

DENISON ELEMENTARY SCHOOL

2008-2009

We would like to take this opportunity to welcome you and your children to the Denison Community Schools.

It is important to stress that the success of our educational program depends upon the close cooperation and support between parents and the school staff. We encourage you to communicate with us and your child about experiences in the school.

This booklet is provided to help answer questions you may have concerning school policies and procedures. Please read this handbook carefully and review the information and rules/regulations that are outlined.

If you have other questions not covered in this handbook, please feel free to call the elementary school office at 263-3104.

After you have read and discussed this information with your child, please write on a piece of paper what part of the handbook was most beneficial to you, or any other comments, and bring it to the office for your child to receive an appreciation gift.

Listen to KDSN for weather related announcements.

FM 107.1

AM 1530

District Philosophy

The philosophy of the Denison Community Schools is based on the recognition of two fundamental concerns: the needs of the student within our particular community, and the best available educational practices/research. The purpose of education in Denison is to help develop each student's maximum potential: socially, intellectually, physically, culturally, and emotionally. This growth results from the humanistic treatment of the individual leading to a positive sense of personal worth.

Students are encouraged to explore the principles, values, and responsibilities of our changing democratic society and to practice the skills of productive group process. Community resources are recognized as an integral part of our education program. We are committed to the use and conservation of all natural resources.

The staff, curriculum, and learning environment should be of the highest quality in order to offer diverse educational programs for the development of each student's capabilities.

Elementary Motto

To ensure quality learning today for tomorrow. Our motto is "Be responsible, do your best, and help the rest".

Belief Statement

1. All children can learn.
2. All children who are age eligible should have access to appropriate programming.
3. Parent/families are an important part of the children's lives and should be actively involved with teachers in the learning process.
4. Growth and development of a child progresses through a sequence of stages.
5. Children learn best through self-selected and guided hands-on experiences and active participation with their environment.
6. Learning should occur in an exploratory and manipulative manner to maintain a creative approach to experiences.
7. An educational program should be planned to stimulate total growth of the child including physical, social, emotional, and intellectual skills.
8. Language is both a tool for learning and a means of communication developed through listening, thinking, speaking, reading, and writing.
9. It is essential to develop self-respect, self-control, respect for others, and a positive self-concept.
10. The atmosphere should provide for children to achieve independence by making choices, decisions, and judgments.
11. Individual levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.
12. Each child's progress should be evaluated utilizing a variety of methods such as observation, anecdotal notes, conferences, portfolios, rubrics, videotaped presentations, or paper and pencil tests.

Educational Program

The Denison Community School District acknowledges that all students must learn and work in a multicultural, nonsexist environment. Furthermore, it recognizes the need for an educational program designed to help students acquire a realistic basis for understanding the culture and life styles of people of different racial, ethnic and socioeconomic backgrounds.

Our goal will be to provide an atmosphere for learning which is devoid of sexist, racist, and ethnic prejudices, discrimination, and separatism. No student shall be denied enrollment in a class because of race, culture, sex, or developmental disability.

It is also the policy of this district that curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life styles open to all regardless of race, sex, or developmental disability.

Anyone with inquiries regarding compliance with Title 9, Title 6, or Section 504, should contact Mr. Michael Pardun, (Coordinator for the Denison Multicultural-Nonsexist Plan), the principal or counselor in your school building.

DAILY SCHEDULE

School Hours

School hours are from 7:30 A.M. to 4:00 P.M. If students arrive to school before 8:10 A.M., they should wait in the gym for the 8:10 bell at which time they may go to their classroom. If they wish to eat school breakfast, they should go directly to the cafeteria upon arrival. Breakfast is served from 7:45-8:15. Breakfast is not served when school starts two hours late.

To report absences or ask for information, please call after 7:30 A.M.

Bike riders should walk their bike across the crosswalk and park it in the bike rack.

DENISON ELEMENTARY

Regular School Hours

8:20 Classes Begin
3:05 Dismissal
3:12 Town Buses Depart
3:35 Country Buses Depart

1 Hour Late Start

9:20 Classes Begin
3:05 Dismissal
3:12 Town buses depart
3:35 Country Buses Depart

2 Hours Late Start

10:20 Classes Begin
3:05 Dismissal
3:12 Town Buses Depart
3:35 Country Buses Depart

1 Hour Early Out

8:20 Classes Begin
2:05 Dismissal
2:12 Town Buses Depart
2:35 Country Buses Depart

2 Hours Early Out

8:20 Classes Begin
1:05 Dismissal
1:12 Town Buses Depart
1:35 Country Buses Depart

BROADWAY ELEMENTARY

Regular School Hours

8:10 Classes Begin
2:55 Dismissal
3:12 Town Buses Depart
3:12 Country Shuttle to DES
3:35 Country Buses Depart

1 Hour Late Start

9:10 Classes Begin
2:55 Dismissal
3:12 Town Buses Depart
3:12 Country Shuttle to DES
3:35 Country Buses Depart

2 Hour Late Start

10:10 Classes Begin
2:55 Dismissal
3:12 Town Buses Depart
3:12 Country Shuttle to DES
3:35 Country Buses Depart

1 Hour Early Out

8:10 Classes Begin
1:55 Dismissal
2:12 Town Buses Depart
2:12 Country Shuttle to DES
2:35 Country Buses Depart

2 Hours Early Out

8:10 Classes Begin
12:55 Dismissal
1:12 Town Buses Depart
1:12 Country Shuttle to DES
1:35 Country Buses Depart

Emergency Closing or Dismissal

When school cancellation or early dismissal is necessary, we will rely on KDSN Radio Station to provide you with such information. KDSN A.M. is at 1530 and KDSN FM is at 107.1 on the dial. Do not call the radio station. Alternate rural bus routes have been established and will be utilized when necessary. Listen to KDSN for times of usage.

Physical Education, Music, Library, Art, and Guidance

These classes may be held on a repeating cycle rather than on the same day every week. This type of schedule permits the grade levels to proceed with these classes when vacation or early dismissals interrupt the weekly schedule.

Conferences, Vacation, and In-service Days

Please refer to the calendar on the back cover for days school is not in session and for scheduled early dismissals. If these dates should need to be changed, notes will be sent home in advance with your child.

Student Planner Books

The school provides a daily planner book for all students in grades 2-5. The planners assist students in organization and responsibility, and they provide parents and teachers with a reliable tool

for consistent communication.

Students are expected to have these books with them every school day and to follow instructions of the classroom teacher regarding the use of the planner books. Students are expected to treat these books as they would any other school-provided text, using **reasonable care** to keep them free of markings (graffiti or scribbling), damaged pages, or torn-out pages.

A student who loses or damages the planner book is **required to pay \$4.00** for the cost of replacing the book. The principal will decide if the planner needs to be replaced.

If a student moves out of the district, their planner may be purchased for \$4.00 (replacement cost) or returned to the office.

Kindergarten Overview

During the child's year in kindergarten he/she will be learning many things in the areas of academics, physical development, socialization, and emotional development. Academic areas will include math, prereading, science, and social studies.

Math skills to be covered include grouping, sorting, patterning, numbers, shapes, money, time, and measurement.

Prereading activities involve learning the letter names and their sounds, writing on a daily basis, and having exposure to a wide range of literature.

Science concepts will be covered through a variety of units and might include areas such as animals, plants, weather, and include experiments and activities.

Social studies curriculum will include concepts about community helpers and neighborhoods, and giving value to all cultures and people.

Children will develop physically through recess and physical education classes where they develop large motor control and through manipulative activities to develop fine motor control.

A large part of kindergarten is socialization where we learn to take turns, share, use polite manners and understand how to work as a part of a group. Finally, your child will develop emotionally by displaying self-confidence and control.

Parents of kindergarten students are required to provide the school with the child's birth certificate and immunization record.

First Grade Overview

First grade offers a variety of reading instruction. Big Books, poems, and songs will be powerful motivation for learning. Shared book experiences will be used to model the reading process for beginning readers and encourage critical thinking skills through lively discussion. Phonics is a natural part of the shared book experience. Big Books provide a natural way to branch into other curriculum areas. First graders will have whole group instruction once a week in the areas of fluency, flexibility, elaboration, originality, and problem solving.

Math concepts will include:

- recognize numbers 0-100 (begin place value)
- count objects
- write and sequence numbers
- add and subtract numbers to 12
- tell time to the hour, half hour
- oral counting of objects to 100
- group numbers by 2, 5, 10
- understand value and count coins (penny, nickel, dime, quarter))

Language concepts will include:

- capital letters, punctuation
- write a complete sentence
- abbreviations
- penmanship (form letters, hold pencil)
- journals, creative writing, letter writing

- appropriate language

Units will include:

- color review
- senses
- nutrition
- dental health
- community helpers
- Earth
- Thanksgiving / Christmas in Mexico
- calendar & seasonal changes
- zoo

Second Grade Overview

The second grade reading program will consist of small group leveled text instruction. The major focus of our program is comprehension, fluency, and accuracy. Other selected books support our science, social studies, and math curriculum and provide a balance of fiction and nonfiction text.

Our spelling and phonics work consist of structured and sequential activities designed to increase word solving strategies in reading and writing.

The language curriculum is a balance of various writing experiences that allow students to build vocabulary and improve writing skills. The emphasis is on the mechanics of writing and sentence structure.

Math concepts include:

- simple graphs
- addition and subtraction facts 1-18
- understanding time (hour, half-hour, 5 minutes)
- understanding money (counting coin combinations up to one dollar)
- regrouping in two-digit addition and subtraction
- place value (ones, tens, hundreds)
- ordering numbers up to 1,000
- plane and solid geometric shapes
- introduction of multiplication concepts

Science concepts include:

- plant and animal habitats
- the sun, moon and stars
- states of matter
- animals grow and change
- people grow and change
- Earth long ago
- changes in Our Environment
- air and weather

Social Studies concepts include:

- building classroom community
- maps and globes
- symbols of America
- Life Then and Now

Third Grade Overview

Science will include the study of plants and animals, and how they are important to us. We will also study the properties of light, and changes that occur in our earth. Nutrition and good health will also be studied.

Social Studies includes a study of our community. We will recognize the importance of rules, laws, and ways to be better citizens. We will be learning map skills and how to apply them.

Third graders will be introduced to cursive handwriting using the Palmer Method. Lower case letters will be taught first, followed by the upper case letters.

Students will be expected to master 100 addition problems in five minutes and 100 subtraction problems in six minutes. We will be adding and subtracting up to four digit numbers with and without

regrouping. Students will be introduced to multiplication and division facts. We will be telling time to the minute using a "face clock". We will count money using coins and bills up to ten dollars. Additional skills include measurement, fractions, and geometry.

Children will be given numerous opportunities to express themselves through writing. Capitalization, punctuation, and word usage skills will be taught through daily oral language and in conjunction with writing activities.

Our reading program will consist of whole class literature books and small group guided reading books comprehension, fluency and accuracy will be the focus of instruction.. The major focus of our program is to help children love reading, to see reading as useful, and to develop the knowledge and experience they need to become successful readers.

Fourth Grade Overview

The fourth grade language arts program is a balanced program which emphasizes the writing process and language skills. Just as children learn to walk and talk, they must learn to write. A polished piece of writing is the result of many prior steps in the process. Students will create many types of writing this year. Friendly letter writing is also another important part of the fourth grade curriculum. The students will discover many authentic reasons for writing letters this year. Dictionary skills are also practiced.

The fourth grade math curriculum focuses on problem solving skills and strategies. Basic addition and subtraction facts are reviewed and related to mental math strategies so that students can use math efficiently. While working on their multiplication and division facts, the students are taught single and double digit multiplication and long division. Place value, measurement, time, fractions, decimals, and geometry also help students to communicate mathematically. Word problem solving strategies are introduced and reviewed. Daily review math sheets are also incorporated into our course of study.

Fourth grade students will be involved in a literature based reading program. Shared reading, guided reading, individual reading, and listening to literature are the four components in our program. Comprehension, fluency, and accuracy skills will be the focus of instruction. All students will be expected to earn points each month in the Reading Counts Program as directed by the teacher.

Other, fiction and nonfiction selected books are included in the regular curriculum incorporating a balanced approach to reading. It is recommended that each student read a minimum of 20 minutes daily at home to further ensure reading success.

A hands-on approach is emphasized in fourth grade science. Areas of study include:

- simple and compound machines
- properties of sound
- rocks and minerals
- electricity and magnetism
- oceans

The fourth grade social studies curriculum examines rain forests, deserts, Iowa History, map skills, and mountains. Places in the United States are discussed and beginning research methods are implemented.

We ask that each child **attempt** to complete any daily work sent home.

Fifth Grade Overview

The language program is designed to allow students opportunities to apply language skills such as sentence structure, mechanics, and content paragraphs. The curriculum also includes Daily Oral Language, and a review of the parts of speech.

The fifth grade reading program is leveled text coupled with a literature-based program which includes many different genres. Students need the opportunity to read many different types of books and to read as often as possible. It is the program's goal to increase a child's desire to read for pleasure, as well as for knowledge. Nonfiction text features are also a focus.

In American history, we study the period from the early explorers to the Civil War. We study groups

and individuals who have contributed to make our country what it is today. In geography, we study the country by regions. We look at individual states in terms of products, recreational activities, physical features, natural resources, and population density. All fifth graders are expected to know the names of all fifty states and their capitals by the end of the year.

The study of plants, animals, and the environment are found in the life science section of the fifth grade science program. Earth science topics include weather, changes in the earth, pollution, energy sources, and the solar system. Support, movement, and the transport systems of the human body are also studied. Hands-on labs are used to extend the science program.

The fifth grade math curriculum includes addition, subtraction, multiplication and division of whole numbers, decimals, and fractions. Problem solving skills are taught and explored. Measurement in both metric and customary systems are incorporated. Basic geometry, ratio, and probability concepts are introduced.

Extended Learning Class

In order to meet the needs of students who require an additional challenge, there is an Extended Learning program available for grades 3-5 on a full year basis.

Students are admitted to the program by exhibiting highly advanced thinking skills, content skills, and/or creativity. Iowa Tests of Basic Skills composite scores, teacher nomination, and/or individual assessments are involved in the selection process. The students are continually evaluated throughout the program to ensure that the students are benefiting from the program. Parental permission is required before students may participate.

Musical Monarchs

Musical Monarchs is offered to any fifth grader interested in singing beyond the regular music class period. Rehearsals begin in October and are held every Thursday after school. Attendance at rehearsals is mandatory unless excused by the teacher. Various performances will be given in the community throughout the school year.

Art Club

Art Club is an after school art program for any fifth grade student who is interested in experiencing more art than time allows during their regular art class period. The Art Club will begin at the end of September, and will end at the beginning of May. We will meet on Monday and Wednesday nights from 3:10-4:30 P.M. Each student must attend one night each week, unless the teacher has excused his/her absence.

The students will be working on various projects throughout the year. We will help make props for music programs, help with other art projects in the school, and we will work on more difficult art projects that extend beyond the regular art classes. At the end of the year, students who have attended the required amount of meetings and have shown appropriate behavior will go on a trip to the Joslyn Art Museum in Omaha.

Math Olympiad

Fifth graders, who are advanced in mathematical skills, are eligible for Math Olympiad. This is an intensive program for students with mathematical computation and problem solving ability. These math sessions are held after school, one day per week from November through March. Parental permission is required.

ELEMENTARY FEES

Breakfast and Lunch

The Denison Community Schools uses a computer lunch account system. Each student is assigned an account which calculates deposits, breakfast, milk, and lunch transactions.

Meals need to be paid for in advance. Breakfast is 75¢ and lunch is \$1.40 per day. Reduced priced breakfast is 30¢ and reduced priced lunch is 40¢ per day. Students will bring home a reminder when their account is low. It is important that parents get in the habit of looking in the school bag--*every night*--for these reminders and other notes. We have no way of knowing if these reminders actually do get home; so if a student's account is low or negative, the student will be asked to call home to

leave a verbal reminder. It is the student's and parent's responsibility to know when lunch and milk money are due. A visitor's breakfast will cost \$1.15, and lunch will cost \$2.45.

One milk is served with breakfast and with school lunch at no extra cost. To encourage students to eat more of their breakfast and lunch, no second milks will be offered. Students have their choice of chocolate or white milk.

Breakfast is offered to all students. If your child normally eats breakfast at home and you do not want them to eat again at school, please call the office and let us know if you think this may occur.

Free and reduced priced meals are available for those families that qualify. Forms are available at the office. Names of students who qualify are kept confidential.

Milk

Milk is 25¢ per carton. Breakfast, lunch, and milk money are combined into one account. Students bringing their lunch from home may take one milk if there is money in their account, or they may bring 25¢ that day.

If a child is allergic to milk, the school will provide an alternate drink (with doctor's written order).

Activity Tickets

Student activity tickets may be purchased for \$25.00 and will entitle the student to attend school functions during the current school year, with the exception of athletic tournament play. They may be purchased any time during the school year.

Registration

\$15.00 book/technology fee is due at the time of registration. Reduced rates are available for those that qualify. Qualifications are based upon the free and reduced lunch application. An additional form (waiver) will need to be signed to qualify for reduced priced registration. If a student enters school second semester, the registration fee will be 1/2 of the total. Restitution for textbook misuse will be made if necessary.

Refunds

Please contact the office with your new address if you are planning a move, so we may prepare a refund. If a student leaves our district during first semester, the second semester book fees will be refunded. If a student leaves during second semester, no refund is given.

ELEMENTARY POLICIES

Solicitation

Sales of any kind by students during the school day are prohibited.

Pets at School

Students are allowed to bring pets to school only with permission from the teacher. Pets should not be transported to and from school on the school bus. Pets should not stay for the entire day. Please keep in mind that some children are allergic or frightened of certain animals; so always check with the teacher in advance. Do not bring pets along with you when you pick up your child from school.

After School Arrangements

Please do not rely on messages called to the school everyday. We like to keep classroom interruptions to a minimum. Discuss with your child, before coming to school, where to go afterwards. Please send a note if your usual dismissal plans change. Children who need to wait for a ride will be waiting in the cafeteria (under supervision). Children will not be allowed to wait outside unsupervised. Students who ride a bus on a regular basis will be sent to their usual destination if they do not have a note stating otherwise. All rural students will report to the gym or playground (weather permitting). Teacher associates will supervise and dismiss students to the buses. Students who ride a bike or walk, should leave the school premises immediately after dismissal. Students wishing to ride a rural bus (other than their own) will need a note from home to obtain a bus

pass.

Locker Inspection

Locker assignments are made to provide students with a place to store books, materials, supplies, coats, and other articles of clothing worn to and from school. The amount of space is limited, consideration should be shown to other students who may share the locker.

It is generally unwise to create excessive temptation by leaving valuables or other articles in your locker which may create an unusual interest for others to want access to your locker. Such items should not be brought to school unless required for a course of study.

It should be further understood that the school authorities have the right and the responsibility to make a periodic inspection of all lockers to make certain that they are being maintained in a sanitary, clean, and neat condition. The school reserves the right to check any locker when there is reason to believe that it contains items belonging to other students, to the school, or items which create a hazard or violate the policies of the school or laws of the State or Federal governments.

Treats

If your child wishes, he/she may bring birthday treats during the year. If treats are brought, a treat should be brought for every child in the classroom. Treats should be pre-cut if needed and ready to eat. We recommend beverages and snacks that meet the guidelines of our District Wellness Policy. Refer to the snack list on the back page of this handbook.

Personal Property at School

Please label everything that must be brought to school especially mittens, boots, school bags, hats, coats, etc. Valuables should be left at home. The school is no place for CDs or CD players, trading cards, electronic games, cell phones, I-Pods, PDA's, etc. These items disrupt the school day when they are lost, misplaced, or stolen. The school will not be held responsible for lost or stolen items. A lost and found box is located across the hall from the gym for lost articles. During Christmas vacation and at the end of the school year, articles not claimed will be donated to Goodwill Industries at the end of each semester.

In the interest of helping children learn the value of money and of eliminating temptation regarding the possession of other's property, we discourage children from bringing money to school unless it is to be used for a required purpose such as milk, lunch, field trips, etc. All moneys should be in the form of a check (if possible) and sent in a labeled envelope with child's **first and last name**. Book order checks should not be made out to the school. Your child's teacher will instruct you to whom the check should be made out to.

Absence and Tardiness

We cannot stress too greatly the importance of your child being in school everyday, on time, if he/she is to achieve the greatest success in his/her work. Regular attendance is expected of all students. It is impossible to completely make up everything that is missed. A typical school day is filled with learning that is not limited to books, i.e. group projects, discussions, and lab work. Paper work can be made up, but the valuable learning opportunities cannot. However, when children are sick, they *should* stay home from school. **If your child will be absent or tardy, please call the school between 7:30-8:30 A.M.**

Please make every attempt to have your child at school on time. The tardy bell rings at 8:25. This means your child should be **in their classroom** before that time--not just entering the building. Our day is scheduled and when a child is late, something is missed.

Each absence is recorded. **After the 10th absence a letter of concern is sent to parents.** After the 15th absence a meeting is convened to determine the causes of the absences from school and develop an individual plan to improve attendance. If attendance does not improve, agencies including, but not limited to, the following will be contacted: Department of Human Services, County Attorney, Public Health, family physician, mental health professionals, Area Education Agency, and Juvenile Court Services. Ultimately, retention may be considered if the student, due to poor attendance, is unable to meet academic expectations.

According to our School Board Policy(501.17), students absent for 15 consecutive attendance days will be designated as inactive. Only students with validated medical reasons would be exempt from

this policy. If a student returns, the student would be required to re-enroll.

PARENT/COMMUNITY INVOLVEMENT

Change of Address, Sitter, Phone Number, Contact Person

If any of the above should change during the school year, please contact the office immediately. We must know where someone can be reached in case of an emergency.

Adult Volunteers

If you are interested in volunteer work at the elementary school, please leave your name at the office. You are a source of special skills and we need what you can provide. Listening to a child read or conducting flash card drills can be very beneficial. There may be things such as cutting, stapling, or collating that can be done at school or home.

School Parties

Classrooms will be celebrating Halloween, Christmas, and Valentine's Day. Volunteer parents will be asked to help in grades K-1-2. Students in K-1-2 will need to bring \$3.00 to the teacher for party supplies. Students in grade 5 will need to bring \$5.00 (*the extra \$2.00 is for the swimming party at the end of the school year*) Students in grades 3-4 will bring party supplies from home.

Homework

If your child brings homework home, please encourage the completion of this task. Parental support is critical to a student's success. Please check your child's homework folder or school planner book each day for assignments and other information.

Telephone Information

The telephone number for the school is 263-3104. Please do not call your child during school hours unless it is an emergency. Inform your children **before** they come to school where to go after school. Students must have a phone pass from their teacher before they are allowed to use the phone. Students who do not use proper phone etiquette will not be allowed to make further phone calls.

Visiting School

Please feel welcome to visit your child's classroom at any time. A call or a note to the teacher is appreciated so schedules can be coordinated. Please check in with the office staff before going to the classroom. Visiting classes and seeing your child work in a group helps you understand the school program better and helps your child feel you are sincerely interested. Children unaccompanied by an adult are **not** permitted to visit a classroom. A suitable visitation period is one hour. Please check at the office first before entering the playground or going to a classroom.

Reporting to Parents

There will be three or four reporting periods during the school year. At this time, report cards are sent home. If you wish to see your child's complete set of records, please contact the principal(s) or guidance counselor. Scheduled conferences with parents are held during the school year. We welcome both fathers and mothers to these conferences. As parents and teachers discuss together the goals they have for the child and the way in which these goals may be reached, much more can be accomplished. Additional conferences may be scheduled at the request of the parents, teachers, or principal(s).

Child Custody

In most cases, when parents are divorced, both Mom and Dad continue to have equal rights where their children are concerned. Upon request, the noncustodial parent may request copies of report cards, newsletters, etc. The request should be made each new school year. If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. The custodial parent should visit with their child's teacher each new school year to discuss custody concerns. We will try to honor your wishes but please remember--***school personnel must follow the law in matters of custody and provide equal rights to each parent.***

ELEMENTARY BEHAVIOR POLICY

Philosophy

We believe all children have a right to a safe and nurturing environment that promotes the development of responsible citizens. To achieve this, it is essential for each student to develop self-respect, self-control, respect for others, and a positive self-concept.

Guidelines for Success

A positive atmosphere will make Denison Elementary a warm and exciting place where new learning will occur every day.

Our Motto: *"Be responsible, do your best, and help the rest!"*

Purple Hands Pledge: *"I will not use my hands or my words for hurting myself or others."*

Staff Guidelines -Teaching Student Responsibility & Discipline

The Role of the Classroom Teacher in Our Behavior Policy

The classroom teacher is the center of our school behavior policy. Teachers will continually emphasize to both students and to parents the importance of the motto, *"Be responsible! Do your best, and help the rest."*

Teachers will focus on teaching, reteaching, and encouraging responsible behavior, rather than trying to control irresponsible behavior. We all need to stress responsibility, listening, doing one's best, cooperating and respecting others.

Three basic principles of management and discipline will be implemented by all teachers:

1. At the beginning of the new school year, and as necessary throughout the school year, students will be taught how to behave responsibly in each type of classroom activity.
2. Teachers will strive to interact frequently with each student when the student is behaving appropriately.
3. When misbehavior occurs, teachers will calmly and consistently implement appropriate classroom consequences. The focus of interactions with each student will continue to be primarily positive with a ratio of at least three positive interactions to every one correction required.

Though these principles will guide teachers in their classroom management, each teacher, each student, and each situation is unique. Teachers will use professional discretion to select the specific procedures that fit student needs, the situation, and the principles described.

The Role of the Principal

The role of the principal in responsibility and discipline is to guide staff and students in their efforts to achieve the school's mission--student success.

- The principal is responsible for the discipline policies. He will guide the staff through a yearly review and update of this policy manual.
- The principal will keep a "Classroom Discipline and Responsibility Plan" form on file from each teacher.
- The principal will provide support to teachers as they strive to teach students to follow the guidelines for success.
- The principal will assist staff with severe misbehavior such as physically dangerous situations, illegal acts, insubordination, and chronic or recurring problems. As indicated on a case-by-case basis, the principal will initiate time-out, parental conferences, in-school suspensions, out-of-school suspensions, contacting the appropriate authorities, or other severe consequences. If the principal is not available to assist with a crisis situation, the secretary will direct referrals to the counselors, a principal of another building, or the superintendent.

The School Counselors

Our school counselors will teach classes on such topics as self-esteem, conflict resolution,

developing social skills and character education. The counselors will also be available to consult with staff on chronic behavior problems, suspected drug abuse, child abuse or neglect, depression, threats of suicide, teacher stress, etc... and be a part of the building problem solving process. Students should not be sent to the counselor as an immediate consequence for misbehavior. However, the counselor will meet on a prearranged schedule with individual students who might benefit from individual and/or group counseling.

Teacher Associates, Playground Supervisors, Bus Drivers, Office, Custodial, and Cafeteria Staff

All staff have an important role in the teaching of good character and positive behavior at the elementary school. Our guidelines of cooperation and mutual respect include all students and all staff. Through positive interactions with students, our non-certified staff members will encourage students to be responsible, try their best, cooperate with others, and treat everyone with dignity and respect. Each staff member should be knowledgeable of the rules and guidelines specified for school-wide areas and implement the procedures outlined in this policy manual when misbehavior occurs.

Responsibilities of Students and Parents

At Denison Elementary, the classroom teacher is the center of the school behavior policy. It is important, therefore, that they communicate the expectations of the Denison Elementary Behavior Policy to the students and parents. They will be responsible to emphasize to both students and parents the importance of our motto, "*Be responsible, do your best, and help the rest.*" It is also the responsibility of each classroom teacher to inform and explain the guidelines of our behavior policy to the students and the parents. The expectations are as follows:

Student

- Students will be exposed to our school's motto, pledges, and guidelines by the classroom teacher.
- Denison Elementary students will take pride in their efforts to follow the motto and the guidelines.
- In the fall of each year, a student letter explaining the guidelines and discipline procedures of Denison Elementary will be read in school and sent home. Parents will be asked to discuss the letter with their children.
- Each teacher has her/his own set of rules and expectations for their particular classroom. These specific rules should be discussed and modeled at the beginning of each year. Students will follow the teacher's classroom rules.

Parents

- The major role of the parents in assisting us with school behavior and responsibility is to consistently demonstrate interest and support in how their child is doing in school. We will keep parents informed of student responsibility and efforts through conferences, phone calls, and notes.
- In the fall, parent letters will be sent home. Parents will be asked to go over the student letters with their child. **Students and parents will sign the letter and return it to school.**
- At times parents may be asked to help reteach an appropriate behavior or skill.
- If there is a severe or recurring problem, parents will be asked to help staff teach an alternative behavior. By working together, parents and the Denison Elementary staff can help the student learn behaviors that will increase opportunities for success and improving self-concept.

Special Considerations

All students are expected to develop responsibility at Denison Elementary. We recognize that there are special cases where a disability will require adaptations to the Elementary Behavior Policy. Students with disabilities may be assisted by appropriate staff to meet the expectations and goals of the student's Individualized Education Plan (IEP).

Encouraging Responsible Choices

Positive Interactions and Positive Feedback

The most important means of encouraging students are the minute-by-minute interactions that occur between staff and students. We will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student three times more frequently when the student is engaged in responsible behavior than when the student is not being responsible.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and use of overt praise. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example "Alicia, you have been very responsible about remembering to hand in your homework on the day it is due."

Special Attention

Occasionally a student exhibits chronic misbehavior. In these cases, it is difficult for the teacher to maintain ratios of three positives to every negative interaction. When this becomes apparent, it is the responsibility of the teacher to discuss the problem with the principal. The principal and the teacher might consider asking all staff to make a conscious effort to interact positively with the student. As various staff members stop to chat with the student and greet the student, the ratio of positive interactions will increase dramatically. This strategy may reduce the student's need to get attention and recognition through misbehavior.

Correcting Irresponsible Behavior

Helping Students With Chronic Misbehavior

As we implement our basic classroom management procedures, we know that the great majority of our students will strive to meet our expectations for responsibility and self-discipline. However, we also know that no single set of procedures will work to help every student develop the behavioral skills and attitudes needed to be successful in school. Therefore, we will design a series of interventions for any students who have not been motivated by our school-wide procedures. As we adapt our procedures, the focus will remain positive, while recognizing a continuing need for calm and consistent consequences. We also recognize that some students will present an extreme challenge.

We therefore urge our teachers to keep the following concepts in mind:

1. No one is expected to have all the answers.
2. We live in a culture where an education is critical to success. Therefore, we will make every effort to teach students to be successful in the school environment.
3. The Denison Elementary staff will work collaboratively in our teaching which includes teaching appropriate behavior.
4. Referral to the Student Assistance Team will be made when improvement cannot be made in the regular program through the collaborative efforts of staff.

Severe Misbehavior and Office Referral

Most misbehavior will be dealt with by discussion or mild consequences as indicated throughout this policy manual. However, three categories of severe misbehavior will result in the student being sent immediately to the office:

1. Physically Dangerous Behavior

Staff should firmly inform students to stop a physical altercation. If students do not respond, staff should use professional judgment to determine whether or not to intervene physically. Staff are not required to take action that could be physically dangerous. Another student should be sent immediately for assistance.

2. Illegal Acts

If a staff member is aware that a student has done or is doing something illegal, the staff member is obligated to refer the situation to the office. The principal must make all decisions regarding whether or not to contact any relevant authorities.

3. Insubordinate Behavior

Insubordinate behavior is defined as the direct and immediate refusal to comply with a reasonable staff instruction within a specified period of time. Insubordination is a breakdown of communication.

Office referrals are to be reserved for severe and chronic misbehavior. The office should not be used to refer students for minor problems. The student soon learns that the teacher cannot handle the problem and that he can misbehave when the principal is not around. To maintain effectiveness, office referrals must be used only for severe or recurring problems. When making an office referral, the referring staff member will talk to the principal as soon as possible to explain the situation. Records will be kept by the principal on all students referred to the office.

Discipline Procedures When Sent to Office

Parents will be notified by discipline note and/or phone call. The principal will reteach appropriate

behavior in all cases.

Due Process

Before a student is subject to disciplinary action under the Guidelines for Success, the following minimum steps of due process must be offered to that student.

1. The student must have been informed of the conduct which is expected or prohibited.
2. Prior to disciplinary action, a hearing will be held with the student at which time notice is given as to what he or she is accused of doing.
3. An opportunity should be given during the hearing for the student to present his or her side of the story.
4. The administrator must make the decision relating to disciplinary action based upon the incidents which have been appraised from the knowledge gained.

Student Expectations

The student will:

1. Use non-offensive language and gestures.
2. Use appropriate voice level.
 - Level 0** No talking (examples-testing, silent reading etc.)
 - Level 1** Whisper/quiet voice (library)
 - Level 2** Conversation/large group activities (cafeteria, gym)
 - Level 3** Outside voice (playground)Voice level of classroom activities will be at the discretion of the teacher.
3. Respect other people's space. Keep hands, feet, and objects to yourself.
4. Respect other people's property.
Examples of non-respect: stealing, scratching desks, poking holes, writing on wall/books/chairs/desks etc...
5. Comply with appropriate requests made by adult supervisors.

The previous expectations include, but are not limited to: teachers, counselors, principals, custodians, room mothers, volunteers, guest speakers, bus drivers, paraprofessionals, etc.

TRANSPORTATION INFORMATION

Each transported student has the right to a safe and enjoyable ride to and from school which is free from intimidation, threat, or harassment. Good conduct of all transported students while waiting for the school bus and while traveling to and from school is essential for a safe and enjoyable experience for all students. Parents/guardians of transported students will be held responsible for their children until the student boards the school bus in the morning and after the child leaves the bus at the end of the school day. Parents also share responsibility with the child for his/her conduct while on the school bus and while in school bus loading or unloading areas.

Transportation service is a privilege that is granted to the student contingent upon the exhibition of proper behavior according to District behavioral guidelines. A student's eligibility to ride the school bus may be suspended or revoked for a violation of school bus safety or conduct policies, or for violation of any other law or policy governing student conduct on a school bus. Revocation of a student's bus riding privileges is not considered an exclusion, expulsion, or suspension from school.

If a student is suspended from bus transportation, the student may be allowed to ride the bus for class field trips, P.E. class, and any trip that pertains to the required educational process. However, the student will be restricted to ride in the front seat of the school bus. Students that participate in non-required activities (Sports, Drama, Speech, Music, Etc.) will be excluded from all transportation for the duration of the suspension.

Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus may have their riding privileges suspended or revoked. The parent/guardian of a student suspended from transportation is responsible for ensuring that the student travels safely to and from school.

The District will not provide alternative transportation to a student whose transportation privileges have been suspended or revoked. In addition, unacceptable conduct on the school bus, may result in suspension or expulsion from school.

Decisions regarding special education students will take into account related disabilities and individual education requirements pertaining to transportation.

The School District has established student behavior guidelines which apply to all transported students while on the school bus and while in school bus loading or unloading areas.

Students must be on time for both in town and rural bus stops. It is recommended that the student be at the bus stop at least 3 to 4 minutes before the bus is scheduled to arrive. The bus has no legal right to "sit" on a highway, gravel road, or city street waiting for students. While waiting for the school bus, it is expected that each student will conduct his/her self in a proper manner.

Unacceptable behavior at a school bus stop may result in disciplinary action. Pushing or shoving at a bus stop or playing in the street is strictly prohibited. Stay a safe distance from the street and do not approach the curb area until the bus has stopped completely and the driver has opened the entrance door.

Parents or guardians of rural bus students are asked to call the bus barn if their child is not riding the bus. Please call **712-263-6404 before 7:00 A.M.** if the student is not riding. Habitual neglect to inform the bus barn of a student not riding the bus may result in discontinuation of busing services. Your cooperation is appreciated.

Due to the fact that we can not predict all possible violations, any violation will be evaluated on a case by case process. The administration reserves the right to review all situations and design appropriate consequences to address the severity of the incident.

DISTRICT POLICIES

Dress Code

The Denison Community Schools has not had to establish strict standards for personal appearance or dress. We have considered this to be a personal and family matter, and that all who are members of the school will exercise good judgment in this matter. It is expected, therefore, that all students will come to school dressed appropriately. It is our concern, though that each student come to school in a healthy and sanitary condition. This is in consideration for, and for the protection of, the other students and faculty members.

It is our belief that clothes and personal appearance directly influence a student's behavior and attitude. Our major objective is to provide the best education possible with the facilities, faculty, and resources available to us. Appearing and dressing in good taste for the job at hand will improve the learning atmosphere. The only impression most observers have of us is our personal behavior and appearance. **Articles of clothing not in good taste or appropriate for promoting a healthy society include but not limited to:**

- Clothing having vulgar or suggestive language and/or gestures.
- Clothing that advertises alcohol or tobacco or the drug culture.
- Clothing that does not appropriately cover the body causing health or injury concerns or detracts from the learning process.
- Hats are not permitted in the school building.
- Clothing must adequately cover the student's torso.
- No known gang symbols are permitted.

Student having inappropriate clothing will be required to change. Repeat offenders will be disciplined.

Compulsory Attendance

Parents within the district who have children who are over six and under sixteen years of age by September 15, in proper physical and mental condition to attend school, shall have the children attend the district at the attendance center designated by the board. Students shall attend school the number of days school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 175 days. Students not attending the minimum days must be exempted by this policy as listed below or, for students in grades 7-12, referred to the county attorney or, for students in grades K-6, referred to the Attendance

Cooperation process. Exceptions to this policy include children who:

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

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

The principal shall investigate the cause for a student's truancy. If the principal is unable to secure the truant student's attendance, the principal should discuss the next step with the school board. If after the school board action, the student is still truant, the principal shall refer the matter over to the county attorney for students in grades 7-12. Truant students who have not yet completed sixth grade will be subject to the Attendance Cooperation Process outlined in the supporting administrative regulation.

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

Student Interviews

A student may not be interviewed in school unless the principal or another delegated staff member is present. No interview shall be granted unless the principal deems it essential to the welfare of the pupil or he is directed to do so by court order.

If police officers or other officials request an interview, an attempt shall be made to contact the student's parents or legal guardians and to have one of them present during the interview.

If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is their most appropriate setting for the interview, and who will be present during the interview.

No student may be taken from school without the consent of the building principal.

Student Information (Parental Authorization for Releasing)

The Denison Community School District has adopted a policy designed to assure parents and students the full implementation, protection and enjoyment of their rights under the Family Educational Rights and Privacy Act (FERPA) of 1974. A copy of the school district's policy is available for review in the office of the principal of all of our schools.

This law requires the school district to designate as directory information: any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information: Student's name; address and telephone number; date and place of birth; e-mail address; grade level; enrollment status; major field of study, participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance, degrees and awards received; and the most recent previous educational institution attended by the student and other similar information. You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than September 15, 2007 of this school year. If you desire to make such a refusal, please request and complete a form from the school office.

If you have no objection to the use of student information for the educational purposes described here, you do not need to take any action.

Use of Directory Information

The student handbook or similar publication given to each student which contains general information about the school shall contain the following statement which shall be published at least annually in a prominent place or in a newspaper of general circulation in the school district:

The following information may be released to the public in regard to any individual student of the school district as needed. Any student over the age of eighteen, parent, or guardian, not wanting this information released to the public must make objection in writing by September 15, to the principal. The information needs to be renewed annually.

STUDENT'S NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, E-MAIL ADDRESS, GRADE LEVEL, ENROLLMENT STATUS, MAJOR FIELD OR STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, AND OTHER SIMILAR INFORMATION.

Student Records Access

The board recognizes the importance of maintaining student records and preserving their confidentiality. All student records containing personally identifiable information shall be kept confidential at collection, storage, disclosure and destruction stages. Student records shall be maintained by the building principal and housed in the building's records room.

Parents and eligible students shall have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of post secondary education at the post high school level. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student unless the eligible student is defined by the Internal Revenue code as a dependent. In that case, the parents may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's records. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents may inspect an instrument used for the purpose of collection of student personal information prior to the instrument's use.

A student record may contain information on more than one student. Parents shall have the right to access the information relating to their student or to be informed of the information. Eligible students shall also have the right to access the information relating to themselves or be informed of the information.

Parents and eligible students shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five days after the request is made. Parents, an eligible student, or an authorized representative shall have the right to access the student's records prior to an Individual Education Program (IEP) meeting or hearing. Copies of student records will only be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the student records. Fees for copies of the records shall be waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from student records.

Upon the request of parents or an eligible student, the school district shall provide an explanation and interpretation of the student record and a list of the types and locations of student records collected, maintained or used.

If the parents or an eligible student believes the information in the student's record is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records within a reasonable time after receipt of the request. If the school district determines an amendment shall be made to the student record, the school district shall make the amendment and inform the parents or the eligible student, in writing, of the decision.

If the school district determines that amendment of the student's record is not appropriate, it shall inform the parents or the eligible student of their right to a hearing before the school district. If the parents' and the eligible student's request to amend the student record is further denied, the parents or the eligible student shall have the opportunity to place an explanatory letter in the student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parent shall also be disclosed.

Student records may be disclosed in limited circumstances without parental or eligible student's written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made to the following individuals or under the following circumstances:

1. to school officials within the school district and AEA personnel whom the superintendent or the building principal has determined has a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
2. to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records unless the annual notification includes a provision that records will automatically be transferred to new school districts.
 - to the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities;
 - in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;
 - to organizations conducting educational studies and the study does not release personally identifiable information;
 - to accrediting organizations;
 - to parents of a dependent student as defined in the Internal Revenue code;
 - to comply with a court order or judicially issued subpoena;
 - [consistent with an interagency agreement between the school district and juvenile justice agencies]
 - in connection with a health or safety emergency; or,
 - as directory information.

The building principal shall keep a list of the individuals and their positions who are authorized to view a special education student's records without the permission of the parents or the eligible student. This list must be available for public inspection and updated annually. Individuals not listed are not allowed access without parental or an eligible student's written permission.

The building principal shall also keep a list of all individuals, agencies and organizations which have requested or obtained access to a student's records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. This list for a student record may be accessed by the parents, the eligible student and the custodian of student records.

Permanent student records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. Permanent student records must be kept in a fire-safe vault.

When personally identifiable information, other than permanent student records, no longer needs to

be maintained by the school district to provide educational services to a special education student, the parents or eligible student shall be notified. If the parents or eligible student request that the records be destroyed, the school district will destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student of the reasons for which they may want the records maintained. In the absence of parents or an eligible student's request to destroy the records, the school district must maintain the records for at least three years after an individual is determined to be no longer eligible for special education.

[The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile justice agencies (agencies) involved.

The purpose of the agreement is to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the school district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

The school district may share any information with the agencies contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the school district to the agencies after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family.

Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian. The school district may discontinue information sharing with an agency if the school district determines that the agency has violated the intent or letter of the agreement.

Confidential information shared between the school district and the agencies will remain confidential and will not be shared with any other person, unless otherwise provide by law.

Agencies will contact the principal of the attendance center where the student is currently or was enrolled. the principal will forward copies of the records within 10 business days of the request.] It shall be the responsibility of the superintendent to inform the employees about parents' and eligible students' rights under this policy. Employees shall also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the superintendent to annually notify parents and eligible students of their right to inspect and review the student's records. The notice shall be given in a parents' or eligible student's native language. Should the school district collect personal information from students for the purposes of marketing or selling that information, the school district will annually notify parents of such activity.

Anti-Bullying/Harassment Policy

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. 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 harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, 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, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity,

physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, national origin, religion, age or disability is also prohibited.

This policy is in effect while students or employees are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

Harassment and bullying 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.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

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

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

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that 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 person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such

report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or designee will be responsible for handling all complaints by students alleging bullying or harassment. The building principal or designee will be responsible for handling all complaints by employees alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,

and a copy shall be made to any person at the central administrative office at 819 North 16th Street, Denison, Iowa 51442.

Anti-Bullying/Harassment Investigation Procedures

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

Complaint Procedure

An individual who believes that the individual has been harassed or bullied will notify building counselor, the designated investigator. The alternate is the Level 1 investigator. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

Investigation Procedure

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged

harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will provide a copy of the findings of the investigation to the principal.

Resolution of the Complaint

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Points to Remember in the Investigation

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

Testing/Surveys

A comprehensive testing program shall be established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student shall be required, as part of a program funded by the United States Department of Education, or as part of any applicable program, to submit, without prior written consent from the student's parent, to surveys, analysis or evaluation which reveals information concerning:

- political affiliations or beliefs of the student or student's parent;
- mental and psychological problems potentially embarrassing to the student or their family;
- sex behavior and attitudes;
- illegal, antisocial, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's parent; or
- income, (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.)

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

It shall be the responsibility of the board to review and approve the evaluation and testing program.

Open Enrollment

Parents/guardians considering the use of the open enrollment option to enroll their children in another public school district in the State of Iowa should be aware of the following dates:

March 1, 2009 is the last date for regular open enrollment requests for 2009-2010 school year.

If the student meets the definition of good cause under 281-Iowa Administrative Code 17.4(1) because of a change in residence or is an entering kindergarten student for the 2009-2010 school year the application can be accepted **after March 1, 2009** for the 2009-2010 school year. Applications with good cause or for kindergarten must be filed on or before **October 1, 2009**.

A pupil who transfers school districts under open enrollment in all grades 10-12, **shall not be eligible** to participate in interscholastic contests and competitions during the first 90 school days of transfer.

Parents/guardians of open enrolled students who qualify, based on federal poverty guidelines, may be eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend.

HEALTH AND SAFETY

School Health Program

There is one full-time health assistant at school to provide first-aid care. The parents or the emergency contact person will be contacted if the child is badly injured or is too ill to remain in school. Children with fevers should not come to school.

The school health program strives to establish and reinforce positive health habits. It also aims to help children solve any health problems that would interfere with receiving maximum educational experiences. During the school year, hearing screenings will be done for every child. Rechecks are done as indicated and referrals are sent home to parents as the need is evident. Instruction on dental health will be provided to kindergarten students. Vision checks will be done in grades first thru fifth. All fifth grade girls are screened for scoliosis. Also, all fourth grade students will view the movie *"Always Changing-Always Growing"* a movie about puberty.

The requirements for elementary and secondary schools are:

- | | |
|---------|---|
| 4 doses | Diphtheria/Tetanus/Pertussis if born after September 15, 2000; or 3 doses if born on or before September 15, 2000. One of these doses must be received \geq 4 years of age. |
| 3 doses | Polio, with 1 dose \geq 4 years of age. |
| 2 doses | Measles/Rubella or positive antibody test for measles and rubella. First dose \geq 12 months of age; second dose no less than 28 days after the first dose. |
| 3 doses | Hepatitis B if born on or after July 1, 1994. |
| 1 dose | Varicella \geq 12 months of age if born on or after September 15, 1997, or a reliable history of natural disease. |

New students have ninety days to complete the State required immunizations. A student is not allowed to enroll in school without the required immunizations or a signed provisional certificate stating that immunizations have been started or records from another school are being requested. Contact Jody Assman, L.P.N., at the school if you have questions.

If your child has not been in school in the United States or you cannot provide a record of immunizations for at least 1 DTP, 1 Polio, or 1 MMR, and 1 Hepatitis B if born on or after July 1, 1994, he/she will not be able to start school until records have been received or the required vaccinations have been given. You may contact a local doctor's office for immunizations or contact Crawford County Public Health at 712/263-3303. Please do not hesitate to contact the nurse at school if you have any questions.

Every student's health record is checked yearly and brought up to date. It is important that the EMERGENCY CONSENT FORM be filled out completely and that an emergency person and phone number is listed. Every kindergarten student must submit an immunization certificate at the time of registration which will be kept on file.

The State Board of Health recommends that a child bring a note stating that the child is free from

contagion before reentry to school after having had any of the following: impetigo, scabies, mumps, pink eye, scarlet fever, and an unidentified rash.

Head Lice

There are 8-10 million cases of head lice in our country per year. Head lice are frequently found on school-age children. To better prevent head lice, students should not share combs or hats. The following will help answer some questions about detection and treatment:

- Symptoms are itching of the scalp. Check your child's head frequently.
- If you discover head lice on your child, don't panic. A lice infestation is not necessarily a sign of lack of cleanliness. It is a treatable condition.
- Regular shampoo will not work. Special shampoo is available over the counter or by prescription. A fine tooth (nit) comb must be used after hair is dry to remove egg cases.
- Wash all bedding and clothing in very hot water and dry on a hot setting. Dry clean all non-washables. Thoroughly vacuum carpets and furniture. Throw the vacuum cleaner bag away (lice will crawl out). Soak combs, barrettes, etc. in bleach overnight, and then wash with soapy water. Seal other items in a tightly closed plastic bag for several days.
- Student may return to school immediately in the morning after shampoo and combing. Infested person should be retreated in 7-10 days. Check the infested person each day for at least two weeks. There is the possibility that the missed nits may have hatched causing lice to reappear. It takes 7-10 days for a nit to hatch and become a live louse.

Staying Indoors From Recess

If a child is too ill to participate in school activities, they should stay home. A student is allowed to stay indoors from recess only one day after illness (with parental consent). Missing recess more than one day, or being excused from P.E. class, will require a note from a doctor.

Medication

The administration of prescription and nonprescription drugs shall be in accordance with Department of Education guidelines and Iowa law. Medication should be dispensed as part of an individual's health plan, developed by licensed health personnel with the pupil and the pupil's parent, when administration requires ongoing professional health judgment. School personnel administering medication shall have been orientated on the proper methods of medication dispensing. Pupils who have demonstrated competency in administering their own medications may self-administer.

The pupil's parent should provide a signed and dated written statement requesting medication to be administered at school. The medication shall be in the original labeled container either as dispensed or in the manufacturer's containers. By law, students with asthma or other airway constricting diseases may self-administer their medication upon approval of their parents and prescribing physician regardless of competency.

A written medication administration record shall be on file at each school and include:

- Date
- Pupil's name
- Prescriber or person authorizing administration
- Medication
- Medication dosage
- Administration time
- Administration method
- Signature and title of the person administering medication
- Any unusual circumstances, actions or omissions

The medication shall be stored in a secured area. When competency is demonstrated by the student, the student's parent may request co-administration of the medication.

There shall be emergency protocols for medication--related reactions. All use of medication shall be treated in a confidential manner.

Emergency Protocols:

Guidelines for medication--related reactions will be readily available or posted at each building.

The school district administration or designee will notify appropriate staff of any potential medication-related reactions on a student-by-student basis.

All medication-related reactions will be recorded on the medication administration form at the time of each occurrence.

Medication will only be dispensed under the written order of a physician designated by the parent or guardian. Only one month's supply of dosage to be dispensed during school hours shall be stored. A record of daily dispensation shall be maintained. The school shall not be responsible for monitoring the usage of medication by a student during school hours when the student carries or self-administers the student's own medication.

Tobacco Free Environment

School district premises, including school vehicles, shall be off limits for the use of all tobacco products. This requirement extends to employees and visitors. This policy applies at all times, including school-sponsored and non school-sponsored events. Persons failing to abide by this request shall be required to extinguish/discard their tobacco products or leave the school district premises immediately. It shall be the responsibility of school personnel to enforce this policy.

Smoking-Drinking-Drugs

The board prohibits the distribution, dispensing, manufacture, possession, use, or being under the influence of beer, wine, alcohol, tobacco, other controlled substances, or "look alike" substances that appear to be tobacco, beer, wine, alcohol or controlled substances by students on school district property or at any activities sponsored by the school district, on or off school district property.

The board believes such illegal, unauthorized or contraband materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors.

Violation of this policy by students will result in disciplinary action including possible suspension or expulsion. Use, purchase, or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use, or being under the influence of beer, wine, alcohol, and/or of a controlled substance may also be reported to the local law enforcement authorities.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program approved by the school board. If such student fails to satisfactorily complete such a program, the student may be subject to discipline including suspension or expulsion.

The board believes the substance abuse prevention program shall include:

- Age-appropriate, developmentally-based drug and alcohol curriculum for students in grades kindergarten through twelve, which address the legal, social, and health consequences of tobacco, drug and alcohol use and which provide information about effective techniques for resisting peer pressure to use tobacco, drugs or alcohol;
- A statement to students that the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful;
- Standards of conduct for students that clearly prohibit, at a minimum, the unlawful possession, use, being under the influence of or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities;
- A clear statement that disciplinary sanctions, up to and including suspension or expulsion and referral for prosecution, will be imposed on students who violate the policy and a description of those sanctions;
- A statement that students may be required to successfully complete an appropriate

rehabilitation program;

- Information about drug and alcohol counseling and rehabilitation and reentry programs available to students;
- A requirement that parents and students be given a copy of the standards of conduct and the statement of disciplinary sanctions required; and
- Notification to parents and students that compliance with the standards of conduct is mandatory.

Students and Illicit Drugs

The Denison Community Schools prohibit the possession, use, distribution, sale or being under the influence of illicit drugs and/or the possession of paraphernalia designed for the manufacture or use of illicit drugs by students at school. This prohibition also applies to students while engaged in any school-sponsored activities regardless of the location of said activities, on school grounds, and while on school-owned or chartered/leased transportation. Students shall also be prohibited from possessing, using, distributing or selling substances, which are being purported to be illicit drugs while at school or while at the other venues identified above. Violation of these prohibitions shall result in disciplinary action as identified in this policy and, if applicable, as identified in policies 503.01-Student Conduct and 503.04-Good Conduct Rule. In addition to the school district's disciplinary action, students found to be in violation of this policy shall also be reported to local law enforcement authorities.

Students found in violation of this policy shall be subject to the following disciplinary actions:

A. Possession of Paraphernalia

Any student found in possession of paraphernalia designed for the manufacture or use of illicit drugs when said paraphernalia does not contain any actual illicit drug substance or identifiable residue of an illicit drug substance, shall be assigned to the Denison Boys' and Girls' Home for not less than five school days. Repeat and/or flagrant violations will result in more severe disciplinary consequences including the possibility of expulsion. During the time of suspension, the student will be banned from any property owned by the Denison Community School District and from attending any school-sponsored activities.

B. Substances Purported to be Illicit Drugs or Look-A-Like Drugs

Any student found to be in possession, to be using, to be distributing or selling substances that the student represents to be actual illicit drugs, at school or a school-sponsored activity, or on school transportation shall be suspended pending a recommendation to the Board for expulsion from school with loss of credits. During the time of the expulsion, the student will be banned from any property owned by the Denison Community School District and any school-sponsored activities.

C. Illicit Drug-Possession, Use, or Being Under the Influence

Any student found to be in possession, to be using, or to be under the influence of an illicit drug or drugs, to include identifiable residue, regardless of the amount of said drug, at school or a school-sponsored activity, or on school transportation shall be immediately suspended and recommended for expulsion from school with loss of credits. During the time of the expulsion the student will be banned from any property owned by the Denison Community School District and any school-sponsored activities.

D. Illicit Drugs - Sale or Distribution

Any student found to be selling, or distributing without cost, illicit drugs, at school or a school-sponsored activity, or on school transportation, shall be immediately suspended and recommended for expulsion from school with loss of credits. During the time of the expulsion the student will be banned from any property owned by the Denison Community School District and any school-sponsored activities.

Students will not be allowed to attend summer school during the expulsion time. In addition to the

expulsion, prior to readmission to school, the student or legal caretaker if this student is not of majority age, shall be required to submit documentation that the student has undergone a substance abuse evaluation, and to provide evidence of completion of any recommended treatment program, which includes random drug testing, all at no expenses to the district, before requesting readmission by the Board of Directors to attend school in the Denison Community School District. During the time of the expulsion the student will be banned from any property owned by the Denison Community School District and any school-sponsored activities.

Weapons

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

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

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

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

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or other dangerous objects or look-a-likes for educational purposes. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

It shall be the policy of the Denison Community Schools not to discriminate against students on the basis of race, culture, gender, religion, socioeconomic background, or developmental disability in carrying out these policies or to deny any student or parent due process.

Child Abuse Reporting

In an effort to comply with Chapter 102 of the Iowa State Code, the Denison Community School District has appointed Tina Holdsworth as the Level I child abuse investigator and Chris Eller as the district's alternate. This code specifies that the Level I investigators may be school district employees; however, the subsequent investigation phase (Level II) must have non-school district employee being designated. John Emswiler has graciously agreed to act as our district's Level II investigator. This rule governs only alleged violations by school district employees in school-related context.

The Denison Community School District continues to be committed to ensuring only the best possible educational climate for all of the students being served throughout the system.

Parent Notification for NCLB

Parents/guardians in the Denison Community School District have the right to learn about the following qualifications of their child's teachers: state license requirements for the grade level and content areas taught, the current licensing status of your child's teachers, and baccalaureate/graduate certification degrees. Parent or guardians may request this information from the Superintendent by calling 712-263-2176.

District Annual Progress Report

The District's annual progress report is posted on the District's web site at www.denison.k12.ia.us or a paper copy can be requested by calling the Superintendent 712-263-2176.

Special Services

The following special services are available to your child as a student at Denison Elementary School: speech therapy, hearing and vision screening (grades 1 through 5), occupational therapy, physical therapy, and school psychologist. At some time during the school year, it may be beneficial for teachers and parents to request the help of these specially trained people in order to provide a better educational program for your child. With the exception of vision and hearing screening, your written permission will always be obtained before any special services are initiated.

504/ADA Mandate

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill its obligations under Section 504, the Denison Community School District has the responsibility to avoid discrimination in policies regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs, practices, or activities sponsored by the school. The Denison Community School District has responsibilities under Section 504, which include the obligations to identify, evaluate, and afford access to appropriate educational services if the student is determined to be eligible under Section 504.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, the parent or guardian has the right to file a grievance in accordance with the outlined grievance procedures.

Applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission for employment, and all unions or professional organizations holding negotiated agreements or professional agreements with the school district are hereby notified that this district does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Any person having inquiries concerning the Denison Community School District's compliance with the regulations implementing Title VI, Title IX, Americans with Disabilities Act, or Section 504 of the Rehabilitation Act is directed to contact Mrs. Nancy McCarville (712-263-3101), who is fulfilling the responsibilities as Coordinator of the school district's efforts to comply with implementing these regulations.

Grievance Procedures Title IV, Title IX, Section 504

Students, parents of students or employees of the Denison Community School shall have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IV of the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

Level One - Principal or Immediate Supervisor

Employees with a grievance of discrimination on the basis of sex, race, creed, color, religion, age, marital status, national origin or disability may first discuss it with their principal or immediate supervisor, with object of resolving the matter informally. A student or parent with a complaint of discrimination on the basis of sex, race, creed, color, religion, age, marital status, national origin, or disability, may discuss it with the teacher, counselor, or building administrator involved.

Level Two - Business Manager

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a compliance violation form, which may be obtained from the business manager. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the business manager. A minor student may be accompanied at the

meeting by a parent or guardian. The business manager shall investigate the complaint and attempt to resolve it. A written report from the business manager regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level Three - Superintendent

If the complaint is not resolved at level two, the grievant may process it to level three by presenting a written appeal to the superintendent within ten (10) working days after the grievant receives the report from the business manager. The grievant may request a meeting with the superintendent or superintendent's designee. The superintendent or superintendent's designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent or superintendent's designee within ten (10) working days after receipt of the written appeal.
Title VI, Title IX and Section 504 Compliance Officer:

Nancy McCarville, Dean of Students
Denison Community Schools, North 16th St., Denison, Iowa 51442
712-263-3101
Office Hours: Monday through Friday: 8:30 a.m. - 3:45 p.m.

Homeless Children and Youth

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in district policies or practices. The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the ELL/Migrant Coordinator.

A homeless child is defined as a child or youth between the ages of 3 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

So that enrollment of homeless children and youth of school age may be facilitated, the following policy areas are modified as follows:

School Records: For students transferring out of the district, records may be provided directly to the student or the student's parents. In addition, students transferring into the school district may provide cumulative records directly to the district. The school district will not require that such records be forwarded from another school district before that student may enroll. The school will then request the official records from the previous school.

Immunization Requirements: Homeless students will not be denied enrollment for lack of immunization records if:

1. they have a statement signed by a physician stating that immunization would be injurious to the student;
2. they provide an affidavit stating such immunization would conflict with their religious beliefs;
3. they are in the process of being immunized; or
4. they are a transfer student from another school.

The school district will make a reasonable effort to locate immunization records from the information provided or will arrange for the student to receive immunizations.

Waiver of Fees and Charges: Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived in the discretion of the superintendent.

Enrollment Requirements/Placement: Enrollment requirements which may constitute a barrier to the education of the homeless child or youth may be waived in the discretion of the superintendent. If the school district is unable to determine the grade level of the student because of missing or incomplete records, the school district will administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

Residency: For purposes of a homeless child or youth, residence for the purpose of attending school is where the child actually resides or the child's school district of origin. A child's school district of origin is the school district where the child was last enrolled. The deciding factor is the welfare of the child. As much as possible, the child will not be required to change attendance centers within the school district every time the child changes residence unless that change results in the child no longer being classified as homeless.

Transportation: Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the superintendent.

Special Services: All services which are available to resident students are made available to homeless children or youths enrolled in the school district. Services include special education, talented and gifted programs, vocational education, English as an ELL, health services and food and nutrition programs.

Asbestos

Friable and non-friable asbestos containing materials will be maintained in good condition and appropriate precautions will be followed when the material is disturbed for any reason. If there is a need to replace asbestos wrapped pipes or boiler covering, these will be replaced with non-asbestos containing materials.

The school district will implement the rules of AHERA and will provide the necessary funding to implement the response actions as required. Each school building will maintain a copy of the asbestos management plan. The school district will appoint and train as necessary the appropriate employees as required in the rules.

DENISON ELEMENTARY FIRE AND DISASTER DRILLS

Fire Drill Exits

Rooms 1,4,5	South door/west exit (use west side of hall)
Rooms 19,17,18,21,23	North door/west exit (use east side of hall)
Rooms 20,22	South door/west exit (use west side of hall)
Rooms 6,10,11	West door/south exit (use west side of hall)
Rooms 7,8,9	East door/south exit (use east side of hall)
Rooms 2,3,24	Room 2's northeast door to nearest exit
Rooms 13,14	West door/south exit (south side of stairs)
Rooms 12,15,16	East door/south exit (north side of stairs)
Gym Class and Cafeteria	North exit
Rooms 114,115,116,117,120	Southeast fire exit
Rooms 156,157,158,159, IMC	Southeast fire exit
Rooms 102,103,104,106,107,108	North fire exit
Rooms L1, L2, L3, L4,109	North lobby exit
Offices	North lobby exit
Rooms A1,A2,A3,A4.....	Exit to soccer field

Disaster Drill Locations

Rooms 1,7,8	Girl's shower room
Rooms A1,A4	Mrs. Phillips and Mrs. Beeck's offices
Room 115.....	L1 lobby room
Rooms 4,5, Gym Class	Boys' shower room (if overflow, coach's office)
Room 2,3,6	Room 24 addition
Rooms 9,10,11, 24.....	Room 24
Room 12,14,23	Room 23, Room 13 Girl's restroom
Rooms 16,17.....	Nurse's office
Room 20	Faculty restroom (men's)
Room 19	Faculty restroom (women's)
Room 15	Faculty workroom
Rooms 21,22	Faculty lounge (if overflow, in hall against wall)
Rooms 108,109.....	L4 lobby room
Rooms 156,157,158,159, Art Class	Art room
Rooms 117,120	L2 lobby room
Room 121	Principal's office (if overflow, in records room)
Rooms 103,104.....	Boy's restroom
Rooms 106,116	Girl's restroom
Rooms L1-L2-L3-L4	Remain in lobby rooms
Room 107.....	L3 lobby room
Rooms A2,A3	Records room
Room 102.....	Art supply room
Room 18.....	Office workroom

BROADWAY ELEMENTARY FIRE AND DISASTER DRILLS

Fire Drill Exits

I.M.C., rooms 202, 204, 206, 303, 305.....IMC stairs and northwest exit
Rooms 101, 103, 105, 107, 309South stairway/south exit
Rooms 208, 210, 212, 214, 311, 313, 315, 317, 319, 321.....Northeast exit
Physical Education classesWest door of gym
floor
Girls locker room.....West door main floor
Boys locker room.....East door main floor

Disaster Drill Locations

All students in the main building will be taken to the bottom floor assembled in rooms 105 & 107, north-south hallway and stairwell approach.

Gym building: All students in the building are to assemble in the basement directly under the first floor hallway.

Denison Community School District

Denison Elementary School
38 North 20th Street
Denison, Iowa 51442
712-263-3104
Fax 712-263-8360

Broadway Elementary School
1515 Broadway
Denison, Iowa 51442
712-263-3103

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DENISON COMMUNITY SCHOOLS

2008-2009

