Our Mission Statement
The Sioux City Community School District exists to educate students to believe in their talents and skills, achieve academic excellence, and succeed in reaching their potential.

Our Educational Philosophy

Preparing Students for Success
Our purpose is to effectively utilize community resources to provide students the maximum opportunity for life success. We are committed to the individual development of skill sets that enhance knowledge, optimize potential, and build character through personal accountability.

Standards, Expectations and Achievement
Our goal is to challenge our students, empower our staff, and visibly communicate our progress. Our achievements are the results of high standards, clear expectations, and timely benchmarks.

Leading in a Changing World
Our vision is to develop citizens who are prepared to succeed in a changing world. We must learn from our history and positively embrace the challenges of the future.

Embracing our Diversity
Our commitment is to celebrate our diversity and leverage our cultural, social, and community resources, while embracing changes to enhance student learning.

Parent Involvement and Community Confidence
Our responsibility is held within our stakeholders; our students, parents/guardians, educators, and community as a whole. We must encourage participation, empower our educators and openly celebrate our teaching opportunities, and successes.

What Graduates Will Know
All graduates of the Sioux City Community School District will be prepared to compete in a global society with content knowledge focused on the Iowa Core Curriculum (Common Core and 21st Century Skills), and strive for growth that exceeds proficiency on state assessments.

What Graduates Will Be Able To Do
All graduates of the Sioux City Community School District will demonstrate critical thinking and problem solving. They will demonstrate comprehensive communication skills with and without the use of current technology, including; reading, writing, speaking, and listening. Graduates of the Sioux City Community School District will also be self-sufficient and autonomous lifelong learners and citizens.
Guidelines
The “Definition of the Well-Educated Student” was adopted by the Sioux City Community School District Board of Directors in 2015. The “Well-Educated Student Interpretation” document has been developed to accompany the “Definition of the Well-Educated Student” to ensure consistent interpretation and implementation of the definition across the District.

Students will be engaged in learning that causes the student, upon graduation, to be recognized as a Well-Educated Student. As curriculum, lessons, and learning opportunities are designed, the components of the definition of the Well-Educated Student shall be embedded to prepare students to successfully compete in a global society.

Many of the components within the definition of the Well-Educated Student can also be found within the “Universal Constructs: Essential for 21st Century Success” found within the Iowa Core. Please refer to the Iowa Department of Education website (https://iowacore.gov/content/universal-constructs-essential-21stcentury-success-0) for additional information about the Universal Constructs.

Critical Thinking and Problem Solving
Students will be able to create solutions to complex problems through inquiry and investigations. Students will be able to access, analyze, and use key information as they develop solutions to complex problems. Critical thinking reflects:

• Thoughtful questioning that challenges assumptions, promotes higher order thinking, leads to new insights, and validates perceptions.
• Processes that analyze, select, use, and evaluate various approaches to develop solutions.
• Critical issues that develop innovative responses.
• Analysis of multiple sources and points of information.
• Intentional use of disciplinary frameworks to analyze complex issues and information.
• Suspension of judgment while collecting evidence to make determinations.
• Respectful exchange of ideas.
Communication Skills
Communication skills will be the successful sharing of information through multiple means that include visual, digital, verbal, and nonverbal interactions. Communication is purposeful, clear and concise, and leads to an accurate exchange of information and ideas. Reading, writing, speaking, and listening will be incorporated into learning opportunities in all content areas and at all grade levels. Communication skills reflect:

- Negotiation processes that generate mutually satisfactory solutions.
- Managing and resolving conflicts.
- Interacting effectively with people of different cultures.
- Selection and integration of various communication processes.
- Integration of appropriate forms of informative communication technology.
- Understanding the interactions among modes of communication.
- Meaningful and engaging interactions.
- Focus, energy, and passion around the key message.
- Navigation through nuances of effective communication.
- Understanding and application of effective group processes to solve problems.
- Productive group interactions.

Nondiscrimination Statement
The Sioux City Community School District offers career and technical programs in the following areas: Business & Marketing, Family & Consumer Science, Health Science, and Industrial Arts, Technology, & PLTW.

The Sioux City Community School District is an equal opportunity/affirmative action employer and does not discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, genetic information (for employment), national origin, religion, age (for employment), disability, socioeconomic status (for programs), marital status (for programs), or veteran status (for employment) in its educational programs and its employment practices. The District is required by Title IX and 34 CFR Part 106 not to discriminate on the basis of sex in its programs, activities, or employment.

Inquiries or grievances under Section 504 and Title II of the Americans with Disabilities Act may be directed to Jen Gomez, Director of Student Services & Equity Education/Title IX Coordinator at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, gomezj2@live.siouxcityschools.com. Inquiries about the application of Title IX and its regulations to the District may be referred to the Title IX Coordinator, the Assistant Secretary of the U.S. Department of Education, or both. Please see District Board policies 103 and 504.4 for additional information on available grievance procedures.
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Dear Parents and/or Guardians,

Welcome to Sioux City Community School District!

Whether you are new to the District or you have been with us for some time, we wish to thank you for giving us the opportunity to partner with you for your child’s education. Your child’s safety and achievement are our top priorities. Please know we will do everything we can to ensure that 2020-2021 is a successful school year for you and your family. We have high quality staff members who work diligently to provide the best educational environment possible, and we always remember that great instruction occurs between a high quality teacher, involved parents, and a student who is willing to learn.

We hope you find this handbook useful. It contains valuable information and we ask that you review it closely. Although every effort is made to finalize this handbook prior to the start of the new school year, the District reserves the right to change any policies or procedures as needed throughout the year. Such changes may be required due to unforeseen events, changes to the law, or changes to School Board policy. We will make every attempt to provide notice of any substantive changes but parents/guardians and students are always encouraged to access the most current School Board policies on the District website. Any changes directed by the School Board would also be documented in the minutes of the School Board’s meetings.

The District places high value on open, two-way communication with our students and their parents and guardians. Please feel free to call your child’s school or the District office any time you have a question, or would like additional information.

During the school year we invite you to become an active participant in your child’s education. There are many ways for you to become involved: whether it is reading at night with your child, helping with homework, volunteering in the classroom, or serving on a parent or District committee; we welcome your support. Have a great school year!

Sincerely,

[Signature]

Superintendent
Dr. Paul R. Gausman 279-6643 gausmap@live.siouxcityschools.com
Associate Superintendent
Dr. Kim Buryanek 279-6083 buryank@live.siouxcityschools.com
Finance
Patty Blankenship 279-6662 blangep@live.siouxcityschools.com
Communications
Mandie Mayo 224-7471 mayo@live.siouxcityschools.com
Curriculum, Instruction, & Assessment
Heidi Anthony 279-6822 anthonyh@live.siouxcityschools.com
Elementary Education
Dr. Brian Burnight 279-6831 burngb@live.siouxcityschools.com
Student Services & Equity Education
Jen Gomez 279-6075 gomezj2@live.siouxcityschools.com
Food Service
Rich Luze 279-6860 luze@live.siouxcityschools.com
Human Resources
Dr. Rita Vannatta 279-6692 vannatr@live.siouxcityschools.com
Learning Supports
Kim Neal 222-6359 nealk@live.siouxcityschools.com
Operations, Maintenance & Construction
Brian Fahrendholz 279-6651 fahrenb1@live.siouxcityschools.com
Secondary Education & Activities
Jim Vanderloo 279-6070 vanderjr@live.siouxcityschools.com
Technology
John Pritchard 279-6678 pritchj@live.siouxcityschools.com
Transportation
Chris Wellenstein 279-6743 wellenc@live.siouxcityschools.com
Our Schools

Bryant Elementary
Grades K-5
3040 Jennings St.
Phone: 279-6819
Principal: Dr. Angela Holcomb
holdcoma@live.siouxcityschools.com

Clark Early Childhood Center
Preschool
4315 Hamilton Blvd.
Phone: 239-7030
Administrator: Kim Burrack
burrack@live.siouxcityschools.com

Hunt A+ Arts Elementary
Grades K-5
1114 W. 27th St.
Phone: 279-6833
Principal: Mrs. Camille Barker
barkerc@live.siouxcityschools.com

Irving Dual Language Elementary
Grades K-5
901 Floyd Blvd.
Phone: 279-6834
Principal: Mrs. Maria Ruelas
ruelasm@live.siouxcityschools.com

Leeds Elementary
Grades K-5
3919 Jefferson St.
Phone: 239-7034
Principal: Mr. Ron Koch
kochr@live.siouxcityschools.com

Liberty Elementary
Grades TK-5
1623 Rebecca St.
Phone: 279-6845
Principal: Mrs. Stacie Henderson
henders1@live.siouxcityschools.com

Loess Hills Computer Programming Elementary
Grades TK-5
1717 Casselman St.
Phone: 279-6843
Principal: Mrs. Tami Voegeli
hofervt@live.siouxcityschools.com

Morningside STEM Elementary
Grades TK-5
3601 Bushnell St.
Phone: 274-4048
Principal: Mr. Jarod Mozer
mozerj@live.siouxcityschools.com

Nodland Elementary
Grades TK-2
3300 S. Cypress St.
Phone: 274-4044
Principal: Mr. Blair Taylor
taylorb@live.siouxcityschools.com
**Our Schools**

**Perry Creek Elementary**
Grades TK-5
3601 Country Club Blvd.
Phone: 279-6836
Principal: Mrs. Amy Denney
denneya@live.siouxcityschools.com

**Riverside Elementary**
Grades PK-5
2220 Nash St.
Phone: 279-6811
Principal: Mrs. Kathy Thode
thodek@live.siouxcityschools.com

**Spalding Park Environmental Sciences Elementary**
Grades TK-5
4101 Stone Ave.
Phone: 274-4043
Principal: Dr. Mandi Bradford
bradfom@live.siouxcityschools.com

**Sunnyside Elementary**
Grades 3-5
2700 S. Maple St.
Phone: 274-4047
Principal: Mr. Blair Taylor
taylorb@live.siouxcityschools.com

**Unity Elementary**
Grades PK-5
1901 Unity Ave.
Phone: 279-6839
Principal: Mr. Eric Kilburn
kilbure@live.siouxcityschools.com

**East Middle**
Grades 6-8
5401 Lorraine Ave.
Phone: 274-4030
Principal: Mr. Tom McGuire
mcguirt@live.siouxcityschools.com

**North Middle**
Grades 6-8
2101 Outer Drive North
Phone: 279-6804
Principal: Mr. Shawn Chesteen
chestes@live.siouxcityschools.com

**West Middle**
Grades 6-8
3301 W. 19th St.
Phone: 279-6813
Principal: Mrs. Angela Bemus
bemusa@live.siouxcityschools.com

**East High**
Grades 9-12
3200 S. Cypress St.
Phone: 274-4000
Principal: Mr. Richard Todd
toddr@live.siouxcityschools.com
Our Schools

**North High**
Grades 9-12
4200 Cheyenne Blvd.
Phone: 239-7000
Principal: Mr. Ryan Dumkrrieger
dumkrir@live.siouxcityschools.com

**West High**
Grades 9-12
2001 Casselman St.
Phone: 279-6772
Principal: Mrs. Rebecca Rieken
riekenr@live.siouxcityschools.com

**Sioux City Career Academy**
Educational Service Center Campus
Grades 9-12
627 4th St.
Phone: 279-6668
Principal: Mrs. Katie Towler
towlerk@live.siouxcityschools.com

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**School Start and Dismissal Times**

**Elementary**
Start at 8:35 a.m. Dismissal at 3:30 p.m. *Mondays at 2:30 p.m.*

**Middle School**
Start at 7:45 a.m. Dismissal at 2:45 p.m. *Mondays at 1:45 p.m.*

**High School**
Start at 7:55 a.m. Dismissal at 2:55 p.m. *Mondays at 1:55 p.m.*

*All schools will be dismissed one hour early EVERY Monday for staff professional development. Please refer to pages 9-10 regarding the District’s policy for weather related school cancellations, early dismissals, and late starts.*

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**Attendance**

Student attendance is crucial to learning. There are also statutory requirements with which parents must comply. According to Section 299.1 and 299.1A of the Iowa Code, the parent, guardian, or legal/actual custodian is accountable for the school attendance of a child who has reached the age of five and is under sixteen years of age by September 15 of that school year. Students who wish to participate in school sponsored activities must attend school the entire day on which the activity is scheduled unless permission has been given by the principal for the student to be absent.

1. Parents will be expected to notify the school regarding a student’s absence by the first hour of the school day.
2. Acceptable reasons for a student’s absence from school may include the following:
   a) Religious observance;
   b) Extended illness, hospitalization or doctor’s care;
Attendance Continued

c) Death in the family or family emergency;
d) Court appearance or other legal situation beyond the control of the family; or
e) Family obligation or educational opportunity that could not be scheduled outside of school time. It will be mandatory for all school work to be completed.

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 all missed work.

4. Suspensions from class, either in-school suspensions or out-of-school suspensions, 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 all missed work.

5. The time allowed for make-up work will be at the discretion of the classroom teacher.

Tardiness:
1. A student will be considered tardy when the student appears in the assigned area any time after the designated starting time.
2. Teachers will emphasize the importance of being on time and explain the classroom rules and procedures for tardies. Tardy sanctions may include, but are not limited to, warning, assigned detention, parent contact, and referral to the principal for other action.

Truancy:
1. For purposes of this policy, a student will be considered truant when the student is absent from school or an assigned class or classes without school permission. Truancy includes, but is not limited to, the following:
   a) Skipped classes
   b) Falsely informing the school about the reason(s) for the absence
   c) Absences that have not been pre-arranged and pre-approved as excused
   d) Excessive requested parental absences
2. Work missed because of truancy must be made up the same as work for all other absences in order to be counted for credit.
3. Incidents of truancy will be recorded as part of a student’s attendance record and will count toward the absences per semester. The number of truant days will determine what, if any, disciplinary action is appropriate including, but not limited to, warning, detention, in-school suspension or administrative referral.

4. Disciplinary Actions for Truancies:
   • **Level I Meeting**: A Level I fact-finding hearing among the parent, student, and school official shall be conducted when there are approximately 1-3 unexcused absences and/or when the building administrator believes that chronic absenteeism (although excused) is evident. The Level I hearing should be viewed as an opportunity to learn how the school and the home can work together to improve school attendance. A copy of the Level I hearing summary, which includes possible interventions, will be maintained in the student’s cumulative folder and a copy provided to the parent. The building administrator will make two attempts to schedule a Level I hearing. If the parent/guardian does not attend the second attempt to schedule a Level I hearing, a Level II hearing will be held.
   • **Level II Hearing**: A Level II hearing will be held when a student has 3-6 days of unexcused absence and when the building administrator determines the student has chronic absenteeism, although excused. A Level I hearing should have been held or attempted prior to a Level II hearing. Appropriate documentation will be filed in the student’s cumulative folder. The building administrator will contact the family to arrange a Level II hearing and will conduct the Level II hearing. If a family needs an interpreter, the administrator will arrange for an interpreter from the ESL office to attend the hearing as well as send a letter to the home (in the language spoken in the home) to confirm the hearing date & time. During a Level II hearing, a written agreement outlining the responsibilities of all parties will be developed. A copy will be given to the parent and student, and a copy will be held in the student’s cumulative folder. If the parent/guardian does not attend the second attempt to schedule a Level II hearing as scheduled, the building administrator will refer the student to Level III.
   • **Level III Hearing (Mediation)** - If attendance problems continue to persist after a Level II hearing has been held, the building administrator will contact the director of elementary or secondary education to refer the case to mediation. The mediator, appointed by the county attorney, will decide what action to take and determine whether there is a truancy problem. The mediator will work with the parent/guardian to develop another intervention plan in order to prevent legal action from occurring. A mediation agreement will be signed and a copy will be given to the parent as well as put into the student’s cumulative folder. Upon completion of the mediation agreement, the building
administrator and the attendance team will continue to monitor student attendance. The building administrator will be responsible for monitoring and notifying the director of elementary or secondary education if a Level IV hearing is needed.

- **Level IV Hearing** – Legal prosecution will occur at Level IV, and the parent may be charged with a misdemeanor offense. The county attorney may choose to have the parents arrested. A court date will be set and the building administrator or other staff members may be asked to testify. Information and attendance data may be requested by the judge prior to the trial date. It is important that the attendance data is accurate and that the attendance process is followed with complete documentation.

### Anti-Bullying/Harassment/Hazing

The District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying, harassing, and hazing behavior as described below violates both state and District policy as it can seriously disrupt the ability of students to learn and succeed and the ability of school employees to maintain a safe and civil environment.

The District’s policies and procedures against the bullying, harassment and hazing of students apply to incidents, including those occurring off school grounds, which have the effect of creating a hostile environment on school grounds or at school-sponsored activities.

It is therefore the policy of the District that school employees, volunteers, and students in the District shall not engage in bullying, harassing, or hazing of students in school, on school property, or at any school function or school sponsored activity regardless of its location and shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about such behavior.

For purposes of this policy, the following definitions will apply:

“Bullying” and “harassment” shall be construed to mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student which creates an objectively hostile school environment that meets one or more of the following conditions:

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

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

Hazing occurs when a person commits an act of hazing when the person intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student for the purpose of initiation or admission into, or affiliation with, any organization operating in connection with a District school regardless of the student’s willingness to participate in the activity.

“Trait or characteristic of the student” includes but is not limited to the student’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

“Volunteer” means an individual who has regular, significant contact with students.

School employees, volunteers, parents or guardians, and students are all expected to assist with the enforcement of this policy, including but not limited to, assisting with education and preventative measures, reporting, and investigations of bullying, harassment, or hazing.

Bullying or harassment can occur directly or indirectly and may include, but is not limited to: teasing, name calling, inappropriate sexual comments, unwanted advances, taunting, threats to injure, embarrassing someone, shunning, spreading rumors, offensive gestures; and physical harm, such as hitting, kicking, punching, tripping, pushing, and destroying property.
Anti-Bullying/Harassment/Hazing Continued

Violation of this policy shall subject a student and/or teacher or volunteer to appropriate discipline pursuant to the District policies and administrative regulations and authorizes the District to take any other measures that the District believes to be reasonable and appropriate under the circumstances. The superintendent shall promulgate and implement administrative procedures relative to prevention measures, reporting and investigation, and publication of bullying, harassment, and hazing.

There is a grievance procedure for processing complaints of bullying/harassment/hazing. If you have questions or a grievance related to this policy, please contact Jen Gomez, director of student services and equity education, at 627 4th Street, Sioux City, IA 51101, (712) 279-6075, gomezj2@live.siouxcityschools.com.

I. Procedures for making a report or filing a claim

District employees or volunteers who receive a complaint of, or who witness, bullying, harassment, or hazing must report the incident to a building administrator immediately. Students who feel that they have been bullied, harassed, or hazed should report the incident immediately to a teacher, counselor, or building administrator, and a written record shall be created. As explained in section three below, such a report should first be addressed at the building level, however, students, parents or guardians always have the option of filing a District complaint by using Complaint Form 504.4-E, which can be obtained from a building administrator, on the District’s website, or from the District’s equity office by calling or emailing the director of student services and equity education, Jen Gomez, at (712) 279-6075 or gomezj2@live.siouxcityschools.com.

II. Interim measures

Interim individualized measures should be considered and implemented as appropriate for either the reporting or responding party prior to an investigation or while an investigation is pending. Examples of such measures may include, but are not limited to the following:

- Implementing a student safety plan;
- Providing counseling or other services;
- Providing academic support services; and/or
- Contacting law enforcement.

III. General Guidelines

The District will promptly and reasonably investigate reports of bullying, harassment, or hazing. Every effort will be made to resolve the matter informally at the building level and take such remedial measures as are deemed appropriate under the circumstances.

Although the outcome or conclusion of an investigation will be shared with the parties, student-specific information, including student discipline, will not be shared with the complainant unless it directly affects the complainant.

Nothing in these procedures will require the complainant and the respondent to appear in the same meeting or hearing room at the same time.

A. Level 1 - Building Administrator

Upon receipt of a report under this policy, the building administrator will gather additional information from the reporting party, the person(s) identified as the responsible party, and any appropriate witnesses. If it is determined by the building administrator that bullying, harassment, or hazing has occurred, appropriate remedial action shall be taken to address the conduct which may include appropriate disciplinary action in accordance with the K-12 Student Code of Conduct. The building administrator shall document all actions taken.

The building administrator shall provide a written response to the involved parties within five (5) working days of the initial report indicating whether the reported conduct constitutes bullying, harassment or hazing under this policy and, if so, that appropriate action has been taken.

This Level is optional and may be bypassed if the reporting party or other affected party wishes to file a formal complaint by following the procedures in Level 2. Any party may appeal from a Level 1 determination to Level 2.

B. Level 2 – Director of Student Services & Equity Education

In the event the complainant wishes to bypass Level 1, the complainant should submit a completed Complaint Form 504.4E to the director of student services & equity.

In the event an appeal is being made from a Level 1 decision, Form 504.4E must be submitted to the director of student services & equity education within five (5) working days after receipt of the Level 1 determination from the building administrator.

Any party may request that a meeting concerning the complaint be held with the director of student
Anti-Bullying/Harassment/Hazing Continued

services & equity education. The director of student services & equity education may also initiate a request for a meeting to discuss the complaint or appeal. A parent, guardian, or other representative may accompany a minor student. The director of student services & equity education, as the designee of the superintendent, will investigate the complaint and attempt to resolve it. The director will consider the totality of the circumstances presented in determining whether conduct objectively constitutes harassment or bullying.

Within ten (10) working days after receipt of the complaint or appeal, a written report from the director of student services & equity education regarding the outcome of the investigation or appeal will be sent to the complainant, the respondent and the superintendent.

C. **Level 3 - Superintendent**

In the event either party is not satisfied with the decision made at Level 2, they may submit a written appeal to the superintendent within five (5) working days after receipt of the Level 2 written report from the director of student services & equity education. Any party may request a meeting with the superintendent. The superintendent may also initiate a request for a meeting to discuss the appeal. Within five (5) working days after receipt of the written appeal or after meeting with the parties, whichever is later, the superintendent will issue a decision in writing to the complainant and the respondent.

D. **Level 4 – Board of Directors**

In the event a party is not satisfied with the decision made at Level 3, they may submit a written appeal to the Board, through the board secretary, within ten (10) working days after receipt of the Level 3 decision. The Board may, in its sole discretion, implement a Board Hearing Panel for purposes of addressing and resolving an appeal at this level. Within twenty (20) days after receipt of the written appeal, the Board or its designee shall determine what action should be taken to resolve the matter. The decision of the Board or its designee shall be final and a written copy of the decision will be issued to the complainant within five (5) working days after the decision is made.

See Policy 504.4 and AR504.4 to review the full policy and its Administrative Regulations in full.

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**Bus Transportation**

Elementary and middle school students living more than two miles and high school students living more than three miles from their assigned boundary attendance center are eligible for transportation. Parents are responsible for providing transportation for students attending a school other than the school designated for attendance (boundary school). Paid bussing is available when space is available on an existing route. Paid bussing requests are processed within the first two weeks of school starting.

Parents must use their home address for the transportation application. Babysitter or addresses other than the home address will not be allowed. Any child who rides the bus to school will be expected to ride the same bus home at the close of school unless the school is informed in writing or by telephone by the parent or guardian of other arrangements. In the event of temporary changes in bus plans, the parents should keep the school informed. Children who ride the bus are not allowed to take other children home on the bus with them.

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**Cancellations, Early Dismissals, and Late Starts**

Living in Iowa provides us with some days that make it a challenge to hold classes at the regular time, and sometimes we must close our schools early or late, or close school for the entire day.

*Please remember that parents and guardians have the right to make the decision to keep their child home on any day that they feel it is unsafe for their student to be in school because of weather conditions.* If you believe the weather provides a sincere reason why you may have to keep your student at home, or take your student home when classes are scheduled to continue, you as a parent or guardian will simply need to contact your child’s school to let them know.

The District uses several methods to notify parents and guardians. The first is the Blackboard parent phone messaging system. If there is a late start or school is canceled a phone message will be sent out when the decision is made. If school is dismissed early, a call will be sent to your home as soon as the decision is made.
Cancellations, Early Dismissals, and Late Starts Continued

Please make sure the school has your up-to-date contact information.

The District also uses GovDelivery, which can provide direct alerts through email or text message. You can sign up for these additional alerts on our website at www.siouxcityschools.org. Alerts can also be found on the homepage of the website, local news stations, Facebook, and Twitter. Please avoid calling the school about delays, cancellations or dismissals. Unless you see an announcement or receive a phone call, assume school is running as usual.

Only schools without air conditioning will be called out early due to heat. Schools with air conditioning will not dismiss early.

If the schools are dismissed early or if school is called off entirely, there will be NO EVENING ACTIVITIES. If you have before and after school care, please check with your provider about their procedures.

Child Abuse Reporting

Any parent, student, or other reporter will report any suspected incident of abuse of a student by an employee of the District to the individual’s immediate supervisor. This report should be filed as soon as abuse is suspected in order to provide an adequate investigation. The building administrator will provide the reporter with a “Complaint of Injury or Abuse of a Student by a School Employee” form upon request. This form must be filled out completely and returned to the director of human resources within twenty-four hours of receipt of the form from the building administrator. All building administrators are trained Level I investigators. They may be contacted through the main building phone number or you may contact Jen Gomez at 712-279-6075 or Dr. Rita Vannatta at 712-279-6692.

Communication

The District is committed to open two-way communication with our parents. We offer many different ways for our parents to have the latest information.

1. **Blackboard Parent Phone Notification** - an automated phone system that sends out phone calls and text messages to parents from the child’s school and the District. Phone calls include attendance, lunch account balances, weather related information, and other important messages.

2. **Canvas** - the middle school and high school learning management system (LMS). Teachers give assignments, tests and scores that parents of students can view. Teachers can send individual, group, and course-wide messages to students and parents.

3. **Infinite Campus** - the District’s student information system (SIS) for elementary, middle and high school students. Parents of students can view/update critical information such as address, email, emergency contacts and phone numbers. They can also view some test scores, final grades, attendance and schedule information. Elementary teachers can send individual, group, and course-wide messages to students and parents.

4. **Let’s Talk!** - an electronic submission form prominently featured on the District’s website. Parents, staff, students, and community members can submit ideas, questions, concerns, and praise.

5. **Mobile App** - the power to stay connected is available in the palm of your hand! Search Sioux City Community Schools or visit the District’s website for links.

6. **MySchoolBucks** - put funds into your child’s meal account, view reports of what your child purchases for breakfast or lunch, and pay the curriculum resources fee. The link is available on the District’s mobile app or website.

7. **Social Media** - access timely updates from the District and schools on Facebook, Twitter, and Instagram.

8. **Website** - the one-stop for all pertinent school and District information. Visit www.siouxcityschools.org.

Curriculum Resources Fees

Curriculum resources are furnished by the school. These resources include items such as textbooks, digital texts and companion materials, software packages, and other items. There is a set fee for the use of curriculum resources. Fees are $34 for elementary school, $100 for middle school, and $100 for high school.

The fee schedule for lost or severely damaged textbooks is: Year 1 and 2 - full replacement cost, year 3- 3/4 replacement cost, beyond -1/2 replacement cost. The fee structure for student laptop damages or loss is: lost laptop - $450, lost power supply - $40, and stolen devices with Police Report - $0.
Dress Appearance Requirements

Students are expected to be dressed and groomed appropriately for the educational environment. In addition to or in lieu of any Student Code violation, students found to be displaying any of the items prohibited by this section may be asked to remove, turn inside out, cover, and/or deliver to District personnel, the prohibited item. The following are prohibited:

1. Any style of dress, article of clothing, hairstyle, makeup, or other body adornment, which substantially or materially interferes with or disrupts the maintenance of a learning atmosphere, specifically including that which is obscene, vulgar or otherwise appeals to the prurient interest, or is suggestive of alcohol, nicotine, drugs, or promotes any other conduct prohibited by the Student Code.

2. A lack of footwear appropriate to the activity or season.

3. Any article of clothing, jewelry, or other accessory that is a hazard to safety, including chains and spikes.

4. Any hat or cap, unless necessary for a specific class or activity, and then only during that class or activity.

5. Any apparel, hairstyles, jewelry, monikers, trademarks, symbols or any other item which school officials determine, in light of the totality of the circumstances, and after consultation with law enforcement authorities at a supervisory level and/or other community experts, by virtue of its color, arrangement, or any other attribute implies affiliation or empathy with any group or gang which advocates violence, bigotry, hate, drug use, or other criminal or disruptive behavior.

The District recognizes that gang styles and clothing continually evolve and change, and that no list could comprehensively define all clothing and hairstyles affiliated with gangs. A gang related list of prohibited items will be developed in collaboration with law enforcement and District administration. This list will be subject to an annual modification to ensure the safety of students. The list will be maintained at the District level and made available to students, parents, and staff upon request.

Any building administrator may petition for a variance on this list pursuant to Iowa code when in his/her opinion, styles have evolved in such a way that unlisted items have clearly assumed significance as a symbol of gang identification. The list of prohibited gang-related items may be modified for individual schools only by approval of the Board Policy Committee upon the joint recommendation of the superintendent and the director of student services & equity education.

Drug/Alcohol/Tobacco/Nicotine Free Schools

The District maintains a drug/alcohol/tobacco/nicotine free environment for all District facilities, grounds, and vehicles. The policy includes the use of nicotine products that are not FDA (Food and Drug Administration) approved for tobacco cessation. This requirement extends to students, employees, and visitors at all times. Persons failing to abide by this policy will be asked to extinguish their smoking material or dispose of the tobacco/nicotine product, or other product, or leave the District premises immediately.

The District has a comprehensive program that includes prevention education, school-based support teams, and an awareness program for District personnel on the signs and symptoms. Please see board policy 121, 504.15 and AR504.15 for more information.

Fee Waivers

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program, Supplemental Security Income, 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. This waiver does not carry over from year-to-year and must be completed annually. Fee waiver forms are available at each school or on the District website.

FERPA (Student Records)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. 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 [or appropriate school official] a written
FERPA (Student Records)

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 the school principal [or appropriate school official], 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 provide written consent before the school discloses personally identifiable information from the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. 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. In addition to disclosures to school officials, we may also forward education records without prior consent to officials of another school, school system, or institution of postsecondary education that has requested records and in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to 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:

Field Trips

Field trips are planned in order to provide additional educational experiences for children. Generally speaking, these field trips are an extension of a classroom experience and have educational value relevant to material being studied in the classroom. Written permission will be required prior to the student’s participation in field trips not associated with interscholastic activities.

Food Service

In order to provide maximum learning, a nutritious food service program will be provided that accords with all state and federal requirements. All buildings will provide breakfast and lunch meal service. Students may bring their own lunches to school and purchase milk. Students with special dietary needs may have an altered menu after the parent turns in a special dietary request form to the child’s school. A physician must complete the form on behalf of the student. The District is unable to make special accommodations based on religious beliefs. Free and reduced meal applications are available at each school, as well as on the District website. Lunch count and attendance are taken in the morning. If your child will be coming to school later in the morning and intends to eat hot lunch, the school must be notified by 9:00 a.m. in order to have an accurate count.

Meal prices are:

<table>
<thead>
<tr>
<th>2020-2021</th>
<th>Elementary</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full price breakfast</td>
<td>$1.85</td>
<td>$2.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Reduced price breakfast</td>
<td>$.30</td>
<td>$.30</td>
<td>$.30</td>
</tr>
<tr>
<td>Full price lunch</td>
<td>$2.85</td>
<td>$3.20</td>
<td>$3.30</td>
</tr>
<tr>
<td>Reduced price lunch</td>
<td>$.40</td>
<td>$.40</td>
<td>$.40</td>
</tr>
<tr>
<td>Milk</td>
<td>$.50</td>
<td>$.50</td>
<td>$.50</td>
</tr>
</tbody>
</table>
Parents are able to go add money to their child’s account and view purchases via My School Bucks. A phone call will be made on Monday evenings to notify parents and guardians when their child’s account balance has reached a low or negative balance. An email will also be sent. In addition, students will be notified in the payment line. An elementary account can go as far negative as $9.40, a middle school account can go as far negative as $10.50, and a high school account can go as far negative as $10.60.

Once an account reaches the negative status, the student should select an alternate meal of either a peanut butter or cheese sandwich, fruit or vegetable, and milk. Students in middle and high school are not allowed to charge ala carte items once their account is negative. Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases.

Grading

Pupil progress reports are the result of daily evaluation of your child. Parents can also check their child’s progress through the Canvas and Infinite Campus system. Report cards will be issued four times a year.

Grades shall be defined as follows in grades 6-12:
• A - Firm command of knowledge. High level of skill development. Displays consistent excellence.
• B - Command or knowledge beyond the required average skill development. Consistent performance beyond basic requirements.
• C - Command of required knowledge. Demonstrates ability to use required skills. Produces what is required.
• D - Displays inconsistency in command of required knowledge and skills.
• F - Most of basic concepts and skills not learned. Lacks prerequisites needed for later learning.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Regular Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A</td>
<td>93-98</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
</tr>
</tbody>
</table>

Grades shall be defined as follows in grades TK-5:
• 6 Advanced - Student’s application of skills and/or concepts goes beyond what is taught in class.
• 5 Highly Proficient - Student’s independent achievement is at grade level or beyond grade level standards/expectations.
• 4 Proficient - Student’s independent achievement meets grade level standards/expectations.
• 3 Near Proficient - Student’s independent achievement does not consistently meet grade level standards/expectations, but does at times.
• 2 Progressing - Student’s independent achievement shows inconsistent use of skills, but is progressing toward meeting grade level standards/expectations.
• 1 Needs Intervention - Student shows little or no evidence of meeting grade level standards/expectations even with continual support.

When all questions on an assessment are selected response (e.g., multiple choice), the following percentages will be used for scoring:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Regular Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>90-100%</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>80-89%</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>70-79%</td>
<td>1</td>
</tr>
</tbody>
</table>
Grading Continued

In grades 9-12 the class rank will be determined using the GPA Plus formula. Additional weight for Advanced Placement and courses listed below is added to the student’s unweighted GPA after its typical calculation (+.02 per course per semester). Additional weight (+.01) is added for taking 7.5 credits or more per semester and earning a 2.0 grade point average for that semester.

- Advanced Calculus
- Calculus I & II
- Calculus with Analytical Geometry
- College Physics I & II
- English Composition I & II
- Human Anatomy & Physiology I & II

High school classes taken during middle school will be counted as high school credit toward graduation, and will be computed into the high school GPA.

Appeal Timelines:

If a parent or student believes a report card grade is unfair, the teacher must be contacted about the concern within two weeks of the end of the grading period. The teacher will respond within two weeks. If the concern is not resolved, parents must contact the principal within two weeks after the teacher’s decision. The principal will respond within two weeks. If the parent wants District administration to review a decision, the request must be submitted within two weeks of the principal’s decision. The District decision will be made within two weeks. Every effort will be made to expedite the process.

Parents of TK-3 children shall be informed of student achievement on district-wide assessments during biannual parent-teacher conferences.

Graduation Exercise

Because the Board believes that completion of the requirements for a diploma from the District is an achievement that improves the community, as well as the student, the Board wishes to recognize that achievement in publicly celebrated graduation exercises. Accordingly, appropriate graduation ceremonies may be planned by the District’s high schools on the date cleared by the superintendent. Elementary and middle schools may hold promotion exercises, but formal graduation programs for these grades are prohibited. Students not exempt from paying fees must have their fees current and must complete all disciplinary time assigned before they will be allowed to participate in the graduation ceremony. Participating students may be asked to pay a fee for their cap and gown. Principals may work on an individual basis with those students unable to pay. Please see board policy 605.4 for graduation requirements.

Health

A nurse will be provided to each building to follow through on a health program which includes vision screening, hearing tests, immunizations, and personal hygiene. Parents are invited to call for conferences with the nurse on any health problem a student may have.

Bloodborne Pathogens

The Occupational Safety and Health Association (OSHA) has requirements that if a child has an injury that causes blood to be visible on clothing, the clothing must be changed before the child is readmitted to class. Therefore, the school nurse or the secretary may call the parent or guardian to bring a change of clothing to school for the student. Many times the injury is not serious, such as a nosebleed, but can cause blood on clothing.

Head Lice

Any student who has been identified with live lice will be allowed to stay in school for the remainder of the school day though treatment should be started before returning to school the next day. The student will continue to participate in regular classroom and academic programming.

Immunization

State law requires a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, pneumonia, Hepatitis B, varicella and rubella. A temporary “provisional” certificate is available for students who have at least started the immunization series. Contact the school nurse regarding specific details of the state law. Students entering grades seven and twelve also require the meningococcal vaccine.
Health Continued

Student Injury and Illness at School

When warranted, school personnel will notify the student’s legal guardian when the student becomes ill or injured at school or school-sponsored events. Thus, it is important that the school have accurate contact information. The District, while not responsible for medical treatment, transportation or medical expense of an ill or injured student, will have employees present to administer emergency or minor first aid if possible. As quickly as possible, an ill or injured child will be turned over to the care of his/her legal guardian(s) or alternate contact(s), or qualified medical employee(s) or emergency medical services.

Students who become ill or injured at school will be evaluated by their present complaint, history of symptoms, temperature (if indicated), and present outward appearance. If warranted, a decision will be made by the building administrator or designated personnel to do one or more of the following:

- Activate Building Emergency Response Team (BERT).
- Call 911.
- Notify school nurse.
- Refer to Sioux City Community School District’s Procedures for Emergency Care Chart.
- Allow the student to rest in the health office for a brief period.
- Return the student to classroom instruction if feasible.
- Review student information and/or Student Health Care Plan, if available, for health history and preferred treatment.
- Notify the student’s legal guardian(s) or alternate contact(s) of illnesses or injuries which appear to require close observation or medical attention. Log students’ visits to the health office. The log is confidential.

Student Medication Administration

Emergency and non-emergency medication shall be administered when the student’s legal guardian and prescribing physician annually provides a signed and dated written statement requesting medication administration at school, 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/guardian.

Students who have demonstrated competency in administering their own medication may self-administer their medication with written authorization from their legal guardian and prescribing physician. By law, students with asthma or other airway constricting diseases may self-administer their medication upon approval of their parents/guardians and prescribing physician regardless of their competency. Other persons administering medication at school may include the licensed registered nurse, parent, physician and persons who have successfully completed a medication administration course or be an authorized practitioner, including parents/guardians. District employees may administer medication if they have completed a medication administration training course conducted by a licensed registered nurse. A written medication administration record must be on file at the school. Please see school board policy AR504.12 Student Medicine Administration for more information regarding administering medications or healthcare tasks on field trips and during school activities.

Medication shall be stored in a locked cabinet in a secured, appropriate area. Access to keys to the locked cabinet should be limited to the school nurse, principal, and authorized staff. Under no circumstances will students have access to medication storage keys.

Homeless Students

The McKinney-Vento Homeless Assistance Act ensures educational rights and protections for children and youth experiencing homelessness. The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths 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”);
   - Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations;
   - Are living in emergency or transitional shelters; or
   - Are abandoned in hospitals;
2. 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;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train
stations, or similar settings; and
4. Migratory children and youth who are living in circumstances described in clauses above.

Human Growth & Development Parent Notification
The District provides instruction in human growth and development for all students in fifth grade through high
school. Health education in the elementary school includes such topics as: self-esteem, stress management, responsible
decision making, personal responsibility and goal setting, interpersonal relationships, personal hygiene, systems of the
body, substance abuse and prevention, and characteristics of communicable diseases.
Parents will be notified when the Human Growth and Development class is scheduled in fifth grade. At that time
parents are welcome to contact the school principal and arrange a meeting to examine the instructional materials.
Parents may have their child excused from the Human Growth and Development classes by completing the Human Growth
and Development Non-Participation form which is available through the principal.

International Baccalaureate World School Candidates
The Sioux City Community School District is pleased to have three schools embark on a journey to become
International Baccalaureate (IB) World Schools. Only schools authorized by the International Baccalaureate can offer any
of its academic programs. Perry Creek Elementary, Nodland Elementary, and Sunnyside Elementary are candidate schools
for the International Baccalaureate (IB) Primary Years Program. All three schools are pursuing authorization as IB World
Schools.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse
and inclusive community of students by delivering challenging, high-quality programs of international education that share
a powerful vision. Programs focus on teaching students to think critically and independently, and how to inquire with care
and logic.

Each of the three candidate schools have developed four guiding policies for IB: an academic integrity policy,
an assessment policy, an inclusion policy, and a language policy. Parents/guardians can view these policies under the
Academic section of the District website.

Nondiscrimination Policy
The District prohibits discrimination based on race, creed, color, sex, sexual orientation, gender identity, genetic
information (for employment), national origin, religion, age (for employment), disability, socioeconomic status (for
programs), marital status (for programs), or veteran status (for employment) in its educational programs, activities, and its
employment practices.

Equal opportunity in educational programs and activities shall be provided to all students in the District. In order to
monitor progress, course enrollment and other relevant data (as required by the Department of Education and the Office
of Civil Rights) shall be collected on the basis of designated categories and shall be updated annually.

Further, the District expressly prohibits any form of harassment of students or employees. Harassment or
intimidation is defined as annoying, tormenting, teasing or using derogatory words or statements pertaining to or as a result
of one’s race, creed, color, sex, sexual orientation, gender identity, genetic information (for employment), national origin,
religion, age (for employment), disability, socioeconomic status (for programs), marital status (for programs), or veteran
status (for employment), when made by any student, employee, agent of or person under the control or supervision of the
District, while on school property or engaged in or attending any school sponsored activity.

Harassment may include, but is not limited to the following:
• Submission to harassment is made directly or indirectly a term of condition of any individual’s employment or education.
• Harassment interferes with or affects an individual’s academic or professional performance or creates an intimidating,
hostile, offensive, abusive, employment or educational environment.

No employee, agent or person under the control or supervision of the District shall tolerate discrimination or
harassment of any other individual, including students, or other school personnel, who are on school property or who
are engaged in or attending any school sponsored activity. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact Jen Gomez, director of student services & equity education at (712) 279-6075, gomezj2@live.siouxcityschools.com. Any such incidents of discrimination or harassment must be reported to an immediate supervisor or to the director of student services & equity education.

Submission of a good faith complaint or report of discrimination or harassment will not affect the complainant or reporter’s future employment, grades, learning or working environment or work assignments. All complaints will be fully investigated and acted upon as necessary to ensure that the discrimination or harassment stops and does not recur.

The District will take any and all appropriate action, including any necessary discipline, against any employee, student, agent or any other person under the control or supervision of the District, who retaliates against any person who reports, testifies, assists, and/or participates in a proceeding, investigation or hearing relating to an incident of alleged discrimination or harassment. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

This policy should not be read to abrogate other District policies prohibiting other forms of unlawful discrimination, inappropriate behavior and/or hate crimes within this District. It is the intent of the District that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational and employment services and opportunities.

**Policy Title: Sexual Harassment/Definitions Code Number: AR103(a)**

The following definitions are to be used in application of Policy Number 103 and are provided solely for the purpose of providing direction to students and personnel in the Sioux City Community School District.

**Definition of Sexual Harassment:**

In Employment/Education: Sexual harassment in the employment or educational context includes, but is not limited to, sexual advances, requests for sexual favors and verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual’s employment or education, or is the basis of an employment or educational decision; or
2. Such conduct creates an intimidating, hostile, or offensive work or educational environment; or
3. Employees or students are denied employment or educational opportunities or benefits because the opportunities or benefits are given to another individual who submitted to sexual advances or requests for sexual favors.
4. Verbal or physical conduct of a sexual nature or conduct based on an individual’s sex, by an employee, agent or another student, denies, limits, provides different, or conditions the provisions of employment or educational opportunities, aid, benefits, services or treatment to a student or employee.

**Policy Title: Section 504 Plan Code Number: AR103(c)**

The Board of Education is committed to maintaining an environment for its students and employees that is free of discrimination against persons with a disability. The Sioux City Community School District will provide access to appropriate educational services to students who are eligible under Section 504. The director of student services & equity education shall serve as the Section 504 Coordinator.

I. Requirements of Section 504 of the Rehabilitation Act of 1973

Section 504 prevents exclusion of participation in, denial of benefits of, and discrimination under any program or activity that receives Federal financial assistance on the basis of an eligible disability. Eligible employees and students and/or the student’s parents or legal custodians shall be notified of their rights under Section 504.

II. Procedures for Providing Student Services Under Section 504

A. A concern is expressed by a parent, nurse, teacher, counselor, or any other responsible party. If the strategies are unsuccessful, a referral may be made for evaluation to Section 504.

B. Principal or designee schedules team meeting, which will include the principal, the parent or legal custodian, and at least one teacher, counselor, or nurse. The committee may include the student (if age appropriate) and others, to the extent reasonable, who have knowledge of the student and are invited by the parent or principal.

C. The team will meet to review all applicable student records and identify the areas of strengths and concerns and will determine whether the student has a disability that substantially limits a major life activity. “Major life activities” include functions such as caring for one’s self, performing manual tasks, talking, seeing, hearing, speaking, breathing, learning, and working.

D. An accommodation plan will be written and the student’s teachers or designated staff listed on the
504 Plan will be responsible for each accommodation listed. This plan will be reviewed annually by the 504 team and revised as appropriate.

III. Rights In Employment and Education
   A. Eligible Employee Rights: Employees can refer to the employee handbook.
   B. Eligible Student and Parent/Legal Custodian Rights
      1. Notification of rights under Section 504, including notice with respect to identification, evaluation or placement of your child;
      2. Receipt of a free appropriate public education. A “free appropriate public education” for purposes of Section 504 is the provision of regular or special education and related aids and services that are designed to meet individual educational needs of disabled persons as adequately as the needs of non-disabled persons are met.
      3. Placement in the regular educational environment unless it is demonstrated by the district that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.
      4. Participation in nonacademic and extracurricular services and activities to the maximum extent appropriate to the needs of the student in such manner as is necessary to provide the student an equal opportunity in such services and activities.
      5. Comparable facilities, services and activities if the District provides separate facilities identified as being for disabled persons.
      6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by persons who know the student, the evaluation data and placement options.
      7. Have transportation provided to and from an alternative placement setting at no greater cost than would be incurred if the student were placed in the neighborhood school.
      8. Examine all relevant records relating to decisions regarding your child’s identification, evaluation, educational program, and placement; and obtain copies of such records for a reasonable fee

IV. Investigation of All Section 504 Complaints
   A. If an employee believes that he or she is being discriminated against, information about handling the concern is provided in the employee handbook.
   B. Following receipt of a report or concern, District personnel will fully investigate and will notify the employee, student and/or parent or legal custodian of the results of the investigation. Investigations will be conducted with full recognition of the rights of all parties involved. Reasonable steps will be taken by the District to ensure confidentiality of the investigation and report. Students and/or their parents or legal custodians who disagree with an evaluation or placement decision shall have an opportunity for an impartial hearing with opportunity for participation by the person’s parents or legal custodian and representation by counsel and a review procedure.
   C. If the investigation substantiates the validity of noncompliance with Section 504, the district will take reasonably appropriate and necessary steps to ensure compliance.
   D. There will be no retaliation against or adverse treatment of any individual who uses this procedure to resolve a concern.

Notices

Asbestos Management Plan

The Asbestos Management Plan for your school is available for review in the administrative office of each school building or in the safety and abatement specialist’s office for the District. This Management Plan is required under the Federal ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHERA), codified in 40 CFR Part 763.

Planned Asbestos Abatement for 2020-2021 School Year:
1. Six-month periodic surveillance of all school buildings in September and March.
2. Repair/removal of any thermal pipe wrap or mud joints.

Any Asbestos Abatement or Response Actions involving asbestos that was not planned can be found in the Management Plan for that school. If anyone has any questions please contact operations & maintenance at (712) 279-6651.
Date: August 15, 2020
Chapter 103

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 parents. 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 web site: www.iowa.gov/educate.

Directory Information

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the District, with certain exceptions, obtain a parent’s written consent prior to the disclosure of personally identifiable information from their child’s education record. One such exception allows the District to disclose appropriately designated “Directory Information” without written consent, unless a parent or eligible student has advised the District to the contrary in accordance with District’s Directory Information opt out procedures. An “eligible student” is a student who has reached the age of 18.

“Directory Information” is information contained in a student’s education record, which would not generally be considered harmful or an invasion of privacy if disclosed. A primary purpose of Directory Information is for use in District and school publications. However, the District may also disclose Directory Information” to third parties (including, but not limited to, class ring and yearbook companies, post-secondary institutions and military recruiters) without consent from a parent or eligible student as long as notice has been given of the types of information which the District designates as Directory Information, the parent’s or eligible student’s right to restrict the disclosure of any or all of such information, and the period of time they have to do so. The District provides this notice and opt-out procedure to parents on an annual basis (including parents of students open enrolled into the District and home-schooled students of the District).

The District designates the following categories of student-specific information as Directory Information: name; address; telephone number; date of birth; school email address; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; current attendance center; degrees and awards received; the most recent previous educational agency or institution attended by the student; photographs; videos of the student’s participation in music, speech, athletic or other events; and other similar information.

“Student” is defined as an enrolled individual in grades PK-12 including children in District-sponsored childcare programs.

Media Objection Notice

The District strives to promote the many positives occurring daily in our classrooms. Media coverage of public events in which students of the District are participants is welcomed and encouraged. Pictures and video may also be captured to use for marketing purposes.

A parent/guardian will be given an opportunity to opt a student out of such exposure by completing the Media Objection Notice form. The form must be completed by September 15, 2020. The District will recognize only those options to “opt out” that it receives in writing, and makes no representations regarding media access to such students other than that the District will use reasonable measures to ensure that any student who has exercised such an option is not exposed to media coverage.

Protection of Pupil Rights Amendment (PPRA) Notice and Survey Opt-Out

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

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;
Notices Continued

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.

This requirement also applies to certain physical exams and screenings.

Following is a schedule of survey activities requiring parental notice and consent or opt-out for the upcoming school year. This list is not exhaustive and, for surveys and activities scheduled after the school year starts, the School District will provide parents with prior notification of the surveys and activities and the opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that the rights described in this notice transfer from parents to any student who is 18 years old or an emancipated minor under Iowa law.)

Opt-out Process: Parents/guardians can opt a student out of the following specified activities: Audrey & Daisy Film Viewing and Discussion, the Greater Sioux City Metro Area Survey on Alcohol and Drugs, the Iowa Youth Survey, and the Social and Emotional Health Screening, by completing the Protection of Pupil Right Amendment (PPRA) Notice and Survey Opt-Out form on the District website. The form must be submitted by September 15, 2020.

Professional Qualifications of Teachers and Assistants

The District is proud of the educational experience we are able to offer our children. This experience is made possible through the skills and dedication of all of our employees. From the teachers, assistants, and principals who help them develop every day to the bus drivers who get many of them to school, to the custodians who make sure the environment is pleasant and conducive to learning. Everyone plays an important role and always with a passion for children. The Sioux City Community School District is proud of the accomplishments of our many employees. Most of our employees are life-long learners themselves and continue to grow through a variety of professional development opportunities.

As a parent of a student in our District, you have the right to know of the professional qualifications of the teachers and assistants who instruct your child, including: whether the teacher is certified in the State of Iowa in the subject or grade level in which he or she teaches; what type of licensure the teacher holds; the college major of the teacher and whether he or she holds any advanced degrees. You may also ask about qualifications of any assistants that provide services to your child. These are all things we look at when recruiting and hiring employees to work with the children that are entrusted to us. Should you like to receive any of this information, please contact the human resources department.

Please provide your name, the school your child attends and the information you are requesting. The District ensures that parents will be notified in writing if their child has been assigned, or has been taught by a teacher for four or more consecutive weeks who is not considered highly qualified.

We are pleased that you elect to entrust your child’s education in our District. We pledge to provide the best possible experience for you and your child. Working together we can develop children that are ready to move into their adult lives and be productive contributing members of our society.

Nutrition

The District promotes proper nutrition habits that contribute to the health, wellness, and academic performance of our students. All school-provided meals, snacks, and beverages available to students during the instructional day and at before- and after-school programs must meet or exceed predetermined nutritional standards. See school board policy 507.9 and AR507.9 for more information regarding the District’s nutrition and wellness policy.

Promotion, Retention, Acceleration

Students will be promoted to the next grade level at the end of each school year based on the student’s achievement, age, maturity, emotional stability, and social adjustment.

The District shall adhere to the following:

• Retention/Promotion in Kindergarten Through Eighth Grade: The retention of a student will be determined based upon the judgment of the licensed employee and the building administrator. 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. It is within the sole discretion of the District to retain students in their current grade level and to deny promotion to a student.
Promotion, Retention, Acceleration Continued

- Retention/Promotion in Ninth Through Twelfth Grade: Students in grades nine through twelve will be informed of the required course work 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.

- High school students will be promoted to the next grade based on the number of credits earned:
  ** Grade 9 – 0-9 credits**
  **Grade 10 – 9.1-20 credits**
  **Grade 11 – 20.1-29 credits**
  **Grade 12 – 29.1-44 credits**

- Acceleration in Kindergarten Through Twelfth Grade: Students in grades kindergarten through twelve with exceptional talents may, with the permission of the building administrators and parents, take classes beyond their current grade level. Enrichment opportunities outside the District may be allowed when they do not conflict with the school district’s graduation requirements.

Safety Notice

Your child’s safety is of utmost importance for the District. During the year, our school has fire, tornado, and intruder drills. The drills ensure our students and staff are prepared for potential emergencies. Should an emergency occur, the school notifies you through our Blackboard phone and text messaging system.

- In the event of a school lockdown, access in or out of the school is not permitted by anyone. Children will not be released to parents until the school is secure.
- In the event of a school evacuation, you will not be able to pick up your child at the school. You must report to the evacuation site. The Blackboard phone and text messaging system will inform you of the evacuation site and any other pertinent information.

Search and Seizure

Building administrators or their designees may, without a search warrant, conduct reasonable searches of students, student lockers, personal effects, desks, or work areas, based on a reasonable suspicion that the search will turn up evidence that the student has violated or is violating the law or the rules, policies, or regulations of the school. Individualized suspicion is not required.

Notwithstanding the requirements stated above, building administrators or their designees may conduct periodic inspections of all, or a randomly selected number of student lockers, desks, and other facilities or spaces provided to the student by the District. The District shall provide written notice to each student and the student’s parents, guardians, or custodians at the beginning of each school year that building administrators or their designees may conduct periodic inspections without prior notice. Any inspection conducted pursuant to this policy shall be done either in the presence of the students involved or in the presence of at least one other person.

All searches shall be reasonable in scope and will not be excessively intrusive in light of the student’s age and gender and the nature of the suspected infraction. All searches shall be conducted in a manner that maintains order and discipline in the schools, promotes the educational environment, and protects the safety and welfare of students, employees, and visitors to the District facilities.

Special Education Services

The District shall provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education shall attend general education classes, participate in non-academic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student shall be written in the student’s Individualized Education Program (IEP).
Student Code of Conduct

K-12 Discipline Expectations & Enforcement Guidelines

The District believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, and may present 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 within the jurisdiction of the District; while on school owned and/or operated District 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 or District. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students may be disciplined for conduct which disrupts or interferes with the education program; disrupts the orderly and efficient operation of a school or school activity; disrupts the rights of other students to participate in or obtain their education; which is violent or destructive; or which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, restriction from activities, detention, suspension, probation, alternative placement, long-term suspension, and expulsion. Discipline of special education students, including suspensions and expulsions, will comply with the provisions of applicable federal and state laws.

A. SCOPE

The Student Code of Conduct shall apply to each enrolled non-IEP student, in addition to and separately from any consequences administered by the criminal justice system:

• while on District premises;
• while in District-owned or operated vehicles, or in vehicles chartered in connection with any District-sponsored activity;
• while attending or participating in District-sponsored activities, at home or away, or;
• while away from District premises if such conduct would directly affect the good order, efficiency, management, or welfare of the District, its schools, or its students.

B. VIOLATIONS

A student shall be in violation of this Student Code of Conduct when a student:

1. Uses, Possesses, or Distributes Alcohol/Nicotine/Drugs/Paraphernalia -- It is the policy of the District (504.15) to maintain drug, alcohol and tobacco/nicotine-free schools. Therefore, no student shall possess or distribute, alcohol, nicotine or tobacco products, drugs (including synthetic marijuana), drug paraphernalia, or contraband. Nor shall a student use alcohol, tobacco or tobacco products (including smokeless tobacco or e-cigarettes), or drugs, or be intoxicated or under the influence of drugs or alcohol while on District property or while attending or participating in a District or school related activity.

2. Possesses a Weapon -- In addition to any weapon offenses proscribed by criminal law, it shall be a Student Code violation for any student to possess any weapon, including a firearm. “Firearm” as defined in Board Policy 502.9 generally includes (a) any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device. The term “firearm” also includes but is not limited to, shotguns, short-barreled shotguns, rifles, and short-barreled rifles. The term “dangerous weapon” as defined by Iowa Code Section 702.7 is any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed. Additionally, any instrument or device of any sort whatsoever which is actually used in such a manner as to show an intention to inflict death or serious injury upon another, and which, when so used, is capable of inflicting death upon a human being, is a dangerous weapon. Dangerous weapons include, but are not limited to, any offensive weapon, pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, or knife having a blade exceeding five inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person. Any student who brings a firearm or dangerous weapon to school, onto District property, or to a school sponsored activity shall be suspended immediately, recommended for expulsion from school for one year and referred to a Level IV hearing. The superintendent may modify expulsion requirements on a case-by-case basis. A student receiving special education services who brings a dangerous weapon to school or school sponsored activity shall be treated in accordance with the Individuals with Disabilities Education Act and the Gun-Free Schools Act of 1994 as outlined in AR502.9.
3. **Possesses Ammunition/ Look-alike Weapon** -- Any student who brings to school ammunition, mace or similar items, a look-a-like weapon, or a weapon such as a BB gun, air pistol, or the like which is not a “firearm” or “dangerous weapon,” shall be subject to discipline at the discretion of the building administrator. “Look-alike weapon” includes any item which resembles or appears to be a weapon, including, but not limited to, squirt guns, water rifles or pistols, slingshots, toy guns, airsoft pistols, and toy grenades.

4. **Engages in Bullying, Harassment, Hazing** -- No student shall engage in bullying, harassment, or hazing behavior, including, but not limited to electronic, written, sexting, verbal or physical act or conduct which creates a hostile school environment and places a student in reasonable fear of harm to the student’s person or property, has a substantially detrimental effect on the student’s physical or mental health, has the effect of substantially interfering with a student’s academic performance, or has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities or privileges provided by a school, as outlined in Board Policy 504.4.

5. **Departs Closed Campus/ Parking Lots** -- No student shall leave their assigned attendance center until the completion of their regularly scheduled school day, unless granted permission by the building administration. (Board Policy 505.14)

6. **Possession of Prohibited Electronic Devices**--No student shall possess a beeper, pager, two-way radio, laser light, or other electronic device that is potentially disruptive to the learning environment. Students may possess cell phones. Each attendance center shall develop written rules addressing the use of cell phones and provide these rules to students and parents/guardians. A violation of these rules shall constitute a violation of this Student Code. In addition to or in lieu of any Student Code violation, the student’s phone may be confiscated by school personnel and placed in the school office for safe-keeping until the appropriate arrangements can be made for the return of the phone to the student’s parent/guardian.

7. **Dress Inappropriately** -- Please refer to Dress Appearance section of this handbook for the complete policy regarding dress requirements.

8. **Use of Obscenity** -- An “obscenity” is any word, image, depiction, gesture or action that, for no legitimate purpose under the circumstances, (a) is overtly sexual, (b) appeals to prurient interests, and/or (c) is intended to shock, offend, disgust or bait a person of reasonable sensibilities

9. **Disobeys Classroom Rules or Engages in Disorderly Conduct or Fighting** -- Classroom and/or school rules include written rules, teacher and/or administrative instructions, and the general educational prohibition against all forms of cheating, fighting, or material disruptions to the learning environment.

10. **Theft of Property or Vandalism**-- Resulting in the destruction or defacing of any District property. This includes, but is not limited to graffiti.

C. **PROCEDURE FOR STUDENT CODE OF CONDUCT VIOLATIONS**

If a student violates the Student Code of Conduct, the District may utilize the following procedures to impose upon the student the consequences listed in Part D below. Five levels of review are in place to determine consequences for Code violations:

- **Level I**: The student’s classroom staff
- **Level II**: The building administrator(s) of the student’s attendance center
- **Level III**: An intermediate hearing officer
- **Level IV**: The superintendent
- **Level V**: The Board of Directors

Violations of Paragraphs B1(Alcohol/Tobacco/Drugs/Paraphernalia); B2(Weapons); B3 (Ammunition/Look-alike Weapons); B4 (Bullying, Harassment, and Hazing); and B5 (Closed Campus/Parking Lot) shall be referred directly to Level II. District personnel may initially administer all other violations at either Level I or Level II, as deemed appropriate. In determining appropriate consequences, decision makers at all five levels may consider the student’s total record, and the totality of the circumstances of the specific violation.

**LEVEL I - CLASSROOM**

Most Student Code violations may and should be handled by the classroom teacher and support staff through problem solving techniques, proactive interventions, and parent involvement. The teacher may impose any of the Level I consequences listed in Part D.
Student Code of Conduct Continued

In cases where these efforts have been tried and failed, the violation is significant, or the violation is one requiring a Level II referral, the student will be referred to the building administrator’s office. Documentation should be kept by the teacher of the violation(s) justifying the referral and of any history pertinent to the referral, such as dates and details of parent/guardian contacts and previously failed intervention efforts, and should include the child’s name, date, sex, grade, race, IEP status, and the teacher’s name.

The student shall have three school days from the date of any Level I decision to appeal to the building administrator of the student’s attendance center.

LEVEL II BUILDING ADMINISTRATOR(S)

In the event of an appeal from a Level I decision, the building administrator, or his/her designee (the “administrator”) shall review the Level I documentation and decision, hear and consider any additional statements or evidence presented by or on behalf of the student and the teacher, if any, and shall, within a reasonable amount of time, issue a decision affirming, canceling or modifying the consequences imposed. The administrator shall have sole discretion whether to stay imposition of any Level I consequence pending the outcome of his/her decision.

In the event of a direct Level II referral, the Administrator may investigate and document the alleged violation and may dismiss the referral, may impose any of the Level I or Level II consequences listed in the Student Code of Conduct, and/or may refer the student to Level III with a recommendation for a Level III consequence listed in the Student Code of Conduct (ex. Temporary out-of-school suspension with recommendation for Level III consequence).

The student shall have three school days from the date of any Level II decision affirming, modifying or imposing only Level I or Level II consequences to appeal, in writing, to the director of secondary education for middle or high school students, or to the director of elementary education for elementary school students, or their designees (the “education director”). The education director shall review the Level II documentation and decision, hear and consider any additional statements or evidence presented by or on behalf of the student or the building administrator, if any, and shall, within a reasonable amount of time, issue a decision affirming, canceling or modifying the consequences imposed. The education director shall have sole discretion whether to stay imposition of any Level II consequence imposed pending the outcome of his/her decision.

The student shall have three school days from the date of the education director’s decision to appeal, in writing, to the superintendent, or his/her designee (the “superintendent”), who will review the education director’s documentation and decision, hear or consider any additional statements or evidence of the student or the education director, if any, and shall, within a reasonable amount of time, issue a decision affirming, canceling or modifying the consequences imposed. The superintendent shall have sole discretion whether to stay imposition of any Level II consequence imposed pending the outcome of his/her decision.

Any appeal from the superintendent’s decision or the decision of his or her designee, must be made to the Board of Directors, in writing, within five days of the decision.

LEVEL III INTERMEDIATE HEARING

Upon referral for a Level III consequence a full, fair and impartial hearing will be conducted by the superintendent-appointed hearing officer(s) governed by appropriate due process procedures. If the student is unable to pay the costs of an attorney, he/she may contact Legal Services for assistance. The hearing officer(s) will review the administrator’s documentation, Level I or II decision, if any, and Level III recommendation, hear or consider any additional statements or evidence of the student or the administrator, if any, and shall, within a reasonable amount of time, issue a decision affirming, canceling, modifying or imposing any of the consequences permitted under Part D. The hearing officer(s) shall have sole discretion to stay the imposition of any enforcement step, pending the outcome of his/her decision. Legal Counsel for the school District may be present at any proceeding that occurs at this level.

Any appeal from the hearing officer’s decision must be made to the superintendent (Level IV), in writing, within five days of the decision.

LEVEL IV SUPERINTENDENT

Level IV appeals will be conducted by the superintendent, governed by such reasonable due process procedure as determined to be appropriate under the circumstances. The superintendent may recommend affirming, canceling, modifying, or imposing any of the consequences permitted under Part D. Legal counsel for the District may be present at any proceedings that occur at this level.

Any appeal from the superintendent’s decision must be made to the Board of Directors (Level V), in writing, within five days of the decision.
LEVEL V BOARD OF DIRECTORS HEARING

Final appeals from Level II, III, and IV will be conducted either by the full Board of Directors or by a hearing panel of the Board of Directors governed by such reasonable due process procedure it believes appropriate under the circumstances. The Board of Directors or its designated hearing panel may affirm, cancel, modify, or impose any of the consequences permitted under Part D. In accordance with state law and Board Policy 502.3, any long-term (more than 10 days) suspension or an expulsion must be determined by a majority of the Board of Directors in accordance with appropriate due process and open meetings standards. Legal counsel for the District and/or the Board will generally be present at any Level V proceeding.

D. CONSEQUENCES FOR STUDENT CODE OF CONDUCT VIOLATIONS

The purpose of consequences is to modify student behavior, through positive and supportive actions whenever possible. While consequences are most effective when the parent or guardian of the student is supportive of those measures, they are essential even without parent/guardian support. Consequences may include any reasonable discipline, duties, behavior modification, or combination thereof that does not violate school policies or regulations. Consequences administered at each level may include any and all consequences listed in any lower level. Examples of consequences include, without limitation:

LEVEL I CONSEQUENCES AND STUDENT SUPPORTS
- Verbal reprimand.
- Conference with student.
- Problem solving, using students within the classroom.
- Utilizing other staff members as resources within the building.
- Specific instruction by the teacher to change or modify behavior.
- Parent contact and cooperative agreement on action.
- Contract developed between the student, teacher, parents, school administrator, and school counselor to establish rules and consequences for classroom behavior.
- Before or after-school detention with prior parent permission for make-up work.
- Behavior Modification Plan which specifies actions to be taken to address behavior.
- Referral to student assistance behavior team to determine Response to Intervention.
- Warn the student that if the same or similar violation occurs again within the same school year, the student may be subject to further discipline. Any such warning will remain in effect for the school year in which it is received.
- Temporary removal from class - Teacher sends the student to the office of the building administrator for a period of time not to exceed one (1) day. The building administrator shall review with the student and the classroom teacher readmission to class or any further consequences.
- Denial of special privileges like films, field trips, parties, or school sponsored programs.
- Conflict Resolution – School officials and trained conflict managers review with the student the Student Code of Conduct violation(s) and the loss of privileges.
- School counselor, nurse or agency referral.
- Written Redirect Notice by SRO that a student’s behavior is in violation of the Iowa Code and the District’s policy, and further conduct may result in a referral to Juvenile Court.

LEVEL II CONSEQUENCES
- Probation - Imposes conditional attendance for a specified length of time during a trial period. Breach of the specific conditions of probation may result in more severe consequences. Terms and conditions of probation will be provided in writing to the student and/or parent. This probation is intended to be separate from and in addition to any probation that may be imposed by any criminal justice system.
- Change in Student Schedule – Adjusted student schedule, as part of disciplinary action taken at the building level.
- In-School Suspension – Temporarily isolates a student from one or more classes while under proper administrative supervision.
**Student Code of Conduct Continued**

- **Temporary Out of School Suspension** – Suspends student out of school for up to ten (10) days. A temporarily out of school suspended student shall be given the opportunity to make-up work and receive credit on the same basis as other absentees. Suspended days will be counted as absences. The initiative to make up the work must be made by the student. The building administrator shall attempt to hold a conference as soon as practicable with the parent(s) or guardian(s) to discuss the reasons for the suspension.

- **Detention/Extended School Day** – the administrator schedules a student to remain after school, or come to school early, or be in detention during school recess or lunch period. (Notification will be given twenty-four hours prior to the detention time unless parent/guardian contact is made that same day and the student’s transportation needs are resolved).

- **Extended School Week** – the administrator schedules make-up time on a day or days when regular school is not in session to complete classroom work missed for discipline reasons.

- **Extended School Year** – the administrator schedules make-up time after the end of the regular school year ends for time missed from the classroom for discipline reasons.

- **Building or District Service** – administrator assigns job tasks at the building or District level appropriate for the Student Code of Conduct violation. A school employee must supervise tasks.

- **Student Assistance Behavior Program** – The student may be required to work with other students and/or staff to help the student to develop appropriate skills to be successful in the school environment.

- **Mentor** – A person who has a specific student assigned to him or her for help and guidance in changing the behavior.

- **Referral to Community/Social Agency** – Those agencies supported by state or private funds which provide referral services with substance use/abuse problems, and behavioral problems or other special needs.

- **Community Service** – Student is required to provide services to the District or other civic or charitable organization in lieu of further disciplinary action.

- **Referral to Attendance Hearing Officer or Mediator** – For conference with, and consideration for mediation and/or prosecution of students and/or parents/guardians for violations of the District’s truancy policy.

**LEVEL III and LEVEL IV CONSEQUENCES**

1. **Alternative Placement** - student is placed in the Sioux City Alternative School. District personnel will meet with the student and parent/guardian to develop a transition plan to reenter the student in his or her regular attendance center.

2. **Long-term Out of School Suspension** – suspends student out of school in excess of ten (10) days. An extended out of school suspended student shall be given the opportunity to make-up work and receive credit on the same basis as other absentees.

3. **Exclusion** – removal from District property and all school functions, but student is allowed to continue receiving assignments and turning in work for credit.

4. **Expulsion** – conditional, time-limited, or permanent removal the student from the District.

**Talented and Gifted Education**

Supporting the philosophy & mission of the Sioux City Community School District, and in recognition of the differentiated needs of gifted and potentially gifted learners, the talented and gifted department provides opportunities designed to:

- Broaden and extend the learning process of gifted and potentially gifted students.
- Support the social/emotional needs of the gifted and potentially gifted students.
- Support the gifted and potentially gifted students as they become self-directed learners using lifelong learning strategies.

Identification of talented and gifted students involves a process that starts with a District review of student data. Student information is collected from various sources that includes state and local assessments. Based on initial review, additional information may be collected in the form of checklists. A student profile is developed and assessed by a team of District personnel. Parents and teachers are also able to nominate students for consideration for talented and gifted services. Talented and gifted specialists work with students to develop a personalized education plan that outlines student goals and required services.
The Sioux City Community School District provides technology for educational use by students. The purpose of such access is to assist the District in meeting its educational mission, goals and objectives. Technology may include, but is not limited to, computers, e-mail, software, the internet, and social media. Technology shall be used for curriculum support purposes only. It is the policy of the District that all technology services shall be used in a responsible, efficient, ethical and legal manner in compliance with all other District policies.

No person shall access the District network with non-District hardware without approval of the technology department. Non-District hardware includes, but is not limited to, personal computers (laptop or desktop), tablets, wireless access devices, cell phones, and handheld devices.

The use of District technology is a privilege, not a right, and may be revoked with or without notice and with or without cause at the discretion of the District. Failure to follow processes and procedures or abuse of resources may result in loss of privileges and possible disciplinary action.

The District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The District will not be responsible for any damages the user suffers. This includes loss of data resulting from delays or other service interruptions caused by either the District or users own negligence, errors or omissions. Use of any information obtained via the District network is at the users own risk.

Users should not expect that files stored on District supplied resources or school-based computers will be private. Electronic messages, network activities, and files may be reviewed to maintain system performance, integrity, to ensure that users are acting responsibly, and for any other purpose at the discretion of the District.

Access to the District’s network is provided via an assigned user ID and password for students in certain grades. It is the responsibility of the student to maintain the privacy of their password. Use of District information technology systems implies consent to monitoring for such purposes.

Children’s Internet Protection Act (CIPA) and Internet Safety

The Board believes that the internet can be a valuable educational tool that enables students to explore thousands of libraries, databases, bulletin boards, and other resources. However, families should be aware that some material accessible via the Internet may contain information that is illegal, defamatory, inaccurate or potentially offensive.

State and federal mandates require schools to restrict access to certain information on the internet and comply with the Children’s Internet Protection Act (CIPA). The District will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors. Parents, however, should be aware that in spite of District safeguards, a student may still find ways, intentionally or unintentionally, to access inappropriate material. The 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 is designed to promote the District’s commitment to:

- The standards and acceptable use of Internet services as set forth in this policy.
- Student safety with regard to: safety on the Internet; appropriate behavior while online in social networking websites and/or chat rooms; and cyberbullying awareness and response.
- Compliance with the E-Rate requirements of the Children’s Internet Protection Act.

The Board believes that all technology is a valuable part of the total program in that they promote educational excellence. At the same time, the Board believes that access to these services entails responsibility and that all computer services shall be used in a responsible, efficient, ethical and legal manner. General school rules for behavior apply.

The following uses of school-provided technology are not permitted:

1. To access, upload, download, or distribute pornographic, obscene, or sexually explicit material;
2. To transmit obscene, abusive, sexually explicit, or threatening language;
3. To violate any local, state, or federal statute;
4. To use technology to degrade, harass, or bully others;
5. To vandalize, damage, or disable the property of another individual or organization;
6. To access another individual’s materials, information or files without permission;
7. To access non-approved Internet gaming sites;
8. To access non-approved social media sites;
9. To use instant messaging not approved by the District;
10. To access non-approved streaming audio or video sites;
11. To use non-District hardware or devices on the District network;
12. To install any unauthorized software;
13. To install or remove any computer hardware components from District computers (e.g. memory, optical drives, etc.);
14. To violate copyright or otherwise use the intellectual property of another individual or organization without permission;
15. To engage any other inappropriate uses as determined by the District;
16. To use proxy software to bypass District filters; and
17. To connect to wireless access points not supported by the District.

Children's Online Privacy Protection Act (COPPA)

The Children's Online Privacy Protection Act (COPPA) applies to the online collection of personal information by persons or entities under U.S. jurisdiction about children under 13 years of age or children with disabilities. Students will access educational websites (hosted by the District or third party organizations) that may ask for “personal information” such as their name, email address or screen name. By accepting the Student/Parent Handbook, you acknowledge that your student may access these educational web sites that may collect personal information. Each of these sites has a privacy policy that protects students’ information and states that they will not provide information about the students to any other party. To comply with COPPA, the District maintains a list of those web sites. Because that list can change as teachers and administrators identify resources to support student achievement, that list can be requested from the technology department.

Email

Students at certain grades levels will be issued a District-provided email account. District-provided student email will be used solely for school related work, activities, and functions; any other use is strictly prohibited. All Prohibited Uses outlined for the Internet above apply to the use of District-provided student email accounts. Additionally, the following guidelines apply to students’ use of a District-provided email account:

- Students are responsible for keeping passwords private. Passwords must not be shared with anyone other than the student’s parent, a teacher, or the District’s technology department. Passwords must never be sent to anyone via email.
- Students shall not disclose personal information such as their social security number or other sensitive or confidential information about themselves or others.
- If a student receives any email that contains inappropriate content or that the student believes violates the Prohibited Uses policy, the student must notify a teacher, principal, or parent immediately.
- Any form of cyber bullying or harassment will not be tolerated. If a student believes they (or another student) are the victim of cyber bullying or harassment it should be immediately reported to a teacher or principal. All reports of cyber bullying or harassment will be investigated by the District.
- Students must not use District-provided student email to forward chain letters, or other inappropriate material as outlined in the previous section.

File Storage on District Network

Students in certain grades will be granted access to District file servers to store coursework and related educational content in a central site that is secure and periodically backed up. The following types of files will not be backed up by the District:

- Audio files such as mp3s, AAC or others
- Video files such as .mp4, .swf or others
- .EXE files for non-education related software
- Games, game emulators, game related files
- Any program related to a Prohibited Use such as proxy software
- Personal or confidential information

The above programs will be deleted from student folders without warning. Audio files that may be necessary for curriculum purposes should be kept on personal storage or handled by a teacher. Continued abuses of file storage may result in loss of network privileges and other appropriate discipline.
One-to-One Student Device Program

The District is working to provide devices for each student in the District. This device is property of the District but will remain in the student’s possession throughout the school year. Students will be required to use the device for various class and curriculum activities. All appropriate use policies for technology use apply. Students will be required to follow policies and procedures highlighted in the acceptable use agreement. Devices that are lost or maliciously damaged will result in a fine as noted in the curriculum resources fees section of this document.

Student Device Program Acceptable Use Agreement

Students of the Sioux City Community School District (SCCSD) must follow these responsible citizenship guidelines:

- I will respect myself by considering the quality and nature of the information and images I access or post online.
- I will be an ethical person and not attempt to bypass blocked sites or the District’s filter.
- I will protect myself by not sharing any of my passwords and not publishing my personal information over the Internet.
- I will respect others by not using the school provided laptop to bully, cyberbully, or harass other people.
- I will protect others by telling a teacher, principal, or staff member if I see threatening, inappropriate, or harmful content online, if I receive an inappropriate email, or if I am a victim of cyberbullying or harassment.
- I will respect intellectual property by citing materials I use and by not accessing illegally obtained games, software, music, videos, papers/other schoolwork, etc. I will not attempt to access other’s resources or information, especially those owned by other students, teachers, and administrators.
- I will use all SCCSD technology resources for educational purposes in a manner consistent with Board policies, especially the Student Code of Conduct, and abide by all local, state, and federal laws.
- I will respect the District’s devices and not act in a malicious, disruptive or harmful manner to the District’s computers, electronic devices, network and/or Internet services, including but not limited to, hacking activities and creation/uploading of computer viruses.

The Sioux City Community School District (“SCCSD”) owns this device and all associated peripherals. The device is checked out to the student for educational purposes. When a student checks out a device, he/she agrees to the following:

- I will take care of the device by keeping it clean of dust, dirt, and foreign objects (stickers, ink, etc.). I will not get the device wet, leave it outdoors, use it with food or drink nearby, store it in a car (due to extreme temperatures), intentionally scratch, chip, bend or otherwise deface it, poke the screen, place anything heavy on it, place anything on the keyboard before closing the lid, slam the lid, or carry it by the lid/screen.
- I will respect others by applying these same guidelines to their devices.
- I will keep the device and power adapter/cord in my possession at all times. I will not loan them to another student or leave them in an unsupervised area.
- I will report loss/theft of a device to the helpdesk within 24 hours.
- I will take the device to the library helpdesk for all repairs/malfunctions and not attempt to perform any of the following actions: format or reload the hard drive, disassemble, add or remove hardware components, or install software (unless directed by District staff).
- I agree to return the device to the library before I leave the SCCSD or if I transfer schools within the District. If I do not return the device, I understand it will be considered stolen.
- I agree to pay the following costs to the SCCSD if the device and/or power adapter/cord are damaged, lost or stolen:

  **Damage:** Cost of the damage  
  **Lost, Stolen, or Intentionally Damaged:** Laptop: $450 || Power adapter/cord: $40

Student Procedure for the Non-Directed Use of the Internet

Subject to this policy and monitored by the District, all students will be granted independent use of the District’s link to the Internet unless the District is notified by a parent or guardian in accordance with the District’s Opt Out procedure.
Technology Continued

Annually, if a parent or guardian of a student wants to opt out of the independent use of the Internet for the forthcoming school year, they must submit a Parent Opt Out Form signed by the parent/guardian notifying building administrators that the parent/guardian does not want his or her child to independently use the Internet. These forms will be kept in the office with the Student Permanent Record, and building staff will be notified. The “opt out” election does not apply to classroom instruction where teachers will suggest appropriate sites and supervise the use of the Internet as a direct part of the curriculum.

Social Media Use Within the District

The District notifies all parents of current students in the official student handbook that students may have their photographs or video images displayed on the official District website (www.siouxcityschools.org) or in the media in furtherance of the District’s educational mission. Student photographs or video images may also be posted on the District’s Facebook or other social media sites.

The District reserves the right to remove fans/followers from its social media sites for any lawful reason including, without limitation, content that violates District policy. The District may amend this social media policy at any time and it is the fans’/followers’ responsibility to review changes to this policy. By participating on the District’s social media sites, depending on your personal account and privacy settings, you may be subject to having your profile picture, name and comments visible to the public. The District does not take responsibility for such actions.

Disciplinary Actions

Violations of any appropriate use policies for technology are subject to disciplinary action, up to and including expulsion from school. To ensure that the use of the District’s information system and other electronic communications systems or equipment is consistent with the District’s educational and legitimate business interests, authorized representatives of the District may monitor the use of such equipment.

Title I Parent and Family Engagement

It is the policy of the Sioux City Community School District that parents of children participating in the Title I program shall have the opportunity to be involved jointly in the development of the building Title I plan and the building’s review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, the District will involve Title I parents in an effective home-school partnership that provides the best possible education for our students. The District will provide coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The District will encourage parent involvement and support this partnership through providing information about standards and assessments, providing training and materials for Title I parents to help their children, educating school personnel about involving Title I parents and the value of parent contributions, and developing roles for community organizations and businesses to work with Title I parents and schools.

1. This jointly developed and agreed upon written Title I Parent and Family Engagement Policy is distributed to parents of participating Title I children and all parents in school-wide buildings at the time of registration.
2. The District will provide coordination and support as needed for participating schools to implement effective parent and family engagement activities to improve student achievement and school performance.
3. All Title I elementary buildings will hold annual meetings. Notification of these meetings will be sent in the building newsletters. Title I parents and families will be given assistance in understanding the Title I requirements, standards and assessments through the annual meetings and parent-teacher conferences. Additional meetings with flexible times may be held throughout the year and be determined by parent suggestions.
4. Title I parents and families will receive an explanation of the school’s achievement data, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to the public in the spring of the year, through individual reports given to Title I parents at conference time, and through report cards.
5. Parent input and feedback will be encouraged and responded to in a timely manner.
6. Title I parents will be involved with the planning, review and improvement of the school-wide programs. The vehicle used will be the Building Title I Committee. If the school-wide program is not satisfactory to the parents of participating children, they may submit comments to the Director of Elementary Education.
Title I Parent and Family Engagement Continued

7. A jointly developed school/parent compact outlines how Title I parents, families, the entire school staff and students all share responsibility for improved student achievement. The compact also describes the means by which the school and Title I parents will build and develop a partnership to help children achieve our local high standards. It will be distributed at registration or conferences.

8. The Title I program will provide opportunities for Title I parents and families to become partners with the school in promoting the education of their children both at home and at school. Title I parents will be given help monitoring their student’s progress and provided assistance on how to participate in decisions related to their student’s education. The school will also provide other reasonable support for parental involvement activities as requested by Title I parents. Title I parents will be encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request.

9. Title I schools will continue to coordinate and integrate, to the extent feasible and appropriate, the parent involvement policy and other federal and state programs and activities within the district. Transitional information for students entering kindergarten and those moving from fifth grade to sixth grade will be provided to parents.

10. An annual evaluation of this parental involvement policy will be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual meetings will serve as the site for the discussions of program adjustments.

Volunteers

The District encourages and welcomes volunteers to help in the classroom, library, office, and at the district level. There are many ways you may be involved. If you are interested in helping on a volunteer basis, please notify the office at your child’s school. If you are interested in volunteering in the District, you must submit a volunteer application form and consent to a background check including but not limited to a screening for felony convictions, assaults, and child and dependent abuse records.

Written Excuses

Written notes to explain student absences are always welcome. A written note of excuse, with a legal signature, should be delivered for at least the following reasons:

1. If the student has to leave school for any reason other than regular dismissal, such as a medical appointment or other parent/guardian direction, please deliver a signed note in advance stating the reason.
2. If the student cannot participate in any school activity, a signed note is needed either from the parent/guardian or doctor stating the reason for non-participation.
3. When a student has been absent, a signed note of written excuse is necessary upon returning to school.
4. Prescription and non-prescription medications require a note signed by the parent/guardian or doctor.