



**Johnston Elementary
Student and Parent Handbook
2019-2020**

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OPENING INFORMATION

OPENING STATEMENT TO STUDENTS AND PARENTS

The patrons of this school district have provided you with educational facilities and a staff of competent teachers and other staff members who are interested in your welfare. The opportunities are many and varied for you to develop mentally, physically, socially, and emotionally while you are in the short years of elementary school. Make these years some of the most memorable of your life -- memories you will be happy to recall.

On the following pages you will find information that can be of help to you during the school year. If you have questions or problems, the principal's office will always be open.

A Message to the Parents

It is only through your cooperation and support that our school can operate effectively and efficiently. In order for children to profit most from their school experiences and to develop into worthwhile citizens, it is necessary for their parents to:

- Realize that school is the chief business during the school year for the student and allow very few things to interfere with this important job.
- Check both sides of the story before arriving at conclusions.
- Check your child's progress frequently. Learn the reasons for any unsatisfactory report from your child and the school.
- Know whether your child is working up to his/her ability. Encourage your child to set high goals.
- See that your child spends a proper amount of time studying and that he or she receives adequate rest.
- Feel free to visit the school at any time to discuss your child's educational progress.

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 of 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.

This handbook and school district policies, 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.

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. 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 school office for information about the current enforcement of the policies, rules or regulations of the school district.

MISSION STATEMENT: The Maquoketa Valley Community School District ensures high levels of learning to empower all students for lifelong success.

Our VISION is based upon:

- Learning that is engaging, challenging and focused.
- Frequent feedback and purposeful assessment.
- Timely response to all students' needs.
- Shared responsibility for learning in a safe, respectful environment.
- Promotion of strong character and productive citizenship.

ATTENDANCE INFORMATION

Attendance

If a child is going to be absent, parents are asked to telephone the school as soon as possible after 7:30 AM. By about 8:30 AM, if no contact has been made by the parents, the school secretary will try to reach the child's parent or guardian. If no parental contact is made, parents are requested to send a note concerning the child's absence.

If a child arrives after 8:15 he or she is considered tardy. If a child arrives after 9:45 AM or leaves before 1:45 PM he or she will be counted absent for a half day.

Parents will provide to the school a written medical or doctor's excuse if their child/student misses 3 or more consecutive days of school. Based on a student's attendance records, the school maintains the right to require a doctor's note for all medical appointments.

A student may not leave the school grounds without permission once he/she arrives at school. To be excused, permission must be obtained from the principal's office before the student leaves school. A call or a note must be received by office personnel prior to a student's leaving.

Parents make the call as to whether their son or daughter is in school, but the school makes the call on whether the nature of the absence is avoidable or unavoidable. Maquoketa Valley classifies unavoidable absences as follows:

- Personal illness
- Professional appointments that cannot be made other than during school time (doctor, dental, etc.)
- Funeral, death, or serious illness in the immediate family
- Participation in school-scheduled activities.

If a child's absences seem excessive we will work with families using these procedures:

- If a student misses 5-7 days in any given quarter, a letter will be sent to the parent/guardian. Each case will be looked at on an individual basis to determine the cause for the absences or the absences.
- At the time a student accumulates 10 days of absence in a school year, a letter will be sent to the parent/guardian. Again, this will be looked at on an individual basis to determine cause.

- If a student accumulates 13-15 or more days in a school year, the building principal, at risk liaison/RN, and others as needed, will determine how to proceed. It may be necessary to involve the County Attorney or Asst. County Attorney.

Check-In/Out

Students will need to go to the office to check in whenever they arrive late to school or upon returning from an appointment during the day. In addition, whenever a student leaves during the day, he or she will need to check out prior to their departure.

BEHAVIOR INFORMATION

After-School Detention of Students

A teacher may keep a student after 3:30 p.m. for detention purposes, as well as provide extra help with school work. Students who are transported by school bus are to be given 48 hours notice before their detention. This is to permit them to make transportation arrangements. However, the 48 hour requirement notice may be waived by the parent.

Anti-Bullying/Harassment Policy

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. (Policy 104.00, 104.000R1, 104.000R2) Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

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

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

The Iowa Department of Education defines bullying and harassment as unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. In order to be considered bullying, the behavior must be aggressive and include:

- An Imbalance of Power: Kids who bully use their power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and ostracizing someone from a group.

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

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

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

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

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

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

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file

false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

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

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment and will report this information to the board. The superintendent shall report to the board on the progress of reducing bullying and harassment.

Anti-Bullying/Harassment Investigation Procedures

Individuals who feel that they have been harassed should:

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

Complaint Procedure

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

The investigator has the authority to initiate an investigation in the absence of a written complaint.

Investigation Procedure

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

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

Resolution of the Complaint

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

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

Points to Remember in the Investigation

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

Care of School Property

Students are expected to take care of school property including desks, chairs, books, and school equipment. Vandalism is not tolerated. Students found to have destroyed or otherwise harmed school property may be required to reimburse the school district. In certain circumstances, students may be reported to law enforcement officials.

Citizenship

Being a citizen of the United States, of Iowa, and of the school district community entitles students to special privileges and protections. It also requires the students to assume civic, economic and social responsibilities, and to participate in their country, state, and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students have an opportunity to learn about their rights, privileges and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity, students are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district.



1. Respect all people and their property.
2. Follow directions the first time given.
3. Treat others the way we want to be treated.
4. Take responsibility for our actions.
5. Do our best in all we do.

Maquoketa Valley Elementary
Bullying Behavior Expectations

We will not bully others.

We will help students who are bullied.

We will include students who are left out.

We will tell an adult at school and an adult at home if we know that somebody is being bullied.

Do No Harm!

Nonviolent Crisis Intervention Response

Several of our staff members have been trained in Nonviolent Crisis Intervention. We have learned several strategies to help calm an upset student. We also learned appropriate ways to subdue a child whose physically aggressive behavior is endangering that child, other children, and/or adults. The child's parents will be notified if we need to subdue a child in this manner. Our staff members who are currently trained receive an annual training update.

Philosophy of Discipline

Good discipline includes a responsibility for one's actions in accordance with socially accepted behavior as well as respect and proper response to rules, laws and order. Although discipline training begins in the home and continues in school, it must be remembered that other factors of environment and associations have significant influence upon the behavior of students. Therefore, it is imperative that both school and home cooperate to govern or guide young people to combat undesirable effects of other factors.

As individual homes set their own patterns of rules and conduct, the school also outlines its policy on discipline and attempts to regulate it through a joint responsibility of the Board, staff and pupils. The purpose is to ensure an orderly and efficient operation of school in order to provide a scholarly discipline attitude to achieve educational benefits for all students. The school will exercise the greatest effort on disciplinary control of students on school property, however, it will also govern behavior at school activities away from the school grounds. It is imperative that the school and parents work together in order to give children the best possible education. Please feel free to call or stop by the school office whenever you have a concern or a question.

Playground Rules

The students at Johnston Elementary will play safely and respectfully in all games and on all equipment.

Responsible Playground Behavior

- The students at Johnston Elementary will play safely and respectfully.
- Students shall not use improper language on the playground such as swearing, name calling, put-downs, etc.
- Rough play is not allowed on the playground. Students will leave objects such as hard balls, slingshots, sticks, skateboards, trading cards, sharp objects, electronic devices, and remote-control cars at home. Activities such as wrestling, tackling, piggyback, spitting, fighting, snowball throwing, and crack the whip will not be allowed.
- Balls shall be directed away from the school building.
- Hard baseballs/softballs/bats are not allowed during recess.
- Students will notify an adult, then "stop and look" to cross the street to get a ball. When a ball goes over the fence, students are to go around the fence to get it.
- Students will try Kelso's choices (posted on front and side doors) for small problems before notifying the playground supervisor of any problems. Big problems go directly to teacher.
- Students will show pride in their school by keeping the building and grounds free of litter and will respect the playground environment including shrubs, ground, and trees.
- Students will not chew gum or eat candy on the playground.
- Students can roll down hill but no gymnastics/tumbling.
- Students will need to have shoes that are strapped or laced to their feet to play on the wood chips.
- Students will use playground equipment (may also use the preschool play structure) in a safe and nondestructive manner. Tag is not allowed on the playground equipment.
- Students must sit when using the slides and only have one person on the slide at a time. No going under the bridge or slides on the play structure.
- Students can climb over and down the dome play structure but cannot hang upside down by their legs or hang down from the top by their arms (dangle/drop).
- Jump ropes are only to be used only for jumping -- no "horse."
- Students are allowed to play on the snow piles when wearing boots and snow pants.
- Balls allowed on the blacktop include red utility balls, basketballs, and volleyballs.
- Baseballs, softballs, footballs, frisbees and soccer balls are not allowed on the blacktop.
- No balls of any kind are to be **kicked** on the blacktop.
- Teeter-Totters: The only place students are to sit on the teeter-totter is on the seat. No sudden jumping off the seat (no "cherry bombs". Wait on sides (on grass) to take turn. Both hands on handles.
- Merry-go-round: No jumping on/off while moving -- wait until it stops. Pay attention to riders to see who want off and those waiting to get on. Students must sit and hang onto the bar (even if sitting on the bars). Shoes must be worn when pushing (flip flops or no-strap shoes are riders ONLY).

- Swings: Playing on the legs of the swings and slide is unsafe and not permitted. When playing on the swings, students shall be sitting, and shall avoid twisting the chains or swinging into another swing. No jumping off. Wait on side of poles to take turn on swings.
- When the bell rings, students are to stop what they are doing and pick up any recess equipment they brought out. Students who take playground equipment outside are responsible for returning it.
- Walk quickly or jog directly to their assigned entry doorway.
- Voices are off once feet hit the yellow line near the assigned entry door.
- Students will re-enter the building using the appropriate side door. Voice level of 0 before entering the building. Upon entering the building, hallway expectations are in place. Students may use quiet voices as they move to their classrooms.

General rules of respect cover all areas of recess.

Recess in the Classrooms:

1. Classroom teachers will provide activities for the children to play.
2. Students may leave the room only with permission of the teacher or supervisor.
3. Students should be engaged in an activity or sitting.
4. Students should put games away and return to desks as soon as recess is over.

Recess in the Gym:

1. Students should play in areas designated by the person on duty.
2. When the whistle blows or the bell rings, students should stop playing immediately and line up.

Consequences for Infractions

1. Verbal reprimand and/or positive practice.
2. Time-out against the wall.
3. Use office referral for insubordination or for dangerous or illegal situations.

Encouragement Procedures

Staff will consistently encourage responsible behavior through positive and friendly interactions with students.

Supervision Responsibilities

1. All supervisors will circulate about the playground and avoid standing in one place.
2. Supervisors will be visible and interact positively with as many students as possible.
3. Supervisors will be responsible for enforcing "consequences for infractions".
4. Supervisors should report to duty with their cell phone.

Sportsmanship

A good patron of Maquoketa Valley wants the team to win fairly and cleanly. He or she respects the decision of the referee, even if he or she believes it to be wrong. All officials are honest; some make mistakes, but so does everyone. When you come to Maquoketa Valley activities, enter into them wholeheartedly and cheer for our team in defeat as well as victory. Treat the opposing team and its spectators with respect. Be a modest winner and a good loser.

Student Conduct

The Maquoketa Valley School Board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in home or away school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Students who fail to abide by this policy and the administrative regulations supporting it 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 participation; 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. (See chart page 30)

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered buses; while attending or engaged in home or away school district activities shall be suspended by the principal. Notice of the suspension shall be sent to the board president. The board shall review the suspension to determine whether to impose further sanctions against the student which may include expulsion. Assault for purposes of this section of this policy is defined as:

- an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
- intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Definitions

Removal from the classroom means a student is sent to the building principal's office. It shall be within the discretion of the person in charge of the classroom to remove the student.

Detention means the student's presence is required during non school hours for disciplinary purposes.

Suspension means either an in-school suspension, an out-of-school suspension, a restriction from activities.

Special Education Students

Following the suspension of a special education student, an informal evaluation of the student's placement shall take place. The Individual Education Program (IEP) shall be evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension. If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team shall meet to determine whether the IEP is appropriate.

Threats of Violence

All threats of violence, whether oral, written, or symbolic, against students, staff, or to school facilities are prohibited. All such threats will be promptly investigated. Law enforcement may be contacted. Threats issued and delivered away from school or school activities may be grounds for disciplinary action if the threat impacts the orderly and efficient operation of the school.

Student engaging in threatening behavior will face disciplinary consequences up to and including expulsion.

The following factors will be considered in determining the extent to which a student will be disciplined for threatening or terroristic behavior: the background of the student, including threatening behavior, the student's access to weapons of any kind; the age of the student; the mental and emotional maturity of the student; cooperation of the student and his or her parent(s) or guardian(s) in the investigation; the existence of the student's juvenile or criminal history; the degree of legitimate alarm or concern in the school community created by the threat; and any other relevant information from any credible source.

The Wildcat Way

The following list of expectations is designed to help staff increase consistency while supervising common areas, and to provide teachers with a basis for teaching and reteaching responsible behavior. Given the complexity of expectations, students should not be asked to memorize or verbalize these expectations.

Purpose/ Mission: Maquoketa Valley's purpose is to create a positive environment for students and staff with a proactive approach to academic and behavior expectations.

Behavior Expectations Chart

	Respectful <i>Be kind and considerate to others and property</i>	Responsible <i>Follow directions and do your best</i>	Safe <i>Do no harm</i>
Classroom	<ul style="list-style-type: none"> • Voice level 0 - 2 • Use kind and appropriate language • Have a positive attitude • Be a good listener • Treat others with kindness 	<ul style="list-style-type: none"> • Follow classroom expectation • Be ready to learn • Participate in class • Give your best effort • Follow directions • Turn off all personal technology • Be on time • Bring materials to class • Complete homework • Ask for help when appropriate • Keep your area organized • Use time effectively 	<ul style="list-style-type: none"> • Keep hands & feet to self • Use supplies & equipment correctly • Keep all chair legs on the ground • Walk
Hallway	<ul style="list-style-type: none"> • Voice level: 0 or 1 • Use kind and appropriate language • Greet others with a smile or hello • Stay in your personal space 	<ul style="list-style-type: none"> • Move with a purpose to my destination • Keep hallways clean • I will use my locker/coat rack appropriately. 	<ul style="list-style-type: none"> • Keep hands and feet to self • Use the stairs appropriately • Walk
Drinking Fountain	<ul style="list-style-type: none"> • Voice level 0 or 1 • Stand in a single file line • Wait patiently for your turn • Use kind and appropriate language • Be courteous of others. 	<ul style="list-style-type: none"> • Return to classroom quickly 	<ul style="list-style-type: none"> • Keep hands and feet to self • Keep your mouth off the fountain

Restrooms	<ul style="list-style-type: none"> Voice level: 0 or 1 Respect others' privacy Respect property Wait your turn Use kind and appropriate language 	<ul style="list-style-type: none"> Keep school supplies out of the restroom Remember your purpose Flush Clean up paper towels Return to class quickly 	<ul style="list-style-type: none"> Wash hands Keep hands and feet to self Keep water in sink Report problems to an adult
Lunchroom	<ul style="list-style-type: none"> Voice level 0 - 2 Use kind and appropriate language Use good manners Respect others' personal space Be kind to others 	<ul style="list-style-type: none"> Wait your turn patiently Eat your own food Clean up after yourself 	<ul style="list-style-type: none"> Keep hands & feet to self Stay seated Treat food and utensils appropriately Walk
Classroom	<ul style="list-style-type: none"> Voice level 0 - 2 Use kind and appropriate language Have a positive attitude Be a good listener Treat others with kindness 	<ul style="list-style-type: none"> Follow classroom expectation Be ready to learn Participate in class Give your best effort Follow directions Turn off all personal technology Be on time Bring materials to class Complete homework Ask for help when appropriate Keep your area organized Use time effectively 	<ul style="list-style-type: none"> Keep hands & feet to self Use supplies & equipment correctly Keep all chair legs on the ground Walk
Playground	<ul style="list-style-type: none"> Use kind, encouraging, and appropriate language Include everyone Play fairly Follow game rules Take turns and share Be a good sport 	<ul style="list-style-type: none"> Follow adult directions Be a problem solver Collect personal belongings before going inside Enter the building quietly when the signal is given Return playground equipment 	<ul style="list-style-type: none"> Dress appropriately for the weather Follow playground rules Use equipment safely and appropriately Keep hands and feet to self Stay within boundaries Tell an adult if you see an unsafe choice
Library	<ul style="list-style-type: none"> Voice level 0 or 1 Use kind and appropriate language Treat others & property respectfully Follow adult directions. 	<ul style="list-style-type: none"> Choose "good fit books" Keep books in good condition Return your books on time Keep the library neat & clean 	<ul style="list-style-type: none"> Keep hands & feet to self Walk
Before/After School Location	<ul style="list-style-type: none"> Voice level: 0 - 2 Use kind and appropriate language Remove hats/hoods Greet others with a smile or hello Treat all property with care 	<ul style="list-style-type: none"> Report to your designated area Clean up your space 	<ul style="list-style-type: none"> Keep hands and feet to self Carry bags appropriately
Bus	<ul style="list-style-type: none"> Voice level 0 - 2 Greet bus drivers Use kind and appropriate language Respect others' personal space and property 	<ul style="list-style-type: none"> Obey bus rules Listen to and follow directions Keep track of personal items After exiting the bus, go to your destination 	<ul style="list-style-type: none"> Follow safety rules: Enter the bus one at a time Stay seated (back to back, seat to seat, feet on floor) Avoid distracting the driver Keep hands and feet to self Stay in your personal space Get on and off the bus carefully
Assembly/Auditorium	<ul style="list-style-type: none"> Voice level 0 or 1 Use kind and appropriate language Be a good listener Use appropriate applause Respect property of others 	<ul style="list-style-type: none"> Clean up after yourself 	<ul style="list-style-type: none"> Stay in your spot Keep hands & feet to self Walk
Emergencies/Drills	<ul style="list-style-type: none"> Voice level 0 Listen to & obey adults 	<ul style="list-style-type: none"> Be serious Follow directions carefully 	<ul style="list-style-type: none"> Stay in my spot Keep hands & feet to self Walk

	Respectful <i>Be kind and considerate to others and property</i>	Responsible <i>Follow directions and do your best</i>	Safe <i>Do no harm</i>
All Settings (Includes study hall and computer lab)	<ul style="list-style-type: none"> • Voice level 0 - 3 • Use kind and appropriate language • Respect everyone • Respect all school & personal property 	<ul style="list-style-type: none"> • Follow school expectations • Follow directions • Be on time • Give your best effort • Keep all areas of the school neat, clean, and litter free • Use time effectively • Turn off all personal technology 	<ul style="list-style-type: none"> • Keep hands & feet to self • Report any issues/problems to an adult

BUS INFORMATION

Buses and Other School District Vehicles

Buses are primarily used to transport students to and from school. Students who ride the bus and other school district vehicles to and from school, extracurricular activities or any other destination must comply with school district policies, rules and regulations. Students are responsible to the driver while on the bus or in another school vehicle, loading or unloading or leaving the bus.

Bus Permits

Students need to bring a written note from their parents or parents must call the school giving them permission to ride a bus which is not typically their assigned bus.

Bus Rules

Persons riding in school district vehicles shall adhere to the following rules:

1. School buses are provided by the Maquoketa Valley Community School District for the safety and convenience in transporting students to and from school. Riding a school bus is a PRIVILEGE, not a RIGHT.
2. The driver of the school bus in charge. Students must obey the driver.
3. Students must sit down and face forward in their seat when the school bus is in motion.
4. Students must not extend their arms or head out of the bus windows. Students should never throw anything out of the windows.
5. Students should be courteous and kind to each other on the bus.
6. Students must not do anything to distract the driver. Student safety is dependent upon him/her.
7. Students must not throw anything on the floor. Help keep the bus clean at all times. It is up to the driver whether to allow eating or drinking while riding on the bus.
8. The driver may assign seats if necessary.
9. Any student causing vandalism of any kind on the bus will be charged for the repairs and disciplined appropriately.
10. Students who must cross the road before entering or after leaving the bus must do so in front of the bus after making sure the road is clear.
11. Students must be on time. The bus cannot wait for those who are tardy.

Shuttle Bus Times

AM Shuttle bus times:

Earlville Center: Students riding the shuttle bus from Earlville to Hopkinton or Earlville to Delhi will leave at 7:40.

Hopkinton Center: Students riding the shuttle bus from Hopkinton to Delhi will leave at 7:40. Students riding the shuttle bus from Hopkinton to Earlville will leave at 8:00.

Delhi Center: Students riding the shuttle bus from Delhi to Earlville or from Delhi to Hopkinton will leave at 8:00.

PM Shuttle bus times:

Earlville Center: Students riding the shuttle bus from Earlville to Hopkinton or Earlville to Delhi will leave at 3:00.

Hopkinton Center: Students riding the shuttle bus from Hopkinton to Delhi will leave at 3:00. Students riding the shuttle bus from Hopkinton to Earlville will leave at 3:20.

Delhi Center: Students riding the shuttle bus from Delhi to Earlville or from Delhi to Hopkinton will leave at 3:25.

DISTRICT INFORMATION

Definitions

In this handbook, the word "parent" also means "guardian" unless otherwise stated. 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.

Description of the District

The district has three elementary centers. Earlville Elementary contains all preschool, junior kindergarten, Head Start, and kindergarten classes. Johnston Elementary located in Hopkinton houses all first and second grade classes. Delhi Elementary contains all third, fourth, and fifth grade classes. The middle school houses grades 6-8 and is located in Delhi. The high school is also located in Delhi for grades 9-12.

District Website

Parents may access the district's calendars, monthly newsletters, student management system and their child's lunch account on our website: www.maquoketa-v.k12.ia.us

Invitation to Parents

Parents are welcome to visit their child's classroom and/or eat lunch with the class. When planning a visit, we ask that parents call and inquire as to a good time for the visit. We also ask that other arrangements be made for younger children. Visitation is discouraged during the first two and last two weeks of the year. If you are planning to stay for lunch, please let the office know so we can turn in the correct lunch count to the cooks.

School Day

At Earlville Center: Supervision begins at 7:30 a.m. All students may enter the building with the arrival of the bus students. The school day begins at 8:15 AM. At the end of the day, shuttle bus students are dismissed at 3:00, students not riding the bus are dismissed at 3:25, and bus students at 3:30 PM.

At Hopkinton Center: Supervision begins at 7:30 a.m. All students may enter the building with the arrival of the bus students. The school day begins at 8:15 AM. At the end of the day, shuttle bus students going to Delhi

are dismissed at 3:00, shuttle bus students going to Earlville are dismissed at 3:20, students not riding the bus are dismissed at 3:25, and bus students at 3:30 PM.

At Delhi Center: All students may enter the building with the arrival of the bus students. The school day begins at 8:15 AM. At the end of the day, bus students are dismissed at 3:20, the buses leave at 3:25, and students not riding the bus are dismissed after the buses leave.

Parents are asked to contact the school no later than 2:00 if there is a change in their child's transportation plans at the conclusion of the school day. When school is dismissed, all students are expected to leave the school grounds whether by bus, car, bike, or on foot.

If we should have a late start due to weather, we do not serve breakfast or have a morning recess.

School Song, School Colors and School Mascot

Maquoketa Valley's school song is the Iowa Fight Song. Our school colors are black and gold, and our mascot is a Wildcat.

EDUCATIONAL PROGRAM INFORMATION

Books & Book Fees

Books are placed on a rental basis at Maquoketa Valley so as to provide each student with an adequate book of the same edition. Students are responsible for the condition of these books. Excessive wear on a book will require an extra payment at the end of the year. A lost book will result in the full payment for the book. Students should not write in any book that is not intended to be a workbook.

Educational Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the school district's policy on student records or the procedure for filing a complaint, contact the board secretary at 563-922-9411.

Elementary Curriculum

Pre-School, Junior Kindergarten and Kindergarten Program

A pre-school, junior kindergarten and kindergarten teacher shall be certified. The kindergarten program shall include experiences designed to develop social-emotional development; physical development; language development; early literacy; early mathematics; science; technology; creative expression; health and safety; social studies.

Grades One Through Five

The following shall be taught in grades one through five: English-language arts, social studies, mathematics, science, visual art, music, health, physical education, and traffic safety. The Iowa Core state standards will be used.

• **English-Language Arts.** Literacy instruction includes the following:

- Reading (foundational skills, growth of comprehension in informational and literary text)
- Writing (handwriting and spelling; variety of text types, responding to learning and research)
- Language (conventions, effective use and vocabulary)
- Speaking and Listening (flexible communication and collaboration)

• **Social Studies.** inquiry and informational literacy skills will be included and instruction will focus on the grade-level themes outlined in the Iowa Core state standards. Social studies instruction shall address the following areas:

- Behavioral sciences
- Civics/government
- Economics
- Financial literacy
- Geography
- History (including Iowa history)

• **Mathematics.** Mathematics instruction shall include the standards for mathematical practice and the standards for mathematical content including the critical areas defined for each grade level.

- Counting and cardinality (kindergarten only)
- Operations and algebraic thinking
- Number and operations in base ten
- Number and operations - fractions (grades 3+)
- Measurement and data
- Geometry

• **Science.** Science instruction shall include life, earth, and physical science. It shall incorporate the following:

- Science and engineering practices
- Disciplinary core ideas
- Crosscutting concepts

• **Visual Art and Music.** Instruction will include creating, performing/presenting/producing, responding, and connecting.

• **Health.** Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance use and nonuse, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; emotional and social health; health resources; and prevention and control of disease, including characteristics of communicable diseases.

• **Physical Education.** Physical education instruction shall include motor skills and movement patterns; health-enhancing physical activity and fitness; responsible and respectful personal and social behavior.

• **Traffic Safety.** Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.

- **Library Science.** Students will also receive instruction in all facets of library science appropriate to their needs and developmental level.
- **Guidance Skills.** Students will receive whole group instruction in a program of age appropriate guidance activities.
- **Citizenship Skills.** Students will receive whole group instruction that focuses on citizenship qualities in a program of age/grade appropriate activities.
- **Talented and Gifted.** Those students who are identified as meeting the criteria will receive instruction in an appropriate Talented and Gifted Program.

Grades

Report cards will be distributed at the completion of each quarter. Kindergarten through fifth grade children will be assessed using the following:

- ME= Meeting expectations
- MP= Making progress
- NY= Not yet

Guidance & Counseling

Some time in a child's school life, assistance concerning personal, social, and educational growth would be helpful. The counseling department will assist students or refer students to those who can. Additional resources for parents are available through the guidance office and Keystone AEA. Requests can be made in person, through phone calls or emails.

Homework

Teachers assign homework, extra class activities or assignments as necessary. Homework is an opportunity for students to practice skills and activities, to share and discuss ideas, to review materials, to become acquainted with resources, to organize thoughts, to prepare for classroom activities or to make up incomplete class work. Homework in most cases should not take more than one hour for upper elementary students, and less for lower elementary students.

Human Growth and Development

The school district provides students with instruction in human growth and development. Parents may review the human growth and development curriculum prior to its use and request their child be excused from human growth and development instruction. Parents should contact the principal with any questions or concerns.

Inspection of Educational Materials

Parents and other members of the school district community may view the instructional materials used by students. Copies may be obtained according to board policy. Tests and assessment materials are only available for inspection with the consent of the superintendent. Persons wishing to view instructional materials or to express concerns about instructional materials should contact the building principal.

HEALTH INFORMATION

Administration of Medication

Students may need to take prescription or nonprescription medication during school hours. Medication is held in the office and distributed by office personnel. Medication must be in the original container with the following information either on the container, in the instruction sheet or in the parental authorization: name of the student; name of the medication; directions for use including dosage, times and duration; name, phone number and address of the pharmacy; date of the prescription; name of the physician; potential side effects; and emergency number for parents. Students must provide written instructions for administration of the medication as well as parental authorization to administer the medication. (Form, page 42)

In unusual circumstances, a student may need to carry prescription medication with them. This requires the permission of the parents, school nurse and principal. The school must know the medications a student is taking in the event the student has a reaction or illness.

Concussion Policy and Protocol

The Maquoketa Valley Community Schools will follow guidelines outlined by the Iowa High School Athletic Association Concussion Management Protocol, Iowa Code Section 280.12C regarding brain injury policies.

If a Maquoketa Valley Community School staff member, coach or contest official observes any signs, symptoms or any behaviors consistent with a concussion or brain injury in a school activity (recess, in the classroom, during a competition or practice), the student shall be **immediately removed from participation**. If injury occurs during the school day, the student should be sent to the nurse's office, where the school nurse or other designee will assess the student, for symptoms of a brain injury, and notify parents/ guardians. If happens during a practice or game, the coach is responsible for notifying parents immediately, and notifying the athletic director and school nurse in a timely manner. A student who has been removed from participation shall not return to such participation until the student has been evaluated by a licensed health care provider trained in the evaluation and management of concussions and other brain injuries. A student must then receive a written clearance to return to participation from the same health care provider who evaluated and/or diagnosed the concussion and other brain injury.

A school activity includes any physical education or weightlifting course, recess, extracurricular interscholastic activity contest or practice, including sports or dance.

A licensed health care provider includes: a physician, physician's assistant, advanced registered nurse practitioner, chiropractor, physical therapist, registered nurse or licensed athletic trainer.

Preseason baseline neurocognitive testing, (see Appendix A for pre/post form), will be done for **all 7-12 athletes** and may be repeated at the discretion of the athletic director, coaches, school nurse and administrative staff. This can and will be used during the school year to help identify the effects of an injury and the student/ player's readiness to return to school and/or activities.

The Student Support Team (Support and Intervention Team(s)) will identify needs and plan for ways to promote the success of a student with brain injury and/or concussion as they are progressing through return to learn and return to play. A student support team will consist of our current appropriate Support and Intervention Team(s) and any other individuals needed to support the individual need of the student. These team members will work closely with the student and parents/ guardians to manage the student's needs at school and during extracurricular activities.

Brain Injury Protocol During School Hours

1. A student will be sent to the school nurse for assessment after any significant bump, blow or jolt to the head which occurs during the school day.
2. The school nurse or designee will observe the student for signs and symptoms of a concussion or other brain injury.
3. Classroom teacher will be notified and will consult with school nurse if any signs or symptoms of concern are identified during class.
4. Student's parent(s) or legal guardian will be notified of the injury and observations by the school nurse, or other designee during the school day, or by a coach if it occurs before or after school during an extracurricular.
5. If signs or symptoms of concussion are not present, student may remain in school but should not participate in any sports or recreational activities on the day of the injury. Observe student for 24-48 hours and if signs or symptoms develop then parents will be notified and student will need to be evaluated by an outside healthcare provider. We ask that this provider fill out the Concussion School Care Plan, Appendix D.
6. Student will return to school nurse immediately if symptoms of concussion occur at any time after the injury.

Brain Injury Protocol Outside of School Hours

1. The student will be removed from activity immediately.
2. Assess and monitor for signs and symptoms of concussion.
3. Coach or sponsor must notify a parent/ guardian of the head injury right away, before the student leaves practice or event.
4. Regardless of whether or not a concussion has been diagnosed, **a student athlete should never return to sports or activities on the same day a head injury occurred.**
5. Coach or sponsor will notify school nurse and athletic director if any student experiences a head injury during a practice or competition.

Diagnosed Concussion: Return to Learn

Returning to school should be determined, by the student support team, parents and healthcare provider, based on each individual student's symptoms. A plan will be devised and may include accommodations such as: no school, shortened school days, allotted rest periods, decreased assignments, or no screen time throughout the healing process. It is helpful to have the Concussion School Care Plan Form, Appendix D. If symptoms reoccur after returning to school, brain activity should be decreased (rest time, school day lessened, etc.) Students should be performing at their academic baseline (symptom-free) before returning to athletics.

If concussion symptoms reappear at any time during return to learn and/or play, the student should cease activity and be re-evaluated by the school nurse, licensed athletic trainer and/or other healthcare professional.

Diagnosed Concussion: Return to Play

1. A student athlete should never return to play (competition or practice) on the same day of a diagnosed or suspected concussion.
2. A licensed healthcare provider (defined above) should evaluate the student on the same day the injury occurs, whenever possible. (See # 5 under Brain Injury Protocol at school.)
3. A post injury test, (see Appendix A) should be completed by the student athlete and healthcare provider (see Appendix B).
4. A student may return to activity once they: are asymptomatic for concussion at rest, asymptomatic for concussion with exertion (physical and mental), and must have written clearance from a licensed healthcare provider. Clearance by a licensed medical professional is required by Iowa Code.
5. Once all criteria above are met, the student should progress back to full activity following the step by step process outlined below, also (see Appendix C) unless otherwise defined by provider:
 - Step 1: Complete physical and cognitive rest
 - o No exertional activity until asymptomatic
 - o Stay home from school or limit school hours as needed
 - Step 2: Return to school full time
 - Step 3: Low impact, light aerobic exercise
 - o this step should not begin until student is no longer having any concussion related symptoms and has been cleared by the treating licensed healthcare provider.
 - o Student may begin brisk walking, light jogging, swimming or riding an exercise bike at less than 70% maximum performance heart rate
 - o No weight or resistance training permitted at this time.
 - Step 4: Basic exercise, such as running in gym or on field
 - o No helmet/ equipment
 - Step 5: Non-contact, sport-specific training drills;
 - o Includes dribbling, ball handling, batting, fielding, running drills, etc.
 - o Weight training can begin
 - Step 6: Following medical clearance, full contact practice or training permitted
 - Step 7: Normal activity or competition in a contest is permitted

Prior to returning to full practice, a post injury test must be completed by the student athlete and must have comparable results to their baseline exam. This will be at the discretion of either the school nurse, the athletic trainer, or the same health care provider who diagnosed the concussion.

Essential Oils & Natural Supplements

The student health office recognizes essential oils and natural supplements as a medication and will follow the same guidelines for administration of a prescription or an over the counter medication. Please speak directly to the school nurse at your student's school to determine the appropriateness, safety, possible side effects or toxic effects of the essential oil or supplement. Parents will provide a physician's order to administer essential oils or natural supplements; however, the school nurse is still required to administer professional judgment pertaining to essential oils and natural supplements in accordance with Nurse Practice Act.

Exclusion of Pupils for Reasons of Health

Students will be excused from physical education if they have a written excuse from their parents or their parents have contacted the office by phone. They will also be excused if they have a signed doctor's statement requesting no physical education classes. The principal may excuse students upon evidence that it may injure the student's health.

Food Allergy Information

Maquoketa Valley Community Schools is committed to providing a safe school environment for all students. The district recognizes that food allergies, in some instances, may be severe and even occasionally life threatening. It is the intent of the School District to try and reduce the likelihood of severe allergic reactions of students with known food allergies while at school, and to increase the likelihood that appropriate medical treatment is available in case of an allergic reaction. It is the District's intent to work with students and parents to help students learn how to manage their food allergies while providing an environment where the risk is reduced and emergency support is available. The school cannot achieve this goal alone and student and family involvement is critical. Ultimately the primary responsibility for reducing the risks associated with food allergies rests with the student and their parents. School procedures to reduce that risk are as follows:

- Information pertaining to student allergies will be shared with faculty and staff who have contact with the student(s). Otherwise this information will be kept confidential as possible.
- Based on information from the parent's doctor, the school nurse along with the Food Service Director will develop a food allergy action plan which lists the students food allergies, meal planning, emergency treatment protocol, and contact information.
- Food allergy and anaphylaxis training for faculty, staff and coaches will be provided as needed.

Parent Responsibilities:

- Parents of students with life-threatening allergies must provide the district and school nurse with emergency medications and written medical treatment protocol for their student addressing their specific allergy related event(s). This information and medication must be provided before the start of the school year. The school nurse will keep the medications according to school medication policies.
- Parents are expected to meet with the school nurse and food service director at the beginning of each school year regarding their child(s) food allergies.
- Parents are responsible for educating their child about managing their food allergy at school, including identifying "safe foods" by reviewing the lunch menu together, contacting the food service director for ingredient listings and reinforcing that the student should ask for help if the student is unsure about choosing foods in the cafeteria.
- If parents are uncertain about possible exposure to allergy-causing foods, they should provide meals and/or treats for their child.
- Parents of students with severe, multiple or unusual food allergies may be required to provide meals and snacks for their student.

Student Illness or Injury at School

Parents or the parents' designee will be notified if a child becomes ill or is injured at school. The family doctor or ambulance will be called if it is felt that immediate medical care is needed. When we call about an illness at school and we ask the parents to come and pick the child up, we do so not only to help the child who is ill, but also to prevent the spread of illness to those that the child comes in contact with. If your child is sent home due to a fever, we expect that they will stay home a minimum of 24 hours, fever-free without medication. If you question whether to send your child or not, please contact the nurse. If a student is absent due to illness, he/she may not participate in any evening activities on that day. If a child misses 3 or more consecutive days of school, parents will provide a written medical or doctor's excuse to the school.

POLICIES

Cell Phones and Other Electronic Devices

For the purpose of this handbook, “remotely activated, or activating communication devices” are defined to include portable two-way telecommunication devices, including but not limited to cellular telephones, with or without cameras, beepers, walkie talkies, other hand-held computing devices used as a communication device, any portable electronic device capable of storing and transmitting or receiving images, such as cameras, as well as any new technology developed for similar purposes.

At Maquoketa Valley schools, remotely activated or activating communication devices are to be turned off or turned on silent and kept in a student's book bag or locker, and are totally out of view during the regular school day and are not to be used during the instructional hours of the school day from 8:00 AM - 3:00 PM. Unless otherwise directed by the classroom instructor and/or administration. Consequences for not following the rules as set forth:

As required, the response to students use of these devices includes:

First Offense - Upon the first offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. After reviewing the policy with the principal or principal's designee, the device will be given back to the student.

Second Offense - Upon the second offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. After reviewing the policy with the principal or principal's designee, the device will be kept in safe keeping until the student's parent/guardian comes to school to pick up the device.

Third Offense - Upon the third offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. The principal or principal's designee will review the cell phone policy with the student. The student will be required to bring their device to the office upon their arrival at school for a period of one week. It will be kept safe in the office. It will be the student's responsibility to pick it up at the end of each school day.

Fourth Offense - Upon the fourth offense, the student's remotely activated, or activating communication device(s) will be confiscated by a staff member and taken to the principal's office. The principal or principal's designee will review the cell phone policy with the student. The student will be required to bring their device to the office upon their arrival at school for the remainder of the school year. It will be kept safe in the office. It will be the student's responsibility to pick it up at the end of each school day.

Inappropriate use of electronic devices

Cell phones with cameras and other portable “remotely activated, or activating communication devices” capable of storing, and transmitting or receiving images are banned from being used in locker rooms and rest rooms at ALL times. Students will be disciplined for use of cell phones with cameras in school locker rooms or restrooms with an immediate suspension plus one day for a first time violation. A second violation will result in an immediate plus 3 day suspension and a third offense could result in a recommendation for expulsion. Law enforcement may be notified after the first, second, and/or third violation of the policy.

Church Night

Arrangements with the ministers of the communities have been made concerning church night. Wednesday night has been designated by the Board of Education as "church night". The school building is to be closed during the evening with no scheduled practices, rehearsals, or meetings taking place later than 6:00 PM. There will be no exceptions without the approval of the superintendent.

Dress Code

The students of Maquoketa Valley shall be dressed and groomed in a fashion that is complimentary to the school and to themselves. Cleanliness and neatness in both hair and clothes is essential. State law requires all students to wear shirts and shoes for health reasons. If the dress of a student is offensive to a fellow student or a faculty member then it is disruptive in some degree to the educational progress. Clothing with profanity, suggestive wording, or controlled substances depicted will not be allowed. In addition, tops which allow midriff or underwear to show and shorts/skirts that are too revealing, will not be allowed. We ask that as students mature, parents use discretion in the clothing students wear to school. The Maquoketa Valley Board of Education recognizes that the administration must be the final judge of what is appropriate dress. No hats or caps are to be worn inside the building.

Fidgets at School

Students will be allowed to use a fidget at school if it helps the student pay attention during class. However, any student not using the fidget as intended and/or the fidget is disrupting his/her learning and/or the learning of others, will be asked to put the fidget away.

A fidget is a small object that keeps your hands busy so you can pay attention to the teacher. Sometimes a fidget can help students listen better during class. A fidget is intended to keep your hands out of trouble and to help a student focus on the instruction. However, a fidget is NOT a toy. A fidget is intended for classroom use only for those who need help paying attention to the instruction. Fidgets should never be taken to recess or to the lunchroom without permission of the teacher.

The following rules must be followed for a student to use a fidget in the classroom.

1. A student must have permission from the teacher to use a fidget.
2. A student should not need to look at the fidget very much so it doesn't become a distraction.
3. A student should not try and get his/her friend's attention with the fidget. This interferes with the learning of others.
4. The fidget needs to stay in the student's hands or sitting on the desk. It should not be in a student's pocket. It should never be dropped, tossed, or bounced.
5. The fidget should not make noise.

If at any time, the teacher feels the fidget has become a distraction, the student will be asked to put the fidget away. If the fidget continues to be a problem, the student may be asked to keep it at home.

Illegal Items Found in School or in Students' Possessions

Students are prohibited from distributing, dispensing, manufacturing, possessing, using, and being under the influence of alcohol, drugs or look-a-like substances; and possessing or using tobacco, tobacco products or look-a-like substances.

Weapons and other dangerous objects are not allowed on school grounds or at school events. Weapons and other dangerous objects shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess a weapon or dangerous object on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and

the student will be subject to disciplinary action including suspension or expulsion. Students bringing a firearm to school and/or possessing a firearm at school shall be expelled for not less than twelve months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis when extremely unusual circumstances exist. For purposes of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any weapon, or explosive, incendiary or poison gas.

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or other dangerous objects for educational purposes. Such a display shall also be exempt from this policy. Toy weapons are also not allowed on school property.

Notice of Nondiscrimination

It is the policy of the Maquoketa Valley Community Schools not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, religion in its programs, activities, or physical or mental disability in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 19B.11, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 - 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). Students are educated in programs that 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 Equity Coordinator. The Equity Coordinator is Doug Tuetken and can be reached at (563) 922-2091. Inquiries may also be directed in writing to Doug Tuetken, Maquoketa Valley Community Schools, P.O. Box 186, Delhi, Iowa 52223, (563)922-9411.

Physical/Sexual Abuse And Harassment of Students By School Employees

The school district does not tolerate employees' physically or sexually abusing or harassing students. Students who are physically or sexually abused by an employee should notify their parents, teacher, principal or another employee. Sexual abuse means sexual acts involving a student, acts that encourage the student to engage in prostitution, as well as inappropriate, intentional sexual behavior or sexual harassment by the employee toward a student. Sexual harassment are unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

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

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

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

The Iowa Department of Education has established a two-step procedure for investigating allegations of 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 Mrs. Brenda Becker (922-9411 or 923-3225) as its Level I investigator. Mr. Troy Osterhaus (922-2091) and Mrs. Ann Norton (926-2701) are the Level 2 investigators. Mrs. Becker, Mr. Osterhaus, or Mrs. Norton may be contacted directly.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical 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 Mrs. Brenda Becker (922-9411 or 923-3225) as its Level I investigator. Mr. Troy Osterhaus (922-2091) and Mrs. Ann Norton (926-2701) are the Level 2 investigators. Mrs. Becker, Mr. Osterhaus, or Mrs. Norton may be contacted directly.

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 are 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.

Search and Seizure

Searches, in General

Reasonable and Articulate Suspicion: A search of a student or a student's Remotely Activated or Activating Communication Device will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules or regulations affecting school order. Reasonable suspicion may be formed by considering factors such as the following:

1. eyewitness observation by employees;
2. information received from reliable sources;
3. suspicious behavior by the student; or,
4. the student's past history and school record, although this factor alone is not sufficient to provide the basis for reasonable suspicion.

Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

1. the age of the student;
2. the sex of the student;
3. the nature of the infraction; and
4. exigency requiring the search without delay.

Types of Searches

Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order.
2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.

- (a) Pat-down searches: If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student, with another adult witness of the same sex present, when feasible.
- (b) A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

Locker and Desk inspections

Although school lockers and desks are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in insuring the lockers and desks are properly maintained. For this reason, lockers and desks are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker or desk. Periodic inspections of all or random selection of lockers or desks may be conducted by school officials in the presence of the student or another individual. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker or desk (coat, backpack, purse, etc.) may be searched when a school official has reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy rule. Such searches should be conducted in the presence of another adult witness when feasible.

PROCEDURES

Birthdays

Students may bring treats to celebrate their birthdays at school. We are encouraging families who want to bring treats to bring prepackaged items or whole fruit that can be prepared for the students here at school. If a child has a summer birthday he or she may celebrate it at any time, however, we try to recognize students with summer birthdays on their half-birthdays. If your child is going to have a birthday party, we ask that invitations be handled outside of school unless all of the girls, or all of the boys, or the entire class is invited.

Breakfast and Lunch Programs

The school district operates a lunch and breakfast program. Students who live in town may walk home for lunch if they receive permission from their parents through a note or call to the office. Students may either bring their own lunches to school or purchase a lunch and other items, including milk. Pop is not allowed in the lunchroom during the lunch hour. All students must eat their lunch in the cafeteria. It is important to keep students' lunch accounts in good standing throughout the school year. Parents are able to monitor their child's account using our district website. Contact the school for additional information if you do not know how to access your child's lunch account.

Grievance Procedure

Grievances may involve almost any issue relating to sex, race, religion, color, national origin, language, sexual orientation, gender identity, marital status, familial status, physical and mental ability or disability, age, creed, physical attributes, ancestry, socioeconomic status, political party preference, political beliefs, or in the

treatment of students or employees in education programs or activities. They may relate to the actions of a particular individual, to the practices or policies of a particular school or unit within an education agency or institution, or the practices or policies of the agency or institution as a whole.

Students may file a written complaint regarding school district policies, rules and regulations or other matters by complying with the following procedure. This procedure is strictly followed except in extreme cases:

- If an employee is involved, discuss the written complaint with the employee within three days of the incident
- If unsatisfied with the employee's response or if there is no employee involved, file the written complaint with the principal within one school day of the employee's response or the incident
- If unsatisfied with the principal's response, file the written complaint with the superintendent within two days of the principal's response
- If unsatisfied with the superintendent's response, students may request in writing to speak to the board within three days of the superintendent's response. The board determines whether it will address the complaint.

Inclement Weather

When school is canceled because of inclement weather prior to the start of the school day, students and parents are notified over the radio and/or television stations and text alert system. The missed day will be made up at a later date.

If school is dismissed because of inclement weather after the school day has begun, parents are notified by the radio/television or text alert system. The superintendent determines whether buses will follow the regular routes. If the buses do not follow the regular routes, they may follow emergency routes or parents may be responsible for picking up their children at school. Parents of students who ride the bus will be notified how students will be returned home with the notification that school has been dismissed.

Lost and Found

Lost and/or found items are turned in to the office. Students and parents, please check the office if an item of clothing has been lost. Every year we have many items of clothing that go unclaimed.

Plan in Time of Crisis

Maquoketa Valley has a plan in place for use in case of fire, tornado, hazardous material, and a threat of violence. Some of these plans were developed in conjunction with the local and county law enforcement agencies, emergency management and local fire and EMT personnel. Each of these plans is explained to staff and students. Practice drills will be held to allow staff and students to know what steps to take if a real emergency should develop.

The first priority of school personnel will be the safety of all children and staff in the building.

A plan for parents is also an important component to these crisis situations when their children may be involved. If students have been evacuated from school grounds, parents will be directed through KMCH radio station (94.7 FM) as to when and where to pick up their children.

Parents will be asked to NOT call school during an emergency because this will tie up the phone lines that will be needed to communicate with law enforcement. As difficult and stressful as the situation might be, it is

imperative to cooperate with law enforcement as they work to secure the building and move children and staff to a safe place.

Our hope is that we never will have the need to implement any one of these plans for a real emergency but being prepared is critical to everyone’s safety. Please help us carry these plans out by noting your role in these crisis situations.

Visitors

Visitors to the school grounds are asked to check in at the main office and to wear an identification badge.

Transferring to Another School

The school district automatically transfers a student's records to a new school district upon receipt of a written request from the new school district for the student's records. Parents notified that the student's records have been sent are given an opportunity to view the student's records that were sent and a right to a hearing to challenge the content of the student's records that were sent. When a new student transfers into the school district, the student's records are requested from the previous school district.

Maquoketa Valley Discipline Response

If a behavior is unwanted, repeated, aggressive, includes an imbalance of power, places the student in reasonable fear of harm, has a substantially detrimental effect on their physical/mental health, substantially interferes with student’s academic performance or their ability to participate in school activities, bullying and harassment investigation procedures will be followed and appropriate remedial and/or disciplinary actions taken.

*** Administration has the right to modify the level of consequence due to student action/behavior. Individual plans for students may be considered for severe or repeated incidences.*

Attending Class	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: tardy	Conference with staff Recorded in office	Conference with staff Recorded in office Quiet lunch	Conference with staff Recorded in office 3 days of quiet lunch	Conference with staff Recorded in office Detention
Major: leaving school without permission, skipping class	Complete Office Discipline Referral Sheet. Send a copy home. Detention Parents notified	Complete Office Discipline Referral Sheet. Send a copy home. 1 Day In-School Suspension Parent Notified	Complete Office Discipline Referral Sheet. Send a copy home. 2 Day In-School Suspension Parent Notified.	Complete Office Discipline Referral Sheet. Send a copy home. 3 Day In-School Suspension Parent Notified

Defiance, disrespect, noncompliance	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Walking away from teacher when being spoken to, unresponsive even after cool down, yelling, refusing to follow directions, leaving room without permission, hiding/crawling under furniture to avoid situation, lying	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Major: Complete refusal to follow expectations	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: quiet lunch, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting

Bus Misconduct	1st Step:	2nd Step:	3rd Step:	4th Step
	Complete Office Discipline Referral Sheet. Send a copy home. Administrator, behavior strategist and driver contact parent	Complete Office Discipline Referral Sheet. Send a copy home. Administrator or behavior strategist contact parent Assigned seat on the bus for 2 weeks	Complete Office Discipline Referral Sheet. Send a copy home. Administrator or behavior strategist contact parent Assigned seat on the bus for 3 weeks	Complete Office Discipline Referral Sheet. Send a copy home. Administrator or behavior strategist contact parent Loss of bus privileges for one week

Inappropriate Use of Emergency Alarms	1st Step:	2nd Step:	3rd Step:	
Major:	Immediate Plus One-Day Suspension Parent Conference Law Enforcement Notified	Immediate Plus Three-Day Suspension Parent Conference Law Enforcement Notified	Possible expulsion	

Disruptive Actions	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Distracting noises, blurting, roaming	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: quiet lunch, detention
Major: Throwing objects to cause harm, noises/blurting to the point where instruction needs to stop, refusal to comply with dress code, threatening or unsafe action, public displays of affection	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: quiet lunch, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting

Defiance, disrespect, noncompliance	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Walking away from teacher when being spoken to, unresponsive even after cool down, yelling, refusing to follow directions, leaving room without permission, hiding/crawling under furniture to avoid situation, lying	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Major: Complete refusal to follow expectations	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: quiet lunch, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting

Inappropriate (racial or ethnic slurs, sexual terms) or harassing language, profanity, gestures & actions in person or via SOCIAL MEDIA:	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Name calling, slip of tongue, sound-alike curse words, <u>not</u> directed at an individual, intentionally blocking someone's path	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch +Detention
Major: Repeated use, directed at a peer , or threatening harm/injury, invading someone's privacy, ostracism (starting rumors, telling others not to be friends with someone, actions that would cause someone to be without friends), inappropriate touching, exposing privates,	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: immediate in-school suspension (plus 1-3 days additional suspension); may lead to possible expulsion Parent meeting
Major: Repeated use, directed at adult , or threatening harm/injury	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: immediate suspension, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension plus 1 day, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: immediate in-school suspension (plus 1-3 days additional suspension) Parent meeting	

Inappropriate Technology Use	1st Step:	2nd Step:	3rd Step:	4th Step
Not following cell phone use policy	Held in office. Student picks up at the end of the school day. Conference with administrator or behavior strategist on policy	Held in office. Student picks up at the end of the school day. Conference with administrator or behavior strategist Parents notified and pick up the phone	Held in office during day for 1 week; student responsibility to bring in/pick up each day Conference with administrator or behavior strategist Parents notified	Held in office during day for remainder of the year; student responsibility to bring in/pick up each day Conference with administrator or behavior strategist Parents notified
Minor: Inappropriate use of technology devices -- playing games, off-task use of technology, etc.	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Major: Inappropriate use of technology devices -- inappropriate sites, pictures, impersonating someone or accessing their accounts, etc.	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist One week ban on technology Multiple days of quiet lunch	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist Two week ban on technology Detention	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist Three week ban on technology Immediate suspension (plus)	Complete Office Discipline Referral Sheet. Send a copy home. Communicate with parent. Conference with administrator or behavior strategist Permanent ban on technology Immediate suspension (plus)

Theft	1st Step:	2nd Step:	3rd Step:	4th Step
Major: Taking someone else's property; refusing to return borrowed item after adult intervention	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Additional consequences: Quiet Lunch Detention Possible Law Enforcement Return or Reimbursement Costs	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Additional consequences: Detention Suspension Possible Law Enforcement Return or Reimbursement Costs	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Immediate In-School Suspension (plus) Possible Law Enforcement	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Immediate In-School Suspension (plus) Possible Law Enforcement

Physical Altercations	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Play fighting, pushing in line, bumping intentionally, throwing object with no intended target	Staff Handled: Verbal reminder of Wildcat Way expectations.	Staff Handled: Formal redirect; explicit reteaching outside of class time	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student.	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequences issued: Quiet Lunch Detention
Unintentional Major: Physically aggressive behavior such as hitting, pushing, grabbing, slapping that is not intended to cause harm	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: quiet lunch, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention, consider restorative action	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting
Intentional Major: Hitting, pushing, slapping, grabbing, punching, kicking that is intentional and/or does injure others	Complete Office Discipline Referral Sheet & send home Conference with administrator or behavior strategist followed by communication with parent Immediate Plus One-Day Suspension	Complete Office Discipline Referral Sheet & send home Conference with administrator or behavior strategist followed by communication with parent Immediate Plus Two-Day Suspension	Complete Office Discipline Referral Sheet & send home Conference with administrator or behavior strategist Administrator conference with parent Immediate Plus 3-5 Day Suspension	Student in suspension until plan is developed

Assault on Student or Staff	1st Step:	2nd Step:
Major: One-sided physically violent attack	Immediate Plus 3 Day Suspension Administrator calls parent	Immediate Plus 3-10 Day Suspension Parent Conference

Cheating/Forgery	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: Copying from someone else's work	Staff Handled: Verbal reminder of Wildcat Way expectations. Communicate with Parents Complete assignment	Staff Handled: Formal redirect; explicit reteaching outside of class time. Communicates with parents. Complete assignment Quiet Lunch	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student. Complete assignment Quiet Lunch Detention	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Complete assignment Quiet Lunch Detention
Major: Forging someone else's signature, plagiarism	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent. Quiet lunch until assignment is completed Consider restorative action Complete assignment	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Complete assignment Additional consequence: quiet lunch, consider restorative action Complete assignment	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: detention Consider restorative action Complete assignment	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Additional consequence: in-school suspension Parent meeting Complete assignment

Possession or Under the Influence of Illegal Substance	1st Step:	2nd Step:	3rd Step:	4th Step
Major:	Immediate Plus One-Day Suspension Parent Conference Law Enforcement Notified	Immediate Plus Two-Day Suspension Parent Conference Law Enforcement Notified	Immediate Plus Three-Day Suspension Parent Conference Law Enforcement Notified	Possible Expulsion Law Enforcement Notified

Vandalism	1st Step:	2nd Step:	3rd Step:	4th Step
Minor: making marks on school property, making mess in school area, misusing property	Staff Handled: Verbal reminder of Wildcat Way expectations. Communicate with Parents Consider restorative action	Staff Handled: Formal redirect; explicit reteaching outside of class time. Communicates with parents. Consider restorative action Quiet Lunch	Staff issues repeated minor office referral, communicates with parents. Behavior strategist or administrator follows up with student. Consider restorative action Quiet Lunch Detention	Complete Office Discipline Referral Sheet & send home. Conference with administrator or behavior strategist followed by communication with parent Consider restorative action Quiet Lunch Detention
Major: Intentionally damaging or breaking school property, permanently defacing, going to bathroom in inappropriate area	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Additional consequences: Quiet lunch Detention Possible Law Enforcement Return or Reimbursement Costs	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Additional consequences: Detention Suspension Possible Law Enforcement Return or Reimbursement Costs	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Immediate In-School Suspension (plus) Possible Law Enforcement	Complete Office Discipline Referral Sheet. Send a copy home. Administrator calls parent. Immediate In-School Suspension (plus) Possible Law Enforcement

Weapons	1st Step:	2nd Step:	3rd Step:	4th Step
Use or possession of water guns and look-alike weapons	Immediate suspension plus 1 day Parent Notified	Immediate suspension plus 2 day Parent Notified	Immediate suspension plus 3 day Parent Notified	Possible expulsion Parent Notified
Use or possession of item identified or used as a weapon	Immediate suspension plus 1 day Parent Notified	Immediate suspension plus 3 day Parent Notified	Immediate suspension plus 5 day Parent Notified	Possible expulsion Parent Notified

HEALTH INFORMATION FORM School Year 2019-2020

Instructions: Complete form and return it to the school office. Form good for 2019-2020 school year only

Student's Name _____ Grade _____ DOB _____

<u>Check next to any condition or illness that applies to your child.</u> Use "Comments" section at the bottom of the page for explanations.	
1	Allergies: <input type="checkbox"/> Food _____ <input type="checkbox"/> Medicine _____ <input type="checkbox"/> Insects (please specify) _____ <input type="checkbox"/> Environmental <input type="checkbox"/> Latex <input type="checkbox"/> Other (please specify) _____ Specify reaction to allergy or allergen: <input type="checkbox"/> Rash <input type="checkbox"/> Swelling <input type="checkbox"/> Hives <input type="checkbox"/> Trouble Breathing <input type="checkbox"/> Vomiting <input type="checkbox"/> Diarrhea <input type="checkbox"/> Local Reaction Does the child need a special diet? <input type="checkbox"/> Yes <input type="checkbox"/> No (If yes, school requires a prescription from doctor.)
2	<input type="checkbox"/> Asthma: List triggers _____ Diagnosed at age _ _____ <input type="checkbox"/> Takes medication: Name medication(s) _____ Under doctor care now? <input type="checkbox"/> Yes <input type="checkbox"/> No
3	<input type="checkbox"/> Other frequent Respiratory Conditions: Describe _____
4	<input type="checkbox"/> Attention Deficit/Hyperactivity Disorder (ADD/ADHD) <input type="checkbox"/> Takes medication: Name medication _ _____
5	<input type="checkbox"/> Blood disorder Please specify (ex. Sickle cell anemia, etc.) _____
6	<input type="checkbox"/> Blood pressure <input type="checkbox"/> High blood pressure (hypertension) <input type="checkbox"/> Low blood pressure (hypotension)
7	<input type="checkbox"/> Cancer: Please explain _____
8	<input type="checkbox"/> Convulsion or seizure: Type: _____ How long ago was last one? _____ <input type="checkbox"/> Takes medication: Name medication _____
9	<input type="checkbox"/> Cystic Fibrosis Takes medication: Name medication _____
10	<input type="checkbox"/> Diabetes <input type="checkbox"/> Type 1: <input type="checkbox"/> Insulin pen/injection <input type="checkbox"/> Pump <input type="checkbox"/> Type 2: <input type="checkbox"/> Medication _____
11	<input type="checkbox"/> Digestive Disorders (ex. IBS, Crohns) Please specify: _____
12	<input type="checkbox"/> Serious head injury: Explain _____
13	<input type="checkbox"/> Hearing trouble <input type="checkbox"/> Uses hearing aid
14	<input type="checkbox"/> Heart condition: Explain _____ Under doctor's care for this condition? <input type="checkbox"/> Yes <input type="checkbox"/> No Any physical restrictions? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, explain _____
15	<input type="checkbox"/> Kidney or bladder disorder. Explain _____
16	<input type="checkbox"/> Migraines: Under doctor's care for this condition? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Takes medication: Name medication _____

17	<input type="checkbox"/> Muscle/bone/mobility disorder Explain _____
18	<input type="checkbox"/> Psychiatric diagnosis <input type="checkbox"/> Takes medication: Name medication _____
19	<input type="checkbox"/> Surgery: What for _____
20	<input type="checkbox"/> Vision problems: Explain _____ <input type="checkbox"/> Glasses <input type="checkbox"/> Contacts
21	<input type="checkbox"/> Other medical condition(s) not listed: Explain : _____
22	<input type="checkbox"/> My child does <u>not</u> have any of the listed conditions or illnesses.
Comments or other health information _____	
_____ Parent/Guardian Signature Date	

Emergency Information for _____

(Student First, Middle & Last Name)

We have reviewed the student handbook.

_____ Parent/Guardian Signature _____ Date

Please return this sheet to your child's teacher by Friday, August 30, 2019. If this information changes during the year, please provide us with an update. Thank you!

Student Birthdate: _____ Phone Number: _____

Mailing Address: _____
(911 address or Box #) (City) (Zip code)

Parents' Names: _____

Email Address/s: _____

Mother's work phone and address: _____

Father's work phone and address: _____

Language spoken in the home : _____

In an emergency or major disaster during school hours, my child may be released to the following persons:

Name _____ Address _____ Phone _____
Name _____ Address _____ Phone _____
Name _____ Address _____ Phone _____
Name _____ Address _____ Phone _____

My son/daughter needs to take the following medication: _____

Dosage _____ Time/s _____ Does the school have a supply? _____

List allergies to medicine or foods: _____

Family Doctor & phone: _____ Family Dentist & phone: _____

Office Use:

Student Released to: _____

Date: _____ Time: _____ Destination: _____

TRANSPORTATION INFORMATION

STUDENT NAME: _____

GRADE: _____

Parents: It is very important that we know how your child is to get home each day. Often younger children become confused about what they are supposed to do. For your child's safety and everyone's peace of mind, please complete this form and return it to us by August 30, 2019.

My child will:

- Walk home each day (weather permitting) Be picked up in a car each day

The following people may pick him/her up:

- Be transported by bus each day. Bus number or driver: _____

Your child will be dismissed according to the instructions that you have given unless we hear from you concerning a daily change. Sometimes children tell us at the end of the day that they are supposed to do something different than they normally do. Without hearing from you, we don't know if this is correct information and will follow the previously specified plans per this form. Please send a note to school with your child if their transportation plans are different. If you need to make a change in arrangements later in the day, please call no later than 2:00 pm if possible as the end of the day can be quite busy in both the office and classrooms, and messages may be missed.

If you have a permanent change in arrangements during the year, please complete a new form in the office.

On days we might be dismissed unexpectedly for weather concerns:

- Travel arrangements would be exactly as noted above.
- I need to have my child do the following on a day with an unexpected dismissal:

**Maquoketa Valley Community School District Parental Order form
for Over-the-Counter Medications**

A Registered Nurse/medication trained staff will have the following over-the-counter medication available to give to students according to protocol and with written parental authorization. Please check which medications your child may receive for minor problems such as a cold, menstrual cramps, headache, sore throat, sore muscles, backache, sprains, upset stomach, cuts and rashes. These medications are for occasional use only. If your child requires any medication more frequently, please provide medication and a signed parental authorization form.

Student Name: _____ Grade: _____

Check One:

May give all medications listed Do NOT give any medications Give ONLY medications checked

Elementary through High School Students:

- Cough / Sore Throat Lozenge (1 lozenge every 2-4 hours as deemed necessary)
- Antacid Chewable Tablets (1-2 tablets every 2-4 hours for indigestion, heartburn or nausea)
- Hydrocortisone 1% cream (Apply as needed)
- Triple Antibiotic Ointment (Apply as needed)
- Vaseline (Apply as needed for dry lips and skin)
- Generic Benadryl (Dosing according to age and weight on bottle's instructions)

Parent/Guardian Signature: _____ Date: _____

****This form good for the 2019-2020 school year ONLY.****