

# Building the Future

2018-2019 Elementary Handbook



**Madrid Elementary School  
Kindergarten – Sixth Grade  
515-795-3240, option 1  
Web site: <http://madrid.k12.ia.us>**

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# Madrid Community School District

## Mission Statement

The Community of Madrid will work together to maximize the ability of all students to succeed in society.

**We, the Board of Education of the Madrid Community Schools, hold forth the principle that each student needs a learning environment that is challenging and fosters life- long learning. This environment is characterized by the following goals:**

- To create a climate of high expectations for all students to succeed.
- To effectively communicate the opportunities and importance of the community's role in achieving the district mission.
- To be an effective school the instructional leaders must understand, communicate, and apply the district mission to the entire community.
- To have ongoing multiple assessments of student progress to improve student learning and instruction.
- To have schools embrace an atmosphere which is safe and conducive to learning.
- To develop a cooperative environment where board members, administrators, staff, students, parents and community are accountable for meeting curricular goals.
- To effectively use instructional time to address essential standards for student development.

## Student Learning Goals

The student learning goals are the expected learnings students will be able to do as a result of their education from Madrid Community Schools.

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

- Solve problems
- Use technology
- Work respectfully with others
- Be life-long learners
- Be productive and contributing members of society
- Be able to communicate through speaking, writing, reading, and listening
- Be responsible and accountable academically and socially
- Develop social skills necessary to make healthy life choice

## Tiger Traits

- Be Respectful
- Be Responsible
- Be Safe

Madrid School is mighty great 'cuz we know the Tiger Traits.  
Library, Lunchroom, School Bus...  
In the community it's a must!  
Be Safe!  
Respectful!  
Show Responsibility!  
That's what the Madrid Tiger wants to see!

## Paws & Read Chant

You've got to read, read, read  
to do well in school.  
You've got to read, read, read.  
It's a wonderful tool.

The more that you read  
the more you will know.  
The more that you know  
the more places you'll go.

So pick up a book  
Take a good look  
and read, read, read!

## Tiger Traits

Madrid School is mighty great  
'cuz we know the Tiger Traits!  
Library, lunchroom, school bus,  
in the community - it's a must!  
Be safe! (clap) respectful! (clap) show responsibility! (clap)  
That's what the Madrid Tiger wants - to - see!  
Yeah!

## GENERAL SCHOOL INFORMATION

<b>SCHOOL HOURS:</b>	Elementary School	8:10 AM – 3:10 PM
	Jr. High School	8:10 AM – 3:10 PM
	Sr. High School	8:10 AM – 3:10 PM

### DISMISSAL SCHEDULE:

Normal School Day: Car riders 3:00, Bus Riders 3:05,  
Walkers 3:10

In-Service: Car riders 1:50, Bus Riders 1:55, Walkers 2:00  
\*Inclement weather will be the only exception to the above dismissal schedule.

<b>SCHOOL LUNCH COSTS:</b>	Students	1 day/ \$2.75 5 day/\$13.75 10 day/\$27.50 20 day/\$55.00
	Extra Milk	1 day/\$ .50 20 day/\$10.00
	Breakfast	1 day / \$1.75 5 day/\$8.75 10 day/\$17.50 20 day/\$35.00
	Adult Breakfast	1 day / \$2.50
	Adult Lunch	1 day/\$4.00

### EMERGENCY CLOSING:

Local television stations will be notified of the decision to close school or to begin the day late in case of inclement weather. Tune to WHO TV or radio for the latest announcement.

Parents have the opportunity to sign up for Remind 101. You can chose to receive a text message, email message or both in the event that school is delayed or closed. This is the fastest way to be notified.

Please give your child instructions as to what they should do if there is no one home when school has been dismissed early. Unless there is an emergency, do not call the school in regard to weather announcements as all phone lines will be needed to make calls to bus drivers, radio stations and between administrators.

### PARENT-TEACHER CONFERENCES:

**Oct. 29th & Nov. 1st and March 5th & 7th**  
3:30 – 7:30 PM

Parent-Teacher Conferences are scheduled to enhance communication between the school and the home. We believe this face-to-face dialogue is the most effective means of reporting student progress and addressing identified needs. If a parent has a concern about their child's progress, they are encouraged to contact their child's teacher(s) at any time during the school year. We will do our best to facilitate your needs. Specials teachers (art, music, physical education and band) are at the elementary one evening during both the fall and spring conferences. You are encouraged to schedule a conference with those teachers as well.

**MONTHLY PARENT NOTE:**

This publication has been created to aid in the planning, communication and scheduling of events and activities for the 2018-2019 school year. Dates and times listed will be adhered to as closely as possible. Please refer to this newsletter, which is sent home with every elementary student the last Friday of every month. Periodically we have notes go home at other times during the year. Please check the Tiger Book daily with your student.

**IF YOU HAVE A CONCERN:**

The following suggestions will help you determine whom to contact with concerns, questions, ideas or comments.

If your concern is about a classroom procedure, incident, method or student performance, contact the classroom teacher or counselor directly at the school. Questions about school bus schedules or transportation issues should be made to the Director of Transportation - 795-2191. If your concern is about a procedure or condition at a specific building, contact the building principal in charge: Elementary School – 795-3240 option 1; Jr. High or High School – 795-3240 option 2. For questions that are of a system-wide nature, contact the Superintendent at 795-3240 option 3.

**PRINCIPAL'S STATEMENT:**

Parents have the most influence over their children's academic and personal growth. We encourage all parents to be full partners in the learning process. When parents get involved in education, children are more likely to do better in school and have positive attitudes about themselves. Let us work together to help meet your child's needs.

## **2018-2019 Madrid Elementary School Faculty and Staff**

### **Central Office 795-3240 option 3**

Horn, Brian  
Van Pelt, Kris  
Nardini, Peggy

Superintendent  
School Business Official  
Human Resources Director

### **At-Risk 795-3240 option 1**

Williams, Kevin

At-Risk Coordinator

### **Technology 795-3240 option 3**

Tierney, Michael

Technology Director

### **Transportation 795-2191**

Bunk, Bernard

Transportation Director

### **Elementary Building 795-3240 option 1**

Strickland, Gayle  
Steen, Kelsey  
Polich, Jill

Principal  
School Counselor  
Secretary

### **Faculty and Staff 795-3240 option 1**

Adams, Jeff  
Armstrong, Jennifer  
Babcock, Kate  
Barnes, Jennifer  
Beetler, LaRayne  
Berg, Andy  
Blair, Brittany  
Carlson, Robyn  
Cook Brad  
Dalluge, Danielle  
Dalton, Bailey  
Gray, Rebecca  
Hart, Ryan  
Hiveley, Denise  
Holmes, Erin  
Holtan, Pam  
Horn, Linda  
Johnson, Erika  
Kopf, Alyssa  
Latta, Deb  
Lawlor, Rhonda  
Leyh, Josie  
Loomis, Heidi  
Lowe, Andy  
Montag, Selena  
Moore, Allison  
Ostert, Emily  
Pagel, LaDonna

4<sup>th</sup> Grade Teacher  
2<sup>nd</sup> Grade Teacher  
4<sup>th</sup> Grade Teacher  
3<sup>rd</sup> Grade Teacher  
E.L.P (Extended Learning Program) / Art  
Custodian  
1<sup>st</sup> Grade Teacher  
School Nurse  
Instrumental Band  
Art  
Custodian  
Teacher Associate  
Kindergarten Teacher  
3<sup>rd</sup> Grade Teacher  
6<sup>th</sup> Grade Teacher  
Kindergarten Teacher  
Library Associate  
Vocal Music  
5<sup>th</sup> Grade Teacher  
Teacher Associate  
1<sup>st</sup> Aid Associate  
Special Education/Resource Room  
Teacher Associate  
Physical Education  
1<sup>st</sup> Grade Teacher  
6<sup>th</sup> Grade Teacher  
Kindergarten Teacher  
2<sup>nd</sup> Grade Teacher

Pate, Chris  
Payne, Kelli  
Simmons, Haley  
Simpson, Lindsey  
Smith, Malory  
Zimmerman, Mandy

Special Education/Resource Room  
Title 1 Teacher  
3rd Grade Teacher  
5th Grade Teacher  
1st Grade Teacher  
Title 1 Teacher



## **WELCOME AND INTRODUCTION**

### **MADRID COMMUNITY ELEMENTARY SCHOOL HANDBOOK**

#### **To The Students!**

The Madrid educational staff and administration welcomes each of you. We hope you will make the most of the opportunities offered to you in furthering your education. Your success in school will be directly proportional to the effort you put forth. Work hard to do your best and success will be more likely to happen. Daily attendance is crucial in your success. When you are absent you miss important information and skills.

We provide a student handbook to assist students and parents in addressing questions and explaining the policies. The student handbook is reviewed and revised annually by the administration with input from students, parents, and faculty. This handbook is presented to the Board, who reviews the new proposals, and approves this document to become a part of board policy. This handbook is an extension of board policy and is a reflection of the goals and objectives of the board.

As a student, you are expected to comply with and abide by the school district's policies, rules and regulations. Students who fail to abide by the school district's policies, rules and regulations may be disciplined for conduct, which disrupts or interferes with the education program.

Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation and expulsion. Discipline can also include prohibition from participating in or attending extra-curricular activities and field trips. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record.

We strongly encourage students to attempt the use of problem solving skills taught in guidance classes to begin at the lowest level to address issues. Students should immediately report issues to the teacher or staff member closest to the situation at the time of the incident.

#### **Madrid Community School Mission Statement:**

The community of Madrid will work together to maximize the ability of all students to succeed in society.

In order to accomplish this mission, it is necessary to establish and maintain an atmosphere of security and order in which students may take full advantage of the educational opportunities afforded to them. As in most other groups and organizations to which our future citizens will be or are now a member, rules and regulations are established to help guide students.

The Madrid educational staff and administration welcomes each of you, those returning and the new students attending Madrid schools for the first time. We hope and expect that all students attending Madrid schools will take pride in our educational system, building and facilities.

#### **Equal Educational Opportunity (S.B.P. 102 - Board Policy located in the back)**

The school district does not discriminate in its education programs or educational activities on the basis of sex, race, religion, color, national origin, marital status or disability. Students are educated in programs which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Affirmative Action Coordinator. The Affirmative Action Coordinator is Mr. Brian Horn, Superintendent, and can be reached at 515-795-3240. Inquiries may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, 310 West Wisconsin

Avenue, Ste. 800, Milwaukee, WI, 53203-2292, 414-291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319, 515-281-5294.

### **Jurisdictional Statement**

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees,

students, visitors and guests with respect and courtesy. Students may not use abusive language, profanity, obscene gestures or language.

This handbook, school district policies and rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school district; while on school-owned and/or school-operated buses or vehicles or chartered buses; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. School district policies, rules and regulations are in effect 12 months a year. A violation of a school district policy, rule or regulation may result in disciplinary action and may affect a student's eligibility to participate in extracurricular activities whether the violation occurred while school was in session or while school was not in session.

Students are expected to comply with and abide by the school district's policies, rules and regulations. Students who fail to abide by the school district's policies, rules and regulations may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or to participate in school activities; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation and expulsion. Discipline can also include prohibition from participating in extracurricular activities. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules and regulations as circumstances warrant, including those contained in the handbook. Students are expected to know the contents of the handbook and comply with it. Students or parents with questions or concerns may contact the office for information about the current enforcement of the policies, rules or regulations of the school district.

### **Definitions**

In this handbook, an administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated. The term "school grounds" includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses. The term "school facilities" includes school district buildings. The term "school activities" means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

### **Parent Notice: Section 504 of the Rehabilitation Act of 1973** (School Board Policy 102.E3)

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 obligation under Section 504, the Madrid Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the programs and practices of the school

system.

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

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

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to: 1) inspect and review his/her child's educational records; 2) make copies of these records; 3) receive a list of the individuals having access to those records; 4) ask for an explanation of any item in the records; 5) ask for an amendment to any report on the grounds that it is inaccurate.

### **Homeless Students (School Board Policy 501.16)**

In 1987, the Stewart B. McKinney Homeless Assistance Act was enacted to confront the problems associated with homelessness in the United States. For local schools to comply with the legislation related to serving students experiencing homelessness, we must identify eligible students. The McKinney-Vento Act defines homeless children and youth (twenty-one years of age and younger) as:

- Children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who are:
  - ✓ sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; (sometimes referred to as doubled-up)
  - ✓ living in motels, hotels, trailer parks, or camp grounds due to lack of alternative adequate accommodations
  - ✓ living in emergency or transitional shelters;
  - ✓ abandoned in hospitals; or
  - ✓ awaiting foster care placement.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Migratory children who qualify as homeless because they are living in circumstances as described above.

If you have any questions contact the elementary counselor at 795-3240 option 1 or the Superintendent of Schools at 795-3240 option 3.

### **Open Enrollment (S.B.P. 501.14 & 501.15)**

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parents' request. Students interested in open enrolling in or out of the school district must contact the superintendent for information and forms.

### **Dual Enrollment (S.B.P. 604.7)**

Home school or home school assistance program students enrolled in classes or participating in school activities in the school district are subject to the same policies, rules and regulations as other students and are disciplined in the same manner as other students. Dual enrollment students interested in participating in school activities or enrolling in classes should contact the principal's office.

## **Emergency Forms**

At the beginning of each school year, parents must file an emergency form with the office providing the emergency telephone numbers of the parents as well as alternate persons to contact in the event the school is unable to locate the parents. Parents must notify the office if the information on the emergency form changes during the school year. This information is critical for notification in the event of an emergency. Parents must also file a food allergy form and asthma action plan yearly.

## **STUDENT ATTENDANCE**

### **Attendance Philosophy**

Excessive absenteeism and tardiness are the most frequent causes of failure in school and later life. The administration will use the following procedures in relation to school attendance. All students should be in school with the exception of illness or accident requiring a doctor's care, or special releases with advance notice.

It is the responsibility of students and parents/guardians to promote good student attendance. Only through attendance and class participation do students achieve the benefits of the education program. Participating in class discussion, developing an appreciation for the views and abilities of other students and forming the habits of regular attendance are legitimate class objectives. Learning lost due to an absence can never be replaced. Regular attendance and being well prepared for class helps students in school as well as prepares students for adulthood.

### **Student Attendance** (S.B.P. 501.3, 501.9)

Students will be counted tardy from 8:20 AM. To 8:50 AM. Students arriving after 8:20 AM must report to the office to obtain a "tardy pass" which is given to the classroom teacher. This allows the office to correct the attendance report. A student arriving after 8:50 AM, or a student leaving before 2:30 PM, will be assessed a ½ day absence.

When leaving from or returning to school for any reason (illness, appointments, etc.) during school hours, a parent or designated person will need to come to the office to check the student in and out. A request to have a student excused from school early should be sent with the student the day of the early dismissal. If an appointment falls between 8:50 AM and 2:30 PM, it is considered a ½ day absence.

When parents become aware that the student will be absent for a period of time contact the building principal for a determination on whether or not the absence will be excused or unexcused and to make homework arrangements. If possible, a few days notice is helpful. This will allow us to obtain your child's homework so the child will not be too far behind upon returning. If a student is absent because of illness for more than three days, a doctor's excuse is required. Anytime your child is seen by a physician, dentist, counselor, or other medical personnel, it is helpful if you will have them provide you with a doctor's excuse for our files. This assists us in determining excused absences. A general guideline for excused absences is 2 days to complete work missed. Deviations from this must be approved by the building principal.

The school district official determines whether an absence is excused or unexcused. Excused absences include, but are not limited to, illness, family emergency, family vacations/trips, approved business absences with prior administration approval, doctor/dentist appointments, recognized religious observances and school activities. These absences are included in the 10 days. Unexcused absences are determined by the building principal. Students are expected to be in class on time. Being tardy for class is considered an unexcused absence unless approved by the principal.

We encourage families to take vacations during the summer months, spring or winter break if at all possible so students do not have to miss academic classes. It is impossible to recapture the instructional time missed.

However, we realize that there are circumstances whereby schedules do not warrant this.

A student must be in school a full day of a performance (music, band), a scheduled contest, program or trip. Any exception must be cleared through the building administrator or designee. Guidelines for exceptions include, but are not limited to, doctor appointments, dental appointments, family emergencies as determined by the administration, or school-related absences. A student must have a note when returning to school from a doctor/dentist appointment in order to participate in an activity that day. The note must indicate the time of the appointment.

#### **Truancy Policy** (S.B.P. 501.10)

Truancy is defined as being absent from school without the permission of parents and school authorities, or having an excuse not acceptable to school authorities. Therefore, a student is considered "truant" if the student does not have an acceptable reason for being absent and /or the parents and the school officials do not know the whereabouts of the student. Parents or guardians and the school counselor will be notified of all truanancies involving academic classes. The State Compulsory Attendance Law will be followed by the district.

#### **Compulsory Attendance** (S.B.P. 501.3)

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district at the board designated attendance center. Students shall attend school the number of days school is in session in accordance with the school calendar. Exceptions to this policy include children who meet any one of the following criteria:

- are attending religious services or receiving religious instruction
- 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. After three consecutive days of absenteeism related to illness or health condition, a note from the primary health provider is required. Our school nurse can also provide an excused absence from school.

#### **80-Day Attendance** (S.B.P. 501.3)

It is well established in the Iowa Code in regard to school attendance that school officials have the discretion in determining the character of the absences, that is, whether it is excused, unexcused, or truant. Once this is determined, school board policy will be followed to determine if there will be any kind of discipline for school absences.

Students are required to be in attendance, pursuant to school board policy, for at least 80 of the 90 days each semester. Exceptions to this would be special cases of long-term illness/injury/hospitalization, etc., that have been excused by school officials. It shall be the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school on a particular day. School officials request that parents notify the school prior to the absence or between the hours of 7:45 AM and 9:00 AM on the day of the absence. If the school does not receive notification by 9:00 AM school officials will attempt to call the student's home or the parents at work on the day of the absence. Parents are requested to phone the school if at all possible, but in cases of no available phone, parents are requested to send a written note with the reason for the absence with the student upon his/her return to school. School officials may request evidence/written verification from a doctor, dentist, or other medical facility if that was the reason for the absence.

Absences from school for the following reasons will generally be considered excused:

- Illness

- Death or serious illness in the immediate family or household
- Medical/dental/counseling/legal/business appointments, which cannot be made outside of the school day
- Family vacations (building administrator approval in advance)
- Educational trips (building administrator approval in advance)
- Court appearances
- Recognized religious observation

Absences from school for the following reasons will generally be considered unexcused:

- Shopping trips
- Hair appointments
- Concerts
- Oversleeping
- Tardiness
- Any other activity, which may be, performed outside the normal school day.

Only through attendance and class participation do students achieve the full benefits of the educational program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habits of regular attendance are legitimate class objectives. Learning lost due to an absence can rarely be replaced. Regular attendance and being well prepared for class helps students in school as well as prepares students for adulthood.

### **Tardy Policy**

A student is tardy when they are not in the building by the required time. Unexcused tardies may result in consequences for the student. Unexcused tardies may result in a detention, letters will be sent when a student has accumulated their fifth tardy. A parent meeting may be requested.

### **Grades K-6 Sessions** (S.B.P. 601.2)

Our school day begins at 8:10 AM and ends at 3:10 PM. We alert parents that students are not to arrive at school before 8:00 AM. Supervision will not be provided prior to 7:55 A.M. Breakfast is served starting at 7:50 AM. Breakfast is not served late start days.

### **School Cancellation/Delay** (S.B.P. 601.2)

Notification will be found on the radio, television, school website or through Remind on days when school might be canceled or delayed due to weather. Calling the school ties up phone lines at a time when they are needed to aid communication in making the decision.

As soon as a decision is made WHO and KCCI television stations will be notified. If school were delayed due to weather conditions, this would mean that classes would begin at 10:15 AM. No breakfast is served on those days.

You may access Remind by signing up to receive a text message, email or both letting you know of cancellations, delays and other district news.

Occasionally we have to dismiss early due to adverse weather conditions. Please make arrangements and talk with your child about possible dismissal plans if you are working or would not want your child walking home. We do allow students to go with other parents if we have your permission in advance. You could simply notify the teacher of the plans you work out and they will assist your child in the event of an early dismissal. It is very important to keep your child's emergency information current in the event of any early dismissal or other emergency.

### **School Website**

The school district has a website. The address is <http://madrid.k12.ia.us>. You will find information

including curriculum, calendar, registration, activities schedule, lunch menus, parent-teacher conference schedule, kindergarten information, medical and health forms, etc. Keep in mind between the hours of 8:15 AM and 3:10 PM staff will be teaching and supervising, therefore, may not be able to respond to your e-mails until later in the day. Substitutes do not have access to faculty e-mail, therefore notify the office of urgent plans. If something is urgent please call as we occasionally have interruptions in internet service.

### **STUDENT HEALTH, WELL BEING AND SAFETY (S.B.P. 603.5)**

The Madrid Community School District is committed to the safety of all children and staff. In the event of an emergency and the school has to be evacuated, our evacuation site will be the Madrid High School. If that site is unavailable, the alternate site will be St. John's Lutheran Church. For all other emergencies, students and staff will remain on site and follow established crisis procedures.

We ask for your cooperation in following these procedures if you hear of an emergency at school.

1. The Crisis Response Team will be activated and appropriate steps taken to provide a safe and supportive environment for children and staff.
2. No student will be dismissed from school unless a parent (or his/her designate on the student emergency form) comes for him/her. No child will be allowed to leave without the adult responsible for his/her care providing positive identification. It is the responsibility of the parent to keep all emergency records up-to-date.
3. Students must sign out through the building office or designated dismissal site before leaving school.
4. Please do NOT call the school. We must have all the telephone lines open for emergency calls. If your child has been injured or needs your assistance, a crisis team member will call you immediately.
5. During or immediately following an emergency, do not drive to school. The school access route and entrances must remain clear for emergency vehicles.
6. Information and specific directions parents are to follow will be announced via Remind and local broadcasting.

### **Entrance**

After 8:20 A.M. all doors to the building will be locked for the safety and security of the children. Entry will need to be through the office door. Guests/parents will need to sign in upon arrival. Cameras have been installed for the safety of all children. Please keep in mind the reason why they were installed, if this causes you an inconvenience.

### **A.L.I.C.E. (Alert, Lockdown, Inform, Counter, Evacuate) (S.B.P. 507.5)**

A.L.I.C.E. is one more way to help the staff and students react if they find themselves facing a violent intruder. This approach integrates strategies which are proactive for those in immediate danger. Once an **Alert** is given that there is an intruder or violent intruder in the building it will be determined if it is a **Lockdown** or **Evacuate** status. When **Evacuating** staff and students will go to the nearest exit in the opposite direction of the activity. Evacuees will report to a rally point, the Madrid Fire Station. The **Inform** piece will continue throughout the process to the best of our ability via text message, district website, email, or other forms of media. Should we encounter an intruder another step to implement is **Counter**, this means that as much noise as possible will be created and persons in the building will know they can throw any items at hand at the intruder. A.L.I.C.E. empowers staff members to respond to a situation making the best decision possible based on the information they

have. We will conduct A.L.I.C.E. drills from time to time. Parents will be notified in advance of an A.L.I.C.E drill.

### **Suggestions For Parents When Responding To A Crisis**

If your child is involved in or affected by a tragedy or other type of crisis, there are some general guidelines or suggestions that may help you to better understand and respond to the situation. You know your child best, however, and should be alert to his/her individual needs, behaviors, feelings and perceptions.

- A crisis is generally viewed as a temporary state of emotional upset or disorganization. It's characterized by a person's inability to cope with a particular event/situation using his/her customary (and previously adequate) coping strategies and problem solving skills. The impact on an individual depends on the event/situation and on how that person perceives it in relation to his/her life. A crisis can offer an opportunity for significant learning and growth if resolved and integrated into a person's life and functioning, as well as for negative consequences.
- Make yourself available and accessible to your child if and when he/she wants to talk. Be flexible and responsive to his/her needs.
- Try to maintain as much of a routine and sense of "normalcy" as you can, but be tolerant of temporary changes, upset, and needs. Do not be too demanding or structured, especially initially.
- Communicate/demonstrate your concern, care, support, understanding, and acceptance. Do not be judgmental or use words like "should" or "must" with respect to their feelings and behaviors.
- By expressing yourself openly and honestly and displaying your confidence (i.e., that things will improve and that life will/must go on) and coping ability, you can serve as an important role model for your child and increase the likelihood that he/she will adopt similar behaviors and attitudes.
- Listen to your child when he/she wants to talk and try to communicate that you understand and accept what he/she has to say. If he/she does not want to talk, do not force discussion, but let him/her know that you are willing to listen whenever the need or desire does arise. Do not assume that your child is not reacting or will not react simply because you do not observe an initial reaction.
- Do not try to "rescue" your child or force him/her to feel better. Be patient and allow him/her to recover at his/her own pace and in his/her own way.
- Do not try to protect or isolate your child from "threatening" topics or issues, especially those that he/she is trying or needing to deal with in order to work through and learn from the crisis.
- Be prepared for and allow the expressions of a variety of thoughts, feelings, perceptions, and behaviors. Everyone reacts differently and it is important that your child feel his/her reactions are valid and acceptable. Your child may express shock, numbness, denial, or fear (i.e., about the future, for their safety or that of others, about their emotions), grief or sadness, anxiety, confusion or inability to comprehend the situation/event, guilt or other feelings of responsibility for what happened or how he/she reacted, and/or anger. You may observe a lack of concentration, lack of interest in usual activities and/or pre-occupation with the events or his/her feelings and perceptions, unusual dependency and/or not wanting to be alone, sleeping or eating disturbances, and/or a reluctance or excessive desire



to talk. Most of these will be temporary and should be viewed in relation to your child's normal emotions and behaviors.

- If you have more than one child, remember that they have their differences and that this likely will result in different reactions, behaviors, feelings, concerns, and perceptions. Also remember that children at different ages and stages of development can be very different and may show various levels of degrees of understanding, adaptation, problem solving, and coping ability. Do not be reluctant to respond differently to each of your children according to their individual needs and status.
- Allow your child to be alone and have a quiet and private place to reflect and relax if that is what he/she wants and you feel that is what they need. If you are concerned about his/her well-being or safety, however, do not allow him/her to be completely alone or isolated for a long period of time.
- If the emotions and behaviors that your child expresses and exhibits last longer than you feel is appropriate, are very much out of character for him/her, or significantly disrupts his/her ability to function, seek advice and help. This will be readily available from district staff, outside professionals, and even other parents. Error on the side of caution-if you are concerned at all, seek advice and help.

#### **Emergency Drills** (S.B.P. 507.5, 804.2, 804.3)

State law requires all schools to have emergency fire, tornado and bomb threat drills. Emergency procedures and proper exit areas are posted in all rooms.

Students are expected to remain quiet and orderly during a drill or an emergency. Students who pull the fire alarm or call in false alarms or bomb threats, in addition to being disciplined under the school district's policies, rules and regulations, may be reported to law enforcement officials.

#### **Immunizations** (S.B.P. 507.1)

Applicants not presenting proper evidence of immunization, or exemption, are not entitled to enrollment in a licensed child-care center or elementary or secondary school under the provisions of Iowa Code section 139.9. It shall be the duty of the admitting official to deny enrollment to any applicant who does not submit proper evidence of immunization according to rule 7.5(139) and to exclude a provisionally enrolled applicant in accordance with rule 7.6(139)-Iowa Department of Health/Iowa Administrative Code-Chapter 7.

Any student that does not have at least one dose of a required vaccine will not be able to attend school until they have received that vaccine. If a child has had at least one dose, but has not completed the series (i.e. if they have only received one MMR vaccine), they will have 60 days from the first day of school to receive the missing vaccine before they are excluded from school. This is in accordance with state law (Iowa Code, chapter 139a.(8)(6).

#### **Immunization requirements:**

Dtap: 5 doses

Polio: 4 doses

MMR: 2 doses

Hepatitis B: 3 doses

Varicella: 2 doses

Tdap: 1 dose (7th grade and older)

Meningococcal (7th grade 1 does, 12th grade 2 doses)

#### **Chronic Medical Conditions** (School Board Policy 507.2, 607.2, 607.2R1)

Chronic medical conditions need to be referenced yearly on the student's Health Update form (Ex. heart, arthritis, diabetes, asthma) or any other medical condition that the staff needs to be aware of. Some conditions such as food allergies and asthma have forms that need to be completed annually. These forms may be found on the web site, in the registration packet or the school office.

### **Food Allergies** (S.B.P. 507.2, 607.2)

There are two forms that must be completed annually if your child has a food allergy. The Food Allergy Medical Action Plan provides the health and education staff guidance for intervention in the event of a severe allergic reaction. The Medical Statement for Special Meals must be completed in order for our Food Service staff to provide proper substitutes. Both of these forms require a physician signature.

Teachers that have students with severe allergies will send a note home explaining the acceptable treats. Please adhere to these suggestions.

See Appendix B1 for our Peanut & Tree Nut Sensitive Policy.

### **Asthma and Reactive Airway Disorder** (S.B.P. 507.2E1, 607.2, 607.2R1)

Students who are diagnosed with either of these conditions or who carry inhalers must have this form signed by their physician annually. It provides permission for the student to carry their inhaler and it also provides intervention guides for staff in the event of breathing difficulties.

Other health forms may be required to be in compliance with board policy and state and federal regulations.

### **Medication Dispensing In School** (S.B.P. 507.2, 507.2E2, 607.2)

All medication, with the exception of asthma inhalers and cough drops, will be kept in and dispensed through the First Aid Station. (see page 12 for medication administration during field trips)

Cough drops will be left in the classroom. The parent will need to provide the teacher with a written note indicating when and how often the cough drops need to be administered. The child's name should also be on the box of cough drops.

If you, the parent, come to the school to give medication to your child, it needs to be done through the Elementary Office or the First Aid Station.

### **Prescription Medication** (S.B.P. 507.2, 507.2E2, 607.2)

In Iowa, a licensed physician, optometrist, dentist and podiatrist can legally prescribe drugs. These things are required before school personnel can or will dispense medication:

1. Medication in the original bottle which is labeled with:
  - name of child
  - name of medication
  - date of prescription
  - time of day to be given
  - name of physician or practitioner
  - name and address of the pharmacy
2. Written permission from the parents (forms available in back of student handbook and additional forms are available in the back of the handbook, the web site or the building site office).
  - Children are to bring medications to the office when they arrive at school.

**NOTE:** Upon request, most pharmacies will issue an additional container with the correct labeling for this purpose at the time the prescription is filled. Do not send medication in an envelope or transfer it to another bottle (example: prescription tablet to a Tylenol bottle). Medications in an envelope will not be administered. Since several children may be receiving medication at the same time, this requirement is essential to protect the child from receiving the wrong medication or the wrong dosage.

Asthma inhalers should be carried with the child, with written permission from the parents on file in the First Aid Station.

#### **Non-Prescription Medication** (S.B.P. 507.2, 507.2E2)

Medications not requiring a prescription to purchase are sometimes given. Over the counter medications must be sent in the original bottle or package with the child's name on it. Medication sent in something other than its original package will NOT be administered. Written permission along with directions for administering the over the counter medication should be sent to school.

Medications will be sent home with the child on the last day of school. If we are unable to return the medication, it will be destroyed. Either action should be noted on the pupil's health record. Medications should not be shared within families or with other students. Students carrying medication to and from school should be encouraged by parents to use extreme caution and care so it does not fall into the hands of another student.

#### **Natural Remedies and Supplements:**

Pursuant to Iowa Code and Iowa Board of Nursing ruling #81, the school nurse (or designee) MAY NOT administer natural, homeopathic remedies or supplements to school children during school—even with parent consent. These remedies are not under FDA or state regulations; therefore neither the safety nor effectiveness of these products can be monitored or guaranteed.

#### **Student Illness Or Injury At School** (S.B.P. 507.4)

A student who becomes ill or is injured at school must notify his or her teacher or another employee as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify the parents according to the information on the emergency form. If the student is too ill to remain in school, the student is released to the student's parents or, with parental permission, to another person directed by the parents. Our staff is not trained to diagnose medical conditions; therefore, it may be necessary to contact a physician.

If a student is feeling ill during the school hours and the nurse is in the building, the student will be evaluated by the school nurse to determine an appropriate plan of action. If it is determined that the student needs to go home, the nurse will contact their parent/guardian for transportation arrangements. If the student contacts a parent directly concerning an illness, the student will be required to be evaluated by the school nurse and the parents contacted, prior to the release of the student. \*This is done in order to assess the student's current health condition and evaluate if the student is safe to provide their own transportation home or transportation from the parents. This also allows the nurse to determine if further evaluation is needed by a primary health care provider.

While the school district is not responsible for treating medical emergencies, employees may administer emergency or minor first aid if possible. The school contacts emergency medical personnel if necessary and attempts to notify the parents where the student has been transported for treatment.

If a student has had surgery or any illness where there might be an exemption from in Physical Education or recess, he/she must present a request from a physician in order to be withheld from class. If your child is not to participate in Physical Education, a written excuse is needed from your

doctor (or it becomes an unexcused absence) if the condition lasts longer than 2 days. The school reserves the right to require a written excuse signed by a doctor because of excessive absences on the part of any student.

If your child is going to be absent from school, please call the school (795-3240) or send a note with the child. If we do not receive a call from the parents to report an absence, the school will call the parents to check on the absence. This is done for the safety and protection of your child/children.

### **Health Screening** (S.B.P. 607.2)

School personnel or the A.E.A. may do routine screenings for vision, hearing, and head lice for the health and general welfare of our students. These screenings are not of a diagnostic nature and do not replace a medical examination. They are done as a service to assist parents and staff in identifying the potential for further evaluation. If you choose to pursue a follow-up based on these screenings please file results with the school.

Vision screenings are done for grades K, 3, and 6. Screenings may be done at the request of a parent, teacher, or A.E.A. team for the purpose of evaluation. Results will be sent home with referrals for students who did not pass the screening.

Dental screenings are done for kindergarten students that do not have a dental exam or screening on file. This is a non-invasive examination of the teeth for obvious tooth decay or injury that would require a further dental examination.

A.E.A. conducts routine annual hearing screenings for all elementary students. Re-screening and perhaps additional testing will occur for any who don't pass the initial screening. Parents will be notified with a written report for any student who does not pass the second screening. Parents should advise the school nurse if there are any ear/hearing concerns (especially surgeries).

If you do not wish for your child to receive and or all of these screenings, contact the school. The screening refusal will be placed in the child's file.

### **Communicable And Infectious Diseases** (S.B.P. 607.2, 607.2R1)

Communicable diseases should be reported to the school as soon as possible. Any chronic illness or special health problems also need to be reported.

If a child has a fever, he/she should not be sent to school. The child should not return to school until his/her temperature has been normal for 24 hours without antipyretic medication (fever reducing).

If a child has a temperature above 100.2° or is experiencing continued discomfort or pain, the family will be notified. It is crucial that we have a current emergency information card on file so we may contact you quickly. Students who have an infection or communicable disease that does not require exclusion are allowed to attend school as long as they are able to do so and their presence does not pose an unreasonable risk of harm to themselves or does not create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class or participate in school activities without their personal physician's approval. Infectious or communicable diseases include, but are not limited to, mumps, measles and chicken pox, conjunctivitis, and strep throat. (See Appendix A: Communicable Disease Chart)

### **Head Lice**

An exam will be performed if a student is referred to the nurse by school staff or parents concerning possible lice. If live lice are found during the exam, parents will be contacted and the student will be sent home. If nits (eggs) are found without live lice, the child will be returned to class and the parents notified. The student may

return as soon as treatment is complete. Students may return to school the same day as the treatment. Upon returning to school, the student will be rechecked in 7 days. Please discourage your children from sharing hats, caps, combs, and clothing. The school nurse may request proof that an approved treatment has been completed. The Iowa Department of Public Health states that the use of oils, mayonnaise, lotions, creams and vinegars has not been proven as effective nor has kerosene and gasoline.

### **Non-School Evaluations/Screenings**

Occasionally parents find it necessary to seek a professional evaluation or screening for their student. It is helpful to place the findings of those evaluations in your child's medical records. This allows us to update files, make appropriate accommodations, or assist professionals in receiving pertinent data from the school (per request and release of information). (Example: vision or dental concerns)

### **Sexual Abuse And Harassment Of Students By Employees** (S.B.P. 402.3)

The school district does not tolerate employees physically or sexually abusing or verbally harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated the K-12 guidance counselors as the Level I investigators. The superintendent may also be contacted directly.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or other dangerous object, for purposes of self-defense or to protect the safety of others, to remove a disruptive student, to protect others from harm, for the protection of property or to protect a student from self-infliction of harm.

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment includes unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when submission to such conduct is made either implicitly or explicitly a term or condition of the student's education or benefits; submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or the conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive educational environment

Threats against students, staff or property of the school will be taken seriously. Threats will be investigated by the school and may involve further investigation by law enforcement.

### **Threats, Intimidation, and Harassment** (S.B.P. 104)

No student shall engage in any act, which intimidates, threatens, degrades, or disgraces a fellow student, visitor, or member of the school staff.

Harassment based upon factors include, but is not limited to: verbal, physical or written harassment or abuse; repeated remarks of a demeaning nature; implied or explicit threats concerning one's grades, job, well being; personal property; etc; demeaning jokes, stories or activities.

Harassment and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to

report students violating this rule to law enforcement officials.

Students who feel that they have been harassed should practice the steps taught in K-6 guidance classes, which are:

- Communicate to the harasser that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser, the student should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the student does not feel comfortable confronting the harasser, the student should immediately: 1. tell a teacher, counselor or principal; and 2. write down exactly what happened (see Appendix F). Example: for lower elementary, the "I Feel Sad" lessons.

"Bullying" is another name for harassment. Bullying can take the following forms: physical, verbal, teasing, or talking about another person. Examples include, but are not limited to: name calling, passing notes, making fun of someone, derogatory remarks, comments directed toward family financial status, teasing and jostling with musical instruments.

Cyber-bullying is now recognized under the law as harassment. Cyber-bullying happens on web sites, in chat rooms, in blogs, through e-mail, on voicemail and through text messages. A cyber-bully can be a schoolmate, former friend, or complete stranger.

See Form 104.E1 Anti-Bullying/Harassment Complaint Form

#### **Asbestos Notification** (804.4)

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for the schools.

Asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada, South Africa and the U.S.S.R. The properties of asbestos make it an ideal material for insulating, sound absorption, decorative plasters, fire proofing and a variety of miscellaneous uses. There have been over 3,000 different products manufactured using asbestos. The Environmental Protection Agency (EPA) began action to limit its uses in 1973. Most of the asbestos products used as building materials were banned by 1978.

A certified asbestos inspector as required by AHERA has inspected the school district facilities. The inspector located, sampled and determined the condition and hazard potential of all material in the school facilities suspected of containing asbestos. The inspection and laboratory analysis records form the basis of the asbestos management plan.

A certified management planner has developed an asbestos management plan for the school district facilities which includes: notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos-containing materials, and plans for regular surveillance of the materials. A copy of the management plan is available for inspection in the office.

### **STUDENT ACTIVITIES**

#### **Team Tiger**

Team Tiger is our parent, family and community support group. When your child enters school you automatically become a member of the organization. Team Tiger is a service organization helping to provide funding for field trips and activities that school funding does not support. The group was formed to support the staff, students, and to provide some opportunities for family activities. Look

for meeting dates and times in our monthly parent note and listen for information at our Meet The Teacher nights.

Activities have included organizing a school carnival, movie matinee, trivia night, suppers for the staff during parent-teacher conferences and purchasing items off the school supply list to lessen the cost to families. They also have assisted teachers with the purchase of classroom items, supply hand sanitizer and wipes for the classroom. Their continuing focus will be to assist in funding technology, field trips and needs for the classroom.

#### **Assemblies** (S.B.P. 503.4, 504.6)

Throughout the year the school district sponsors school assemblies. Attendance at these assemblies is a privilege. Students must act in an orderly fashion and remain quiet on their way to an assembly, during an assembly and on their way back to the classroom after an assembly. Students attend assemblies unless, for disciplinary reasons, the privilege is taken away. Students who are not attending assemblies shall report to the office during assemblies. Students may be excused from the assembly by the principal.

### ***Meet The Teacher Night***

At the start of the school year we will have grade level “Meet The Teacher Nights”. These provide the teachers an opportunity to talk about their specific expectations, assessments, special projects, what your child will be learning, introduce the TIGER Book and to explain the Positive Behavior Interventions Support System.

#### **Field Trips and Emergency Medication** (S.B.P. 503.4, 504.6, 507.2)

Field trips are an educational privilege and extension of the curriculum. Students may have to meet specific criteria. Notification of criteria will be provided by the teacher in a written format. Student conduct is expected to be exemplary. While on field trips, students are guests and considered ambassadors and representatives of the school district. Students must treat employees, chaperones and guides with respect and courtesy. The building principal and staff may withhold this privilege for discipline or student conduct reasons. If this privilege is revoked, the student shall report to the school the day of the trip. Absences in other classes or school activities due to attendance on field trips or excursions are considered excused. The staff tries to provide students with a variety of experiences.

Before going on a field trip, we require that a signed permission slip with emergency numbers be on file at school. If your child is taking medication, we will need a special permission form signed to allow the teacher to give the medication.

Students that require emergency medication while at school (i.e. asthma inhalers, epi pens, seizure medication) must have the medication while on all field trips. If the student does not have the medication, they will be unable to attend the field trip that day. The medication may be kept with the student (if permitted by physician) or a staff member with medication training.

#### **Homecoming**

The elementary does not follow the 7-12 activity schedule except for wearing black and orange on Fridays (example includes face painting). The elementary staff provides opportunities for special activities and events geared for the K-6 grade levels throughout the year. Elementary students have special days though out the year to do positive, fun activities (Dr. Seuss' Birthday, Children's Book Parade (K), and PBIS sponsored activities & opportunities).

### **Wellness/Parties/Treats/Flowers**

Our district wellness policy supports and promotes good nutrition (S.P.B. 504.11). Proper dietary habits contribute to a student's health status and academic performance. Treats should be served with consideration of allergies, nutritional integrity, variety and packaging. Healthy treats and snacks are preferred and encouraged. Occasionally teachers will incorporate a snack into a special activity relating to a story or math activity.

Students are permitted to bring birthday treats if they wish. Treats must meet district guidelines as specified. Please refer to Peanut/Tree Nut Sensitive Policy (Appendix B1). All treats must be prepackaged or come from a commercial food vendor and contain a clearly marked label with an ingredient list and any possible allergy warnings. Students with summer birthdays may arrange another date to observe their birthday.

Parties will include Children's Book Week, Winter Party, and Valentine's Day. Other parties may be scheduled by grade level or for special events. These dates will be published in our monthly parent note.

Parents who do not want their child to participate in these parties are asked to notify their child's teacher in writing.

Invitations to a child's home birthday party should not be distributed at school. We hope to avoid hurt feelings on the part of those children not invited. If invitations are sent to the school, they will be returned. Gift exchanges are restricted to outside of the school day, preferable off school grounds. Also, we do not provide addresses or phone numbers.

On special occasions students sometimes receive flowers or balloon bouquets. These deliveries come to the office, and we see that the student receives them. When ordering be conscious of how a child will be getting home with the surprise in addition to their backpack, lunch kits, etc.

### **STUDENT RECORDS**

#### **Student Records** (S.B.P. 506.1E8)

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.



- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

School officials can have access to only the education records necessary to carry out their job function. "In general, legitimate educational interest refers to the right of certain school officials to access student information and records for the purpose of (a) serving the student; (b) protecting the health, safety, and learning of this student and others; (c) maintaining operations of the school district; (d) obtaining payment for educational programs and services; and (e) other purposes as specified in Federal and state law."

Source: Schwab NC, Rubin M, Maire JA, Gelfman MHB, Bergren MD, Mazyck D, Hine B. (2005), *Protecting and Disclosing Student Health Information: How to Develop School District Policies and Procedures*. Kent, OH: American School Health Association.

(Optional) Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the student of the records request unless it states in its annual notification that it intends to forward records on request.)

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:  
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20202-4605.

### **Infinite Campus/Lunch Accounts**

As K-6 parents you may wish to access your student's information regarding lunch account balance. If your child is in a grade which offers the grade book portal you may stay current on the student's academic progress and expedite communication so your student does not fall behind.

### **Video/Pictures**

At times during the school year we may video programs or activities and take pictures of students participating in activities. If you do not want your child to be in the video or picture, please notify the office with a written note or do not check that section of the K-12 Permission Form. If there is something outside of our usual protocol we may request a special permission slip, such as student teaching video projects.

### **School Photos**

At the elementary, photos are taken twice a year. In the fall, parents will pre-order the package(s). Fall photos are the pictures that are used on the class composite photo. Spring photos are taken and sent home on the honor system. Parents purchase only what they want or the packet may be returned in its entirety. The 7-12 building and elementary building do not always receive photos back the same day; therefore children may bring them home on different days. Fall photo day is scheduled for September 25th and spring photo day is March 26th.

### **Student Release**

We try to know all of our students and their parents; however, we do have students in step-parent/guardian situations. Do not feel offended if we ask for identification or call to verify authorization to pick-up a student. We do this for your child's safety. This is also the reason we request that you sign your child out in the office and pick the child up at the office.

If there is a no-contact/restraining order or specific visitation criteria in a divorce decree (these are documents which have been entered into court records), we need a copy of that for your child's file. A photo of the party that is not to pick the child up would be helpful.

Parents, guardians, or other designated individuals must sign students in and out of school, at the office, for those times other than the usual dismissal time. It is imperative that the school be made aware of special circumstances, such as restraining orders or court set visitation rights, and that we have a copy of such papers on file in the office.

### **Legal Status Of Student/Custody**

If a student's legal status, such as the student's name, or the student's custodial arrangement, should change during the school year, the parent or guardian must notify the school district. The school district needs to know when these changes occur to ensure that the school district has a current student record.

Non-custodial parents may receive copies of school newsletters and other pertinent information by contacting the school on a yearly basis, updating addresses with the school secretary.

If you have a court order that limits the rights of one parent in matters such as custody or visitation, please provide a copy for the office. Likewise, if an order is rescinded let us know so the order can be current with the court documents.

## **STUDENT RIGHTS AND RESPONSIBILITIES**

### **T.I.G.E.R. Books**

All students in Kindergarten through Sixth Grade will have a notebook, which we refer to as the "Tiger Book". The purpose of the book is to assist students in developing organizational skills, responsibility, and to enhance communication between the school and the parent. The T.I.G.E.R. Book has been created as a tool to assist students with homework completion, parent/teacher communication, responsibility, and organization for each student in grades K-6. T.I.G.E.R stands for Today I've Got Everything Ready.

Parents can increase the success of this tool by following some simple guidelines. Ask your student each evening to see the book, discuss items in the homework slot and monitor their completion, remove the papers that are there for you to view, and then initial the book (an individual classroom requirement in some grade levels). This helps the child see the importance of this tool.

Teachers of grades 4-6 may customize the Tiger Book to better meet the needs of their students.

### **Positive Behavior Interventions Support** (S.B.P. 503.1)

Our staff has been trained in this research-based strategy. We will continue to use this program in our school and reinforce it through curriculum. The premise is to teach children the expectations we have, demonstrate those expectations, and follow-up with positive reinforcement. As a parent we would request that when you are in our building you model positive behavior as well (such as walking on the right side of the hall, talking in 6-inch voices, eating with good manners).

Our goal is to stress “Be Responsible, Be Respectful and Be Safe. These three areas are targeted in an attempt to make the school environment positive, predictable, relevant and safe. Lesson plans have been developed for areas such as the cafeteria, playground, bus, hallways, restrooms, classrooms and street crossing. The ultimate goal is to have the students model appropriate behaviors in settings outside of the school. (For example: athletic events, Labor Day, and other social opportunities in the community that students might be involved in.)

### **Why teach expectations?**

- It can not be assumed students know how to apply rules in each setting... need to teach behaviors in context!
- Allows students to see non-examples of expectations.
- Teaching allows students to practice appropriate behavior.
- Decreases student response “I didn’t know...”

If a child doesn’t know how to read, *we teach*  
If a child doesn’t know how to swim, *we teach*  
If a child doesn’t know how to multiply, *we teach*  
If a child doesn’t know how to drive, *we teach*  
If a child doesn’t know how to behave, *we....*

**Inappropriate Behaviors:** We will not ignore the inappropriate behaviors but hope to build on the positive. Behaviors, however, are divided into minors and majors. Minors will be handled by the classroom teacher until the 7<sup>th</sup> occurrence then it will become a major. Information will come to parents on minor infractions. The notes will need to be signed and returned to school. Parents will also receive a phone call when their child has 4 minor infractions.

Major referrals will be handled through the office with documentation and consequences. Consequences could range from re-teaching an expected behavior to loss of privilege, an apology, detentions, restitution, a conference with parent, suspension, or expulsion (not an inclusive list).

### **Ready, Organized And Responsible (R.O.A.R.)**

When assisting students through our PBIS system the team has incorporated a check-in/check-out daily activity for those who seem to struggle with some aspect of their school day. This provides students the opportunity to have positive contact with a staff member at the beginning of each day as well as prior to going home. The conversation with the staff member will differ depending on the student’s need. Perhaps a student forgets to take assignments home on a consistent basis and the staff member will coach them at the end of the day and check to see if they have everything. It is a positive influence and one that the students seem to enjoy. As parents you also can be a positive influence by using this to communicate with your child on how their day went and initialing their sheets.

### **Student Responsibilities** (S.B.P. 503.1, 503.4)

It is the responsibility of students to know and follow all school rules and policies at school and at school activities.

*As a student, I must strive to:*

1. Ascribe to the universal standards of honesty, integrity, tolerance, self-discipline, family, value of life, respect for common good, need for law, and a love of knowledge.
2. Respect and be polite to all people.
3. Respect myself by taking advantage of my education and striving to be the best person that I can be.
4. Respect other people's property.

*In the classroom, I must:*

1. Bring all needed materials to class.
2. Be in the classroom and ready to work when the bell rings.
3. Obtain permission before speaking or leaving my seat.
4. Wait for the teacher to dismiss me.
5. Realize that cheating results in a "0" grade.

Homework is an extension of the classroom and is an assessment of the knowledge and skills. The student is responsible for preparing and turning in their homework according to the due date.

### **Problem-Solving**

We encourage children to problem solve under the direction of a teacher. This is a skill that can be used throughout their life. Steps to practice:

1. Please stop \_\_\_\_\_, I do not like it when you \_\_\_\_\_.
2. You hurt my feelings when you \_\_\_\_\_.
3. We can solve this problem by \_\_\_\_\_.
4. If the issue is not resolved or continues the student will allow a teacher to intervene to the level they see fit.

Students are encouraged to report situations which are uncomfortable to them or that they feel they need help with. The sooner information is reported to school personnel the more accurate and timely the investigation and resolution becomes.

Children's interactions at school with their peers are often similar to what you might see in neighborhood play. We ask that you discuss with your child how to problem solve hurtful and/or unsafe situations using the practices noted under "Problem Solving".

### **Discipline** (S.B.P. 503.1, 503.1R1)

Student behavior in the classroom is expected to be such that there is no interference with regular classroom procedures. Students have a primary responsibility for their actions. We encourage self-control. Students shall follow classroom rules established by the teacher(s). Behavior which interferes with the work of a class, endangers the safety of others, damages the building or property of others, causes disorder in or on school property, or breaks state or federal laws will not be permitted (included but not limited to fighting, theft, classroom disruptions). Students must observe the safety rules of the school for their own security and that of others. Disciplinary measures could include but not be limited to: staying after school, revocation of recess privilege, revocation of field trip or special activities, removal from class, lunchroom or activity, in-school suspension, out of school suspension, detention and expulsion. Instances other than what is specifically covered will arise from time to time. The building principal/teacher will use his/her professional judgment in handling these cases.

### **Insubordination and Disrespect**

Insubordination and disrespect are incompatible with good citizenship, government and educational

programs. Disrespect to a staff member will not be tolerated and disciplinary actions will be taken.

### **Fighting/Violent Acts**

Fighting or violent acts warrant suspension or expulsion. The seriousness of the situation, intent of the actions, and the age of the student will have direct impact on the disciplinary action.

### **Leaving the Building**

Students must be signed out and have verbal permission from office staff personnel prior to leaving the building. Failure to follow this procedure will result in consequences. Students leaving prior to dismissal without permission are truant, as are students who choose not to come to school. The only exception is students leaving during their lunch period. In that case a note placed on file will serve as permission from the parent. Appointments taking a student out of class for medical or personal reasons will be counted absent for ½ a day.

### **Threats** (S.B.P. 503.1)

Threats against students, staff, property of the school, or property of an individual will be taken seriously. Threats will be investigated by the school and may involve further investigation by law enforcement.

### **Weapons/Look Alikes** (S.B.P. 502.6)

School district facilities are not an appropriate place for weapons, dangerous objects, or facsimiles i.e. look alike. They will be taken from students and others who bring them onto the school district property or property within the jurisdiction of the school district or from students who are within the control of the school district.

Confiscation of firearms or other dangerous objects shall be reported and turned over to law enforcement

officials, and students will be subject to disciplinary sanctions, including suspension or expulsion. Look alike items will be subject to disciplinary action.

### **Detention**

Students are assigned to detention, which will be held from 3:10 PM – 3:45 PM in the cafeteria. Missed detentions are doubled and made up with the building principal unless previous arrangements are made.

### **Suspension** (S.B.P. 503.1, 503.1R1)

Suspension is that period of time a student is removed from classes or the normal school routine for unacceptable behavior. The principal or the superintendent can issue suspensions.

### **In-School Suspension** (S.B.P. 503.1, 503.1R1)

- Students placed on in-school suspension will be isolated from the student body for the designated time of the suspension.
- Students will have the opportunity to make up all schoolwork missed while serving the suspension.
- Students will not be eligible to participate in extra curricular activities to include practices during the suspension.

### **Out-Of-School Suspension** (S.B.P. 503.1, 503.1R1)

- Students placed on out-of-school suspension will not be on school grounds except for parental conferences or with administrative permission.
- Same as in-school suspension rules.

## **Expulsion (S.B.P. 503.1, 503.2)**

- Expulsion is an extreme measure of discipline to be employed only when other available school resources are unable to constructively address student misconduct. The Board of Education may expel a student who fails to abide by the school's established policies.

### **Substance, Tobacco, and Alcohol (On Campus) (S.B.P. 502.7, 905.2)**

Tobacco, alcoholic beverages, mood or mind altering substance or any facsimile thereof are forbidden products for students to have in his/her possession, use/consume, and sell or exchange while on school property or at any school sponsored event. These products are considered to be detrimental to the health and well-being of students and are unlawful. (See School Board Policy 907.2 at the back of the handbook).

1. Smoking, Use of Tobacco, or Possession:
  - a. First offense 1-3 Day Suspension
  - b. Second offense 3-5 Day Suspension
  - c. Third offense up to 10-Day Suspension
  - d. Further offense Possible expulsion
2. Alcoholic Beverages, Controlled Substances, Counterfeit, and/or Look-Alike Substances:
  - a. **Possession** of on campus and/or used and returned o campus
    - 1<sup>st</sup> offense 1-3 Day Suspension
    - 2<sup>nd</sup> offense 3-5 Day suspension
    - 3<sup>rd</sup> offense up to 10-Day Suspension
    - 4<sup>th</sup> offense Possible Expulsion
  - b. **Use** on campus
    - 1<sup>st</sup> offense 3-5 Day Suspension
    - 2<sup>nd</sup> offense up to 10-Day Suspension
    - 3<sup>rd</sup> offense Possible Expulsion
  - c. **Distribution** of on Campus (Selling, giving, or making available)
    - Any offense up to 10 Days suspension or Expulsion

### **Drug Dog Notice**

In a continuing effort to create the safest environment possible, the Madrid District may work with law enforcement to utilize drug dogs to check the building, lockers, parking lots, and any other district grounds at any time without any sort of prior notice. Please direct any questions you may have about this to the Superintendent at (515) 795-3240 option 3. Drug dogs and service dogs are the only dogs allowed on the property.

### **Dress Code (S.B.P. 502.1)**

There is a strong connection between academic performance, students' appearance and students' conduct. Inappropriate student appearance may cause material and substantial disruptions to the school environment or present a threat to the health and safety of students, employees and visitors on school grounds. Students are expected to adhere to reasonable levels of cleanliness and modesty. Students are expected to wear clothing that is appropriate to their age level and that does not disrupt the school or educational environment.

Students are prohibited from wearing clothing advertising or promoting items illegal for use by minors including, but not limited to, alcohol or tobacco; from wearing shoes with cleats except for outdoor athletic practices or events (athletic rollerblade/heelie shoes are not allowed); and from wearing attire displaying obscenity, profanity, vulgarity, racial or sexual remarks, making reference to prohibited conduct or similar displays, or suggesting gang affiliation. Hats, hoods, caps and/or bandanas (do-rags) will not be worn inside the building from 7:45 AM to 4:00 PM unless it is a special event or principal approved through the building administrator. Also not acceptable will be tops that expose an individual's mid-section or clothing with inappropriate holes that expose undergarments. We do require P.E. shoes due to a safety factor; flip-flops and some other shoes do not safely support a student in performing physical activity. Under certain circumstances or during certain classes or activities a stricter dress code may be appropriate, and students must comply with the stricter requirement. Students inappropriately dressed are required to change their clothing, leave the school, or will be asked to turn it wrong side out.

The principal or administrator in charge will make the final determination of the appropriateness of the student's appearance. The final determination of appropriateness will not be open for negotiation.

### **Student Lockers** (S.B.P. 502.5, 502.8)

Student lockers are the property of the school district. The lockers are to be used for storing school materials and personal items necessary for attendance at school. It shall be the responsibility of each student to keep the student's assigned locker clean and undamaged. The expenses to repair damage done to a student's locker are charged to the student.

SPECIAL NOTE: Lockers/desks/books remain the property of the school and are provided as a courtesy to students. By virtue of this ownership, we reserve the right to make periodic examinations of the locker/desk/book and its content. A school official and the student to whom the space or property is assigned will conduct these examinations.

### **Telephone Usage/Cell Phones**

If students have a legitimate need to use a cell phone the office may grant permission and a space to use their phone to make the necessary call or check a message. During school hours cell phones are to be placed on a silent mode and kept in the student's locker.

Violation of the above policy will result in the following actions (s):

- 1<sup>st</sup> offense: The student will be allowed to pick up the phone in the office outside the school day.
- 2<sup>nd</sup> offense: A parent or guardian will be required to pick the phone up at a later prearranged date/time.
- 3<sup>rd</sup> offense: 1 day suspension of the student and a parent or guardian will be required to pick the phone up at a later date.

### **Posting Of Information**

Anyone who wishes to post or distribute information must receive permission from the principal before the posting or distribution. This applies whether the information deals with school-sponsored or non school-sponsored activities. The principal can explain or answer questions regarding the school's rules on posting and distributing materials. No flyers/advertising for profit will be allowed.

### **Care Of School And Personal Property/Vandalism** (S.B.P. 502.2)

Students are expected to treat school property and the property of others around them with care and respect. Students found to have deliberately damaged or destroyed school property will be required to reimburse the school district, as well as being subject to additional discipline. At the discretion of the administration, such students may be turned over to local law enforcement officers.

### **Personal Property**

Please do not allow your child to bring items of sentimental value or items of great monetary value to school. Items of this nature are temptations to other students. The school is not responsible for the loss, theft, or damage of personal property. If you allow your child to bring personal items to school, please label them, there is always a risk of loss or mix up of similar items.

### **Lost And Found**

A "Lost & Found" box is located in the elementary building. Each year a large number of items go unclaimed. Items not claimed at the close of the school year will be donated or disposed of.

### **Labeling**

Labeling of all student items and possessions should be done whenever possible. During winter months most students wear black snow pants which can cause confusion. Labeling items will ensure that your child has their own item(s). We suggest marking the tag if there is one inside coats, boots and snow pants.

## **BUILDINGS AND GROUNDS**

### **Visitors and Guests**

Parents, grandparents, and other relatives are always welcome visitors and are urged to come visit our school. The staff requests a one-day notice prior to a classroom visitation so that teachers can include this in their planning to avoid curriculum disruptions. Please report to the office if you plan to be in the building or on school grounds. We have "Visitor" buttons for you to wear while you are in the building. Students are not to bring their school age friends or relatives to visit. The teaching staff prefers that there be no visitors the first or last weeks of school. The teachers feel that these are "special" days just to be with their students.

### **Office Hours**

The school office hours are from 7:45 AM. to 3:45 PM Monday through Thursday. Friday hours are 7:45 AM to 3:15 PM.

### **Morning Building Entrance**

School begins at 8:10 AM. Students who live in town and are not eating breakfast should not arrive on school property until 8:00 AM. Students eating breakfast at school should enter through the west door by the cafeteria. Supervision will be provided on the playground at 7:55 AM and after school until 3:20 PM. For the safety of your child it is imperative that these guidelines be followed. Students will be admitted to the building at 8:10 AM, unless weather warrants early admittance, or they are eating breakfast (this begins at 7:50 AM). For early admittance to the building, other than for eating breakfast, a student needs a pass given by a teacher or other staff member.

Parents providing transportation are requested not to sit in their car after the child is dropped off or summon them from the playground. This is an invitation for them to dart back across the street and perhaps into the path of an oncoming vehicle. This creates a concern also that someone may be trying to take a child – our "Stranger Danger" curriculum addresses this issue.

### **Student Pick-Up And Drop-Off**

Please do not park in the crossing zone on Main St. by the bicycle rack. For obvious safety reasons, please refrain from walking between buses or calling your children to walk between or in front of the buses. Students should only cross at the corner or by the alley where there is supervision.



For the safety of your children, all students are to report to the playground in the morning. The first week of school we do understand that kindergarten parents might be on the playground as those children are not accustomed to our routine. After that parents should drop off and not linger, as this becomes a traffic issue and security issue.

If parents arrive to pick up their child after supervision has ended for the day, please go to the office. Children remaining at school after dismissal will be sent to the office.

For the safety of your pets as well as the children, do not bring pets to the school. The only pets allowed are service animals and drug dogs.

### **Street Crossing Safety**

We encourage parents to review street crossing safety with their student throughout the year. The following are some reminders for drivers and pedestrians:

- Pedestrians can be very hard to see. Young children can be impulsive; therefore, when you are driving, be alert.
- When entering a crosswalk area, drive slowly and be prepared to stop.
- Stop for those who are in a crosswalk. Stop well back so that drivers in other lanes can see you.
- Use sidewalk where they are provided and cross where it is legal to do so.
- Make eye contact to ensure drivers see you.
- When walking, stop and look left, right and left again before crossing.

We teach children not to go between parked vehicles. We live in a world where everyone is in a hurry. A child crossing between vehicles cannot be seen if a car backs up to pull out. Children are encouraged and taught to cross at the alley west of the building where we have staff to guide them. The other location is at the SW corner of our grounds (Hwy 210 & S. Main, newspaper office corner), we have staff in the area.

### **School Bus Safety** (S.B.P. 711.2, 711.2R2, 711.3)

School buses across the country transport millions of students every year and are without question the safest way for kids to get to school. Our number one priority is "SAFETY". Transporting kids to and from school takes a team effort to be successful. Parents, students, and the school all need to work together to provide the safest transportation possible.

#### **Parent Responsibilities**

1. Ensure your child arrives at their bus stop safely and on time
2. During extreme weather, ensure your child boards the bus safely

because

times may vary.

3. Review the Bus Rules with your child.

#### **Bus Driver and School Responsibilities**

1. Ensure the school bus is safe to transport students.
2. Ensure buses are run on schedule.
3. Ensure there are enough seats on each bus to transport students safely.
4. Ensure all students are safely transported to and from school.

#### **Student's Responsibilities**

##### **Loading Procedure Safety**

1. Be at the bus stop no later than 5 minutes prior to bus scheduled time.
2. Stand in line quietly at the stop or school.
3. Use safe crossing procedures. Wait for "Thumbs Up before crossing the street in front of a school bus."

4. Kids should not dart or cross in front of or in-between buses.

#### Seating On The Bus/Safety

4. Follow direction of driver as to where and how to sit safely on the bus.

To

avoid discipline problems, students may be assigned seats on the bus.

5. Talk quietly and keep hands to themselves.

road.

6. Understand the importance of the driver's need to keep their eyes on the

#### Unloading Safety

7. Remain seated until the bus stops.

8. Leave the bus in single file, without shoving or pushing.

9. Use caution all around the school bus danger zone

10. Follow ALL of the bus safety rules.

- What Is The Danger Zone?

The Danger Zone is the space all around the school bus. It extends out 10 feet in all directions.

The school bus driver cannot see you in this zone. He or she cannot see you around the wheels either. It is very dangerous to be in the Danger Zone.

If you have to cross the road:

- Make eye contact with the driver.
- Wait for the driver to signal you when it is safe to cross.
- Be sure it is safe - Look left, right, then left again.
- Never cross behind the bus.

### **Security**

The building will be locked shortly after the start of the regular school day. All visitors must use the office entrance when coming in to the school and check in at the office.

#### **Use Of Security Cameras** (S.B.P. 711.2R2,)

Security Cameras are in use at the Madrid Community school buildings and grounds. All actions in the buildings and on the grounds are subject to being recorded. The District will act in a responsible manner with respect to access, disclosure, retention, security, and disposal of the information that is collected and security camera placement. Guidance around the use of security cameras can be found in Madrid School Board Policy 711.2R2.

### **Bicycles/Skateboards**

You, the parent(s), can reinforce safety and rules. Students riding bicycles or scooters to school should park them at the bicycle rack on the west side of the building. All students should have a bicycle lock and use it. Bicycles, skateboards and non-motorized scooters are to be walked on school property and through the school cross walk. We strongly recommend and urge that students wear their helmets. Helmets need to have the student's name on the inside. Helmets should be brought inside and not left outside with the bicycles. During the school day skateboards/ripstiks will need to be brought to the office. Trying to store these items in lockers causes damage to the locker.

### **Motorized Scooters**

Motorized scooters, electrified bicycles and other personal transport vehicles cannot be legally operated on the streets, roadways or sidewalks. Therefore, these vehicles cannot be ridden to school as per guidelines from the Iowa Department of Transportation.

### **Electronics**

Electronic devices, such as tablets, games, toys, or other items may create distraction or temptation to others. Kindles or other readers may be appropriate for 4-6 grades with teacher permission. Students are only able to use them for reading, not games or purchasing while at school. Items may have to be placed on the teacher's desk if it causes a distraction.

### **Roller Blades/Roller Shoes**

Students wearing roller blades or shoes with hidden rollers to school will need to remove them before entering the school. They will need to wait until sidewalk is clear of students to put their roller blades on after school. NO ROLLER BLADES ON THE PLAYGROUND. These items are not to be worn at any time in the building or gym.

### **Playground And Building Rules**

Students playing on the playground before and after school and on non-school days do so at their own risk. We stress the use of appropriate language. Supervision will be provided at 8:00 AM before school and until 3:20 PM after school. Recess time is limited to school personnel and students. We hope these rules will help both students and teachers have a safer and more enjoyable recess time. Children are encouraged to take turns.

#### **MONKEY BARS:**

- are to be used to strengthen arm muscles
- traffic should flow one direction
- exit by climbing down, not jumping

#### **SLIDES:**

- walk up the steps, slide down on bottom with feet forward
- one person sliding at a time
- the slides are for sliding only

#### **FOOTBALLS, BASKETBALLS, SOCCER BALLS, ETC.:**

- games involving physical contact will not be allowed. No tackling allowed!
- permission is needed to retrieve balls from other areas

#### **SWINGS:**

- swing straight
- must be seated while swinging
- those waiting should remain at least as far back as the anchor posts

#### **JUMP ROPES:**

- jump ropes are to be used for jumping only

#### **GOOD HEALTH RULE RECOMMENDATIONS:**

- appropriate clothing is required during the colder weather months (jackets until 60 degrees or weather permitting)
- boots are required when playground teachers deem it necessary
- no snowballs/snow stays on the ground
- sliding on the ice is not allowed
- no spitting on the playground or in the building
- no food, gum or candy on the playground
- snow pants are recommended after a snowfall and during winter months

#### **THE FOLLOWING ITEMS NEED TO STAY AT HOME:**

(If they are brought to school, they will be kept in the school and returned at the principal's discretion. The teacher or principal may confiscate items and return at their discretion.)

- skateboards
- toy weapons\*
- frisbees
- bats
- baseballs
- radios/walkmans/gameboys
- toys
- electronic devices/electronic games
- laser pointers
- pocket knives/weapons
- lighter/matches
- fidget spinners

\* Discipline action will result per district policy.

\*\*We discourage students from using their fingers as toy weapons.

#### OTHER INFORMATION:

- Students will need to respect staff and students, display sportsmanship, refrain from name calling and use of names which are not appropriate
- To prevent misunderstandings and hurt feelings, label all equipment brought from home with student name and classroom
- Because of limited equipment, sharing will be encouraged
- Failure to follow rules will result in loss of use of that equipment for recess period
- A second problem during recess will result in a time-out period
- Children are encouraged to remain on playground once outside for recess rather than returning to building unsupervised
- Use of equipment needs to cease when whistle blows, those students not following this rule will make up time with teacher on recess duty
- Continuous disregard for the rules may result in an after school detention
- It is our goal to have recess be a time where students can play and interact using positive social skills and including all who want to participate
- When dealing with students the staff will keep in mind what are age appropriate behaviors and look at the consequences in a similar manner.

#### **Pets and Animals** (S.B.P. 606.3)

Due to the number of students with allergies we do not allow pets and animals at school. They are not allowed at athletic events and should not be on our grounds before and after school. Service animals will be an exception.

### **STUDENT SCHOLASTIC ACHIEVEMENT**

#### **Student Registration And Enrollment**

New students K through 6th grade should register at the elementary school office, or access forms on our web site. You may go to: <http://madrid.k12.ia.us> and look for the link to Registration Materials. The following information needs to be provided at the time of enrollment: certificate of live birth, current immunization records, release of records, family data, and emergency card.

When a student transfers into the district, enrollment papers will need to be completed by the parent or guardian. The child will begin school on the following school day.

Kindergarten students must submit a certified birth certificate and proof of immunizations or waiver thereof before they can register for school.

## **Classroom Assignment**

Students are placed in classes according to the professional recommendation of our staff, class size and with the student's best interest in mind. Only in extreme and rare circumstances would a deviation from this be considered. The building administrator will decide those changes.

### **Student Fees Waiver** (S.B.P. 503.3, 503.3E1, 503.3R1)

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the (board secretary/business manager) at registration time for a waiver form. This waiver does not carry over from year to year and must be completed annually.

### **Curriculum And Student Services** (S.B.P. 607.1)

Art	Instrumental Band (5-6)
Title I Reading	Vocal Music
Mobile Computer Labs	Library
At-Risk Coordinator/Counselor	Field Trips
Heartland Education Agency (AEA)	Physical Education
(Social Worker, School Psychologist, Speech, Consultant)	Special Education – Resource (K-6)
Fall and Spring	Photo Sessions:
Extended Learning Program (E.L.P.)	Health Care Plans
Section 504 Accommodation Plans	
Building Assistance Team (B.A.T.)	

Our monthly parent note often has information and communication regarding both after school and community opportunities, which might be of interest to your child (ex. Babysitting Clinic, Clover Kids)

### **Building Assistance Team** (S.B.P. 603.3)

The team is available to teachers and/or parents to help determine possible teaching and learning strategies which might be successful with a given student who exhibits areas of academic, behavioral, or social need. The team usually consists of teachers, the parent(s), and it is chaired by the counselor. Ad hoc members might include A.E.A. (Area Education Agency) personnel, building principal, Title I, Special Education resource teachers or school nurse. Either parents or a teacher may request assistance to assure a student's academic success is realized.

### **Area Education Agency** (S.B.P. 603.3)

Our school is served by Heartland A.E.A., which has offices in Ames and Johnston. They provide a variety of services to the school including, but not limited to, special education, hearing screenings, speech/language, and consultation services. There is also a division, which handles media services, in-service training and a variety of teacher training programs. If you have a concern about a child and/or would like more information about A.E.A. services please call the school.

### **At-Risk Program**

The At-Risk Coordinator will be available as a shared staff member between the elementary and junior/senior high. This program will offer a variety of supports ranging from checking in on a daily basis, to assisting students with social skills, study skill, organization, etc. The services will be determined by the needs of each individual student. Referrals will go to the At-Risk Coordinator through the building principal and/or guidance counselor.

### **Extended Learning Program (E.L.P.)**

Madrid Community School District's Extended Learning Program seeks to identify those students exhibiting characteristics of giftedness and talent in academics, creative production, leadership, and the arts in order to determine the services needed to help meet their unique educational needs. Gifted education is not an extra privilege, but an educational program to ensure continuous learning for those students whose subject area knowledge or rate of learning is beyond the pacing or scope of what they are learning in their regular classroom. These students may be high-achieving in all content areas or specific ones. The identification process enables educators trained in gifted and talented services to examine the characteristics and strengths of the student and determine whether the student needs acceleration, individualized study, pull-out enrichment, or classroom-based enrichment.

### **Title I**

The Title I Program is a federally funded program, which provides assistance for Title 1 students who are encountering difficulty with reading skills. Children receive help in a small group setting. Eligibility for this program is based on FAST reading scores, or was previously served in other districts.

We have a Title I Parent and Family Engagement Policy (S.B.P. 505.8) if you would like to review the policy notify the Title I teacher or building principal.

### **Section 504 Accommodation Plans (S.B.P. 102.E3)**

These plans address general education accommodations, which enable the student to learn in the regular educational setting. Eligibility is based on whether a child has a history of a mental or physical impairment, which substantially limits one or more major life activities (walking, seeing, speaking, hearing). If the disability does not limit a major life activity, the student does not qualify for services under Section 504. Plans may be long or short term and are reviewed annually.

### **Resource Room/Special Education (S.B.P. 603.3)**

Our Resource Room teachers provide personal, individual assistance in specifically determined social, behavioral and academic areas. Students who receive assistance in this area have gone through the Building Assistance Team. It has been determined that the student's individual needs can best be met through implementing an (Individual Education Plan) I.E.P., which addresses specific student needs.

### **Band**

Band is offered as a co-curricular activity for 5th and 6th grade students. If your child enrolls in band they will have opportunities to participate in concerts and contests as well as develop an appreciation for the fine arts. Attendance and practice commitments are expected. A student will not be allowed to drop except at semester

with a written explanation and signature of the parent/guardian. Exceptions would have to be made by the building administrator. In 4<sup>th</sup> grade students are given the opportunity to try out various band instruments. A limited number of instruments are available for rent from the school but must be returned at the end of each school year. Failure to do so will result in being assessed the cost of the instrument.

### **Student Teachers / Tutors from ISU**

From time to time, college students are present in our school working as practicum or student teachers. We also participate with the America Reads America Counts program through Iowa State University. This program provides us with tutors.

### **Educational Materials**

Parents and other members of the school district community may view the instructional materials used by the students.

The instructional materials must be viewed on school district premises during the normal school hours (7:45 AM to 3:45 PM).

In some cases we have a classroom set of textbooks that can be checked out overnight. Several subject areas have online textbooks that can be accessed from home or the library.

### **Grading/Parent-Teacher Conferences** (S.B.P. 505.1)

Grading is an essential function of the teaching learning process. Report cards are sent home every nine weeks with midterms mailed home for grades 5-6 each quarter. Communication with your child's teacher is encouraged. A phone call or personal conference is the recommended form of communication. Teachers are expected to deliver curriculum to students; therefore, e-mail is not always a reliable form of communication. At times we do experience a break in service due to weather or server issues. Point values are listed for the purpose of determining the 6th grade Presidential Academic Excellence Award.

<u>POINTS</u>	<u>GRADE</u>	<u>POINT VALUE</u>
100	A+	12
96-99	A	11
92-95	A-	10
88-91	B+	9
84-87	B	8
80-83	B-	7
77-79	C+	6
73-76	C	5
70-72	C-	4
67-69	D+	3
63-66	D	2
60-62	D-	1
59	F	0

### **Academic Dishonesty**

Students are expected to do their own schoolwork. Dishonesty by looking at another student's schoolwork, copying others' work, copying from other sources, or similar dishonesty will not be

tolerated. Students that are found in violation of honesty face loss of credit for the assignment or test. In other words the grade will be reflected as a zero.

### **Parent-Teacher Conferences**

Parent-Teacher Conferences are held in the fall and spring. These conferences are an extension beyond the information you may have received via parent calls, midterms, Infinite Campus, Tiger Book, and emails that have taken place during the previous weeks. Report cards are given at the end of each quarter so parents can prepare their questions and concerns. We encourage parents to request a conference anytime they have a concern about their student. You are not limited to the fall and spring for opportunities to discuss your child. Please make arrangements with the teacher.

At the Parent-Teacher Conference your child's teacher will attempt to cover many of the following areas:

- |  |   |
|--|---|
| 1. Academic progress                             | 6. Response to suggestions and directions         |
| 2. Areas for growth                              | 7. Self-reliance and dependability                |
| 3. Reports of social interactions                | 8. Contributions to activities and to discussions |
| 4. Relationship of children to teachers          | 9. Health Issues                                  |
| 5. Self-control, concentration and organization. | 10. Curriculum: What will my child be learning?   |

### **Grading/Parent-Teacher Conferences**

As parents, you should feel free to ask questions about your child. Some parents say they do not know what questions they should ask. Here are some suggestions:

1. What does he/she like to do best at school?
2. Is his/her schoolwork as good as it ought to be for him/her?
3. How does he/she get along with you?
4. How does he/she get along on the playground?
5. Does he/she seem to be worrying about anything?
6. Does his/her health seem good to you?
7. What can we do to help him/her at school?
8. Is my child organized?

Since these conferences must, out of necessity, be limited to 15 minutes, it is essential for both parent and teacher to prepare in advance of the conference. It is also important to be prompt, or your precious time will be shortened.

### **Assessments/Report Cards/Mid-Terms**

Report cards are completed at the end of each quarter. Mid-Term reports are sent for grades 5 and 6 at the midpoint of each grading period. There are a variety of tools our staff uses to assess student achievement. Student assessment tools could include, but are not limited to: Cognitive Abilities Test (CogAt), Harcourt Benchmark, Formative Assessment System for Teachers (FAST), authentic assessment, daily work, tests, quizzes, projects, etc.

### **MISCELLANEOUS**

Our wellness policy addresses an opportunity for students to have a break in the daily routine; therefore, we have set aside time for recess. This also gives students a time to develop social skills, friendships, and exercise.



Students will be kept inside for recess if they exhibit cold symptoms and have a parent note. The parent excuse will be honored for 2 days and after this a physician's note will be required.

When possible we will try to get students outside even if it is for a shortened recess. Students will not go outside for recess if it is raining, severe weather is pending, or the wind chill factor is at a dangerous level.

When conditions merit it is recommended all students wear boots, snow pants or a pair of sweat pants to put on over their regular school clothes, coats, mittens, caps, and scarves or face masks as necessary to and from school as well as during the recess periods. Jackets or a wrap of some kind should be worn as long as the temperature is 60 degrees or below. Iowa weather is very unpredictable. It is better to be prepared than have a child get cold. If boots are worn, students should have another pair of shoes and socks to wear inside the building. Sometimes children's socks get very wet at recess. It would be helpful to put an extra pair in their school bags. Labeling your child's clothing and boots with their name can help eliminate confusion for the students. We often have snow pants and jackets that look alike. We suggest using the tag for labeling if the garment is a dark color.

#### **Transportation** S.B.P. (711.1, 711.2, 711.2R1, 711.2R2, 711.7)

Students are taught the PBIS bus expectations during the opening days of classes each year. Frequent reminders of these expectations from parents and bus drivers will insure a safe and enjoyable ride for all students. Students who do not behave in an orderly manner may be subject to disciplinary action. Students utilizing district transportation will conduct themselves in an orderly manner. Transportation concerns should be made to the Director of Transportation at 795-2191.

If a student is getting off at a place other than their regular stop, a written permission slip is needed from the parent for the bus driver.

It is important to communicate any changes in transportation with the school office.

**The Madrid Community School District does use video cameras in some of their vehicles. This video may be used in disciplinary matters. Video that is collected is NOT student record and is NOT available for public viewing (but it can, in a disciplinary situation, be shown to a parent who's student was involved in the disciplinary actions).**

#### **DO NOT LOSE YOUR BUS PRIVILEGE -- PLEASE FOLLOW THESE RULES**

- |  |                             |
|--|-----------------------------|
| 1. Observe classroom conduct<br>feet inside bus                    | 2. Keep head, hands and     |
| 3. Be courteous, use no profane language<br>shove                  | 4. Do not fight, push or    |
| 5. Do not eat or drink on the bus<br>equipment                     | 6. Do not tamper with bus   |
| 7. Keep the bus clean<br>bus                                       | 8. Do not bring pets on the |
| 9. Co-operate with the driver                                      | 10. Do not smoke            |
| 11. Do not bring flammable material on the bus<br>bus or equipment | 12. Do not damage           |
| 13. The bus driver is authorized to assign seats                   | 14. Have a safe trip        |
| 15. Stay in your seat  |                             |

#### **School Announcements**

Generally the announcements are given twice daily, electronically in the morning, announcements over the P.A. system in the afternoon.

### **Money Sent With Students**

Anytime you send cash or a check with your child please place it in a sealed envelope marked with the child's name, homeroom and purpose of payment. It is especially important when cash is sent for a student's lunch account, to have it marked. The envelope can go in the plastic zippered pouch found in your child's Tiger Book.

### **Breakfast/Lunch (S.B.P. 710.2, 710.4)**

Breakfast will be served from 7:50 AM until 8:10 AM. The cost is \$1.75 per day per student.

School lunches are served every day. Free or reduced price lunches are available to those who qualify. Forms may be completed at registration or may be obtained anytime from the elementary school office.

We would like to invite you to come and have lunch with your child. Please limit this visit to the cafeteria. Recess is designed for students and supervised by school staff. We will need to notify our cafeteria staff that you are coming, so please call the office by 9:00 AM on the day you plan to eat. The cost is \$4.00 per adult, student lunch \$2.60, and \$.50 for extra milk.

Students may bring sack lunches. If you choose to send a warm food item, please send it in a thermos. Do not send beverages or food items in glass containers. When your child brings a sack lunch, please follow our allergy protocol.

If you plan to have your child come home for lunch, please send a note to your child's teacher and try to avoid the first and last weeks of school. If your child will be eating lunch at home on a regular basis, please send written authorization to the office.

<u>Breakfast</u>	<u>Lunch</u>	<u>Milk</u>
5 day ticket - \$8.75	5 day ticket - \$13.75	20 day ticket - \$10.00
10 day ticket - \$17.50	10 day ticket - \$27.50	
20 day ticket - \$35.00	20 day ticket - \$55.00	
Adult Breakfast: \$2.50	Adult Lunch: \$4.00	

### **Students With Special Dietary Needs**

A student whose disability/allergy restricts his/her diet shall be provided substitutions in foods only when supported by a statement signed by a licensed physician. The medical statement shall identify:

1. The student's diagnosis and an explanation of why this restricts the participant's diet
2. The major life activity affected by the condition
3. The food or foods to be omitted from the student's diet, and the food or choice of foods that must be substituted

Students who have special diet needs, such as allergies or diabetes, need to have a doctor's note put on file yearly. A diet plan will be on file with the school office and food service secretary.

A yearly update is required. A photo of your child is helpful.

### **INITIATIONS, HAZING, BULLYING OR HARASSMENT (S.B.P. 104)**

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students who feel that they have been harassed or bullied should:

- Communicate to the harasser or bully that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, counselor or principal to help.
- If the harassment or bullying does not stop, or the student does not feel comfortable confronting the harasser or bully, the student 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 or bully did;
    - witnesses to the harassment or bullying;
    - what the student said or did, either at the time or later;
    - how the student felt; and
    - how the harasser or bully responded.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

Harassment or bullying on the basis of 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 includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons when:

- 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.

Sexual harassment includes, but is not limited to:

- verbal, physical or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications; and
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to:

- verbal, physical, or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, job, etc; and demeaning jokes, stories or activities.

The Anti-Bullying/Harassment Complaint Form can be found in the back of this handbook. (105.E1)