keep on hand and make available Request for Reconsideration of Instructional and Library Materials Forms.
3. The individual will state the specific reason the instructional or library material is being challenged. The Request for Reconsideration of Instructional and Library Materials Form is signed by the individual and filed with the building-level principal.
4. The building-level principal will promptly file the objection with the Superintendent for re-evaluation.
5. The Superintendent will convene a reconsideration committee within two weeks of receipt of the Reconsideration Form.
6. The committee will make their recommendation to the Superintendent within five school days of meeting.
7. The Superintendent will issue a decision related to the Reconsideration Request Form within 5 school days of receipt of the committee's recommendation. A copy of the Superintendent's decision will be provided to the complainant.
8. An appeal of the Superintendent's decision may be filed with the board secretary within five days of the Superintendent's decision. The board will determine whether to hear the appeal at the next regular meeting or within 30 days of the Superintendent's decision, whichever is later. If the board elects to hear the appeal, the board will act to affirm, modify or reverse the decision of the Superintendent. The board's decision will be communicated to the complainant. The board's decision will be deemed final.
9. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.10.d. of this rule.

#### 10. The Reconsideration Committee

- a. The reconsideration committee is made up of six members.
  1. One licensed employee designated annually, as needed, by the superintendent.
  2. One teacher-librarian designated annually by the superintendent.
  3. One member of the administrative team designated annually by the superintendent.
  4. Three members of the community appointed annually, as needed, by the board.
- b. The committee will select their chairperson and secretary.
- c. The committee will meet at the request of the superintendent.
- d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
- e. The committee may be subject to applicable open meetings and public records laws. Notice of the committee meeting is made public through appropriate communication methods as required by law.

- f. The committee will receive the completed Reconsideration Request Form from the superintendent.
- g. The committee will determine its agenda for the meeting which may include the following:
  - 1. Distribution of copies of the completed Reconsideration Request Form.
  - 2. An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
  - 3. Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
  - 4. Distribution of copies of the challenged instructional material as available.
- h. The Committee will determine whether interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
- i. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the superintendent, the complainant and the appropriate attendance centers.
- j. The individual filing the challenge is kept informed by the Superintendent of the status of the reconsideration request throughout the reconsideration process. The individual filing the challenge and known interested parties are given appropriate notice of meetings as required by law.
- k. Following the superintendent's decision with respect to the committee's recommendation, the individual may appeal the decision to the board for review.
- l. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
- m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered.
- n. If necessary or appropriate in the judgment of the committee, the committee may consolidate related challenges, or decline to hear multiple challenges to the same materials. Generally, the committee will not hear subsequent challenges to the same materials within the same school year.

## [STUDENT DIRECTORY INFORMATION - Board Policy 506.02](#)

Student directory information is designed to be used internally within the school district. For purposes of this policy and other policies relating to student directory information, a student is defined as an enrolled individual in a pre-kindergarten through twelfth grade, including children in school district-sponsored child care programs.

Directory information is defined in the annual notice. It may include the student's name, address, telephone number, date and place of birth, e-mail address, grade level, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and

awards received, the most recent previous educational agency or institution attended by the student, student ID number that is displayed on a student identification card (provided it cannot be solely used to access the student's educational records), user ID or other unique personal identifier that is displayed on a student identification card (provided it cannot be solely used to access the student's educational records), photograph and other likeness, and other similar information. The school district may designate that certain directory information is available to specific parties and/or for a specific purpose.

Prior to developing a student directory or to giving general information to the public, parents of students, including those open enrolled out of the school district and parents of children homeschooled in the school district, will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

#### RELATED BOARD POLICIES:

- USE OF STUDENT DIRECTORY INFORMATION - Board Policy 506.2-R-1
- USE OF STUDENT DIRECTORY INFORMATION - Board Policy 506.2E1

### [STUDENT DISCLOSURE OF IDENTITY - Board Policy 503.07](#)

It is the goal of the district to provide a safe and supportive educational environment in which all students may learn. As part of creating that safe educational environment, no employee of the district will provide false or misleading information to the parent/guardian of a student regarding that student's gender identity or intention to transition to a gender that is different from their birth certificate or certificate issued upon adoption.

If a student makes a request to a licensed employee to accommodate a gender identity, name, or pronoun that is different from what was assigned to the student in the student's registration forms or records, the licensed employee is required by Iowa law to report the request to an administrator. The school administrator receiving the report is required by Iowa law to report the request to the student's parent/guardian. This requirement also applies to all nicknames.

To maintain compliance with Iowa law and also provide efficiency in the reporting requirements listed above, the Superintendent will provide the opportunity for parents and guardians to list in the student's registration paperwork any and all nicknames used for students.

### Student Legal Status

Parents are required to inform the district if there are changes to a student's legal status, such as their name or custodial arrangement. Keeping student records current and accurate is essential, so timely notification of any changes is crucial to maintain updated information within the school district.

### [STUDENT PHOTOGRAPHS - Board Policy 506.03](#)

The board will permit student "portrait" photographs to be taken on school premises by a commercial photographer as a service to the students and their families.

Parents will be notified prior to the taking of pictures by a commercial photographer for student "portraits." In no case will students be required to have their picture taken or be pressured to purchase pictures.

Students or commercial photographers may take pictures of students upon consent for such things as the yearbook or student newspaper.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative rules regarding student photographs.

# STUDENT RIGHTS AND RESPONSIBILITIES

## ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES - Board Policy

### 402.03

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Allegations of abuse constituting sex discrimination, including sexual harassment, will also be referred to the Title IX Coordinator and handled pursuant to the District's Title IX Grievance Procedures. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The school district has appointed a Level I investigator and alternative Level I investigator. The school district has also arranged for a trained, experienced professional to serve as the Level II investigator. The Level I investigator and alternate will be provided training in the conducting of an investigation at the expense of the school district. The names of the investigators are listed in the student handbook, published annually in the local newspaper and posted in all school facilities.

An individual who has knowledge that an employee has physically or sexually abused a student may immediately report it to the Superintendent who is the school district's Level I investigator. "Employee" means one who works for pay or as a volunteer under the direction and control of the school district. The report is written, signed, and witnessed by a person of majority age. The witness may be the Level I investigator. The reporter is the individual filing the report. The report will contain the following:

- The full name, address, and telephone number of the person filing.
- The full name, age, address, telephone number, and attendance center of the student.
- The name and place of employment of the employee who allegedly committed the abuse.
- A concise statement of the facts surrounding the incident, including date, time, and place of occurrence, if known.
- A list of possible witnesses by name, if known.
- Names and locations of persons who examined, counseled, or treated the student for alleged abuse, including the dates on which those services were provided, if known.

Upon request, the Level I investigator may assist the reporter in completing the report. An incomplete report will not be rejected unless the missing information would render the investigation futile or impossible. An employee receiving a report of alleged abuse of a student by an employee will pass the report to the investigator and will keep the report confidential to the maximum extent possible. Allegations of abuse constituting sex discrimination, including sexual harassment, will also be referred to the Title IX Coordinator and handled pursuant to the District's Title IX Grievance Procedures. In performing the investigation, the investigator will have access to the educational records of the alleged student victim as well as access to the student for interviewing purposes.

In order for the school district to have jurisdiction over the acts and to constitute a violation of the law, acts of the employee must be alleged to have occurred on school grounds, on school time, at a school-sponsored activity, or in a school-related context. However, the student need not be a student in the school district. The student can be from another school district. To be investigable, the written report must include basic information showing that the victim of the alleged abuse is or was a student at the time of the incident, that the alleged act of the employee resulted in injury or otherwise meets the definition of abuse in these rules, and that the person responsible for the act is currently an employee. If the report is not investigable due to lack of jurisdiction, the investigator will dismiss the

complaint and inform the reporter of other options available. Other options available to the reporter include contacting law enforcement authorities, private counsel, or the Board of Educational Examiners in the case of a licensed employee.

If the Level I investigator believes the student is in imminent danger if continued contact is permitted between the employee and the student, the Level I investigator may:

- temporarily remove the student from contact with the employee;
- temporarily remove the employee from service; or
- take other appropriate action to ensure the student's safety.

The Level I investigator will have access to the educational records of the student and access to the student for purposes of interviewing the student about the report.

### Physical Abuse Allegations

When physical abuse is reported, the Level I investigator will make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee named in the report will not receive a copy of the report until the employee is initially interviewed.

The Level I investigator will use discretion in handling the information received regarding an investigation of abuse by an employee, and those persons involved in the investigation will not discuss information regarding the complaint outside the investigation. The entire investigative procedure will be thoroughly explained, including the confidential nature of the proceedings, to the student and other persons involved in the investigation.

Within five days of receipt of an investigable report, the Level I investigator will complete an informal investigation. The informal investigation will consist of interviews with the student, the employee and others who may have knowledge of the alleged incident. If the Level I investigator determines that the allegations in the report are founded and that immediate and professional investigation is necessary, the Level I investigator may defer further investigation and contact appropriate law enforcement officials, the student's parents and the person filing the report. Within fifteen days of receipt of the report, the Level I investigator will complete a written investigative report, unless the investigation was temporarily deferred.

The written investigative report will include:

1. The name, age, address, and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent, and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:
  - Unfounded. (It is not likely that an incident, as defined in these rules, took place.)or
  - 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 guardian of the student to pursue the allegations. These options include, but are not limited to:
  - Contacting law enforcement officials.
  - Contacting private counsel for the purpose of filing a civil suit or complaint.
  - Filing a complaint with the Board of Educational Examiners if the employee is a licensed employee.

The investigator will retain the original and provide a copy of the written investigative report to the school employee named in the report, the employee's supervisor and the student's parent or guardian. The person filing the report, if not the student's parent or guardian, is notified only that the Level I investigation has been concluded and of the disposition or anticipated disposition of the case.

It is the responsibility of the Level I investigator to determine whether it is more likely than not that an incident of abuse as defined in the rules took place between the student and employee. The Level I investigator does not make the determination of whether the use of physical contact was appropriate or whether any of the exceptions apply. That is the responsibility of the Level II investigator. Upon completion of the report, if the Level I investigator determines the allegations of physical abuse are founded and serious, the Level I investigator will notify law enforcement authorities. If the allegations are founded but the physical abuse is not of a serious nature, the Level I investigator will refer the case on to the Level II investigator.

The Level II investigator will review the Level I investigator's final investigative report and conduct further investigation. The Level II investigative report will state the conclusion as to the occurrence of the alleged incident, the applicability of exceptions, the reason for the contact or force used, and recommendations regarding the need for further investigation. In determining the applicability of the exceptions or the reasonableness of the contact or force used, the Level II investigator will use the following definitions:

Physical abuse is non-accidental physical injury to the student as a result of the action of an employee. Injury occurs when evidence of it is still apparent at least twenty-four hours after its occurrence. The following do not constitute physical abuse, and no employee is prohibited from:

- a. Using reasonable and necessary force, not designed or intended to cause pain:
  1. To quell a disturbance or prevent an act that threatens physical harm to any person.
  2. To obtain possession of a weapon or other dangerous object within a pupil's control.
  3. For the purposes of self-defense or defense of others as provided for in Iowa Code § 704.3.
  4. For the protection of property as provided for in Iowa Code §§ 704.4, .5.
  5. To remove a disruptive pupil from class or any area of school premises or from school-sponsored activities off school premises.
  6. To prevent a student from the self-infliction of harm.
  7. To protect the safety of others.
  
- b. Using incidental, minor, or reasonable physical contact to maintain order and control.

In determining the reasonableness of the contact or force used, the following factors are considered:

- a. The nature of the misconduct of the student, if any, precipitating the physical contact by the school employee.
- b. The size and physical condition of the student.
- c. The instrumentality used in making the physical contact.
- d. The motivation of the school employee in initiating the physical contact.
- e. The extent of injury to the student resulting from the physical contact.

"Reasonable force" is that force and no more which a reasonable person, in like circumstances, would judge to be necessary to prevent an injury or loss and can include deadly force if it is reasonable to believe that such force is necessary to avoid injury or risk to one's life or safety or the life or safety of another, or it is reasonable to believe that such force is necessary to resist a like force or threat.

Upon completion of the Level II investigation, the Level I investigator will forward copies of the Level II investigative report to the employee, the employee's immediate supervisor, and the student's parent. The Level I investigator will notify the person filing the report of the current status of the case.

If the Level II investigator's report or law enforcement officials conclude abuse occurred, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the Level I investigator will file a

complaint with the State Board of Educational Examiners. The Level I investigator will also arrange for counseling services for the student if the student or student's parents request counseling services.

### Sexual Abuse

Sexual abuse is defined as including sexual acts involving a student, acts that encourage the student to engage in prostitution, as well as inappropriate, intentional sexual behavior or sexual harassment by the employee toward a student. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
2. Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or
3. The conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive education environment.

"Sexual harassment" as defined by this policy may or may not constitute sexual harassment for purposes of the District's Title IX Grievance Procedure. As such, allegations of abuse constituting sexual harassment will also be referred to the Title IX Coordinator and handled pursuant to the District's Title IX Grievance Procedure.

When sexual abuse is reported, the Level I investigator will make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee named in the report will not receive a copy of the report until the employee is initially interviewed. The designated investigator will not interview the school employee named in a report of sexual abuse until after a determination is made that jurisdiction exists, the alleged victim has been interviewed and a determination made that the investigation will not be deferred.

The investigator will notify the parent, guardian or legal custodian of a student in prekindergarten through grade six of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The Level I investigator will interview the student 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 Level I investigator may record the interview electronically.

The Level I investigator will exercise discretion in the investigative process to preserve the privacy interests of the individuals involved. To the maximum extent possible, the investigator will maintain the confidentiality of the report.

It is the responsibility of the Level I investigator to determine whether it is more likely than not that an incident took place between the employee and the student. If the Level I investigator believes the employee committed a sex act with a student or sexually exploited a student, the Level I investigator will defer the Level I investigation and immediately notify law enforcement officials, the student's parents and the person filing the report.

If the Level I investigator determines an incident occurred, while not an illegal sex act with a student or sexual exploitation of a student, but where the employee engaged in inappropriate, intentional sexual behavior, further investigation is warranted. If further investigation is warranted, the Level I investigator may proceed to interview the employee and other individuals who may have knowledge of the circumstances contained in the report. Prior to interviewing other individuals who may have knowledge of the circumstance contained in the report, the Level I investigator will provide notice of the impending interview of student witnesses or the student who is in prekindergarten through grade six, to their parent, guardian, or legal custodian, and may provide notice to the parent or guardian of other students, prior to interviewing those students. The Level I investigator shall, if founded, arrange for the Level II investigator to further investigate the allegations.

Within fifteen days of receipt of the report or notice of alleged sexual abuse, the Level I investigator will complete a written investigative report unless the investigation was temporarily deferred. The written investigative report shall include:

1. The name, age, address, and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the school employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent, and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.
7. A statement that, in the investigator's opinion, the allegations in the report are either:
  - Unfounded. (It is not likely that an incident, as defined in these rules, took place.) or
  - 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 guardian of the student to pursue the allegations. These options include, but are not limited to:
  - Contacting law enforcement officials.
  - Contacting private counsel for the purpose of filing a civil suit or complaint.
  - Filing a complaint with the Board of Educational Examiners if the school employee is certificated.

The investigator will retain the original and provide a copy of the investigative report to the school employee named in the report, the school employee's supervisor, and the named student's parent or guardian. The person filing the report, if not the student's parent or guardian, is notified only that the Level I investigation has been concluded and of the disposition or anticipated disposition of the case.

If the allegations are founded, the Level I investigator will refer the case to the Level II investigator. The Level II investigator will review the Level I investigator's final investigative report and conduct further investigation if necessary. The Level II investigative report will state conclusively as to the occurrence of the alleged incident, conclusively as to the nature of the sexual abuse and recommendations regarding the need for further investigation. Upon completion of the Level II investigation, the Level I investigator will forward copies of the Level II investigative report to the employee, the employee's immediate supervisor and the student's parent. The Level I investigator will notify the person filing the report of the current status of the case.

If the Level II investigator's report or law enforcement officials conclude sexual abuse occurred, or the employee admits the violation, the employee has surrendered the employee's certificate or license, the Level I investigator will file a complaint on behalf of the district after obtaining the superintendent's signature with the State Board of Educational Examiners. The Level I investigator will also arrange for counseling services for the student if the student or student's parents request counseling services.

In cases involving founded physical or sexual abuse by a licensed employee, the board will notify the Board of Educational Examiners. Information of unfounded abuse at Level I or Level II will not be kept in the employee's personnel file. If the Level I investigative report is founded but Level II is unfounded, then the Level I report is removed from the employee's permanent file. Notes, tapes, memorandums and related materials compiled in the investigations must be kept for two years.

It is the responsibility of the board to annually identify a Level I and Level II investigator. The board will also designate annually an alternate Level I investigator, preferably of the opposite sex of the designated Level I investigator, to whom reports may also be made. The names and telephone numbers of the Level I investigator and the alternate Level I investigator are included in employee handbooks, student handbooks, annually published in the local newspaper, and prominently displayed in all school buildings.

## Academic Integrity

Students are expected to do their own schoolwork. Academic dishonesty includes, but is not limited to looking at another student's schoolwork without permission, copying others' work, copying from other unauthorized sources such as past exams, or unauthorized use of devices. Academic dishonesty is strictly prohibited. Students may face disciplinary measures as outlined in this handbook if found to have engaged in academic dishonesty. In addition to such disciplinary measures, students may face loss of class credit.

## Citizenship

Being a citizen of the United States, of Iowa and of the Fort Madison Community School District community entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

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

## CORPORAL PUNISHMENT, MECHANICAL RESTRAINT, AND PRONE RESTRAINT - Board Policy 503.05

The use of corporal punishment, mechanical restraint and/or prone restraint is prohibited by all schools. Corporal punishment is defined as the intentional physical punishment of a student . It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. No employee is prohibited from any of the following which are not considered corporal punishment:

- Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following:
  - To quell a disturbance or prevent an act that threatens physical harm to any person.
  - To obtain possession of a weapon or other dangerous object(s) within a student's control.
  - For the purpose of self-defense or defense of others as provided for in Iowa Code Section 704.03.
  - For the protection of property as provided for in IOWA CODE Section 704.04 or 704.05.
  - To remove a disruptive student from class or any area of school premises or from school-sponsored activities off school premises.
  - To protect a student from the self-infliction of harm.
  - To protect the safety of others.
- Using incidental, minor, or reasonable physical contact to maintain order and control.

Mechanical restraint means the use of a device as a means of restricting a student's freedom of movement. Mechanical restraint does not mean a device used by a trained individual for specific approved therapeutic or safety purposes for which the device was designed and, if applicable, prescribed, including restraints for medical immobilization, adaptive devices or mechanical supports used to allow greater freedom of mobility than would be possible without use of such devices or mechanical supports; and vehicle safety restraints when used as intended during the transport of a student in a moving vehicle.

Prone restraint means any restraint in which the student is held face down on the floor.

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

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

4. The extent and nature of resulting injury to the student, if any, including mental and psychological injury;
5. The motivation of the school employee using physical force.

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

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

## CUSTODY AND PARENTAL RIGHTS - Board Policy 507.07

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued are followed by the school district. It is the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

This policy does not prohibit an employee from listening to a student's problems and concerns.

It shall be the responsibility of the superintendent to ensure employees remain neutral in a disagreement about custody and parental rights.

## Damaged or Lost Property

### Damaged Equipment or Property

The school district shall assess student(s) the cost for damages to school property resulting from their negligent acts. Such damages shall include, but not be limited to:

1. broken or damaged equipment
2. damaged furniture
3. damages to the building
4. damages to school buses or vehicles

### Payment for Lost Materials

Students shall be required to reimburse the school district the replacement costs for lost equipment or materials supplied to them. Such lost items shall include, but not be limited to:

1. textbooks and other instructional materials
2. towels
3. combination locks
4. uniforms
5. musical instruments

## DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS OF VIOLENCE - Board Policy 503.08

Effective student discipline policies serve the needs of the District in maintaining the order of the education environment while safeguarding the education interests of all students. For this reason, it is crucial to engage many perspectives in crafting sound policies related to discipline. The board, in conjunction with teachers and administrators in the District, have assigned further meaning to concepts listed in this policy.

### **Incident Levels Defined**

Incident levels must escalate, with Level 1 being less severe than Level 3 incidents. However, the District maintains discretion in applying the level of discipline appropriate for an incident. In making this determination, the

administration will consider the following definitions of incident levels. Because no definition could encompass all possible threats or incidents, the administration has discretion in determining which level to assign the incident after looking at the nature of the incident as well as the age, grade level, and maturity of the student.

### **Timeframe for Determining Repeated Incidents**

The District will consider all incidents occurring within the school year as sufficiently close in proximity between incidents to establish that a repeated incident has occurred. The administration will have discretion to alter this timeframe when appropriate under the circumstances, depending on the nature of the incident as well as the age, grade level and maturity of the student.

### **Considerations for Determining the Maturity of the Student**

The District believes that gauging the maturity of a student is subject to interpretation and best left to the licensed employees who interact most closely with the student on a regular basis. Assessing a student's maturity level is based on individual characteristics unique to each student. Therefore, in making a determination about the maturity of a student, the administration may consult with the student's classroom teacher and other relevant licensed staff. The administration will consider the following factors in determining the maturity of the student:

### **Considerations for Determining Whether the Off-Campus Threat of Violence or Incident of Violence Will Directly Affect the Good Order, Efficient Management and Welfare of the School District**

The District recognizes that students maintain First Amendment rights to free expression both within school and outside. However, free speech protections are not absolute and do not extend to true threats of violence toward an individual or a group of individuals. In considering whether a threat or incident of violence will directly affect the good order, efficient management and welfare of the school district necessitating the need for investigation, the administration will consider, among other things, the following factors:

- The specificity of the threat for time, location or individual(s) targeted
- The reasonable likelihood of the student's ability to carry out the threat
- The reasonable likelihood that the threat will interfere with the operation of the educational environment

In addition to the notification requirements in policy, the administration will apprise the parents or guardians of any student who suffered violence or a threat of violence, of the rights to file complaints under any other relevant board policies including but not limited to anti-bullying/anti-harassment and Title IX.

## **[EARLY GRADUATION - Board Policy 505.06](#)**

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

## **[EMERGENCY PLANS AND DRILLS - Board Policy 507.05](#)**

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

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

## FINES-FEES-CHARGES - Board Policy 503.03

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

The superintendent will inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

The board recognizes that while certain fees charged students are appropriate and authorized, certain students and their families are not financially able to pay the fees. The school district will grant either full waivers, partial waivers, or temporary waivers depending upon the circumstances and the student or student's parents ability to meet the financial criteria.

### A. Waivers -

1. Full Waivers - a student will be granted a full waiver of fees charged by the school district if the student or student's parents meet the financial eligibility criteria for free meals under the Child Nutrition program, Family Investment Program, or transportation assistance under open enrollment. Students in foster care are also eligible for full waivers.
2. Partial Waivers - a student will be granted a partial waiver of fees charged by the school district if the student or the student's parents meet the financial eligibility criteria for reduced price meals offered under the Child Nutrition program. The reduction percentage will be 40 percent.
3. Temporary Waivers - a student may be eligible for a temporary waiver of fees charged by the district in the event the student's parents are facing financial difficulty. Temporary waivers may be applied for at any time throughout the school year and will not extend beyond the end of the school year.

- B. Application - Parents or students eligible for a fee waiver will make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually.
- C. Confidentiality - The school district will treat the application and application process as any other student record and student confidentiality and access provisions will be followed.
- D. Appeals - Denials of a waiver may be appealed in order to the district business manager, superintendent of schools and Board of Directors.
- E. Fines or charges assessed for damage or loss to school property are not fees and will not be waived.
- F. Notice - the school district will annually notify parents and students of the waiver. The following information will be included in registration materials:

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the building principal for a waiver form. This waiver does not carry over from year to year and must be completed annually.

## Hall Passes

Students must have a hall pass through the digital e-Hallpass system utilized at Fort Madison Junior/Senior High School to be in the hallways or in other areas while classes are in session. The following procedure will be followed in all classrooms:

1. The student requests a pass through e-Hallpass using their school-issued chromebook.
  - a. Students shall only request a hall pass during independent work phases of an instructional period, or in emergencies.
  - b. Students shall be limited to two hall passes per day while classes are in session. Students are encouraged to use their passing time and lunch period to take care of toileting needs.
2. The instructor grants the pass, or informs the student that a pass will not be granted at that time.
3. Should an instructor grant a pass, the student will be required to leave their personal electronic equipment in the care of the instructor while they are out of the classroom. The student will also be required to carry a physical pass while out of the classroom to demonstrate that a pass has been granted. Student should take the most direct route to and from the requested location, refraining from stopping at lockers, going into other classrooms, going to the MPR, or visiting with friends.
4. Students shall be gone for no more than nine minutes while classes are in session. Anything longer than ten minutes will require the instructor to notify the nurse and administration for excessive use of restroom time, or misuse of the hall pass system.
5. Upon return to the classroom, the student may retrieve their personal electronic device(s), and stow them out of sight.

Students who abuse the hall pass process at FMJSHS may be subject to consequences including, but not limited to:

- Loss of hall pass privileges while classes are in session.
- Escort to and from locations while classes are in session.
- Lunch detentions.
- Structured School Day

## [INTERVIEWS WITH STUDENTS BY OUTSIDE AGENCIES - Board Policy 502.09](#)

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

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

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

Students will not be taken from school without the consent of the principal and without proper warrant.

## [OPEN NIGHT - Board Policy 508.02](#)

In keeping with good community relations, student school activities will not be scheduled on Wednesday night beyond 6:30 p.m. whenever possible. It is the responsibility of the principal to oversee the scheduling of school activities for compliance with this policy.

## [PHYSICAL RESTRAINT AND SECLUSION OF STUDENTS - Board Policy 503.06](#)

It is the goal of the district that all students can learn and grow in a safe and peaceful environment that nurtures the student and models respect for oneself and others. On occasion, trained district employees and others may have to use behavior management interventions, physical restraint and/or seclusion of students. The goal of these interventions is to promote the dignity, care, safety, welfare and security of each child and the school community. With this objective in mind, the district will prioritize the use of the least restrictive behavioral interventions appropriate for the situation.

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, body, or head freely. Physical restraint does not mean a technique used by trained school

personnel, or used by a student, for the specific and approved therapeutic or safety purposes for which the technique was designed and, if applicable, prescribed. Physical restraint does not include instructional strategies, such as physically guiding a student during an educational task, hand-shaking, hugging, or other non-disciplinary physical contact.

Seclusion means the involuntary confinement of a child in a seclusion room or area from which the child is prevented or prohibited from leaving; however, preventing a child from leaving a classroom or school building are not considered seclusion. Seclusion does not include instances when a school employee is present within the room and providing services to the child, such as crisis intervention or instruction.

Physical restraint or seclusion is reasonable or necessary only:

- To prevent or terminate an imminent threat of bodily injury to the student or others; or
- To prevent serious damage to property of significant monetary value or significant non monetary value or importance; or
- When the student's actions seriously disrupt the learning environment or when physical restraint or seclusion is necessary to ensure the safety of the student or others; and
- When less restrictive alternatives to seclusion or physical restraint would not be effective, would not be feasible under the circumstances, or have failed in preventing or terminating the imminent threat or behavior; and
- When the physical restraint or seclusion complies with all applicable laws.

Prior to using physical restraint or seclusion, employees must receive training in accordance with the law. Any individual who is not employed by the district but whose duties could require the individual to use or be present during the use of physical restraint or seclusion on a student will be invited to participate in the same training offered to employees on this topic.

When required by law, the superintendent or the superintendent's designee will ensure a post-occurrence debriefing meeting is held, maintain documentation and fulfill all reporting requirements for each occurrence of physical restraint or seclusion as required by law.

The District will comply with 281 Iowa Administrative Code Ch. 103 for the use of physical restraint and seclusion with students, including, but not limited to:

- Physical restraint and seclusion will be used only by employees who have been trained in accordance with applicable law unless a trained employee is not immediately available due to the unforeseeable nature of the occurrence.
- As soon as practical after the situation is under control, but within one hour after either the occurrence or the end of the school day, whichever occurs first, the school will attempt to contact the student's parent or guardian using the school's emergency contact system.
- The seclusion or physical restraint is used only for as long as necessary based on research and evidence to allow the student to regain control of their behavior to the point that the threat or behavior necessitating the use of the seclusion or physical restraint has ended, or when a medical condition occurs that puts the student at risk of harm. Unless otherwise provided for in the student's written approved IEP, BIP, IHP or safety plan, if the seclusion or physical restraint continues for more than 15 minutes:
  - The student will be provided with any necessary breaks to attend to personal and bodily needs, unless doing so would endanger the child or others.
  - An employee will obtain approval from an administrator or administrator's designee to continue seclusion or physical restraint beyond 15 minutes. After the initial approval, an employee must obtain additional approval every 30 minutes thereafter for the continuation of the seclusion or physical restraint.
  - The student's parent or guardian and the school may agree to more frequent notifications than is required by law.
  - Schools and district employees must document and explain in writing the reasons why it was not possible for the employees to obtain approval, notify parents, or take action within prescribed time limits.

- Schools and district employees who begin and then end use of non approved restraints will document and explain in writing the reasons why they had no other option but to use this type of behavioral intervention.
- The area of seclusion will be a designated seclusion room that complies with the seclusion room requirements in accordance with law, unless the nature of the occurrence makes the use of the designated seclusion room impossible, clearly impractical, or clearly contrary to the safety of the student, others, or both; in that event, the school must document and explain in writing the reasons why a designated seclusion room was not used.
- An employee must continually visually monitor the student for the duration of the seclusion or physical restraint.
- If an employee restrains a student who uses sign language or an augmentative mode of communication as the student's primary mode of communication, the student shall be permitted to have the student's hands free of physical restraint, unless doing so is not feasible in view of the threat posed.
- Seclusion or physical restraint shall not be used: as punishment or discipline; to force compliance or to retaliate; as a substitute for appropriate educational or behavioral support; to prevent property damage except as provided in law; as a routine school safety measure; or as a convenience to staff.
- The Superintendent or the Superintendent's designee will investigate any complaint or allegation that one or more employees violated any provisions of 281 Iowa Administrative Code Ch. 103. If the District determines a violation has occurred, corrective action will be taken up to and including termination of the employees involved. If the allegation or complaint involves a specific student the District will notify the parents or guardian of the involved student about the results of the investigation. If any allegation or complaint is also defined as abuse in 281 Iowa Administrative Code 102.2, the procedures listed in chapter 102 will apply.
- The District must comply with and implement Chapter 103 whether or not a parent consents to the use of physical restraint or seclusion.

## SCHOOL FOOD PROGRAM - Board Policy 710.01

The school district will operate a school nutrition program in each attendance center. The school food program services will include hot lunches through participation in the National School Lunch Program. Students may bring their lunches from home and purchase milk or juice and other incidental items.

School food service facilities are provided to serve students and employees when school is in session and during school-related activities. They may also be used under the supervision of the dietary manager for food service to employee groups, parent-teacher meetings, civic organizations meeting for the purpose of better understanding the schools, and senior citizens in accordance with Board policy.

The school nutrition program is operated on a nonprofit basis. The revenues of the school nutrition program will be used only for paying the regular operating costs of the school food program. Supplies of the school food program will only be used for the school nutrition program.

The Board will set, and annually review, the prices for school nutrition programs. It is the responsibility of the superintendent to make a recommendation regarding the prices of school lunch, breakfast and milk.

It is the responsibility of the food service director to administer the program and to cooperate with the superintendent and appropriate personnel for the proper functioning of the school nutrition program.

## SCHOOL FOOD PROGRAM - SCHOOL NUTRITION PROGRAM CIVIL RIGHTS COMPLAINTS PROCEDURE - Board Policy 710.01-R(1)

USDA Child Nutrition Programs in Iowa

Procedures for Handling a Civil Rights Complaint

1. Civil rights complaints related to the National School Lunch Program, School Breakfast Program, Afterschool Care Snack Program, Summer Food Service Program, Seamless Summer Option, or Child and Adult Care Food Program are written or verbal allegations of discrimination based on USDA protected classes of race, color, national origin, sex, age, and disability.
2. Any person claiming discrimination has a right to file a complaint within 180 days of the alleged discrimination. See below for additional Iowa Civil Rights information. A civil rights complaint based on the protected classes listed in #1 above must be forwarded to the address on the nondiscrimination statement.
3. All complaints, whether written or verbal, must be accepted by the School Food Authority (SFA)/Sponsor/Organization and forwarded to USDA at the address or link on the nondiscrimination statement within 5 calendar days of receipt. An anonymous complaint should be handled the same way as any other. Complaint forms may be developed, but their use cannot be required. If the complainant makes the allegations verbally or in a telephone conversation and is reluctant or refuses to put them in writing, the person who handles the complaint must document the description of the complaint.
4. There must be enough information to identify the agency or individual toward which the complaint is directed and indicate the possibility of a violation. Every effort should be made to obtain at least the following information:
  - Name, address and telephone number or other means of contacting the complainant;
  - The specific location and name of the organization delivering the program service or benefit;
  - The nature of the incident(s) or action(s) that led the complainant to feel there was discrimination;
  - The basis on which the complainant feels discrimination occurred (race, color, national origin, sex, age, or disability);
  - The names, titles, and addresses of people who may have knowledge of the discriminatory action(s); and
  - The date(s) when the alleged discriminatory action(s) occurred or, if continuing, the duration of such action(s).
5. USDA is the cognizant agency for the Child Nutrition Programs listed and therefore is the first contact for the six protected classes listed in #1 above, for complaints received within 180 days. Civil rights complaints must be submitted to the USDA Office of Civil Rights within five calendar days of receipt and no later than 180 days of the discriminatory act. The link for submission of a complaint is: [program.intake@usda.gov](mailto:program.intake@usda.gov)
6. In Iowa, protected classes also include sexual orientation, gender identity, religion or creed and complaints can be filed up to 300 days of occurrence. The address for Iowa complaints is: Iowa Civil Rights Commission, Grimes State Office building, 400 E. 14th St. Des Moines, IA 50319- 1004; phone number 515-281-4121, 800-457-4416; website: <https://icrc.iowa.gov/>.

## [STUDENT ACTIVITY PROGRAM - Board Policy 504.6](#)

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity unless the activity is not offered or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

A high school student who participates in school sponsored athletics may participate in a non-school sponsored sport during the same season.

It is the responsibility of the superintendent to develop administrative regulations for each school activity. These regulations will include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, academic requirements, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Note: This is a mandatory policy. Boards must have a policy addressing the issue of nonschool athletic participation.

## [STUDENT APPEARANCE \(Dress Code\) - Board Policy 502.01](#)

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, and visitors.

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

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

At Fort Madison Junior/Senior High School, we believe in promoting a positive and inclusive learning environment while allowing students the freedom to express themselves through their clothing choices. Our dress code guidelines are designed to encourage individuality and creativity while maintaining a respectful and professional atmosphere.

- Tops: Students are welcome to wear a variety of tops, including t-shirts, blouses, shirts, and hoodies. Tank tops and spaghetti straps are permitted as long as they are not revealing.
- Bottoms: Students may wear pants, shorts, skirts, and dresses of appropriate length. Ripped jeans are allowed as long as they do not expose undergarments or inappropriate areas.
- Footwear: Students are encouraged to wear comfortable and safe footwear of their choice. Certain classrooms may require specific footwear, including, but not limited to, work-based learning opportunities, CTE environments, or physical education.
- Accessories: Hats and hoodies are permitted indoors, as long as they do not obstruct vision, hide earbuds or headphones, or cause disruption.
- Graphics: Clothing with appropriate graphics and messages are allowed, as long as they are not offensive, discriminatory, or inappropriate (as determined by administration).
- Prohibitions: the following are prohibited - violent language or images; language or images depicting drugs, alcohol, tobacco, any illegal item or activity, or use of the same; hate speech, profanity, or pornography; language or images that creates an objectively hostile or intimidating environment based upon any protected class; bathing suits; visible undergarments, or undergarments worn as outerwear; helmets or headgear that obstructs the face, except in religious observance; sunglasses, except as prescribed; gang-affiliated or related clothing if substantiation exists; shoes with cleats except for outdoor practices; or clothing that is not conducive to the health and safety of a student against certain weather circumstances (i.e., requiring shoes).
  - Students wearing inappropriate clothing will be asked to cover with another garment, reverse the clothing, remove the clothing, or change before they will be allowed to attend classes. Habitual offenders will face consequences as appropriate.

While we value individual expression, we ask that students refrain from wearing clothing that promotes violence, hate speech, drugs, alcohol, or displays inappropriate images or messages. We trust our students to make responsible choices in their attire while respecting themselves and others in our school community.

## STUDENT CARE OF SCHOOL PROPERTY/VANDALISM - Board Policy 502.02

Students will treat school property with the care and the respect they would treat their own property. Students found to have destroyed or otherwise harmed school district property may be required to reimburse the school district. They may be subject to discipline under board policy and the school district rules and regulations. They may also be referred to local law enforcement authorities.

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

## STUDENT COMPLAINTS AND GRIEVANCES - Board Policy 502.04

Creating an environment where students feel comfortable addressing their concerns in a meaningful manner is vital to the learning process. It is the goal of the board to resolve student complaints at the lowest organizational level. Student complaints and grievances regarding board policy or administrative regulations, or other matters should first be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint.

If the complaint cannot be resolved by a student's teacher or other licensed employee, the student may discuss the matter with the principal within 5 days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within 10 days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. The board retains discretion as to whether to consider or take action on any complaint.

## STUDENT CONDUCT - Board Policy 503.01

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

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

Students who fail to abide by this policy, and the administrative regulations supporting it, may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

**Removal from the classroom** means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

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

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

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

**Probation** means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

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

This policy is not intended to address the use of therapeutic classrooms or seclusion rooms for students.

Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.

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

***NOTE: This is a mandatory policy and outlines the school district's basic student conduct. Details of how this policy will be implemented are outlined in the "Behavior" section of the student handbook.***

### Administrative Action

#### A. Probation

1. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.

#### B. In-School Suspension

1. In-school suspensions may be imposed by the principal for infractions of school rules, which are serious but which do not warrant the necessity of removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days. Written notice and reasons for the in-school suspension will be sent to the student's parents.

#### C. Out-of-School Suspension

1. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.
2. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:
  - a. Oral or written notice of the allegations against the student, and
  - b. The opportunity to respond to those charges.

At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

3. Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the superintendent. A reasonable effort is made to personally notify the student's parents and such effort is documented by the person making or attempting to make the contact. Written notice to the parents will include the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension.

#### D. Suspensions and Special Education Students

1. Students who have been identified as special education students may be referred for a review of the student's Individual Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.
2. Students who have not been identified as special education students may be referred for evaluation after the student's suspension to determine whether the student has a disability and is in need of special education.

Only the board may remove a student from the school environment for more than 10 consecutive days.

Students may be expelled for violations of board policy, school rules or the law. It is within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

It is within the discretion of the superintendent to recommend to the board the expulsion of a student for disciplinary purposes. Only the board may take action to expel a student and to readmit the student. The principal will keep records of expulsions in addition to the board's records.

When a student is recommended for expulsion by the board, the student is provided with:

1. Notice of the reasons for the proposed expulsion;
2. The names of the witnesses and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose names may be released at the discretion of the superintendent;
3. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student's behalf;
4. The right to be represented by counsel; and
5. The results and finding of the board in writing open to the student's inspection.

In addition to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student's behavior is caused by the student's disability and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student's conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the school district's expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

## STUDENT DIRECTORY INFORMATION - Board Policy 506.02

Directory information is defined in the annual notice information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all those types of information designated as "directory information." The district has designated the following as "directory information:"

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, awards or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Student is defined as an enrolled individual, PK-12 including children in school district sponsored child-care programs.

Prior to developing a student directory or to giving general information to the public, parents (including those open enrolled out of the school district and parents of children homeschooled in the school district), will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information about the students.

It is the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents.

## STUDENT EXPRESSION AND STUDENT PUBLICATIONS CODE - Board Policy 502.03

### Student Expression

It is the goal of the district to protect the educational environment for all students to help ensure it is free from substantial disruption or infringement upon their rights. Student expression should be appropriate to help ensure that the students learn and meet the goals of the school activity and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

While students will generally be allowed to express their viewpoints and opinions, in certain qualifying circumstances, student speech may require administrative regulation to help ensure the safety and welfare of the school community.

The district may regulate speech that: causes or is reasonably anticipated to cause a material and substantial disruption to the education environment; infringes upon the rights of others; is obscene or lewd; is school sponsored; and/or promotes illegal activity. The administration, when making this judgment, will consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose. The expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

The superintendent may develop procedures for safely addressing qualifying types of mass protests by students, including walk-ins and walk-outs. Walk-ins occur when students leave their learning environments during school hours and gather in a group or groups with the purpose of promoting a belief or beliefs. Walk-outs occur when students leave their learning environments during school hours and gather in a group or groups off district property with the purpose of promoting a belief or beliefs.

The superintendent is encouraged to obtain feedback from community stakeholders in the development of these procedures. The goal of the procedures shall be to address student safety, maintain the education environment and promote communication during demonstrations while remaining viewpoint neutral.

Students who violate this policy may be subject to disciplinary measures. Employees are responsible for helping to ensure students' expression is in keeping with this policy. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

### Student Publications

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisor and the principal. Official school publications include material produced in journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expression made by students, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the employees or officials are not liable in any civil or criminal action for any student expression made or published by students unless the employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by employees or officials except as provided by law. A faculty advisor will supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. The production of official school publications is guided by the law and by the ethical standards adopted by professional associations or societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student-produced official school publication will follow the grievance procedure outlined in board policy 213.1. Students who believe their freedom of expression in a student-produced official school publication has been restricted will follow the grievance procedure outlined in board policy 502.4.

The superintendent is responsible for developing a student publications code. This code will include, but not be limited to, reasonable rules including time, place, and manner of restrictions. The superintendent will also be responsible for distributing this policy and the student publications code to the students and their parents.

## STUDENT HEALTH AND IMMUNIZATION CERTIFICATES - Board Policy 507.01

Students desiring to participate in athletic activities or enrolling in kindergarten or first grade in the school district will have a physical examination by a licensed healthcare provider and provide proof of such an examination to the school district. A physical examination and proof of such an examination may be required by the administration for students in other grades enrolling for the first time in the school district.

A certificate of health stating the results of a physical examination and signed by the licensed healthcare provider is on file at the attendance center. Each student will submit an up-to-date certificate of health upon the request of the superintendent. Failure to provide this information may be grounds for disciplinary action.

Students enrolling for the first time in the school district shall also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by law. The student may be admitted conditionally to the attendance center if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for suspension, expulsion or denial of admission. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

### [STUDENT HONORS AND AWARDS - Board Policy 505.03](#)

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students shall be made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended an accredited public or private school for their entire high school education will not be eligible for honors and awards.

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

### [STUDENT INSURANCE - Board Policy 507.06](#)

Students will have the opportunity to participate in the health and accident insurance plan selected by the school district. The cost of the health and accident insurance program is borne by the student. Participation in the insurance health and accident plan is not a contract with the school district, but rather, a contract between the insurance company and the student.

Students participating in intramural or extracurricular athletics are required to have health and accident insurance. The student will bring written proof of insurance or participate in the health and accident insurance program selected by the school district.

### [STUDENT LOCKERS - Board Policy 502.05](#)

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

To ensure students are properly maintaining their assigned lockers, the principal of the building may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy regulating search and seizure.

***NOTE: Iowa law requires students or another individual to be present during the inspection of lockers. For locker searches, see Policy 502.8, Search and Seizure.***

### [STUDENT PERFORMANCES - Board Policy 504.04](#)

Students, as part of the education program, may participate in contests or other public and private events approved by the superintendent that will be of benefit to the student and the education program. Performance at such events is a privilege.

Students, who perform at such events, serve as ambassadors of the school district and must conduct themselves in the same manner as required in the regular school day. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures.

Students will be allowed to perform in these events only with proper permission and supervision and when the events do not disrupt the education program or other school district operations. The events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board must approve the performance.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. In developing the administrative regulations, these guidelines should be followed:

- Performances by student groups below the high school level should be allowed on a very limited basis;
- All groups of students should have an opportunity to participate; and
- Extensive travel by one group of students should be discouraged.

It is within the discretion of the superintendent to determine whether the event will benefit the education program and the participating students. Contests or other performances by students unapproved by the superintendent shall be the responsibility of the parent and the student.

## [STUDENT PROGRESS REPORTS AND CONFERENCES - Board Policy 505.01](#)

Students will receive a progress report at the end of each grading period. Students, who are doing poorly, and their parents, are notified prior to the end of the grading period in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the trimester.

Parent-teacher conferences will be held at Fort Madison Junior/Senior High School to keep the parents informed. Junior High and high school conferences are not individually scheduled.

Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

## [STUDENT PROMOTION-RETENTION-ACCELERATION - Board Policy 505.02](#)

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability and social adjustment.

The district shall adhere to the following:

- **Retention/Promotion in kindergarten – eighth grade:** The retention of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Retention/Promotion in ninth – twelfth grade:** Students in grades nine through twelve will be informed of the required coursework necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Acceleration in kindergarten – twelfth grade:** Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.

- **Retention or Acceleration in kindergarten – twelfth grade** may also occur in additional instances as provided by law.

Any student or parent who is not satisfied with the decision of the district's professional staff may seek recourse through policy 502.4 – Student Complaints and Grievances.

## STUDENT SEARCH AND SEIZURE - Board Policy 502.08

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

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

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

### I. Searches, in general.

- A. Reasonable and Articulable Suspicion: A search of a student, will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order.

Reasonable suspicion may be formed by considering factors such as the following:

1. eyewitness observations by employees;
  2. information received from reliable sources;
  3. suspicious behavior by the student; or,
  4. the student's past history and school record although this factor alone is not sufficient to provide the basis for reasonable suspicion.
- B. Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness is based on factors such as the following:
    1. the age of the student(s);
    2. the sex of the student(s);
    3. the nature of the infraction; and
    4. the emergency requiring the search without delay.

## TYPES OF SEARCHES

### A. Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules or regulations or the law affecting school order.
2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.
  - a. Pat-Down Search: If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible.
  - b. A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc. is permissible in emergency situations when the health and safety of students, employees or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with another adult witness of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

#### B. Locker and Desk Inspections

1. Although school lockers and desks are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in insuring the lockers and desks are properly maintained. For this reason, lockers and desks are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker or desk. Periodic inspections of all or a random selection of student lockers and desks may be conducted by school officials in the presence of the student or another individual. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker or desk (coat, backpack, purse, etc.) may be searched when a school official has a reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy or rule. Such searches will be conducted in the presence of another adult witness, when feasible.

#### Automobile

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on the school premises may be searched if the school official has a reasonable and articulable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

### STUDENT/STAFF RELATIONS - Board Policy 403.09

The relationship between staff and the student should be one of cooperation, understanding, and mutual respect. The staff has the responsibility to provide, for each student, an atmosphere conducive to learning, programs to build positive student self esteem in all students, and to motivate each student to succeed and to perform to their capacity.

Staff will strive to secure individual, classroom, and school discipline. Staff shall be treated with respect by students. Staff shall extend to students the same respect and courtesy which they as staff members have a right to expect.

### Temporary Removal From a Classroom

Temporary removal from a classroom means that a student will be temporarily removed from the classroom due to a disruption of the learning environment. Temporarily-removed students will be placed under the supervision of Restorative Connections and review and reflect on their behavior and how it affected others in the classroom, as well discuss replacement behavior in future classrooms. Students may also be required to participate in a restorative circle with those affected by their behavior. Temporary removal from a classroom is at the discretion of the classroom teacher.

## TESTING PROGRAM - Board Policy 505.04

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program funded by the United States Department of Education, to submit to a survey, analysis or evaluation that reveals information concerning:

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

Without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

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

It is the responsibility of the Board to review and approve the evaluation and testing program.

## USE OF MOTOR VEHICLES - Board Policy 502.10

The board recognizes the convenience to families and students of having students drive and park at their student's school attendance center. Driving a motor vehicle to and parking it at the student's attendance center is a privilege.

Students who drive to and park at their school attendance center shall only drive to and from their designated attendance center and park at their designated attendance center or at either their attendance center or a shared district's attendance center for the purpose of attending extracurricular activities. Students may not loiter around or be in their vehicle during the school day without permission from the principal. Students shall leave their attendance center when there is no longer a legitimate reason for them to be at their attendance center. Students who drive shall enter and leave the parking lot by the routes designated by the principal.

Students who live within one mile of school, and would not otherwise be eligible for a student driving permit, may be eligible for a student driving permit, for driving to and from school and school activities and practices, if the student is involved in activities or athletics that requires outside of regular school day participation.

Students who wish to drive to and park at their school attendance center shall comply with the rules and regulations established by the building principal. Failure to comply with this policy or the school district's rules shall be reason for revocation of school driving and parking privileges as well as other disciplinary action including suspension and expulsion.

## VANDALISM - Board Policy 802.6

The board believes everyone should treat school district buildings and sites and property with respect for the benefit of the education program. Users of school district property will treat it with care. Employees discovering vandalism should report it to the building principal as soon as possible.

Persons suspected, found or proven to have destroyed or otherwise harmed school district property may be subject to discipline by the school district, if the person is under the jurisdiction of the school district, and may be reported to local law enforcement officials. Persons who are not under the jurisdiction of the school district and who are suspected, found or proven to have destroyed or otherwise harmed school district property will be reported to the local law enforcement authorities

# STUDENT SCHOLASTIC ACHIEVEMENT

## Academic Eligibility for Extracurricular Activities:

In order to participate in and retain eligibility for extracurricular activities, students are required to attend all classes regularly and uphold good standing. To maintain good standing, students must consistently demonstrate strong academic performance, adhere to school policies, sustain satisfactory grades, display positive behavior, maintain at least 95% attendance, and adhere to all school rules and regulations. As per board policy, students can be excused for half a school day and remain eligible with prior approval from the building administration. Accumulating one or more unexcused absences during the school day will render students ineligible for extracurricular activities, unless there are extenuating circumstances approved in advance by the building administration.

## Class Hours and Adding/Dropping Classes

Students in grades 7-11 at FMJSHS must be enrolled in four classes per day unless prior permission is granted by the building administration. Students in grade 12 who meet the requirements for open campus privileges must be enrolled in at least three classes per day unless prior permission is granted by the building administration.

Students who wish to add or drop a class must do so within three days after the start of a quarter/semester course. The student's career counselor, a building principal, and the student's parent(s) must provide permission to add or drop a class.

## Conferences and Student Progress

Students receive progress reports in the form of report cards at the end of each quarter and semester. Students who have concerns about their grades should talk to their teachers to determine how they can improve their performance. Students and parents will have the opportunity to attend parent/teacher conferences at or around the midpoint of each quarter. Teachers will also notify parents and students should the student be doing poorly in the class.

Students who receive an incomplete in a class must complete the class within two weeks of the quarter/semester ending. ~~A student shall utilize the flex/WIN period each day to work towards completion of the course. A student shall work with their teacher to determine how and when to complete coursework in the case of an incomplete grade.~~

If parents have any concerns or questions about their child's progress, they may contact the teacher via email, or by calling Fort Madison Junior/Senior High School. Please understand that a call will not be forwarded to a teacher if they are teaching a class. Rather, a message will be taken and delivered to the teacher during their prep time, or placed in their school mailbox. Individual conferences with a teacher are also available to students and parents with ongoing concerns and may be requested by contacting the teacher.

## Graduation

Students who are in good standing and who meet the graduation requirements set forth by the Fort Madison Community School District school board are allowed to participate in the graduation ceremony and in senior activities. It is possible that students who are not in good standing and/or serving discipline at the time of graduation ceremony or other senior activities will not be allowed to participate. Students are not required to participate in the graduation ceremony.

## [EARLY GRADUATION - Board Policy 505.06](#)

Students who wish to graduate from high school in three years or less than the ordinary grade 9-12 sequence would require, may make an application to complete graduation requirements on an altered schedule. The students and

parent(s) or guardian(s) will consult with high school counseling personnel in order to develop a graduation plan and will fill out an early graduation request complete with signature of approval from all parties.

Any student may graduate early by notifying the counselors and completing an early graduation request complete with signatures of approval from all parties.

To graduate early, a student must complete the minimum requirements for his/her class in Policy 505.5.

The student completing high school early must wait until the next Commencement ceremony to receive a diploma.

Eligibility for participation by the student in all clubs and extracurricular activities, excluding prom and commencement, will end immediately at the end of any term the student selects for early graduation. Students will not be eligible to hold a class office or be a participant in activities as a representative of any class other than the senior class.

## Health Education Program for Students

The Fort Madison Community School District provides instruction in health education in compliance with the Iowa Department of Education's Human Growth and Development Education requirements adapted appropriately for each grade level.

Upon request, parents may review the health education curriculum prior to their use. Parents who object to the health education instruction in human growth and development may file a written request that the student be excused from the instruction. Written requests must include a proposed alternative activity or study that is subject to the approval of the Director of Student Services. Parents who wish to review or file a written request must contact The Director of Student Services.

## Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course

for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

## Student Assessment Tests Overview

Students at FMJSHS undergo standardized testing annually. These tests are used to determine academic progress for individual students, for groups of students, and for the school district and to comply with state law. Students may be excused from testing for certain reasons by contacting Chris Schelich at Central Office.

### Federal Requirements

Required Assessment	Legal Citation	Grades Required	Testing Window	Comments
State Academic Assessment - Iowa Statewide Assessment of Student Progress (ISASP)	Every Student Succeeds Act (ESSA)  Iowa Code 256.7(21)(b)(2) and Iowa Code 279.60(3).  Applies to public districts.	<b>For Essa:</b> Reading and mathematics: grades 3-8, 10, and 11. Science: grades 5, 8, 10. <b>For Iowa Code:</b> Reading and mathematics: grades 3-11. Science: grades 5, 8, and 10.	Per state statute, states will be administered during the last quarter of the year.	All students in these grades are to take this assessment. The exception is students taking the state alternate assessment.
State Alternate Assessment - Dynamic Learning Maps (DLM)	Every Student Succeeds Act,  Individuals with Disabilities Act (IDEA).	Reading and mathematics: grades 3-11.  Science: grades 5, 8, and 10.	<b>Fall:</b> phase 1 September 12-October 17. <b>Fall:</b> phase 2 October 30-December 22. <b>Spring:</b> phase 1 February 5-March 22. <b>Spring:</b> phase 2 March 25-May 17.	For students with an Individual Education Program (IEP) describing qualification for Iowa's Alternate Assessments.
ELPA21 Summative Assessment: Measure of Annual Progress and Attainment of English  Alt ELPA21 Summative Test	Iowa Administrative Code (IAC) Rule 281.60(1)  Every Student Succeeds Act [Sec. 1111(b)(2)(G)(i) and (ii); Sec. 1112(e)(3)(a); Sec. 1112(e)(3)(b); Sec. 3113(b)(2)]	ELPA21 Summative: all k-12 English Learners  Alt ELPA21 Summative: k-12 English learners with significant cognitive abilities (test takes the place of general ELPA21 requirement)	Summative ELPA21: January 30-March 22  Alt ELPA21: January 30-March 22	100% participation is expected for ELPA21 Summative and Alt ELPA21 including English learners with disabilities.
ELPA21 Dynamic Screener: Instrument used for identification of English learners	Iowa Administrative Code (IAC) Rule 281.60.3(1)  Every Student	Dynamic Screener: all k-12 students new to the district whose Home Language Survey	Dynamic Screener: year-round. Screening is part of statewide entrance procedures for	Screening, identification, and parent notification of program placement must occur within

	Succeeds Act [Sec. 1111(b)(2)(G)(i) and (ii); Sec. 1112(e)(3)(a); Sec. 1112(e)(3)(b); Sec. 3113(b)(2)]	indicates a prominent use of a language other than English in the home.  Note: transfer students previously screened in another Iowa district do not need to be re-screened.	identification of English learners.	the first 30 days of enrollment.
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#### State Requirements

Required Assessment	Legal Citation	Grades Required	Testing Window	Comments
End-of-course assessment for students taking one-half unit of U.S. Government	Iowa Code 256.11(5)(b)  Applies to public districts and accredited non-public districts.	Applies to the course rather than to grade level.	End of course	

#### District Requirements

Required or Optional Assessment	Grades Required	Testing Windows	Comments
<b>Required:</b> Measurement of Academic Progress (MAP)	Grades 9-11	Typically September, January, and May	Students who show proficiency in the initial two rounds of MAP testing may be exempt from the third round of testing.  Students who do not meet proficiency levels in any of the three rounds of testing may be mandated to participate in academic interventions aimed at improving their scores.
<b>Optional:</b> ACT/SAT	While the tests are not mandatory, they are strongly encouraged for students planning to pursue higher education.	Please see <a href="http://www.act.org">www.act.org</a> or <a href="https://satsuite.collegeboard.org/sat">https://satsuite.collegeboard.org/sat</a>	The ACT/SAT exams are not conducted by FMJSHS personnel, but are overseen by ACT/SAT administrators.
<b>Optional:</b> The Preliminary SAT (PSAT) / National	The PSAT/NMSQT is designed to be grade	The PSAT is administered in October every fall.	Student scores on the PSAT may qualify them for

Merit Scholarship Qualifying Test (NMSQT)	appropriate for grades 10 and 11. Students in grade 9 may also be eligible with counselor recommendation.		National Merit status. Please see the following website for more information: <a href="https://satsuite.collegeboard.org/psat-nmsqt">https://satsuite.collegeboard.org/psat-nmsqt</a>
<b>Required:</b> The Armed Services Vocational Aptitude Battery (ASVAB)	Grade 11	The ASVAB is administered to all juniors in the fall of each year.	The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success. While it is designed by the military, it is beneficial to all students. Please see the following website for more information: <a href="https://www.officialasvab.com/">https://www.officialasvab.com/</a>  ASVAB scores are interpreted with all juniors via the counseling department each spring.
<b>Required:</b> The ACT WorkKeys National Career Readiness Certificate (NCRC)	Grade 12	The NCRC is administered to all seniors in the fall of each year.	The NCRC is a portable, evidence-based credential that measures essential workplace skills and is a reliable predictor of workplace success. The certificate is an easily understood, conveniently attained, and universally valued workforce credential. It validates that an individual has certain essential skills important across a range of jobs.  For more information on the NCRC, please see the following website: <a href="https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-ncrc.html">https://www.act.org/content/act/en/products-and-services/act-workkeys/act-workkeys-ncrc.html</a>

## [STUDENT HONORS AND AWARDS - Board Policy 505.03](#)

The school district will provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students shall be made aware of honors and awards and the action necessary on the part of the student to achieve them. Students

who have not attended an accredited public or private school for their entire high school education will not be eligible for honors and awards.

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

FMJSHS provides awards in the following categories

- **Graduating with Excellence (4.0+):** Awarded a gold medallion.
- **Graduating with Distinction (4.0 to 3.75):** Awarded a gold medallion.
- **Graduating with High Honors (3.74 to 3.5):** Awarded a silver medallion.
- **Graduating with Honors (3.49 to 3.25):** Awarded a bronze medallion.

Valedictorian and Salutatorian distinctions will be acknowledged at the Senior Awards Assembly and Graduation ceremonies.

## [TESTING PROGRAM - Board Policy 505.04](#)

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program funded by the United States Department of Education, to submit to a survey, analysis or evaluation that reveals information concerning:

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

Without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

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

It is the responsibility of the Board to review and approve the evaluation and testing program.