



Substitute Handbook

Waterloo Community School District

www.waterlooschools.org



CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Waterloo Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. If you have questions or a grievance related to this policy please contact Kingsley Botchway II, Chief Officer of Human Resources and Equity, 1516 Washington Street, Waterloo, IA 50702, 319-433-1800, botchwayk@waterlooschools.org.

Legal Ref.: 20 U.S.C. §§ 1221 et seq.
20 U.S.C. §§ 1681 et seq.
20 U.S.C. §§ 1701 et seq.
29 U.S.C. § 206 et seq.
29 U.S.C. § 794
42 U.S.C. § 2000d and 2000e.
42 U.S.C. §§ 12101 et seq.
34 C.F.R. Pt. 100
34 C.F.R. Pt. 104
Iowa Code §§ 216.6; 216.9; 256.11; 280.3.
281 IAC 12.

Cross Ref.: 103.1 Anti-Bullying/Harassment Policy For Students And Adults
104.0 Equal Education Opportunity

ADOPTED: 4/13/87,2/12/90,12/14/92,2/22/99,9/10/01,12/11/06,06/25/07,1/10/11,8/13/12,11/12/18

Reviewed: 10/92, 1/22/99, 10/13/00, 10/2/03, 11/9/06, 06/20/07, 12/2/10, 6/7/12, 9/1/16, 9/4/18

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Education Service Center
1516 Washington Street
Waterloo, Iowa 50702-1639
Phone: 319-433-1800
Fax: 319-433-1890
botchwayk@waterlooschools.org

Welcome to Waterloo Schools!

On behalf of the administration and faculty of the Waterloo Community Schools, I would like to welcome you to the District. As a substitute teacher you are a vital part of our professional team. In the absence of the regular teacher, a substitute has the responsibility of continuing the prescribed programs of instruction.

This handbook is designed to help you in your efforts to learn as much as you can about our schools and our students. We hope that your experiences as a substitute in the Waterloo Schools will be meaningful and productive. We are willing and available to assist you in any way possible.

Dr. Jane Lindaman
Superintendent

Waterloo Community School District

Engaged in Learning, Prepared for Success

MISSION

The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.

STRATEGIC FOCUS AND AREAS OF OBJECTIVES

Student Achievement and Development Delivering the comprehensive curriculum through engaging instruction with a focus on measured results for student achievement.

- Increase the percentage of students proficient in reading, math, writing, and science.
- Increase percentage of students who are prepared for college, career, and citizenship.
- Increase the graduation rate and decrease the dropout rate while maintaining rigorous standards for learning.
- Reduce the achievement gap between subgroups while accelerating learning for all students.
- Utilize technology as a tool to improve student achievement.

Human Assets

Staffing our organization with high-performing leaders, teams, and employees.

- Create standards and performance measures to rate factors of customer service.
- Maintain a workforce based on the identification of the number of employees required, best practices and the skills needed.
- Enhance and target employee recruitment to increase diversity and highly qualified personnel.
- Optimize a workforce based on competencies and attitudes needed to accomplish District vision.
- Promote the alignment of talent with workforce needs.

Community Engagement

Interacting effectively with our students, staff, parents, and business communities.

- Promote and strengthen partnerships within the community, the schools, and the homes of our students to increase student achievement, wellness, and development.
- Enhance District resources through partnerships.
- Communicate effectively with all stakeholders.

Financial Sustainability and Operational Excellence

Operating with fiscal integrity, efficiency, and effectiveness.

- Provide technology that meets District standards, is equitable, and current to ensure agility in information analysis and to achieve efficient and effective administrative systems.
- Use District priorities to establish the budget.
- Consistently implement proven security practices for students, staff, and community, both during the school day and at other times of facility usage.
- Deliver quality facilities and infrastructure.
- Implement global best practices in the management of technology outages, changes, and configuration.
- Secure additional funding sources to enhance District budget.
- Maximize equitable community access to and use of facilities.
- Control operating expenditures and capital costs.

Climate for Learning

Providing a safe, caring, engaging, and inviting environment for our students, staff, parents, and community.

- Utilize research-based strategies that support integrity and respect toward others.
- Optimize crisis prevention, mitigation, preparedness, response, and recovery to assure maximum safety and security of students, staff, and community.



Waterloo SCHOOLS



General Information

I. GENERAL INFORMATION

A. Qualifications and Requirements

To work as a substitute teacher in the Waterloo Community School District, the following items and training documentation must be current and on file in the Human Resources Office:

1. Application
2. Copy of valid, current Iowa Teaching Certificate
3. Employment Eligibility Verification Form (I-9)
4. Background and Abuse Registry Check
5. Physical Form; Routine Physical, TB test, Drug Screen Test
6. W-4

Licensure

Persons wanting to substitute teach in the Waterloo Community Schools must hold one of the following licenses:

1. Current Iowa Teaching License
2. Current Iowa Substitute License
3. Current Iowa Substitute Authorization

Information on licenses can be found at the Iowa Board of Educational Examiners. You may call for information at 515-281-3245 or go online to <www.iowa.gov/boee>.

B. Payment and Benefits

Pay Rates

Daily Substitute Rate: \$ 130.00

Minimum: \$ 65.00

*Long-term Rate: \$ 150.00

*(On the 11th day in the same assignment, pay is retroactive to first day of assignment.)

Substitutes will receive one-half day's pay if called to a building and not needed.

Payroll Dates

Substitute teachers are paid on the last day of the month. Payroll checks will be sent to the substitute's home address, unless direct deposit has been arranged. Substitutes are not required to submit time sheets detailing assignments. The District's Substitute System will automatically forward assignment information to the Payroll Office for processing.

Payroll Deductions

The District is required to withhold Federal and State taxes along with Social Security payments from each paycheck. In addition, once qualified substitutes must contribute 5.95% of their wages to the Iowa Public Employees Retirement System (IPERS). Substitutes must make \$1000 in two consecutive quarters in order to qualify for IPERS. The District contributes 8.93% of the substitute's wages to their individual retirement account.

Benefits

Substitute teachers are covered by the District's liability insurance and by Worker's Compensation.

Substitute teachers may be eligible to participate in all District staff development opportunities and the Wellness program.

Substitutes who are required to travel to more than one assignment per day will be reimbursed for mileage at the District approved rate (the current IRS rate).

C. Reporting To Work

Substitute teachers should report to the Main Office and sign in with the building secretary or other designated employee. Substitutes must give the building secretary a job number for the assignment. The building secretary or other person as designated will provide the substitute with a brief orientation of the building, directions to the appropriate classroom and the name of the teacher whom they are substituting for. The Main Office can supply you with substitute credentials to gain access to the network.

***Please notify the Attendance Center in the Human Resources Office if you are unable to substitute for a certain period of time or if you wish to have your name removed from the substitute list.**

D. Substitute Folder

The classroom teacher will provide the following items for the substitute:

1. Arrival procedures
2. Attendance procedures
3. Classroom rules, consequences, and motivation techniques
4. Current seating charts
5. An up-to-date schedule
6. Weekly lesson plans
7. Assignments
8. Teacher associate procedures
9. Lunch procedures
10. Dismissal procedures
11. Map of school
12. Crisis procedures
13. Building-wide student conduct rules/procedures

E. Long-term Substitutes

Individuals desiring to accept long-term substitute positions are encouraged to participate in a Promethean Board Training Course. Information about this course will be available on the AESOP website.

Email

Persons serving in long-term substitute positions may apply for a substitute email account. The building secretary has a form that should be filled out and sent to the technology department for processing. This will allow a long-term substitute to also access the network. Long-term substitutes must also fill out the Internet Usage form at least 2 days prior to assignment and send to the building they will be substituting in.

F. Removal From Substitute Program

A substitute teacher may be removed from the substitute program by:

1. Submitting a written notice to the Human Resources Office requesting removal of his/her name from the automated system.
2. Receiving three (3) or more unsatisfactory performance reports from different principals. A conference will be held with the substitute teacher prior to formal removal from the substitute system.
3. Being involved in a major incident in which inappropriate performance or behavior is proven. (This will result in immediate removal.)

II. SUBSTITUTE ASSIGNMENT PROCEDURES

The Waterloo Community School District is using an automated service that greatly simplifies and streamlines the process of finding and managing substitute jobs in this district. This service, called Aesop, utilizes both the telephone and the Internet to assist you in locating jobs in this school district. The Aesop system is available 24 hours a day, 7 days a week. Aesop uses three methods to make jobs available to substitutes:

1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Aesop on the internet at <http://www.aesoponline.com>. If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job!
2. You may interact with the Aesop system by way of a toll-free, automated voice instruction menu at **1-800-942-3767**. Here, you can proactively search for jobs and manage existing jobs. We recommend calling in to check the computer recording of your name by pressing Option 5.
3. Aesop will also make phone calls to substitutes to offer jobs. The administrative office has selected the following hours as standard call times when the Aesop service may call for substitutes: 5:30 a.m. - 11:59 a.m. in the morning and 5:00 p.m. - 10:00 p.m. in the evening.

Important Notes:

* In order to access the Aesop system, you will need to enter your ID and PIN numbers as follows:

ID Number (area code + home phone number)

PIN Number (the last 4 digits of your social security number)

NOTE: We recommend that you change your PIN Number once you log on by doing the following: On the left side of the screen, towards the bottom – Click on Change Pin – the screen will give you the parameters of changing the PIN

* If you accept a job, Aesop will issue a confirmation number. **Please remember that your transaction is not complete until Aesop supplies you with a confirmation number.**

We are confident that you will find the Aesop experience beneficial and enjoyable. Should you experience difficulty using the Aesop system in any way, please contact the Employee Attendance Center Secretary by phone 319-433-1825 or email minardk@waterlooschools.org. If you have accepted a job and find that you need to cancel your assignment, please call Korey Minard at least one hour prior to your assignment start time. It is also preferred that you call the assigned school and leave a message.

While teachers can request a specific substitute teacher, they are not authorized to assign a substitute. To avoid any problems, **DO NOT ACCEPT ASSIGNMENTS FROM TEACHERS.**

Job Description for Substitute Teacher

Purpose

The substitute teacher is responsible for creating an environment which enables each student to pursue his/her education as smoothly and completely as possible in the absence of his/her regular teacher.

Supervised by and Reports to

Building Administrator

Pay Rate

As established by the Board of Education

Qualifications

- Iowa Teaching License, Substitute Endorsement or Substitute Authorization for substitute teacher.
- Successful background check
- Submit Employment Physical, TB and Drug test
- Desire to continue career improvement and support student achievement

Essential Functions

- Facilitate the personal, social, and intellectual development of students.
- Establish a positive learning environment and respond to the individual needs of students.
- Ensure that all activities conform to district and building rules and regulations.
- Communicate effectively with colleagues, parents, and community members.
- Understand and support the mission and goals of the District

Physical Requirements/Environmental Conditions (Teacher)

		NEVER 0%	OCCASIONAL 1-32%	FREQUENT 33-66%	CONSTANT 67+%
A	Standing				X
B	Walking				X
C	Sitting		X		
D	Bending/Stooping		X		
E	Pushing/Pulling		X		
F	Reaching		X		
G	Climbing/Stairs		X		
H	Driving		X		
I	Lifting		Up to 25 Pounds		
J	Carrying		Up to 25 Pounds		
K	Manual Dexterity Tasks				
	Telephone		X		
	Computer			X	
	Other				
L	Working Conditions				
	Inside				X
	Outside		X		
	Extremes in Temperature/Humidity		X		

General Responsibilities

- Teaches the lesson outlined and described by the absent regular teacher.
- Effectively assess student performance and provide students with effective feedback.
- Establish and maintain appropriate expectations for student achievement and behavior.
- Be present in the classroom and available to student when class is in session.
- Assist with supervision of hallways, playgrounds, and parking lots, as requested between classes and before and after school.
- Adhere to all District health and safety policies.
- Become familiar with the Board of Education and Building policies regarding classroom management.
- Discuss any serious problems that may occur while on duty with the building principal.
- Leave a statement regarding the work accomplished on the daily lesson plan.
- Other duties, as assigned by the supervisor, which are consistent with the general requirements and qualifications of the position.
- Complete feedback on the teaching assignment in the AESOP system.
AESOP will send an email reminder and a notification will appear at login.

Helpful Hints

1. The work day is from 8:15 a.m. to 4:00 p.m. for elementary schools and 7:30 a.m. to 3:00 p.m. for Cunningham, middle schools and high schools, unless the building principal directs otherwise.
2. The building principal of the school in which you are substituting is your immediate supervisor. While in the building, you are a member of the staff and responsible for adhering to the policies set forth by the Board of Education.
3. Report to the office of each school when you arrive. When you are through with your assignment go to the office to check out and inquire if you will be needed for the next day.
4. **Only** accept substitute calls from the AESOP System, the principal, the school secretary, or the Human Resources Office.
5. Be a good supervisor by assisting in the hall, lunch, and other supervisory duties. Following the expectations of regular staff will be much appreciated by your co-workers and administrators.
6. Take charge of the class and make it a day of worthwhile experiences for all students.
7. Introduce yourself to students in a friendly manner and write your name on the Promethean Board for them to see. (Substitute network credentials will allow you access to the Promethean Board)
8. Observe all time schedules.
9. Make sure **ALL students are accounted for at ALL times.** Notify the building office immediately if a student is unaccounted for.
10. Have several pre-planned, appropriate lessons ready for emergencies.
11. Familiarize yourself with safety procedures and locate the safety procedures folder in your room.
12. If possible, send the students home in a happy frame of mind, but not at the expense of a good learning situation.
13. If you have any questions/concerns in regards to the classroom you are substituting in please address those with the building administrator before leaving that day.
14. When **school closes** due to inclement weather or for any other reason, it is **your** responsibility to listen to the radio/TV for school closing information.

EMPLOYEE DRESS CODE

DRESS AND PERSONAL GROOMING

The Board of Education believes that no mode of attire will be considered proper for school wear that distracts from or disrupts classroom and school decorum. Employees shall dress as professionals on a daily basis, in businesslike attire in order to set a good example for students, co-employees, and the general public. Employee dress and grooming shall not detract from the learning/educational environment of students in their classes, school programs or other school-related activities. Visible tattoos shall not be obscene, vulgar, profane, representative of drug/alcohol use or gang affiliation, or distracting to the educational environment.

It is the responsibility of principals or supervisors to assure that all employees are properly dressed. Supervisors may make exceptions to the mode of dress in specific situations where deemed appropriate. Any concern of grooming or dress judged by the principal to be inappropriate shall not be allowed. Buildings can implement a more restrictive dress code.

UNIFORMS FOR CUSTODIAL & MAINTENANCE WORKERS

Waterloo Community School District Central Stores Department shall project an image that emphasizes the professional services provided to students, staff and the community. It is desirable that these employees be distinguishable from other individuals, authorized or unauthorized, who are located on school grounds, as a safety issue. As such, a uniform look is required and sets and supports a significant safety standard. Therefore, all employees in the Custodial & Maintenance Department shall be required to wear a uniform shirt with the Waterloo Community Schools logo that will be provided by the District. In addition, the employee must wear appropriate footwear. The maintenance and custodial staff may wear caps when appropriate.

UNIFORMS FOR FOOD SERVICE WORKERS

Waterloo Community School District Food Service employees shall project a professional image and comply with all Department of Health regulations. Food Service employees are required to follow the guidelines provided in the annual Food Service procedures booklet, including hair net, shoe, uniform, and apron specifications.

EMPLOYEE DRESS CODE

Tops

Men

- Any short or long-sleeved shirts with collars only, including polo shirts
- Ties are acceptable with any dress shirt
- Shirts should be tucked in unless designed to be worn out

Women

- Blouses, knit shirts, turtlenecks, sweaters
- No t-shirts, sleeveless or tank shirts (unless worn under a jacket, over shirt or sweater)
- No visible cleavage
- Shirts should be tucked in unless designed to be worn out

Bottoms

- Any dress or tailored pant
- No jeans (or denim of any kind) or cargo pants
- Skirts or pants must be knee length or longer

Dresses

- Must cover the entire back
- Must be knee length or longer
- No sleeveless dresses (unless worn under a jacket, over shirt or sweater)

Shoes

- Only closed toe shoes can be worn when school is in session
- Other shoes acceptable when school is not in session
- No flip flops at any time (defined as flat rubber or plastic footwear with a toe strap making a "Y" strap)

Spirit Days

- Spirit Days will be designated by the supervisor
- District/school spirit shirts include t-shirts, sweatshirts or jackets
- On Spirit Days exceptions to the employee dress code are permissible

Additional

- District ID badges are required to be worn above the waist at all times.
- Headwear: no hats, caps, scarves, visors or bandanas may be worn.
- During special activities such as field trips and other similar events, staff may be exempted from the regulations but are expected to adhere to standards of good taste.
- Certain areas of instruction such as physical education will be allowed to wear knee-length shorts, jogging suits and sweat suits while teaching physical education. However, coaches or others shall wear outer pants or wind suits when going into settings other than gyms and practice fields.
- Employees performing duties in lab settings or extracurricular activities shall dress in a manner befitting their profession or befitting the occasion (which may require work-type clothes, aprons or other protective items, as approved by the principal or supervisor).



District Information

Directory of Schools and Programs

<u>SCHOOL</u>	<u>ADDRESS</u>	<u>PHONE</u>	<u>PRINCIPAL</u>
HIGH SCHOOLS			
East	214 High Street, 50703	433-2400	Joseph Parker
West	425 East Ridgeway Avenue, 50702	433-2700	Andrew Miehe
ALTERNATIVE PROGRAMS			
Expo	1410 Independence Avenue, 50703	433-1930	Cary Wieland
MIDDLE SCHOOLS			
Bunger	157 S. Roosevelt Road, 50707	433-2550	Rachel Savage
Central	1350 Katoski Drive, 50701	433-2100	Ross Bauer
Hoover	630 Hillcrest Road, 50702	433-2830	Amy Schmidt
Carver Academy	1505 Logan Avenue, 50703	433-2500	Sheena Canady
ELEMENTARY SCHOOLS			
Becker	1239 Sheldon Street, 50701	433-2180	Melissa Steggall
Cunningham	1224 Mobile Street, 50703	433-2600	Neldrekka Whitaker
Highland	812 Idaho Street, 50703	433-2630	Matthew Willand
Irving	1115 West 5th Street, 50702	433-2800	Zach Zimmerman
Kingsley	201 Sunset Road, 50701	433-2210	Jana Qualls
Kittrell	1304 Oregon Street, 50702	433-2910	Audrey Wallican-Green
Lincoln	302 Cedar Bend Street, 50703	433-1990	Edwin Hood
Lou Henry	312 Rachael Street, 50701	433-2860	Jake Youngkent
Lowell	1628 Washington Street, 50702	433-1900	Carrie Heinzerling
Orange	5805 Kimball Avenue, 50701	433-2880	Sunni Hart
Poyner	1138 Central Avenue, 50707	433-1534	Jennifer Willand
PRESCHOOL - EARLY CHILDHOOD CENTERS			
Elk Run	316 McCoy Road, 50707	433-2660	Dr. Charletta Sudduth
Kittrell	1755 West 11th Street, 50702	433-2920	Dr. Charletta Sudduth

School Entrance Doors

Building

Entrance Door

Becker Elementary	Main Entrance, Sheldon Street, Press Button
Elk Run Preschool	Main Entrance, McCoy Road
Highland Elementary	Main Entrance, Idaho Street, Press Button
Irving Elementary	West Fifth Street Door – Press Button
Kingsley Elementary	Main Entrance, Prospect Boulevard, Press Button
Kittrell Elementary	Main Entrance, Oregon Street, Press Button
Kittrell Early Childhood Center	Main Entrance, 11 th Street, Single Door, Press Button
Lincoln Elementary	Main Entrance, Cedar Bend Street, Press Button
Lou Henry Elementary	Main Entrance, Rachael Street, Press Button
Lowell Elementary	Williston Avenue Door , Press Button
Orange Elementary	Main Entrance, Kimball Avenue, Press Button
Poyner Elementary	Main Entrance, Central Avenue, Press Button
Bunger Middle	Main Entrance, South Roosevelt Road
Carver Academy	South Main Door “A”, Press Button
Central Middle	Main Entrance, Flag Pole East Side (3rd Door from Stadium)
Hoover Middle	Main Entrance, Hillcrest Road, Press Button
East High	Vine Street Door in New Addition
Expo Alternative Learning Center	Main Entrance Independence Avenue, Press Button
West High	Circle Drive Door on Baltimore Avenue

School Day

Teachers in the Waterloo Community School District are required to work a 7 ½ hour workday. Included in the 7 ½ hours shall be a duty free lunch period, a minimum of thirty (30) minutes per day. Substitute teachers should follow the daily schedule as outlined for their substitute assignment (See Substitute Folder in classroom).

All schools should have a staff lounge with a microwave and refrigerator. Substitutes may take their own lunch or purchase school lunches. Check with the building secretary regarding procedures to order a lunch.

School Times

Elementary and All Day Kindergarten

8:45 a.m. – 3:45 p.m. daily

Dr. Walter Cunningham School of Excellence

7:45 a.m. – 2:45 p.m. daily

Middle and High School

7:45 a.m. – 2:45 p.m.

Please talk to the building principal regarding dismissal times during student conferences.

Inclement Weather Procedures

When the announcement is made that student attendance is not required, substitutes do not report for work.

On those occasions when, due to weather conditions, the Superintendent announces an early school closing, attendance for substitutes shall not be required beyond student dismissal time. For a delayed start, substitutes shall arrive 30 minutes prior to students.

SCHOOL CLOSING

WHEN SCHOOL CLOSSES DUE TO INCLEMENT WEATHER OR FOR ANY OTHER REASON, AND YOU HAVE BEEN SCHEDULED TO SUBSTITUTE, IT IS YOUR RESPONSIBILITY TO LISTEN TO THE RADIO FOR INFORMATION REGARDING THE CLOSING.



- | | | | | |
|--|--|--|---|--|
| <p>Education Service Center
1516 Washington St
319-433-1800</p> | <p>Elementary Schools PK & PK-5</p> <ul style="list-style-type: none"> 1 Dr. Walter Cunningham School for Excellence
1224 Mobile St
319-433-2600 2 Elk Run Early Childhood Learning Center
316 McCoy Rd
Elk Run Heights
319-433-2660 3 Fred Becker Elementary
1239 Sheldon St
319-433-2180 4 Highland Elementary
812 Idaho St
319-433-2630 5 Irving Elementary
1115 W Fifth St
319-433-2800 6 Kingsley Elementary
201 Sunset Rd
319-433-2210 7 Kittrell Early Childhood Learning Center
1755 W 11th St
319-433-2920 8 Kittrell Elementary
1304 Oregon St
319-433-2910 9 Lincoln Elementary
302 Cedar Bend St
319-433-1990 10 Lou Henry Elementary
312 Rachael St
319-433-2860 11 Lowell Elementary
1628 Washington St
319-433-1900 12 Orange Elementary
5805 Kimball Ave
319-433-2880 13 Poyner Elementary
1138 Central Ave
Evansdale
319-433-1534 | <p>Middle Schools Grades 6-8</p> <ul style="list-style-type: none"> 15 Bunger Middle School
157 S Roosevelt Rd
Evansdale
319-433-2550 16 Central Middle School
1350 Katoski Dr
319-433-2100 17 Hoover Middle School
630 Hillcrest Rd
319-433-2830 18 George Washington Carver Academy
1505 Logan Ave
319-433-2500 | <p>High Schools Grades 9-12</p> <ul style="list-style-type: none"> 19 East High School
214 Fifth St
319-433-2400 20 West High School
425 E Ridgeway Ave
319-433-2700 21 Expo Alternative Learning Center
1410 Independence Ave
319-433-1930 | <p>Waterloo Career Center
1350 Katoski Dr
319-433-2100</p> <p><i>16 Located inside Central Middle</i></p> |
|--|--|--|---|--|

Crisis Procedures

If you are the first to know of a dangerous situation, NOTIFY THE ADMINISTRATOR IMMEDIATELY. If you are unable to, call (9)911.

LOCKDOWN

- If inside, remain in rooms
 - Turn off lights
 - Stay out of hallways
 - Lock interior doors if possible
 - Stay away from windows and doors
 - Stay out of line of sight
- If outside, move (crawl) to cover. If available, behind a car, building, etc.
- Keep phone lines open at all times unless relaying pertinent information.
- Maintain until notified that Lockdown has ended.
- **Exterior Lockdown Only** may be ordered – lock only exterior doors and stay away from windows and exterior doors.

EVACUATION

- **If a fire, activate fire alarm**
 - Do not attempt to fight the fire. Your first responsibility is to **evacuate students.**
- Immediately direct students to proper exit. **DO NOT** stop for personal items.
- Be prepared for an alternate exit route due to an area of the building being impassable.
- Specific staff should be assigned in advance to assist **students with disabilities.**
- **Take a class list or attendance book** so all students can be accounted for when class is assembled outside of the building.
- Teachers need to follow student lines to be sure everyone is out. Turn out the lights. Close classroom doors.
- Move students to designated staging area.
- **Leave sidewalks clear** for emergency personnel and equipment.
- **Take attendance.** Immediately notify administrator or fire fighter if any student(s) cannot be accounted for. Stay with your class. Use a messenger to communicate with administrators.
- Be prepared to walk your class to the building's *alternate site* as instructed by the administrator. Take attendance at the alternate site.
- **DO NOT** give statements to the media or permit reporters to talk to students. Refer them to the Director of School and Community Relations.
- **DO NOT** re-enter until “all clear” has been sounded.

SHELTER IN PLACE

- The safest location depends on the situation:
 - **Severe Weather: Move to tornado shelter**
 - **Hazardous substance in the air:**
 - ☞ Immediately turn off air handlers.
 - ☞ Close and lock doors and windows.
 - ☞ Opening the door for anyone would let outside air in and pose a greater threat to those inside.
 - ☞ Listen to Emergency Radio for instructions. Dismiss only when authorized by emergency management, law enforcement, or school administration.
 - ☞ **Children will be released only to a parent/guardian or other person designated in advance as the emergency pick up person.** Do not encourage parents or anyone else to come pick up children until it is safe to be outside.
 - ☞ As phone lines could become jammed, tuning to local media would provide the best source of information.

SERIOUS INJURY/MEDICAL EMERGENCY

- **Call (9)911 – Specify location and injury in the event of:**
 - Non-responsiveness of subject
 - Apparent heart attack
 - Severe respiratory distress
 - Serious injury
- Contact the nurse's office
- **Administer basic life support.**
- Survey the scene to make sure it's safe. You cannot help by becoming a victim yourself.
- Stay with the victim; initiate first aid within scope of your abilities.
- Assess the situation carefully. Do not move the victim if you suspect a neck or back injury.
- Check for breathing.
- Check for pulse.
- If needed and if qualified, begin CPR.
- If needed, use Automated External Defibrillator if available.
- Control bleeding.
- **Treat all bodily fluids as potentially infectious.** Follow safety procedures during contact and cleanup.
- Always have the first responder and witness(es) fill out the Accident Report Form regarding any incident involving an injury and send the report to the school nurse.

MASS INJURIES/DESTRUCTION

- **Call (9)911.**
- Account for students, staff, volunteers, and visitors (keep centralized master list at command center). *Report any unaccounted for students to building Incident Command.*

BOMB THREAT

- **If you receive a threat, NOTIFY ADMINISTRATOR/INCIDENT COMMANDER.**
- **If called in, complete Bomb Threat Information** (kept by the phone).
- **Discovery of suspicious object:**
 - **DO NOT** touch or move the object.
 - Leave the immediate area.
 - **NOTIFY ADMINISTRATOR/INCIDENT COMMANDER.**
 - Secure area to prevent re-entry.
- Follow sweep of your area and/or evacuation protocol if ordered by Incident Commander.

HAZARDOUS MATERIALS: CONTACT, INGESTION OR OVERDOSE OR CHEMICAL, BIOLOGICAL, RADIOLOGICAL INCIDENT

- **CALL (9)911.**
 - **Isolate** the suspected agent and/or person if possible.
 - **Contain** the suspected agent if possible.
 - **Evacuate** the contaminated area; keep contaminated evacuees separate from others.
- **Poison Information (Voice/TDD/TTY): (9)1-800-222-1222**

ABDUCTION/KIDNAPPING

- All persons checking out a student should sign in at the principal's office. Students will be released to go to office **ONLY**, not to the requesting person.
- Report any suspicious activity to an administrator immediately.

SUCIDE/DEATH/LOSS OR THREAT IN OR OUTSIDE OF SCHOOL

- **Any threat should be taken seriously!**
- Notify administrator immediately.
- Call (9)911 if immediate help is needed; i.e. medical emergency.
- Contact the school nurse.
- Notify parent/guardian immediately. Determine past therapy; i.e. counselor, psychiatrist, and medical intervention needed; e.g. psychiatrist, physician, home with parent.
- **DO NOT** send the student home without a responsible adult. **DO NOT** leave student alone.

RED AND GREEN CARDS

In the Crisis Procedures Kit (the plastic kit that should be posted on the wall or cabinet in every classroom) are 8 1/2" X 11" **RED** and **GREEN** cards - two of each. Local emergency responders know what these cards mean.

RED CARD

The **RED** card is to be used in the classroom in case of an emergency.

Place the **RED** card in the window of your classroom door or slide it under the door.

It can be found in the safety folder in your classroom.

On your first day, be sure to locate where the safety folder is located in the classroom.

The **RED** card means **STOP**;
We Need Assistance (medical, missing student, etc.)

GREEN CARD

The **GREEN** card is to be used in the classroom in case of an emergency.

Place the **GREEN** card in the window of your classroom door or slide it under the door.

It can be found in the safety folder in your classroom.

On your first day, be sure to locate where the safety folder is located in the classroom.

The **GREEN** card means **Go On Past Us**, everything is fine.

QUICK REFERENCE CARD OF
BOMB THREAT RESPONSE
ACTIONS

- => Record, document, and preserve threat.
- => Report threat to school principal, Police, and Central Administration. Notify staff as appropriate.
- => Assemble Incident Command Team at interior Command Center.
- => Assess the threat and determine response (Search and/or Evacuate).

SEARCH

- => Assemble and deploy Sweep Teams as per plan.
- => Teams sweep assigned areas; teachers and staff may search own areas.
- => Hang red or green cards with tape and record search results. If suspicious item found, initiate suspicious item protocol.

EVACUATE (IF NECESSARY)

- => Select evacuation routes and assembly areas.
- => Notify Police and Fire Rescue and request assistance.
- => Search Teams clear routes and assembly areas.
- => Notify staff to prepare for evacuation. Teachers, staff, and students gather belongings.
- => Give evacuation order. Teachers and staff check own areas, hang red or green cards with tape and evacuate.
- => Operations-Student Leader confirms that building is empty.
- => Evacuate Incident Command Team to exterior Command Center.
- => Bring Go Kit and Health Go Kit.

CONTINUING ACTIONS AFTER EVACUATION

- => Debrief emergency services and coordinate further actions.
- => Take attendance and report to Incident Command areas. Brief regularly.
- => As appropriate, determine Reoccupy or Dismiss action. Reoccupy when suspicious item not found or when it has been cleared by law enforcement. Dismiss in consultation with Central Administration. Notify parents, staff, and students. Implement dismissal plan by bus and documented parent sign-out. Ensure all students are dismissed.
- => Incident Commander remains on-scene until situation resolved or until relieved by another administrator.

CONTINUING ACTIONS AFTER EVACUATION

- => **DO NOT TOUCH THE ITEM.**
- => Person or Search Team who found item reports it to the Incident Command Team.
- => Notify Police and Fire Rescue.
- => Secure area where item is located, but do not guard it (stay away from the item). If possible and can be done on the way out of the area, open doors and windows near item.
- => Hand red card with tape on door/entry.
- => Notify staff of the situation and direct them to prepare for evacuation.
- => Select evacuation routes and assembly areas that are away from the suspicious item.
- => Redeploy Sweep Teams to clear evacuation routes and assembly areas.
- => Meet arriving emergency responders and brief them, letting them speak with person who found item and informing them where the item is located.
- => When evacuation routes and assembly areas are cleared, conduct evacuation as per evacuation protocol.
- => Law enforcement will assume command of the scene. The Incident Command Team should remain at the scene to inform and manage evacuees, media, parents, and other as appropriate.
- => Continue with Reoccupy or Dismiss action, as appropriate.



District Policies

ANTI-BULLYING/HARASSMENT POLICY For Students and Adults

Bullying and/or harassment of students and adults are against federal, state and local policy, and are not tolerated by the Board.

For purposes of this policy, the definition of adults includes Board members, administrators, employees, parents, volunteers, vendors, and visitors or patrons of the District. The Board is committed to providing all persons with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the Board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment.

Bullying and/or harassment, on school grounds or at a school activity, of or by students or adults is prohibited.

This policy is in effect while students or adults are:

1. in all school buildings, on the school campus, in bus garages, administrative office, and parking lots within established school boundaries.
2. in close proximity to the school campus when discipline infractions occur in close proximity to the school day or away from school grounds or school events if the misconduct directly affects the good order, efficient management and welfare of the school district.
3. on school operated or chartered buses or while being transported under supervision of school personnel or in close proximity to the bus stop.
4. attending school-sponsored or school-related activities in which a district school participates, whether or not on district-owned premises. This includes events away from the school district if a district school participates.

Incidents Involving a Student or Students

The Board prohibits bullying, harassment, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to:

Age	Marital Status	Ancestry
Color	Sex	Political Party Preference
Creed	Sexual orientation	Political Belief
National origin	Gender identity	Socioeconomic Status
Race	Physical attributes	Familial Status
Religion	Physical or mental ability or disability	

When looking at the totality of the circumstances, bullying and/or harassment mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

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

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

Bullying and/or harassment may include, but are not limited to, the following behaviors and circumstances:

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, property, etc.;
- Demeaning jokes, stories, or activities directed at the student; and/or
- Unreasonable interference with a student's performance.

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

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

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

Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Complaint Process

A student who alleges a complaint may first attempt to resolve the problem by discussing it with the building administrator. The building administrator may notify the actor of the problem. If the problem cannot be solved, the student may proceed to the Student Grievances Procedure or file a complaint. The **Executive Director of Student & At-Risk Services** or designee will be responsible for handling all complaints by students alleging harassment.

Incidents Involving Only Adults (not involving students)

Bullying and/or harassment against adults of the District based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is prohibited.

This policy is in effect while adults are:

1. in all school buildings, on the school campus, in bus garages, administrative office, and parking lots within established school boundaries.
2. in close proximity to the school campus when discipline infractions occur in close proximity to the school day or away from school grounds or school events if the misconduct directly affects the good order, efficient management and welfare of the school district.
3. on school operated or chartered buses or while being transported under supervision of school personnel or in close proximity to the bus stop.
4. attending school-sponsored or school-related activities in which a district school participates, whether or not on district-owned premises. This includes events away from the school district if a district school participates.

Bullying and/or harassment mean any electronic, written, verbal, or physical act or conduct toward an adult which is based on any actual or perceived trait or characteristic of the person and which creates an objectively hostile school environment that meets one or more of the following conditions:

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

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

Bullying and/or harassment may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, or fear;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's, achievements, property, etc.;
- Demeaning jokes, stories, or activities directed at the person; and/or
- Unreasonable interference with an adult's performance.

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the person's employment or benefits;
- Submission to or rejection of the conduct is used as the basis for school-related decisions affecting that person; or
- The conduct has the purpose or effect of substantially interfering with the person's performance by creating an intimidating, hostile, or offensive environment.

Any school employee found to be in violation of this policy shall be subject to measures up to, and including, termination of employment. Any other adults found to be in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Complaint Process

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The **Associate Superintendent for Human Resources & Equity** or designee will be responsible for handling all complaints by adults alleging bullying or harassment not involving students.

Responsibilities and Protections

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a bullying or harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy.

It shall be the responsibility of adults and students to act appropriately under this

policy. It shall be the responsibility of the Superintendent and investigator to inform and educate employees/volunteers/patrons of the District or students and others involved with the school district about bullying or harassment and the school district's policy prohibiting bullying or harassment.

The Superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school district.

Legal Ref: 20 U.S.C. §§ 1221-1234i (2006).
29 U.S.C. § 794 (2006).
42 U.S.C. §§ 2000d-2000d-7 (2006).
42 U.S.C. §§ 12001 *et. seq.* (2006).
Iowa Code 280.28
Iowa Code §§ 216.9; 280.3 (2009).
281 I.A.C. 12.3(6).
Morse v. Frederick, 127 S.Ct. 2618 (2007)

Cross Ref: 103.0 Nondiscrimination
104.0 Equal Education Opportunity
503.2 Student Discrimination Policy
503.3 Student Grievance Policy
504.3 Student Conduct Code
402.4-E1 Complaint Form

Adopted: 04/12/99
09/10/01
07/12/04
09/02/05
06/25/07
6/9/08
2/28/11

Reviewed: 10/13/00, 6/3/04, 9/2/05, 6/7/07, 5/1/08, 2/3/11

COMPLAINT FORM FOR ALLEGATIONS OF BULLYING/HARASSMENT AND/OR DISCRIMINATION AND/OR VIOLATION OF DISTRICT POLICY

FOR USE WITH POLICIES 103.1, 103.2, 109.0, 402.4, 403.51

Date of Complaint: _____

Complainant Information

Name: _____

Address: _____

Telephone Number: _____

Position (if employee): _____

School (if student): _____

Type of Complaint: (For allegations of abuse of students by District employees, use form 402.3-E1)

 Bullying/Harassment

 Discrimination

 Violation of District Policy



Check the basis of bullying/harassment or discrimination

Description of Policy

<input type="checkbox"/>	Age	<input type="checkbox"/>	Political Belief
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Political Party Preference
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Race/Color
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Religion/Creed
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Sex
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Other-Please Specify
<input type="checkbox"/>		<input type="checkbox"/>	

Number, title, or other description

What is the name of the person alleged to have harassed, discriminated, or violated policy?

Position (if employee)_____

Date and place of incident or incidents: _____

Description of misconduct/violation (use additional sheets if necessary): _____

Name and address of witnesses (if any): _____
Evidence of misconduct, i.e. letters, photos, etc. (attach evidence if possible): _____

Any other information (may use additional sheets if necessary): _____

Remedy Sought: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

If the allegation involves a student, return this form to:

Cora Turner, Director of Student Services
Education Service Center
1516 Washington Street
Waterloo, Iowa 50702
319-433-1801

For allegations involving nonstudents, return this form to:

Dr. Beverly A. Smith, Associate Superintendent for Human Resources/Equity
Education Service Center
1516 Washington Street
Waterloo, Iowa 50702
319-433-1800

For allegations of violation of District policy, form should initially be turned into building administrator. If the complaint is not resolved, employee may file a written request for a conference with:

Dr. Beverly A. Smith
Associate Superintendent for Human Resources/Equity

ADOPTED: 11/13/00, 6/3/04, 12/11/06, 7/9/07, 5/1/08
Reviewed: 6/3/04, 11/9/06, 7/9/07, 5/1/08, 2/3/11

EQUAL EDUCATION OPPORTUNITY

It is the policy of the Waterloo Community School District to provide equal educational opportunities and not to discriminate on the basis of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status, or disability in its educational programs and activities. The Waterloo Community School District will affirmatively integrate students in attendance centers, programs, and classes.

It is also the policy of the Waterloo Community School District to provide programs, activities, curricula, and instructional resources which reflect the racial and cultural diversity of the United States and the variety of opportunities open to both men and women, including individuals with disabilities, in our society. One of the objectives of the Waterloo Community School District is to reduce stereotyping and to eliminate bias, prejudice, and discrimination. The curriculum, programs, and services shall foster respect and appreciation for cultural diversity and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

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

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status, or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm, and harassment.

Inquiries, complaints, or grievances related to this policy may be directed as follows:

- Affirmative Action Coordinator/Equity Officer (Beverly Smith)
or the Handicapped Compliance Officer (Larry Martin)
1516 Washington Street, Waterloo, IA, 50702, 433-1800
- Waterloo Human Rights Commission
620 Mulberry Street, Waterloo, IA 50703
- Iowa Civil Rights Commission, Grimes State Office Building
400 E. 14th Street, Des Moines, IA 50319-1044 (515) 281-4121
- Director of the Region VII Office of Civil Rights, U.S. Department of Education
Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544
- Iowa Department of Education
Grimes State Office Building, Des Moines, IA 50319 (515) 281-5294

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Legal Ref.: 20 U.S.C. §§ 1221 et seq. (2004).
20 U.S.C. §§ 1681 et seq. (2004).
20 U.S.C. §§ 1701 et seq. (2004).
29 U.S.C. § 794 (2004).
42 U.S.C. §§ 12101 et seq. (2004).
34 C.F.R. Pt. 100 (2004).
34 C.F.R. Pt. 104 (2004).
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (2007).
281 I.A.C. 12.

Cross Ref.: 102.0 Educational Philosophy
103.0 Nondiscrimination
103.1 Racial Harassment
103.2 Harassment on Other Than Racial Grounds
501.21 Homeless Students

ADOPTED: 7/13/87
7/9/90
4/8/91
6/16/97
11/12/01
7/12/04
3/27/06
12/11/06
6/25/07
4/13/09

Reviewed: 1/97, 10/4/01, 6/3/04, 2/9/06, 11/9/06, 6/20/07, 3/5/09

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge.

The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process.

The school district has appointed a Level I investigator and alternate Level I investigator. The school district has also arranged for a trained, experienced professional to serve as the Level II investigator. The Level I investigator and alternate will be provided training in the conducting of an investigation at the expense of the school district. The names of the investigators are listed in the student handbook published annually, in the local newspaper, and posted in all school facilities.

The superintendent is responsible for drafting administrative regulations to implement this policy.

Legal Ref.: Iowa Code §§ 232.67, .70, .73, .75; 235A; 272A; 280.17; 709; 728.12(1) (2007).
281 I.A.C. 12.3(6), 102; 103.
441 I.A.C. 155; 175.
1980 Op. Att'y Gen. 275.

ADOPTED
6/11/90
9/13/99
7/17/07

Reviewed: 5/90, 7/16/99, 11/14/02, 7/9/07, 2/3/11

ABUSE OF STUDENTS BY SCHOOL DISTRICT EMPLOYEES REGULATION

An individual who has knowledge an employee has physically or sexually abused a student may immediately report it to the Executive Director of Student & At-Risk Services who is the school district's Level I investigator. "Employee" means one who works for pay or as a volunteer under the direction and control of the school district. The report is written, signed and witnessed by a person of majority age. The witness may be the Level I investigator. The reporter is the individual filing the report. The report will contain the following:

- The full name, address, and telephone number of the person filing.
- The full name, age, address, and telephone number, and attendance center of the student.
- The name and place of employment of the employee who allegedly committed the abuse.
- A concise statement of the facts surrounding the incident, including date, time, and place of occurrence, if known.
- A list of possible witnesses by name, if known.
- Names and locations of persons who examined, counseled or treated the student for the alleged abuse, including the dates on which those services were provided, if known.

Upon request, the Level I investigator may assist the reporter in completing the report. An incomplete report will not be rejected unless the missing information would render the investigation futile or impossible. An employee receiving a report of alleged abuse of a student by an employee will pass the report to the investigator and will keep the report confidential to the maximum extent possible. In performing the investigation, the investigator will have access to the educational records of the alleged student victim as well as access to the student for interviewing purposes.

In order for the school district to have jurisdiction over the acts and to constitute a violation of the law, acts of the employee must be alleged to have occurred on school grounds, on school time, at a school-sponsored activity, or in a school-related context. However, the student need not be a student in the school district. The student can be from another school district. To be investigable, the written report must include basic information showing that the victim of the alleged abuse is or was a student at the time of the incident, that the alleged act of the employee resulted in injury or otherwise meets the definition of abuse in these rules, and that the person responsible for the act is currently an employee. If the report is not investigable due to lack of jurisdiction, the investigator will dismiss the complaint and inform the reporter of other options available. Other options available to the reporter include contacting law enforcement authorities, private counsel, or the Board of Educational Examiners in the case of a licensed employee.

If the Level I investigator believes the student is in imminent danger if continued contact is permitted between the employee and the student, the Level I investigator may:

- Temporarily remove the student from contact with the employee;
- Temporarily remove the employee from service; or,
- Take other appropriate action to ensure the student's safety.

The Level I investigator will have access to the educational records of the student and access to the student for purposes of interviewing the student about the report.

Physical Abuse Allegations

When physical abuse is reported, the Level I investigator will make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee named in the report will not receive a copy of the report until the employee is initially interviewed.

The Level I investigator will use discretion in handling the information received regarding an investigation of abuse by an employee, and those persons involved in the investigation will not discuss information regarding the complaint outside the investigation. The entire investigative procedure will be thoroughly explained, including the confidential nature of the proceedings, to the student and other persons involved in the investigation.

Within five days of receipt of an investigable report, the Level I investigator will complete an informal investigation. The informal investigation will consist of interviews with the student, the employee and others who may have knowledge of the alleged incident. If the Level I investigator determines that the allegations in the report are founded and that immediate and professional investigation is necessary, the Level I investigator may defer further investigation and contact appropriate law enforcement officials, the student's parents and the person filing the report. Within fifteen (15) days of receipt of the report, the Level I investigator will complete a written investigative report, unless the investigation was temporarily deferred.

The written investigative report will include:

1. The name, age, address, and attendance center of the student named in the report.
2. The name and address of the student's parent or guardian and the name and address of the person filing the report, if different from the student's parent or guardian.
3. The name and work address of the employee named in the report as allegedly responsible for the abuse of the student.
4. An identification of the nature, extent and cause, if known, of any injuries or abuse to the student named in the report.
5. A general review of the investigation.
6. Any actions taken for the protection and safety of the student.

7. A statement that, in the investigator's opinion, the allegations in the report are either:
 - Unfounded. (*It is not likely that an incident, as defined in these rules, took place*), or
 - Founded. (*It is likely that an incident took place.*)
8. The disposition or current status of the investigation.
9. A listing of the options available to the parents or guardian of the student to pursue the allegations. These options include, but are not limited to:
 - Contacting law enforcement officials.
 - Contacting private counsel for the purpose of filing a civil suit or complaint.
 - Filing a complaint with the Board of Educational Examiners if the employee is a licensed employee.

The investigator will retain the original and provide a copy of the written investigative report to the school employee named in the report, the employee's supervisor and the student's parent or guardian. The person filing the report, if not the student's parent or guardian, is notified only that the Level I investigation has been concluded and of the disposition or anticipated disposition of the case.

It is the responsibility of the Level I investigator to determine whether it is more likely than not that an incident of abuse as defined in the rules took place between the student and employee. The Level I investigator does not make the determination of whether the use of physical contact was appropriate or whether any of the exceptions apply. That is the responsibility of the Level II investigator. Upon completion of the report, if the Level I investigator determines the allegations of physical abuse are founded and serious, the Level I investigator will notify law enforcement authorities. If the allegations are founded but the physical abuse is not of a serious nature, the Level I investigator will refer the case on to law enforcement, the Level II investigator.

The Level II investigator will review the Level I investigator's final investigative report and conduct further investigation. The Level II investigative report will state the conclusion as to the occurrence of the alleged incident, the applicability of exceptions, the reason for the contact or force used, and recommendations regarding the need for further investigation. In determining the applicability of the exceptions or the reasonableness of the contact or force used, the Level II investigator will use the following definitions:

Physical abuse is non-accidental physical injury to the student as a result of the action of an employee. Injury occurs when evidence of it is still apparent at least twenty-four hours after its occurrence. The following do not constitute physical abuse, and no employee is prohibited from:

- a. Using reasonable and necessary force, not designed or intended to cause pain:

- i. To quell a disturbance or prevent an act that threatens physical harm to any person.
 - ii. To obtain possession of a weapon or other dangerous object within a pupil's control.
 - iii. For the purposes of self-defense or defense of others as provided for in Iowa Code § 704.3.
 - iv. For the protection of property as provided for in Iowa Code §§ 704.4, .5.
 - v. To remove a disruptive pupil from class, or any area of school premises or from school-sponsored activities off school premises.
 - vi. To prevent a student from the self-infliction of harm.
 - vii. To protect the safety of others.
- b. Using incidental, minor, or reasonable physical contact to maintain order and control.

In determining the reasonableness of the contact or force used, the following factors are considered:

- a. The nature of the misconduct of the student, if any, precipitating the physical contact by the school employee.
- b. The size and physical condition of the student.
- c. The instrumentality used in making the physical contact.
- d. The motivation of the school employee in initiating the physical contact.
- e. The extent of injury to the student resulting from the physical contact.

"Reasonable force" is that force and no more which a reasonable person, in like circumstances, would judge to be necessary to prevent an injury or loss and can include deadly force if it is reasonable to believe that such force is necessary to avoid injury or risk to one's life or safety or the life or safety of another, or it is reasonable to believe that such force is necessary to resist a like force or threat.

Upon completion of the Level II investigation, the Level I investigator will forward copies of the Level II investigative report to the employee, the employee's immediate supervisor and the student's parent. The Level I investigator will notify the person filing the report of the current status of the case.

If the Level II investigator's report or law enforcement officials conclude abuse occurred, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the Level I investigator will file a complaint with the State Board of Educational Examiners. The Level I investigator will also arrange for counseling services for the student if the student or student's parents request counseling services.

Sexual Abuse

Sexual abuse is defined as including sexual acts involving a student, acts that encourage the student to engage in prostitution, as well as inappropriate, intentional sexual behavior or sexual harassment by the employee toward a student. "Sexual

harassment" is defined as unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when:

1. Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
2. Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or
3. The conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive education environment.

When sexual abuse is reported, the Level I investigator will make copies of the report and give a copy to the person filing the report, the students' parents and the immediate supervisor of the employee named in the report. The employee named in the report will not receive a copy of the report until the employee is initially interviewed. The designated investigator will not interview the school employee named in a report of sexual abuse until after a determination is made that jurisdiction exists, the alleged victim has been interviewed and a determination made that the investigation will not be deferred.

The investigator will notify the parent, guardian or legal custodian of a student in prekindergarten through grade six, of the date and time of the interview and of the right to be present or to see and hear the interview or send a representative in the parent's place. The Level I investigator will interview the student as soon as possible, but in no case later than five days from the receipt of a report or notice of the allegation of sexual abuse. The Level I investigator may record the interview electronically.

The Level I investigator will exercise discretion in the investigative process to preserve the privacy interests of the individuals involved. To the maximum extent possible, the investigator will maintain the confidentiality of the report.

It is the responsibility of the Level I investigator to determine whether it is more likely than not that an incident took place between the employee and the student. If the Level I investigator believes the employee committed a sex act with a student or sexually exploited a student, the Level I investigator will defer the Level I investigation and immediately notify law enforcement officials, the student's parents and the person filing the report.

If the Level I investigator determines an incident occurred, while not an illegal sex act with a student or sexual exploitation of a student, but where the employee engaged in inappropriate, intentional sexual behavior, further investigation is warranted. If further investigation is warranted, the Level I investigator may proceed to interview the employee and other individuals who may have knowledge of the circumstances contained in the report. Prior to interviewing other individuals who may have knowledge of the circumstance contained in the report, the Level I investigator will provide notice of the impending interview of student witnesses or the student who is in prekindergarten

through grade six, to their parent, guardian, or legal custodian, and may provide notice to the parent or guardian of older students, prior to interviewing those students. The Level I investigator shall, if founded, arrange for the Level II investigator to further investigate the allegations.

Within fifteen days of receipt of the report or notice of alleged sexual abuse, the Level I investigator will complete a written investigative report unless the investigation was temporarily deferred. The written investigative report will include:

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

The investigator will retain the original and provide a copy of the investigative report to the school employee named in the report, the school employee's supervisor and the named student's parent or guardian. The person filing the report, if not the student's parent or guardian, is notified only that the Level I investigation has been concluded and of the disposition or anticipated disposition of the case.

If the allegations are founded, the Level I investigation will refer the case to the Level II investigator. The Level II investigator will review the Level I investigator's final investigative report and conduct further investigation if necessary. The Level II investigative report will state conclusively as to the occurrence of the alleged incident, conclusively as to the nature of the sexual abuse and recommendations regarding the need for further investigation. Upon completion of the Level II investigation, the Level I investigator will forward copies of the Level II investigative report to the employee, the

employee's immediate supervisor and the student's parent. The Level I investigator will notify the person filing the report of the current status of the case.

If the Level II investigator's report or law enforcement officials conclude sexual abuse occurred, or the employee admits the violation, or the employee has surrendered the employee's certificate or license, the Level I investigator will file a complaint on behalf of the district after obtaining the superintendent's signature with the State Board of Educational Examiners. The Level I investigator will also arrange for counseling services for the student if the student or student's parents request counseling services.

In cases involving founded physical or sexual abuse by a licensed employee, the board will notify the Board of Educational Examiners. Information of unfounded abuse at Level I or Level II will not be kept in the employee's personnel file. If the Level I investigative report is founded, but Level II is unfounded, then the Level I report is removed from the employee's permanent file. Notes, tapes, memorandums, and related materials compiled in the investigations must be kept for two years.

It is the responsibility of the board to annually identify a Level I and Level II investigator. The board will also designate annually an alternate Level I investigator, preferably of the opposite sex of the designated Level I investigator, to whom reports may also be made. The Level I investigator is Cora Turner, the Executive Director of Student and At-Risk Services, Education Service Center, 433-1837. The alternate Level I investigator is Larry Martin, Director of Support Services, Education Service Center, 433-1839. The names and telephone numbers of the Level I investigator and the alternate Level I investigator is included in employee handbooks, student handbooks, annually published in the local newspaper, and prominently displayed in all school buildings.

ADOPTED

7/17/07

8/25/08

8/10/09

Reviewed: 7/9/07, 8/25/08, 8/10/09, 2/3/11

EQUAL EMPLOYMENT OPPORTUNITY/ AFFIRMATIVE ACTION POLICY

The Waterloo Community School District shall provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district shall take affirmative action in major job categories where women, men, minorities and persons with disabilities are underrepresented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees shall be given notice of this policy annually.

The Board shall appoint an affirmative action coordinator. The affirmative action coordinator shall have the responsibility for drafting the affirmative action plan. The affirmative action plan shall be reviewed by the Board at least every two years.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the Board, administration, and Iowa Department of Education for the position for which they apply. In employing individuals, the Board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, age, socio-economic status or disability. In keeping with the law, the Board shall consider the military veteran status of applicants.

Advertisements and notices for vacancies within the district shall contain the following statement: "The Waterloo Community School District is an equal employment opportunity/affirmative action employer." The statement shall also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator by writing to Beverly Smith, Affirmative Action Coordinator, Waterloo Community School District, Education Service Center, 1516 Washington Street, Waterloo, Iowa 50702; or by telephoning (319) 433-1800.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Ste. 1475, Chicago, Illinois, 60661-4544, (312) 730-1560 or the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th Street, Des

Moines, Iowa, 50319-1044, (515) 281-4121. This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office, the administrative office in each attendance center, and on the District's website at www.waterloo.K12.ia.us/policies.

Legal Ref.: 29 U.S.C. §§ 621-634 (2010).
42 U.S.C. §§ 2000e, et seq. (2010).
42 U.S.C. §§ 12101 et seq. (2010).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8 (2011).
28 I.A.C. 12.4; 14.1; 95.

Cross Ref.: 103.0 Nondiscrimination
103.1 Anti-Bullying Harassment Policy for Students and Adults
104.0 Equal Educational Opportunity
404.1 Recruitment and Selection of Licensed Employees
404.4 Certification and Licensing
405.1 Job Description - Teacher

ADOPTED
12/90, 1/10/94, 11/9/98, 4/12/99, 9/2/05, 12/11/06, 06/25/07

Reviewed: 1/9/98, 3/12/99, 1/2/03, 9/2/05, 11/9/06, 06/20/07, 12/2/10

**COMPLAINT FORM FOR ALLEGATIONS OF HARASSMENT AND/OR
DISCRIMINATION AND/OR VIOLATION OF DISTRICT POLICY FOR
USE WITH POLICIES 103.1, 103.2, 402.4, 403.51, 503.3**

Date of Complaint: _____

Complainant Information

Name: _____

Address: _____

Telephone Number: _____

Position (if employee): _____

School (if student): _____

Type of Complaint: (For allegations of abuse of students by District employees, use form 402.3-E1)

____ Bullying/Harassment

____ Discrimination

____ Violation of District Policy



Check the basis of bullying/harassment or discrimination

Description of Policy

<input type="checkbox"/>	Age	<input type="checkbox"/>	Political Belief
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Political Party Preference
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Race/Color
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Religion/Creed
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Sex
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Other-Please Specify

Number, title, or other description

What is the name of the person alleged to have harassed, discriminated, or violated policy?

Position (if employee) _____

Date and place of incident or incidents: _____

Description of misconduct/violation (use additional sheets if necessary): _____

Name and address of witnesses (if any): _____

Evidence of misconduct, i.e. letters, photos, etc. (attach evidence if possible): _____

Any other information (may use additional sheets if necessary): _____

Remedy Sought: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

I agree that all the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

If the allegation involves a student, return this form to:

Cora Turner
Executive Director of Students & At-Risk Services
Education Service Center
1516 Washington Street, Waterloo, IA 50702 - 319-433-1801

For allegations involving nonstudents, return this form to:

Dr. Beverly Smith, Associate Superintendent for Human Resources/Equity
Affirmative Action Coordinator
Education Service Center
1516 Washington Street, Waterloo, IA 50702 - 319-433-1800

For allegations of violation of district policy, form should initially be turned into building administrator. If the complaint is not resolved, employee may file a written request for a conference with:

Dr. Beverly Smith, Associate Superintendent for Human Resources/Equity
Use above address.

ADOPTED: 11/13/00, 9/4/03, 6/3/04, 5/1/08

Reviewed: 6/3/04, 5/1/08, 12/2/10

SUBSTANCE-FREE WORKPLACE

The Board of Education expects the school district and its employees to remain substance free. No employee shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcoholic beverage as defined by federal or state law. "Workplace" includes school district facilities, school district premises or school district vehicles. "Workplace" also includes non-school property if the employee is at any school-sponsored, school-approved or school-related activity, event or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

If an employee is arrested, charged or convicted of a violation of any criminal substance offense committed in the workplace, the employee shall notify the Associate Superintendent HR/Equity within three (3) days of notification to the employee.

The superintendent will make the determination whether to require the employee to undergo substance abuse treatment or to discipline the employee. An employee who violates the terms of this policy may be subject to discipline up to and including termination. An employee who violates this policy may be required to successfully participate in a substance abuse treatment program approved by the Board. If the employee fails to successfully participate in a program, the employee may be subject to discipline up to and including termination.

The superintendent shall be responsible for publication and dissemination of this policy to each employee. In addition, the superintendent shall oversee the establishment of a substance-free awareness program to educate employees about the dangers of substance abuse and notify them of available substance abuse treatment programs.

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

Legal Ref.: 41 U.S.C. §§ 701-707 (1994).
42 U.S.C. §§ 12101 et seq. (1994).
34 C.F.R. Pt. 85 (1996).
Iowa Code §§ 123.46, 124, 279.8 (2007).

Cross Ref.: 403.1 Physical Examinations

ADOPTED
6/11/90, 5/10/99, 10/13/08

Reviewed: 3/90, 4/99, 1/2/03, 9/4/08

STUDENT NONDISCRIMINATION POLICY

The Board of Education of the Waterloo Community School District is committed to providing equal educational opportunities for all students. The District will work to insure both the physical and psychological safety and well-being of all students. No employee, while representing the District, shall engage in any act of discrimination against any student because of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status, or disability.

The following definitions shall apply to this statement and the one covering employee violations of District policies.

1. "Act of discrimination" means any act participated in by an employee which directly or indirectly, in the mind of an ordinary, reasonable person causes humiliation, derogation, or disparagement to any individual or group of individuals on account of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status, or disability.
2. "While representing the District" means at any time or place where the employee is within the scope of his/her employment for the District.

Any student who believes he or she has been discriminated against should file a complaint with the Waterloo Community School District's Equity and Affirmative Action Coordinator, Beverly Smith, or the Disability Compliance Officer, Larry Martin. Complaint forms can be obtained in the principal's office, the counseling office, and Equity and Affirmative Action office, 1516 Washington Street, Waterloo, 319-433-1800 or online at www.waterloo.k12.ia.us/policies.

Legal Ref.: 20 U.S.C. §§ 1221 et seq. (1994).
20 U.S.C. §§ 1681 et seq. (1994).
20 U.S.C. §§ 1701 et seq. (1994).
29 U.S.C. § 794 (1994).
42 U.S.C. §§ 12101 et seq. (1994).
34 C.F.R. Pt. 100 (2002).
34 C.F.R.Pt.104 (2002).
Iowa Code §§ 216.9; 256.11, .11A; 280.3 (2005).
281 I.A.C. 12.

Cross Ref.: 103.1 Anti-Bullying/Harassment Policy for Students and Adults
503.3 Student Grievance Policy

ADOPTED
6/26/72, 2/11/74, 1/23/84, 7/9/90, 8/16/99, 9/10/01, 12/11/06, 06/25/07

Reviewed: 11/91, 6/22/99, 8/3/01, 10/7/04, 11/9/06, 06/20/07,12/1/11

STUDENT CONDUCT CODE

Introductory Statement on Expectations

Students are expected to conduct themselves in an appropriate manner and to contribute to a scholarly, safe, and orderly environment.

Only by setting high expectations for student behavior can schools foster self-discipline, respect, consideration for others, and a sense of cooperation with all members of the school community.

Unauthorized groups organized for the purpose of committing illegal or illicit acts or deemed to be disruptive to a safe, orderly environment will not be tolerated in the school setting. Such organizations will not be allowed to carry out any of their activities, advertise or otherwise influence students while on school premises or at school sponsored activities.

Violations of District policies will not be tolerated and offenders will be subject to immediate action by school personnel in a manner that is fair, honest and respectful of the student's constitutional freedoms. In addition, the District shall be in compliance with all state and federal laws related to student conduct, e.g., Goals 2000: Educate America Act.

Single Standard of Discipline

Reasonable standards of discipline and the rules of the Waterloo Community School District apply to all students, regardless of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status or disability.

Teachers and building administrators are responsible for maintaining the approved discipline standards of the district and the school, and for communicating these standards to students. When consistent measures to change student behavior fail, separation of that student from the regular school program will be considered.

While discipline measures are most effective when the parent, guardian or legal custodian is supportive of those measures, "special treatment" of a student as a result of parental influence is unacceptable.

Conduct Standards

1. Areas in which the conduct code can apply:
 - a. The school building itself, the school campus and parking lots as established by school boundaries.

- b. In close proximity to the school campus when discipline infractions occur in close proximity to the school day or away from school grounds or school event if the misconduct directly affects the good order, efficient management and welfare of the school district.
 - c. While on school operated or chartered buses or while being transported under supervision of school personnel or in close proximity to the school bus stop.
 - d. While attending school-sponsored or school-related activities in which a district school participates, whether or not on district-owned premises. This includes events away from district schools if a district school participates.
2. The purpose of discipline is to modify individual behavior through positive and supportive actions whenever possible. Allowable actions include, but are not limited to:
- a. Any action deemed appropriate by the building administrator which may achieve discipline or behavior modification and which does not violate school policies or regulations.
 - b. Limited time away from normal school activities to gain composure or modify behavior.
 - c. Denial of special privileges which a student may have been given.
 - d. Detention before or after school. (Notification will be given twenty-four (24) hours prior to the detention date unless parent, guardian, or legal custodian contact is made that same day and the student's transportation needs are resolved.)
 - e. Loss of extra-curricular activities.
 - f. Referral to a licensed substance abuse program for counseling and treatment.
 - g. Nonteaching day attendance.
 - h. In-school suspension (see Administrative Regulation 504.4-R1).
 - i. Probation (see Administrative Regulation 504.71-R).
 - j. Individual management plan/Alternative School Program

- k. Suspension out-of-school for up to 8 days. (See Adm. Regulation 504.4-R1). Suspensions of more than 5 days will not occur prior to approval from the administrator in charge of Student Services.
- l. Advising the administrator in charge of Student Services, with a recommendation for or against expulsion.

3. Student Rights

- a. Each student will be afforded due process commensurate with the maximum possible consequences (see Adm. Regulation 504.3-R).
- b. When a student, for disciplinary reasons, is to be out of school for more than ten (10) days pending a hearing before the Board of Education, an alternative educational program will be offered by the school for the student to attend until the student is expelled or declared eligible to return to school.
- c. The Waterloo Community School District has in force a Grievance Procedure, Policy 503.3, which provides students and parents a means of questioning the interpretation, application, or possible violation of policies and/or regulations of the District.

Withdrawal from School to Avoid Disciplinary Action

When breaches of discipline occur, building administrators will follow the procedures set forth in the discipline code.

Students, who plan voluntary withdrawal due to violations of Discipline Code, may apply to the Board of Education for reinstatement to the Waterloo Community School District. Board approval is necessary for readmission.

Legal Ref: No Child Left Behind, Title IV, Sec .4115, P.L. 107-110(2002).
Goss v. Lopez, 419 U.S. 565(1975).
Brands v. Sheldon Community School District, 671 F. Supp 627(N.D. Iowa 1987).
Iowa Code §§ 279.8; 282.4, .5; 708.1(2005).
Bunger v. IA. High School Athletic Assn., 197 N.W. 2d 555 (Iowa 1972).
Sims v. Colfax Comm. School Dist., 307 F Supp. 485 (Iowa 1970).
Board of Directors of Ind. School Dist. of Waterloo v. Green, 259 Iowa 1260,147 N.W. 2d 854 (1967).

Cross Ref.: 509.0 Attendance and Tardy Policy
510.1-R Eligibility for Athletics and Activities

ADOPTED

7/8/85, 6/8/90, 11/15/94, 8/25/97, 6/26/00, 6/9/03, 12/11/06, 06/25/07

Reviewed: 10/94, 7/97, 5/19/00, 5/1/03, 11/9/06, 6/20/07, 8/4/11

STANDARDS OF CONDUCT CODE REGULATIONS

The maintenance of good discipline is essential to the educational process and is the joint responsibility of the home and school. Therefore, the parent/guardian will be involved in the disciplinary process as early as needed.

Students must adjust their behavior to the standards of the school and not hinder the education of others. Each student has the responsibility to know and abide by the regulations of the school. Unacceptable behavior infringes on the rights of others to learn. Therefore, appropriate discipline must be maintained. Behavior, which tends to conflict with the educational environment or which is antagonistic to the welfare of other students and faculty, will not be accepted.

The following actions include (but are not limited to) consequences which are authorized to be taken in cases where student behavior does not meet the established requirement.

1. Denial of privileges
2. Loss of extra-curricular activities
3. Counseling (Student Mediation Programs are available at some schools)
4. Limited time away from normal school activities to gain composure or modify behavior
5. Student Behavioral Contract
6. Probation
7. Detention
8. In-school Suspension
9. Required attendance when school is not in session
10. Out-of-School Suspension
11. Referral to a licensed substance abuse program and/or mental health professional for evaluation
12. Recommendation for expulsion
13. Referral to Alternative School Program
14. Any action deemed appropriate by the building administrator which may achieve discipline or behavior modification and which does not violate school policies or regulations

COMMUNICATION OF PARENTAL CONCERNS WITH SCHOOL OFFICIALS

The Board of Education, administration and staff encourage parents, guardians, or legal custodians to discuss their children's education with District staff.

Specific concerns should be discussed directly with the child's teacher, counselor, or building administrator, as appropriate. If the matter continues to be a concern, the building principal should be contacted. If the situation is not resolved at the building level, the Superintendent or designee may be contacted.

Parents are encouraged to deal with such concerns within a reasonable time. Your support is necessary and required to allow your child to fully benefit from the school's educational program.

COUNSELING

This is a conference with the teacher and/or building administrator or counselor in which the problem is discussed. During this discussion, the consequences of further misconduct will be explained.

DETENTION

A period of time is set aside each school day so that students may serve their detentions. Refusal to cooperate will result in further disciplinary action. Students must arrive on time, maintain good order and absolute silence and bring suitable schoolwork to do. Sleeping is prohibited. For after school detentions, students must be given 24 hours' notice to arrange transportation.

DISTRICT POLICY – EXAMPLES OF VIOLATIONS

The following list outlines examples of violations, however it is not inclusive.

1. Weapons

a. Possession

The act of possessing any dangerous weapon. Weapons are defined to include, but are not limited to: firearms, knives, chains, clubs, brass knuckles, baseball bats, black jacks, stun guns, chemical agents, etc.

For purposes of this policy the term "firearm" includes any weapon designed to expel a projectile by the action of an explosive or other means, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, including incendiary poison gas.

Possession is defined to include, but is not limited to:

1. space assigned to a student such as lockers or desks
2. on the student's person or property
3. under the student's control – accessible or available.

b. Threats with a weapon – The act of using a weapon or dangerous object to threaten another individual with bodily harm.

c. Use of a weapon – The use of a weapon to inflict injury upon another individual.

d. Possession of look-alike weapons

- e. Use of dangerous objects – The act of using an instrument in an aggressive manner with an intent to cause bodily harm (Legitimate tools related to the educational process such as pens, compasses, etc. will be considered as dangerous objects if used, threatened, or exhibited in a manner meant to do harm)
- f. Chemical devices (i.e. pepper spray, mace)
- g. Laser devices

2. Threats and Batteries

- a. Fighting – mutual physical contact battery between two students.
- b. Physical Assault/Battery – Physical assault and/or threats of physical attack to students, teachers, or any other school personnel including, but not limited to, assault and battery.
 - 1. Assault is defined as the threat to do immediate physical harm to another person with the apparent ability by the aggressor to carry out his/her threat which results in fear/apprehension on the part of the one so threatened.
 - 2. Battery is a nonprivileged, intentional, offensive touching. In almost cases where there is battery, there will also be an assault.
- c. Intimidation
- d. Extortion – Forcing another individual to give up money or anything of value by threats of physical harm.

3. Arson/Chemical Devices

- a. Attempted Arson - Attempting or intentionally starting a fire or other combustible item (such as a smoke bomb) without permission and supervision of an adult staff member.
- b. Arson (includes: possessing, lighting or setting off fireworks or chemical devices)
- c. False Fire Alarms
- d. Bomb Threats

4. Drug/Alcohol/Controlled Substances Violations

- a. Possession/Storing

- b. Use
 - c. Under the influence in school or at school functions
 - d. Sale/Supply/Distribution
 - e. Possession of look-alike drugs
5. Thefts
- a. Robbery
 - b. Larceny
 - c. Possession of Stolen Property
 - d. Burglary
6. Property Damage Violations – Willful damage (attempted or actual) to property. Defacing, destroying or otherwise injuring any school district property or the malicious destruction of any other person’s real or personal property. Students who have attained the age of majority (eighteen) or the parent, guardian, or legal custodian/guardian of minor students may be assessed the cost for damages to school property resulting from negligent acts. Also, they may be required to reimburse the District for the replacement costs of lost equipment or materials furnished by the school.
7. Tobacco Violations
- a. Possession/Storing
 - b. Use
 - c. Possession of look-alike tobacco
8. Disruption/Disobedience/Defiance – Acts of defiance or failure to follow reasonable requests of school personnel of such serious proportion that the orderly operation of a class or the school is threatened.
- a. Willful Disobedience/Defiance – Willful disobedience and/or continued disrespect for school personnel, rules, and regulations.
 - b. Disruptive Demonstrations – Demonstrations, civil disturbance, sit-ins, and/or walk-outs that disturb the orderly function of the school.

- c. Visible signs representing an unauthorized group (i.e. cults, gangs.) This may include, but is not limited to, the display of symbols, signals, signs, hand signs, bandannas, or tattoos or the wearing of “colors”.
 - d. Personal electronic devices are prohibited in high school classrooms/academic settings unless directed by a staff member. Personal electronic devices may be used in unstructured, non-academic situations (i.e. commons and hallways) unless their use becomes disruptive, disobedient or defiant. At the Elementary and Middle School levels, use of all electronic devices is prohibited. Personal electronic devices include but are not limited to beepers, two-way radios, cameras, cell phones (including phones with cameras), video recorders, hand held game systems, and other communication devices. The use of all photographic devices of any kind is not allowed in restrooms or locker rooms. Use of photographic devices in other areas can only occur with approval of the building administrator.
 - e. Insubordination
 - f. Defiance
 - g. Repetitious infractions
 - h. Persistent disobedience
9. Harassment
- a. Racial (Display of overt bigotry or intolerance, including the use of derogatory names either verbally or in writing)
 - b. Sexual
 - c. Profanity (language and gestures used either verbally or in writing)
 - d. Bullying / Intimidation
10. Apparel/Appearance
- Failure to wear approved dress code attire
11. Gambling – The act of playing any game of chance or skill for money or something of material value.
12. Vehicle Violations
- a. Careless or reckless driving on school property or on streets abutting school property.

- b. Inappropriate parking
13. Inappropriate Personal Behavior
- a. Molesting
 - b. Indecent exposure
14. Attendance Violations (see 509.0, 509.0-R *Attendance*)
- a. Unexcused absences
 - b. Tardies
 - c. Attendance concerns
15. Classroom Rule Violation
16. Building Rule Violation
- a. Sharing lockers
 - b. Cheating
 - c. Excessive displays of affection
 - d. Refusal to serve detentions
 - e. Being in unauthorized areas
 - f. Leaving classroom, school or grounds without permission
 - g. Loud or boisterous conduct
 - h. Falsifying signatures
 - i. Misuse of permits or passes
 - j. Loitering
 - k. Littering
 - l. Running in hall
 - m. Cafeteria misconduct
 - n. Verbal abuse of students or staff

- o. Refusal to identify self
- p. Inciting others to break school rules
- q. Refusal to bring materials
- r. Book bags/Stringbags/Backpacks: Elementary and Middle School students are not allowed to carry bags during the school day. High School students are allowed to carry during the school day.
- s. Failure to follow District dress code policy

17. Bus Rule Violation

CONSEQUENCES

Upon verification of any violation of the Student Conduct Code, the building administrator or designee may take any authorized action. The District utilizes a progressive discipline approach in which the consequences increase upon subsequent violations of like offenses. Student suspension shall proceed as set forth in the Administrative Regulation. The District may discipline a student even though the same act may be punished in any other way outside of school.

SPECIAL NEEDS STUDENTS

In general, the Standards of Conduct Code regulation for all students shall apply to students with special education needs following the same guidelines as outlined in this regulation. When a student's Individualized Education Program (IEP) includes a behavioral intervention plan, the components of the behavioral intervention plan shall take precedence over the Standards of Conduct as outlined in this regulation. Procedures for the suspension of students with special education needs shall follow regulation 504.4-R2 *Suspension of Special Education Students* and 504.5-R2 *Expulsion of Special Needs Students*.

REPORT TO THE BOARD

1. The administrator of each school shall report each incident involving Examples 1, 3c, and 3d to the administrator in charge of Student Services. Such report shall include the circumstances relating to the incident, any action taken and reasons therefore, and must contain a recommendation for or against expulsion (see Administrative Regulation 504.5-R *Expulsion*). If the building administrator or his/her designee recommends expulsion or if the administrator in charge of Student Services so decides, the matter shall be brought to the Board of Education in accordance with the expulsion procedure.

2. Any incident involving a firearm shall result in a recommendation for expulsion for the current semester and for the following semester in its entirety. The Superintendent shall have the authority to recommend the expulsion requirement be modified on a case-by-case basis.
3. All incidents involving a violation of Examples 1, 3c, and 3d but where expulsion is not recommended by either the building administrator or the administrator in charge of Student Services, shall be submitted in a brief summary form with names and school name deleted. This summary shall be submitted to the Board of Education at its next meeting. At said time, the Board of Education shall, without additional information and based solely upon the said summary, determine whether to hold an expulsion hearing as provided in Administrative Regulation 504.5-R *Expulsion*.

CONSEQUENCES

1. Upon verification of any violation of the Student Conduct Code, the building administrator or his/her designee may take any authorized action.
2. Student suspensions shall proceed as set forth in Administrative Regulation 504.4-R.
3. The District may discipline a student even though the same act may also be punished in any other way outside of school.

STUDENT RIGHTS (DUE PROCESS)

1. Each student will be afforded due process commensurate with the maximum possible consequences.
2. If suspension or expulsion are being considered, each student shall have a full, fair and impartial hearing as set forth in Administrative Regulation 504.4-R and 504.5-R.
3. Students identified as special education students* shall receive all due process considerations required under Federal and State legislation as set forth in Administrative Regulations 504.4-R2 and 504.5-R2.
4. If the student or his/her family are unable to pay the costs of an attorney, they may contact Legal Services for assistance.
5. The Waterloo Community School District has a Grievance Procedure which provides students and parents a means of questioning the interpretation, application, or possible violation of policies and/or regulations of the District.

*As defined by Code of Iowa.

Cross Ref.: 504.4-R1 Suspension

504.4-R2 Suspension of Special Education Students

504.5-R1 Expulsion

504.5-R2 Expulsion of Special Needs Students

ADOPTED: 7/97

5/19/00

7/14/03

7/12/04

10/06/05

8/17/07

6/5/08

Reviewed: 8/13/07, 6/5/08, 08/12/10, 08/4/11

INTERNET AND COMPUTER NETWORK-APPROPRIATE USE AND SAFETY

Because technology is a vital part of the school district curriculum, the Internet and an internal computer network will be made available to employees and students. Appropriate and equitable use of these resources will allow employees and students to access resources unavailable through traditional means. This Policy, and the accompanying regulation, is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, ensure technology access is used for educational and district related purposes, and to comply with the Children’s Internet Protection Act (“CIPA”).

Students will be able to access the Internet and other network resources at the discretion of their teachers. Individual student accounts and electronic mail addresses will be issued to students in grades 3-12, to be used for academic purposes. Access to the district’s network is provided via an assigned username and password for students in grades 3-12 and staff. It is the responsibility of users to maintain the privacy of their password. Users should never give out their account credentials under any circumstances and should never reply to an unsolicited email seeking account credentials or other personal information.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. The district will use technology protection measures to block or filter, to the extent practicable, access of material which is obscene, pornographic, and harmful to others over the network. The district reserves the right to monitor users’ online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of district property, network, and/or Internet access or files, including email.

Students at all ages will be engaged in age-appropriate instruction on internet safety and appropriate online behavior, including interacting with other individuals on social networking sites and chat rooms. This will include awareness and appropriate response to cyber bullying. The foundations for this instruction are found in our Media Standard 3: Seeks multiple perspectives, shares information and ideas with others and uses information and resources ethically, Objective 8: Follows Internet safety rules and guidelines as outlined in policy and OnGuard Online curriculum. Parents will be required to sign a permission form to allow their students to access the district’s network and Internet. Upon enrolling in each district school, students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that

they will comply with the policy and regulations and understand the consequences for violation of the policy or regulations.

604.2

Staff members may be given access to confidential or protected information through the district's information systems or through other mediums. Staff cannot disclose this information to any outside individual or group without consent from technology services or student services. Additionally, staff must only access information relevant to their job function within the Waterloo Community School District. Further, staff must understand that user IDs and passwords are personal keys to provide access to confidential information. These credentials must not be shared with anyone, as staff members are liable for information retrieved, altered, or shared from their account.

Staff members should also take appropriate measures to protect and safeguard confidential data they create, modify, or access. Confidential information, such as but not limited to social security numbers and bank account information, should never be stored on removable media such as flash drives. Staff should also ensure that confidential information is never transmitted over insecure or unencrypted mediums. If there is any question whether a medium, service, or site is secure, staff members should consult with technology services. The staff member sharing data is responsible for ensuring only relevant individuals can access the data being shared. Staff should take particular caution when sharing data via cloud-based services to ensure they have set security permissions appropriately to restrict access to confidential information. Any suspected data breaches should be reported immediately to the staff member's supervisor and to technology services.

Legal Ref.: Iowa Code § 279.8 (2013).

Cross Ref.: 504.3 Student Conduct

Code

506.3 Student Records Access
506.31 Student Library Circulation Records
506.4 Student Directory Information
603.9 Use of Instructional Technology
704.5 Copyright Policy

ADOPTED:

06/17/96
10/17/96
01/12/09
1/9/12
8/25/14

Reviewed: 5/96, 10/26/98, 3/2/01, 10/7/04, 11/06/08, 12/1/11,
8/1/14

WATERLOO COMMUNITY SCHOOL DISTRICT INTERNET AND NETWORK ACCEPTABLE USE AGREEMENT

1. ACCEPTABLE USE

I will use the network in support of education and research and consistent with the purposes of the **Waterloo Community School District**. Email sent or received on a district computer is a public record; district email accounts are the property of the district. I will not use the network for commercial or for-profit purposes. I will not extensively use the network for personal and private business. I will not use the network for product advertisement or political lobbying. My use of the network will comply with the rules appropriate for the network. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.

2. CONFIDENTIALITY

Staff members acknowledge they have read and agree to the confidentiality and data protection policies and procedures outlined in policy 604.2 and acknowledge they will take appropriate steps to safeguard confidential information.

3. NETWORK ETIQUETTE

I will not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network. I understand that my use of the internet and the district's network may be monitored. I will not use the network maliciously. Hate mail, harassment, discriminatory remarks or other antisocial behaviors will not be used on the network. I will not use network to access or process pornographic material, inappropriate files, or files dangerous to the integrity of the network.

4. SECURITY

I will not share my account/password with anyone and will only use my own account/password. Students will not install any software without the permission of staff.

5. VANDALISM

I will not disrupt the use of the network by others; hardware or software will not be destroyed, modified, or abused in any way.

The **Waterloo Community School District** reserves the right to log internet, network, and email use and determine its acceptability. The use of the internet is a privilege, not a right, and my inappropriate use will result in a cancellation of those privileges. Unauthorized activity or misuse will result in permanent removal from the network and may also lead to disciplinary and/or legal action for both students and employees.

Waterloo Community School District Internet and Network Acceptable Use Agreement

I have read, understand, and agree to abide by the Internet and Network Acceptable Use Agreement and related appropriate Board Policies for the Waterloo Community School District as detailed in the school handbook. I further understand that any violation of the regulations above is unethical and may constitute a criminal offense.

Print Name: _____ ID Number: _____

Signature: _____ Date: _____

PARENT OR GUARDIAN

(If you are under the age of 18 a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the Internet and Network Use Agreement. I understand that this access is designed for educational purposes. The **Waterloo Community School District** has taken precautions to eliminate controversial material. However, I also recognize it is impossible for the **Waterloo Community School District** to restrict access to all controversial materials and I will not hold them responsible for materials acquired on the network. Further, I accept full responsibility for internet use if and when my child's use is not in a school setting.

Parent or Guardian's Name (please print): _____

Signature: _____ Date: _____

Copies: White - School Copy (Cumulative Folder) or Personnel File Copy Yellow - User Copy

Reviewed: 6/17/96, 3/2/01, 10/7/04, 10/27/08, 12/1/11, 8/1/14

