Elementary Handbook
2016-2017

Mission

"Ballard empowers all learners."

Vision

"The Ballard Community School District will educate the whole child, providing the essential knowledge and skills necessary to be a successful and responsible citizen in the 21st Century."

Contacts

Information is also available on the District website:
www.ballard.k12.ia.us

Administration

Superintendent	Mr. Ottie Maxey	515-597-2811
Director of Teaching and Learning	Ms. Katie Claeys	515-597-2811
Business Office Manager	Ms. Patricia Townsend	515-597-2811
Director of Technology	Mr. Dave McGill	515-597-2811
Registrar	Ms. Peggy Wilson	515-597-2971
Bus Barn	Mr. Tom Sharpnack	515-597-2979
Taher Food Service	Mr. Grant Chapin	515-597-2811

Elementary Principals

West Elementary (PK-2)	Mrs. Jennifer Johnson	515-228-3890
East Elementary (3-5)	Mr. Mike Manock	515-220-4306

Elementary Teachers and Staff

Please find information regarding teaching staff at the District website under the “Staff Directory” tab.

School Board

Please find information about the Ballard Community School District Board of Directors on the District website.

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General Information

Ballard West Elementary	Ballard East Elementary
Grades PK-2 105 East Main Street Slater, Iowa 50244 Phone: 515-228-3890 Fax: 515-228-3892 Attendance/Transportation Reporting: attend-bus@ballard.k12.ia.us	Grades 3-5 505 West 4th Street Cambridge, Iowa 50046 Phone: 515-220-4306 Fax: 515-220-4310 Attendance/Transportation Reporting: attend-bus@ballard.k12.ia.us

School Hours

Elementary hours are consistent between both East and West Elementary. School hours are as follows:

Monday, Tuesday, Thursday, Friday:	8:00-3:00pm
Wednesday:	8:00-1:30pm

Arrival Time

Students may go to their classrooms at 7:55am. Students eating breakfast at school may enter the building at 7:30am. Students who arrive before 7:55 will wait in the commons to be released to their classrooms.

Student Check-In and Check-Out Procedures

Students arriving after 8:00am or leaving prior to dismissal time must be signed in or out in the office. Students must leave school with a parent or guardian or with another adult for whom the parent or guardian provides verified permission. A parent needs to send an e-mail to attend-bus@ballard.k12.ia.us or call the bus barn if a student will not be following their typical transportation routine.

Attendance

Student Attendance

We believe and value consistent and punctual attendance as a prerequisite for a complete education. Parents and guardians are responsible are under Iowa law to make sure the children in their care receive an education. However, we also believe attendance is a shared responsibility among students,

parents, and the school which requires cooperation and clear communication. Students will be expected to attend school regularly and to be on time in order to maximize their learning opportunities and to develop important life habits of punctuality, self-discipline, and responsibility.

Reporting an Absence

Parents should send an e-mail to attend-bus@ballard.k12.ia.us or call their child's school of attendance before 8:15 AM if their child will not be at school. E-mail is the preferred method of communicating absences, but for your convenience you may also call anytime and leave a message. Your cooperation will be greatly appreciated.

Excusing Children from School

Requests from parents or others for children to be taken from school must always be handled by the principal, or designee, (in advance when possible). Children are not allowed to leave the school grounds during the school day unless it is cleared through the office. A parent needs to send an e-mail to attend-bus@ballard.k12.ia.us or call the bus barn if a student will not be following their typical transportation routine.

Partial Absences

Students arriving between 8:00 AM and 10:00 AM will be marked tardy.
Students arriving after 10:00 AM and before 11:30 AM will be marked absent for a half day.
Students leaving after 11:30 AM and before 2:30 PM will be marked absent for a half day.

Excessive Absences

There is a strong correlation between attendance and success in reaching learning standards and benchmarks. We will communicate/work with parents and guardians before absences become excessive. The following procedures will be used for absences (excused or unexcused)

After six accumulated absences:

- The principal/designee may make personal contact with the family notifying the parent/guardian of the number of absences the student has accumulated.
- An entry will be made in Infinite Campus under the Behavior Tab to note that the first contact has been made in regard to the student's absences.

After ten accumulated absences:

- A letter will be sent home, at the principal's discretion upon review of attendance, expressing concern regarding the number of absences the student has accumulated.
- The letter will be signed by the principal and mailed to the student's home.
- The principal/designee will make contact with the parent/guardian to notify them that an attendance letter has been sent regarding their student's absences.
- An entry will be made in Infinite Campus under the Behavior Tab to note that contact has been made in regard to the student's absences.

After twelve accumulated absences:

- A letter will be sent home expressing concern regarding the number of absences the student has accumulated.
- The letter will be signed by the principal and sent home.
- The principal/designee will make contact with the parent/guardian to notify them that a letter has been sent regarding their student's absences and a meeting to discuss their student's excessive absences may be required. This student support meeting may include the student, parent, principal, guidance counselor, nurse, and/or truancy officer.
- An attendance contract will be developed by the team including a timeline, expectations, reasons for a truancy court referral and success indicators.
- An entry will be made in Infinite Campus under the Behavior Tab to note that contact has been made in regard to the student's absences.

In extreme or unusual circumstances of student absence, principals/designees may choose to adjust the above procedures.

Student Expectations

School and Classroom Expectations

Providing a safe school environment is a district focus. Students will be encouraged to use appropriate manners in and around the school facilities, both during school hours and at extracurricular events. Behavior Supports are implemented at Ballard East and Ballard West Elementary. We expect our students to:

-Be Safe
-Be Respectful
-Be Responsible
-Be Honest
-Be Caring
-Work as a team
-Have a positive attitude
-Demonstrate a strong work ethic
-Demonstrate self control

Students are expected to demonstrate these attributes throughout the school. The staff will help students by teaching them the appropriate behaviors, re-teaching appropriate behaviors when needed, and monitor students.

Personal Appearance

There is no specific dress code in the elementary schools, but we encourage children to dress in a manner consistent with standards of respect, good character, and reasonable levels of modesty that contribute to the learning environment. Acceptable appearance includes not only the proper selection and wearing of clothing, but also personal grooming. We do not permit clothing that promotes the use of alcohol, drugs, or tobacco.

Adequate clothing is required for all students during cold weather conditions. This includes coats, gloves, hats and boots. We strongly recommend that students wear enclosed shoes to protect their feet. Toe/foot injuries are common when students wear flip-flops or sandals during recess.

Playground/Recess Guidelines

Playground rules and regulations are designed to assist the teacher/recess supervisor in designing and implementing a positive and well-disciplined recess. Staff and students will develop rules appropriate for the students' age group.

Students go outdoors for recess unless the temperature/wind chill is 0 degrees or staff determines that rain, wind or other weather conditions are excessive. Recess supervisors have the authority to adjust procedures depending on the weather conditions. Please provide your children clothing appropriate for the weather. We require students to wear coats if the temperature is below 50 degrees.

Bus Behavior

In the interest of safety, bus students are required to follow certain rules and regulations.

1. Be on time.
2. Never run to or from the bus.
3. Stand back from the curb.
4. Don't push or shove.
5. Stay in your seat.
6. Don't yell or shout.
7. Always obey the driver.
8. Wait for the driver's signal before crossing.
9. Always cross at least 10 feet in front of the bus.
10. Never crawl under a school bus.

The driver will notify the Director of Transportation and the principal of any serious misconduct or if the student is habitually disruptive. The principal will notify the parents or guardians.

If the misconduct is serious or if the student continues to be disruptive, the principal will notify the parents that bus privileges are suspended for a period of time. Bus privileges are suspended as per Board Policy 509 Sections J & K

Treats and Birthdays

Students are allowed, but not expected, to bring treats/small item to share with the entire class on their birthdays. We ask that you avoid any products containing peanuts or other nuts as we have many life-threatening allergies. Please do not have balloons, flowers, gifts, etc. delivered to the school. We ask that party invitations are not passed out at school unless the entire class is invited.

Pets

Pets should be brought only with advance approval of the teacher. Pets may be brought to school providing they present no health or injury potential to students. All pets must be transported with a leash/cage. Parents are asked to bring and take the pet home following the class activity. Pets are not to be transported on the busses.

Electronic Devices and Toys

Personal electronic devices and toys are not to be used during the school day without permission from a teacher.

The District would encourage students to leave such devices at home to prevent them from being lost or stolen. Leaving electronic devices or valuables of any kind in a backpack, jacket pocket, or locker while at school is not recommended.

Homework

Homework may be assigned by classroom teachers and is intended to reinforce concepts that have been taught during the school day. We encourage parents to create a study space, study time, and study routine at home to help students develop good study habits.

Information for Parents and Community

Instruction

At all levels, the Ballard Community School District grounds its educational programs in recognized national and state standards, and enriches instruction to meet the needs of individual students. We devote the majority of each school day to reading, language arts, mathematics, science and social studies. We extend and enhance learning through music, art, physical education, and through the use of digital tools.

Student Registration and Contact Information

Registration forms for the next school year must be completed by August 1. Parents and guardians must return the forms to either the school or District Registrar. The District website provides instructions for registering students new to the District. The Registrar's office is located in the main office of Ballard High School.

The District must keep up-to-date registration information on file for all students. The contact information on file is important so the school can notify parents/guardians or if unable to reach the parent or guardian, another responsible adult if there is an emergency, unplanned early dismissal or a need to check on a student's absence. Staff will call the emergency contact if unable to reach the parent or guardians.

**Please keep household information such as address, phone numbers, and emergency contacts up-to-date through the Infinite Campus Parent Portal. If you do not have access to a computer or don't have a Parent Portal account to make changes, notify the principal's office during the school year, or notify the District Registrar during the summer months.*

Infinite Campus/Parent Portal

Infinite Campus is the district student information management database. The Infinite Campus Parent Portal allows parents and guardians to access basic student information, update their household information and emergency contacts, and set up options for messages and emergency notifications from the school. Infinite Campus provides options for email, voice and text messages. Please contact the District Registrar (515-597-2971) to set up an account.

Back-to-School Night

Back-to-School Night is usually scheduled in the evening a day or two before school starts. The gives students and parents the opportunity to find their classroom, introduce themselves to the teacher and drop off supplies.

Traffic for Pick-up/Drop-off of Students

Parents who elect to pick up and drop off their children may do so at the east end of the circle drive. The driveway in front of the building will be reserved for bus traffic only. Traffic is restricted to "busses only" from 7:30 a.m. to 5:00 p.m. Please do not park in the loading zone on the east side of the building. Other regulations may be added based on the needs of the school.

Report Cards and Parent Teacher Conferences

Elementary Schools provide parent-teacher conferences in the fall and the spring. Report cards are distributed near the end of each trimester and/or prior to conferences. Parents and guardians have the opportunity to sign up for a conference to review and a report of the student's progress. Parents and guardians receive a copy of the report that goes in the student's cumulative folder at the end of each school year. Parents and/or teachers may request additional conferences as needed.

Parent Teacher Organization (PTO)

The PTO is a partnerships between families and schools that strengthen communications between home and school. They promote social activities for families and support the school through fundraising events. Parents and guardians may serve as officers and volunteer in other ways. You can find more information regarding PTO on the school website.

School News

We encourage parents and guardians to make a habit of checking for school news posted on the school's website and in the Dimensions. The principal or other staff may also send home printed newsletters and other materials at various times. Messages will also be sent via Infinite Campus. Be sure to sign up for a Infinite Campus account through the District Registrar to receive information via text, phone call, or email.

Calendars

The District maintains a calendar on its website: www.ballard.k12.ia.us. The Web Calendar has the most up-to-date listing of school and District events. Please check your school newsletter, school web page, and the online school calendar for the most accurate and up-to-date information.

Visitors to Schools

Visitor are welcome in the Ballard Community Schools. To avoid disruptions to instruction, we ask all visitors and educational observation groups to:

- Parent visitations need to be arranged in advance with teacher and/or principal approval.
- Sign in at the school office when arriving and sign out when leaving.
- Wear a visitor badge provided in the school office.
- Parents who escort children into the building are to release them in the commons, and are **NOT** to escort to classroom without permission from the office.
- Typically limit the visit to 1 hour or less.

Field Trips

Chaperones are always needed and welcome to attend student's field trips. Classroom teachers will organize chaperones. No siblings will be permitted to attend field trips.

Health, Well-Being and Safety

Health Services

If you have concerns about your child's health, we encourage you to contact your physician for their advice. Students should be kept home if he or she:

- Has a fever 100 degrees or higher
- Has been vomiting within the last 24 hours
- Has diarrhea
- If they are complaining of a severe sore throat and you see white spots in their throat. This could indicate strep throat and should be kept home and see a doctor.

Before returning to school we ask that these students be without the above symptoms without the aid of fever reducing medication (such as Motrin) for 24 hours. This will help us control passing the illness to other students. When your child has an illness for more than three consecutive days a doctor's excuse will be needed when your child returns to school

Accidents & Illnesses at School

If your child becomes ill or has a serious accident at school, you will be notified as soon as possible. Parents should notify the school of any change in phone number, cell phone number, emergency numbers, or address immediately. No child is ever sent home until arrangements have been made with the parent or guardian.

Discipline (Board Policy 509)

Goal 509.B – "The goal of the District is to ensure the right of all students to a safe and productive educational environment in which they may learn the skills and attitudes necessary to develop and to mature as responsible adults accountable for their own actions. The school environment should encourage academic, social, emotional, and physical maturation and should promote the dignity and worth of each student."

Excusing Children from School

Requests from parents or others for children to be taken from school must always be handled by the principal, or designee, (in advance when possible). Children are not allowed to leave the school grounds during the school day unless it is cleared through the office. A parent needs to send an e-mail to attend-bus@ballard.k12.ia.us or call the bus barn if a student will not be following their typical transportation routine.

Immunizations

Iowa law required a certificate documenting immunizations to be on file for each student enrolled in school. Parents can obtain student's immunization records through their health care provider or the public health office.

Medications

Most students taking medication can be adequately treated by taking the medication before and after school. However, some students' health and educational needs require them to take medication during the school day. for these students, the District will assist in administering medication under the direction of a legal prescriber if parents and guardians provide a written request.

Screenings

Vision and Hearing will be conducted on a yearly basis. Parents will be notified of any concerns.

Insurance

A low cost accident insurance policy is made available to children each fall. This policy covers injury to children while at school and going to and from school. There is also 24-hour protection if desired. This information is quoted for your convenience and does not constitute an endorsement. Check with the school nurse for more information on this program.

Emergency Preparedness

In each room of the school we post an emergency evacuation route to follow during an emergency. We hold fire drills, tornado drills and other safety drills regularly during the year. Please see procedures outlined in District Policy.

School Closings or Delays

Classes will be held as scheduled unless conditions such as severe weather pose danger to the health and safety of students and staff. The Superintendent will make the decision to cancel school, delay the start time or dismiss classes early. The District will report the announcement on its website, local media, and Infinite Campus to all subscribed parents and guardians.

Volunteering

If you are interested in volunteering at your child's school, please contact your child's teacher or the main office. There are volunteer opportunities in the classroom, Media Center, office and projects that may be done from home. Volunteers working with students must follow the procedures and school board policy for background checks.

Student Services

Meal Program at School

Hot lunch and milk are offered to all students. The 2016-2017 prices are $2.40 per meal, $.45 for extra milk, and $1.55 for breakfast. Family accounts are available to eliminate the need for separate accounts at each attendance center.

Lunch purchasing and accounting will be conducted each morning. Lunch menus and any information concerning the lunch program can be accessed on the school website.

Taher, Inc will attempt to have a "peanut-free" menu for all Ballard Elementary Centers. Taher, Inc., will do its best to not serve foods containing peanuts or peanut by-products in elementary lunches. Taher and Ballard Community Schools cannot mandate what students bring in sack lunches from home.

Financial Assistance: Meals and Fees

Families meeting federal and state income requirements who complete the Iowa Eligibility Application may be eligible for free or reduced-priced school meals and supply fees. Families must apply each year. Application forms are available on the District website.

Traffic Safety Measures

Parents of town children are responsible for the safety of their children as they travel to and from school. Students are to use sidewalks and follow directions of the crossing guard when coming/leaving school.

Transfer of Students

Parents of students who are moving out of the district during the school year should notify the school prior to the last day so that the proper transfer forms can be completed. Fees for students entering or leaving school during the school year are prorated on a monthly basis and are refunded accordingly.

Student Pictures

The District contracts with a photographer to take photos of all students in the fall. Parents and guardians have the opportunity to purchase their child's portrait. The district provides notice of the date, price list and order forms. Parents and guardians must make payment for the pictures in advance. Make-up dates are available in case a student is absent on picture day.

Lost and Found

We house lost and found items in the school's main lobby. All unclaimed articles will be donated. Please mark your child's clothing and other articles to help with identification.

Board Policies and Information

Equal Educational Opportunities; Prohibition of Harassment and Bullying of Students

(Board Policy 501)

Nondiscrimination

No student in the Ballard Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in District programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual needs, interests, abilities and potential.

Harassment and Bullying Prohibited

The District is committed to providing all students a safe and civil educational environment in which all are treated with dignity and respect. The District is also committed to promoting understanding and appreciation of the cultural diversity of our society. The District shall educate students about our cultural diversity and shall promote tolerance of individual differences.

Harassment and bullying of students is against the policy of the State of Iowa as well as of the Ballard Community School District. The District shall promote procedures and practices to reduce and eliminate harassment and bullying. The District prohibits harassment and bullying of students by other students, by employees, and by volunteers while in school, on school property, and at any school function or school-sponsored activity. This includes harassment or bullying based on the student's actual or perceived trait or characteristic, including the student's actual or perceived race, color, creed, sex, age, religion, marital or familial status, ethnic background, national origin, ancestry, physical or mental ability or disability, sexual orientation, gender identity, physical attribute, political party preference, political belief, or socio-economic background. Acts of harassment or bullying may be treated as grounds for discipline. Discipline may include suspension or expulsion of a student, termination of an employee's contract, and/or exclusion of a volunteer from District activities or premises.

Definition. Any electronic (such as emails or instant messages), written, verbal or physical act or conduct toward a student that is based on an actual or perceived trait or characteristic that creates or could reasonably be expected to create an objectively hostile school environment is prohibited. An objectively hostile school environment is created if the act or conduct:

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

Examples of prohibited behavior may include, but are not limited to the following:

- Unwelcome touching;
- Inappropriate or demeaning remarks, jokes, stories, activities, symbols, signs or posters;
- Implied or explicit threats concerning grades, awards, property or opportunities;
- Requiring, explicitly or implicitly, that a student submit to harassment or bullying as a term or condition of the student's participation in any educational program or activity.

Sexual Harassment

It is the policy of the Ballard Community School District to maintain a learning environment that is free from sexual harassment. All employees, visitors and students must avoid any action or conduct which could reasonably be perceived as sexual harassment. It shall be a violation of this policy for any person to harass a student through conduct or communications of a sexual nature as defined in this policy.

Definition

Sexual harassment shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of the student's educational opportunities or benefits; or

- Submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting that student; or
- Such conduct has the purpose or effect of substantially interfering with a student's education by creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include, but is not limited to the following:

- Requests or pressure for sexual activity;
- Unwelcome touching;
- Other verbal or physical conduct of a sexual nature, such as inappropriate jokes, symbols, signs or posters of a sexual nature;
- Repeated remarks to or about a person with sexual or demeaning implications.

(Note: any sexual overtures made by a staff member to a student, whether welcomed or unwelcomed, shall be grounds for discipline, including discharge of the staff member.)

Complaint Procedures

Any person alleging a violation of this policy may file a complaint using the Student Complaint Procedure of Policy 529. Employees who are aware of harassment or bullying shall file a written complaint or shall report the conduct to a principal or to the compliance officer. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer. Policy 530 shall govern the investigation of alleged cases of physical or sexual abuse, including sexual harassment, of students by staff members.

The complainant may be required to complete a written complaint form and to turn over copies of evidence of discrimination, harassment or bullying including, but not limited to, letters, emails, tapes, signs, and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. District employees, students and volunteers shall fully and fairly cooperate in the investigation.

A written investigative report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant, to the parent or guardian, and to the alleged perpetrator. The investigator will consider the totality of the circumstances presented in determining whether the conduct objectively constitutes discrimination or harassment.

Grievance Procedure – Disability

The District has also established a grievance procedure to handle complaints of discrimination based on disability and to handle concerns regarding accommodations of disabled students. A parent, guardian, or student may utilize such grievance procedures.

Compliance Officer
The Superintendent shall be designated as the District's compliance officer to insure that students are treated in accordance with District policy prohibiting discrimination, harassment and bullying. In the event the Superintendent is the alleged perpetrator, the 504/ADA Coordinator shall serve as compliance officer. For claims of discrimination involving disability, the 504/ADA Coordinator shall serve as compliance officer. In the event the 504/ADA Coordinator is the alleged perpetrator, the Superintendent shall be the alternate compliance officer.

Confidentiality
The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

No Retaliation
No person shall retaliate against a student or other person because the student or other person has filed a discrimination or harassment complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension, expulsion, exclusion or termination of employment.

Corrective Actions
The District will take action to halt any improper discrimination, harassment or bullying and will take other appropriate corrective actions, including disciplinary measures which may include discharge, suspension, expulsion, or exclusion of a perpetrator to remedy all violations of this policy.

Notification
Notice of this policy shall be communicated to staff, students, and parents of the District and to the District community. It shall be included in handbooks and shall be published in such other manner as the compliance officer shall determine.

Training
The District shall educate staff, parents and students about harassment and bullying, effective methods of prevention, and what to do in the event of such actions. The District shall participate in assessments of the effectiveness of this policy and education programs and shall make reports as required.

Other Agencies
Students and their parents may also contact the Iowa Civil Rights Commission and the Office of Civil Rights of the United States Department of Education for assistance.

Student Searches (Policy 510) Note: The following is a summary of Board Policy 510. The entire policy is available in district policy manuals located on our website.

Licensed school employees of the district may, without a warrant, search a student's belongings, student lockers, automobiles on school property, desks, facilities, or work areas. Searches of students, their clothing, pocketbooks, book bags, duffel bags or other personal containers in the possession of the student, and searches of automobiles on school property shall be conducted only if there is a reasonable suspicion that a criminal offense has been committed or a school rule has been violated by the student. Considering such factors as these may form reasonable suspicion:

1. Eye witness observations by school personnel; or
2. Information received from a reliable source; or
3. Suspicious behavior by the student; or
4. The student's past history; or
5. Particularly circumstantial evidence.

Procedures

Authorized personnel may ask a student to open and/or empty his/her pockets, handbag, book bag, duffel bag, or other personal belonging when there is reasonable suspicion that the student has a prohibited item in his/her possession. If the student fails to comply, an administrative staff member or his/her designee may search the student or the student's belongings, in the presence of another adult. Searches which involve a pat-down of the student or which involve the removal of any clothing other than outerwear such as jacket or socks shall be conducted by a person of the same sex as the student and shall be conducted in private and in the presence of a witness of the same sex. Strip searches shall not be allowed. If a prohibited item is found in a personal search, appropriate disciplinary action may be taken. Items, which may be illegal to possess, may be turned over to the proper authorities.

Periodic Inspections

Lockers, desks, and other facilities and spaces remain at all times property of the District, even though temporarily assigned as a courtesy to students. These facilities are subject to unannounced inspections, and students have no legitimate expectations of privacy in these facilities even though they may be locked. The inspection shall occur in the presence of the student or at least one other person.

Search

An administrative staff member may search a locker; desk or other assigned facility or space when there is a reasonable suspicion the student has a prohibited item. The student need not be present at the time of the search, but another person shall be present.

Medication Administered (Policy 513B)

No medications (prescription or over-the-counter) shall be kept on students or in their personal belongings nor shall a student self-administer medications at school, unless approved in advance by the nursing staff with written consent of the parent or guardian. By law, students with asthma or other airway constricting disease may self-administer their medication upon approval of their parents and prescribing physician without having to first demonstrate competency in self-administration. The following conditions shall apply to administration of medications to students:

1. Written consent of the parent or guardian to administer the medication (including over-the-counter medications) shall be on file in the nurse's office. The pharmacy labeled bottle will serve in lieu of the doctor's signature for prescription medications only.
2. Only District nurses or employees who have evidence of completion of an approved course in medication administration shall administer the medication.
3. All medications shall be administered in the nursing office when practicable. All medications must be consumed in the presence of the designated school personnel.
4. Prescribed medications shall be stored in the nurse's office in a secure place in their original containers with a detailed label or authorization form clearly showing the student's name, the date prescribed, the name of the medication, the dosage, times and method for administration, the expiration date, the prescribing physician, the name and address of the pharmacy, if any, any special storage or administration procedures and a description of any anticipated reactions. The nurse or other designated employee may contact the student's physician and/or pharmacy if he or she has any questions regarding the administration of the medication.
5. Nonprescription medications shall also be stored in the nurse's office in a secure place in their original containers and shall be accompanied by a consent form from the parent or guardian giving the date, the student's name, the name of the medication, the time and method of administration, and the dosage. The nurse may determine that an over-the-counter medication should not be administered to the student.
6. Acute cases, such as asthma, seizures, diabetes, and severe allergic reactions will be handled individually.
7. A confidential written record shall be maintained showing all medications administered, the dosage, the name, position and signature of the person administering the medication, the name of the student, the date, time and method of the administration, the prescriber and any reactions or unusual circumstances, actions or omissions. A written record shall also be kept of any refusal to administer medication.
8. Emergency protocols shall be developed by the nursing staff for medication-related reactions.
9. Nurses may exercise their professional discretion in determining not to administer a medication or not to administer a medication in the dosage requested. The parent or guardian shall be notified in such cases, and a record signed by the nurse showing reasons for non-administration shall be made.
10. When administration of the medication requires ongoing professional health judgment, an individual health plan will be developed.

Statement Regarding Homeless (Policy 543)

The Board of Education of the Ballard Community School District is responsible for locating and identifying homeless children and youth that are "found" within the district. A homeless child or youth of school age is defined as one between the ages of 3 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth living on the street, in a car, tent or abandoned building or some other form of shelter not designated as a permanent home; living in a community shelter facility; or living with non-nuclear family members or friends who may not have legal guardianship over the child or youth of school age.

The district shall make available to the homeless child or youth all services and assistance including, but not limited to, compensatory education, special education, English as a second language, vocational courses or programs, programs for gifted and talented, health services, and food nutrition programs, on the same basis as those services and assistance are provided to resident pupils.

If you need further assistance/information, please contact the building principal, counselor or the superintendent of schools.

504 Section of the Rehabilitation Act of 1973 (Policy 601)

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Ballard Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school system.

The Ballard Community School District has the responsibility under Section 504, which include the obligations to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This act gives the parent or guardian the right to:

1. Inspect and review his/her child's educational records.
2. Make copies of these records.
3. Receive a list of the individuals having access to those records.
4. Ask for an explanation of any item in the records.
5. Ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights.

6. A hearing on the issue if the school refuses to make the amendments.

If there are questions, please feel free to contact Ottie Maxey, Section 504/ADA Compliance Coordinator for the Ballard Community School District at 515-597-2811.

Religion and Public Education (Policy 613)

The school may sponsor the study of religion, but not sponsor the practice of religion. The school may expose students to religious views, but may not impose any particular view.

- The function of the school is to educate about religions, not to convert to any one religion.
- The school's approach to religion is academic, not devotional.
- The school should study what all people believe, but should not teach a student what they should believe.
- The school should strive for student awareness of all religions, but should not press for student acceptance of any one religion.
- The school should seek to inform the student about various beliefs, but should not seek to conform them to any one belief.
- The school should respect the beliefs of all and honor parental wishes concerning non-participation in various activities, but the school should not change the curriculum when parents' beliefs are at odds with established curriculum.

Emergency Plans and Drills (Policy 638)

The following will provide information for dealing with fire, tornado, bomb threat, and evacuation. All emergency procedures will be evaluated by the building principal. The information will include the school, date of drill, type of drill, evacuation time, advance notice as well as any comments or suggestions.

Fire Procedures

1. Display a map of evacuation route from room.
2. Evacuation route is to be displayed on bulletin board next to door.
3. The following rules are to be reviewed with the class at least twice each semester:
   a. Know exit procedure from <u>all areas</u> of the building.
   b. Distinguish between fire and tornado warning systems.
   c. Evacuate by walking in orderly lines.
   d. Quietly with no talking.
   e. Leave all school and personal belongings.
   f. Doors and windows closed (should close automatically).
   g. Evaluate and review with the class after each drill.

Responsibility for Fire

Secretaries

1. Phone local fire department.
2. Alert administration and custodial staff.
3. Secure records and valuables.
4. Record dates and times of drills.
5. Account for students in the nurse's office if the nurse is not in.

Custodians

1. Maintain alarm system and fire doors, windows.
2. Shut off appropriate electrical and natural gas valves.
3. Check building for proper closure of fire doors.

Para-professionals

1. Account for students under their directions at time of alarm.
2. Assist students to designated safe areas as quickly and orderly as possible.

Faculty

1. Account for all students.
2. Teachers will check restrooms across from their classrooms.
3. Specials teachers will exit with the class they are meeting with at the time of the fire alarm.
4. Music personnel will check restrooms across from music rooms.

Principal

1. Develop and implement fire procedures and conduct drills for the building.
2. Monitor drills and critique procedure.
3. Determine when it is safe to return to building or arrange for relocation to other facilities if the building is deemed unsafe.

Tornado/Disaster Procedure

1. Faculty and staff will be notified when a tornado watch is in effect. Students **will not** be informed.
2. An intercom warning plus high/low signal will be given when a warning is given and this will be announced to all staff.
3. A map of an interior route to be followed will be displayed on a bulletin board next to the door.
4. Procedures and rules are to be reviewed with the class twice each semester. Practice from all areas of the building.
    a. Practice from playground area.
    b. Distinguish between fire and tornado warning system.
    c. Practice walking in quiet orderly lines.
    d. Quiet passing with no talking until after the all clear is given.

Responsibilities for Tornado/Disaster

Secretaries

1. Alert administration and custodial staff and sound alarm.
2. Secure records and valuables.
3. Record dates and times of drills.
4. Account for students in the nurse's office if the nurse is not in.

Custodians

1. Maintain alarm system and windows.
2. Shut off appropriate electrical and natural gas valves.
3. Check building and grounds.

Para-professionals

1. Account for students under their directions at time of the alarm.
2. Assist students to designated safe areas as quickly and orderly as possible.

Faculty

1. Account for all students – take attendance frequently.
2. Maintain composure and keep students calm.
3. Do not release any student without authorization from the principal.
4. Instruct students in safe procedures, including "duck & cover" use of a book for head protection, and taking safe cover under tables, desks, and chairs.

Principal

1. Develop and implement tornado/disaster procedures and drills for the building.
2. Monitor drills and critique procedure.
3. Determine when it is safe to return to classrooms or arrange for relocation to other facilities if the building is deemed unsafe.
4. Approve all public announcements and press releases.
5. Approve dismissal of students. Parents are to report only to the office, not to classrooms.

Imminent Danger

In the event of imminent danger, office personnel will contact the necessary authorities and inform them of the imminent danger. Use the following guidelines:

1. Students will get under their desk or table. They must not bunch up. Their classroom teacher will assist students who are unable to comply because of a disability.
2. Shut lights off; lock your doors, windows and close blinds.
3. Silence.
4. You will hear "all clear" via the intercom.

Evacuation Plan

Directions would be given to you on a situational basis. Office personnel will contact the necessary authorities and inform them of the emergency. Students who are hearing impaired or who otherwise cannot comply with the intent of the signal will be given these directions through the appropriate alternative forms of communication. Their classroom teacher will assist students who are unable to comply with the directions because of a disability. In classrooms where there is one or more staff

members to assist students with disabilities, assignments for assisting individual students will be made by the classroom teacher.

Crisis Plan
A district crisis plan of action is available in each attendance center. Students and staff will review these procedures each semester.

Smoke Free Schools (Board Policy 912)

No smoking or use of smokeless tobacco products will be permitted in District vehicles, District buildings or on District grounds at anytime

Talented and Gifted Definition

The Ballard Community School District, in accordance with Iowa Code (Chapter 257.44) supports the following definition of giftedness in our PK-12 system:

Ballard strives to identify and empowers gifted and talented students. Gifted and talented students demonstrate or demonstrate the potential for outstanding performance in any or all of the following areas:

- High academic ability on one or more subjects
- High task commitment (motivation)
- High levels of creativity

Ballard maintains a systematic identification procedure in compliance with Iowa Code, absent of bias regarding gender, socioeconomic status, or ethnicity. The district provides identified students with a variety of programming options designed to meet their individual needs and to provide enrichment and challenge above and beyond grade level curriculum.

Ballard Community School District Acceleration Guidelines
The Ballard CSD is committed to meeting the needs of all students through quality differentiated learning opportunities. Within the talent pool of students identified to receive gifted and talented services through the district's Extended Learning Program (ELP), there may be students who are capable of learning at a faster pace and in greater depth than their age-level peers. For these students, differentiation within the classroom, participation in ELP pull-out classes, and other services is insufficient to meet their needs. In such cases, individual acceleration may be pursued. Acceleration refers to two educational options detailed below:

Whole Grade Acceleration (Grade Skipping)
The practice of assigning a student to a grade level higher than the student's chronological peers for the purpose of providing an adequately challenging curriculum.

Examples:

- After completing the first grade year, a student is placed in a third grade classroom on a full time basis at the beginning of the next school year.
- After completing the fall semester of the fifth grade, a student is placed in the sixth grade at the start of the second semester.

Individual Subject Acceleration

The practice of assigning a student to a grade level higher than the student's chronological peers for the purpose of providing an adequately challenging curriculum in one or more subject areas.

Example:

- A third grade student performing above grade level in reading and math goes to a fourth grade teacher every morning for instruction in these subjects and returns to the third grade classroom for instruction in other subjects areas.
- A seventh grade student takes high school algebra rather than seventh grade math.

Criteria:

A student being considered for Acceleration should meet all of the following criteria:

- Student should demonstrate superior skills 2 grade levels above his/her current placement.
- Student should demonstrate a high degree of social/emotional maturity.
- Student should demonstrate a high degree of persistence/motivation.
- Student should demonstrate superior intellectual abilities/talents.

The Iowa Acceleration Scale will be used as the assessment tool in the acceleration procedure.

Procedure:

1. Student completes a minimum of four weeks in their current grade prior to any Acceleration Request.
2. Student referred to the building principal by a parent or teacher using Acceleration Request form.
3. Building principal communicates request to ELP coordinator
4. ELP coordinator organizes a child study team (which may include some or all of the following individuals—parent/guardian, principal, ELP coordinator, ELP teacher/advisor, classroom teacher/advisor, guidance counselor). ELP coordinator schedules a meeting with the child study team to discuss the student's needs using existing academic and performance data to determine if acceleration should be pursued.

- If not, process complete; documentation will be filed.
- If yes, the Iowa Acceleration Scale will be used as an assessment tool.
    1. Additional information collected and testing conducted by the ELP coordinator. Iowa Acceleration Scale process completed.

2. ELP coordinator schedules a follow-up meeting with child study team to make a determination on appropriate student placement.

- If acceleration is not recommended, process complete. Documentation is filed. Student continues receiving the ELP services outlined in student Individual Extended Learning Plan (IELP).
- If acceleration is recommended, a student's IELP is updated with an acceleration plan, including a timeline and schedule for implementation.
    1. Student begins acceleration on a six-week trial basis.
    2. ELP coordinator schedules child study team for a follow-up conference to monitor student progress. The team will recommend that
- Student continues in the current placement
- Student returns to previous classroom placement

Title I and ELL

Parent Involvement Policy

It is the policy of Ballard Community Schools that parents of children participating in Title I and ELL shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership by providing training and materials for parents to help their children, educating school personnel about involving parents and the value of parent contributions, and developing roles for community organizations and businesses to work with parents and schools.

1. This policy is distributed to all parents through each school's Parent Handbook which is available on the district website. In addition, the policy will be yearly sent to parents of children participating in Title I or ELL.
2. An annual meeting will be held for all parents of participating children. Additional meetings with flexible times shall be held throughout the year and be determined by parent and/or staff suggestions. Notification of these meetings will be sent in the building newsletter.
3. Parents are given assistance in understanding the Title I and/or ELL requirements, standards, and assessments through the annual meetings and parent-teacher conferences.
4. Parents receive information regarding the forms of academic assessment used to measure student progress, the expected proficiency levels, and individual reports on student progress through report cards and at conference times.
5. Parent recommendations are encouraged and responded to in a timely manner.

6. Parents will be involved with the planning, review, and improvement of the Title I and ELL programs. The vehicle used will be the School Improvement Advisory Committee (SIAC). If the program is not satisfactory to the parents of participating children, they may submit comments to the SIAC.
7. A jointly developed school/parent compact (contract) outlines how parents, the school staff, and students all share responsibility for improved student achievement. The compact describes the means by which the school and parents will build and develop a partnership to help children achieve our local standards. It is distributed in the Parent Handbook and is reviewed at the annual meetings.

Providing all Ballard Community School District students with equal access to quality education is a primary goal. It is crucial that all partners (students, parents, educators, and communities) have the opportunity to provide input and offer resources. By working together, we can develop cooperative efforts to ensure improved academic achievement for all students.

ELL Program

1. Identification
    a. Home survey completed
2. Assessment and Evaluation
    a. Assess English proficiency and academic skills
        i. TELPA
    b. Informal Assessment
        i. Sight word recognition
        ii. Vocabulary
        iii. Comprehension skills (Specific Skills at instructional level)
        iv. Fluency Rate

3. Program
    a. Program Goals
        i. To help ensure that English language learners (ELLs)
            1. Attain English proficiency
            2. Develop high levels of academic competence in English
            3. Meet the same challenging academic content and student academic achievement standards that all children are expected to meet

4. Program Model
    a. Inclusion in the mainstream classroom with accommodations (SIOP Model)
    b. Paraprofessional contribute to the development of lessons in a small group
    c. Peer assistance and cooperative groups
    d. Interactive Guided Reading
    e. Pull out for language development for developing English learners

5. Staff
   a. Regular Education Teacher
   b. Para Educator
   c. ELL teacher

6. Exit Criteria
   a. Meet English Proficiency as measured by a standardized test (I-ELDA)
   b. Meet academic proficiency levels in core courses

7. Program Evaluation
   a. Trimester meetings with parents to check student's progress
   b. Three-year review of program using AEA evaluation forms