

TREYNOR ELEMENTARY SCHOOL

STUDENT HANDBOOK

2019-2020

“The mission of Treynor Community Schools is to provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.”



“Excellence is Expected and Excellence is Achieved”

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SECTION 1: FORWARD

INTENT OF HANDBOOK

This handbook is an extension of board policy and is a reflection of the goals and objectives of the board. The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors and guests with respect and courtesy. Students may not use abusive language, profanity or obscene gestures or language. Students must also refrain from public displays of affection.

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. A violation of a school district policy, rule or regulation may result in disciplinary action and may affect a student's eligibility to participate in extra-curricular activities whether the violation occurred while school was in session or while school was not in session.

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

The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and state and federal statutes and regulations. Therefore, 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.

Elementary Staff and Faculty

Elementary Principal

Jill Kay

Kindergarten Teachers

Shana Elwood

Trey Stickler

Reesa Waymaster

First Grade Teachers

Tiffany Block

Lea Crause

JoEllen Travis

Second Grade Teachers

Shelly Larsen

Staci Robinson

Shantelle Vohs

Third Grade Teachers

Angela Drake

Emily Kudron

Stephanie Lajko

Fourth Grade Teachers

Charity Pearce

Kyle Rogers

Jennifer Wetel

Heather Kellar

Fifth Grade Teachers

Erin Mrsny

Alexandra Petry

Andrea Saar

Administrative Assistant

Natalie Suden

Guidance Counselor

Carie Currin

Nurse

Marcia Lippert

Special Education Teachers

Jaime Konz

Kendra Martin

Title One Reading

Kristin Mundorf

Art Teacher

Katie Weis

Library/Media Specialist

Jennifer Nelson

Physical Education Teacher

Katie Campbell

Gifted and Talented Teacher

Randi Endriss

Vocal Music Teacher

Michael Stinman

Instructional Coach

Heidi Finnegan

Cooks

Monica Grasshorn

Roxanne Huskey

Kelly Nilson

Karen Sperry

Custodians

Roger Saylor

Terry Weis

Student Associates

Jill Brown

Christina Caruso

Kelcie Chlupacek

Alissa Dermody-Houdek

Jill Orr

Julia Schoening

Hannah Schroder

SECTION 2: PHILOSOPHY, GOALS, OBJECTIVES

MISSION STATEMENT

Provide positive learning experiences for developing the maximum potential of students to be productive citizens and to prepare them to meet the choices and challenges of the future.

PHILOSOPHY OF EDUCATION

The Board of Education of the Treynor Community School believes that every individual in our community should reach the maximum development of all his or her mental, moral, emotional, and physical powers so that each individual may enjoy a rich life through the realizations of worthy and desirable personal goals. Through such development of the individual we believe each person will make his or her greatest possible contribution to all humanity; hence better citizenship and a better America.

CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring 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 community.

SECTION 3: SCHOOL DAY

SCHOOL HOURS

School starts at 8:20 a.m. and dismisses at 3:30 p.m. each day of the week with the exception of Wednesdays, which dismisses at 2 p.m. for teacher professional development.

ARRIVAL

Students may not be present on school grounds before 8:00 a.m. or after 3:40 p.m., unless they ride school transportation or are under the supervision of an employee or an extracurricular activity sponsor. If school is dismissed early, students are expected to be picked up or leave the school grounds within 10 minutes of dismissal in order for school transportation to enter the drive.

Students arriving late must sign in promptly at the office. Those leaving early must be signed out by a parent/guardian. Students will not be dismissed early without a parent physically entering the building to sign them out.

DISMISSAL

Students **MUST HAVE** a note from a parent if they are to remain for a club meeting, go to a friend's house, or ride a different bus. This provides the assurance that both the parents and the school know of a child's whereabouts. If the student does not have a note stating a change in plans, they will be sent home using their normal routine.

Town students living **SOUTH** of Highway 92 and bike riders are dismissed at the 3:30 p.m. bell. For safety reasons, all town students living **NORTH** of Highway 92 are required to ride the buses to the patrol crossing at the high school, unless picked up by parents. There will be exceptions unless authorized by a note from the parent to the principal.

Students being picked up by parents, family, etc. are dismissed at the 3:30 p.m. bell. To avoid being caught behind the buses, parents may choose to pick up students at the far east end of Elementary Drive. Driving around the buses once they have entered the school drive is not allowed. In the interest of safety, students are not permitted to cross between the buses while they are loading. Parent cooperation is urgently needed to help us avoid accidents.

AFTER SCHOOL ARRANGEMENTS

Treynor Elementary students are at their best when they have predictable daily schedules. It is our policy that every student will go directly home after school unless we are notified of a change IN WRITING.

INCLEMENT WEATHER

If school is canceled due to inclement weather prior to the start of the school day, the school will notify KMA radio and the three local television stations. The missed day may have to be made up at a later date.

If school is dismissed because of inclement weather after the school day has begun, those parents who have contact notification setup in JMC will receive a call, email and/or text. To customize/update your information, visit the JMC parent portal and modify your contact settings for notifications. The superintendent determines whether buses will follow the regular routes.

Extracurricular activities or school events for the day or evening of a day when school is canceled or dismissed early are generally canceled and rescheduled. The principal may determine whether to hold extracurricular activities or events. If they are still being held, students and parents are notified.

SECTION 4: SCHOOL GUIDELINES

BUS LOADING ZONE

The yellow curb identifies the bus-loading zone. This area is a no parking zone from 8:00 a.m. to 8:30 a.m. and from 3:15 p.m. to 3:45 p.m. ** If you need to leave your vehicle during these times, please park in one of the lots. Do not leave your vehicle unattended on Elementary Drive!*

LUNCH POLICIES

Treynor Elementary School has a *no charge policy for school lunches*. Excessive charges create a very time consuming accounting problem. A reminder will be sent home when a student's account is low. Parents are encouraged to fund lunch accounts using the JMC Parent Portal. State rules do not allow food from outside sources to be brought into the lunchroom unless packed from home. Pop and other drinks are also not allowed unless the student has a medical waiver on file.

LUNCH PRICES

Students are encouraged to participate in the school's breakfast and hot lunch program. The price of a student breakfast is \$1.35 per day and is available from 8:05-8:20 a.m.. Breakfast is not served on late-start days.

School lunches are available for \$2.35 per day. Parents and or grandparents wanting to eat lunch with their child must notify the office by 9 a.m. Adult may purchase lunches for \$3.65 per day.

Milk breaks are provided for students in grades K-2. Milk is \$0.50 per day.

FEE WAIVERS

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing temporary financial difficulty may qualify for temporary financial assistance and should contact

the school secretary for a waiver form. This waiver does not carry over from year to year and must be completed annually.

SCHOOL DRIVE

The school drive is considered a one-way road during arrival and dismissal (with the exception of those conducting school business, deliveries, etc.). The yellow curb area is a no parking zone during arrival and dismissal. Please do not park your car and leave it unattended in this area. Please do not stop in the middle of the drive to drop your child off. Make plans with your child to meet east or west of the bus-loading zone on the school drive. All traffic will stop once the buses have arrived. Never attempt to drive around a school bus. There is ample parking available on the east end of the drive and the diagonal spaces in front of the main entrance. Please watch your speed as you enter and exit the school drive and pay attention to the speed bump.

CARE OF SCHOOL PROPERTY

Students are expected to take care of school property including desks, chairs, books, lockers, 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.

NEW STUDENTS

In order to provide the classroom teacher adequate time to prepare for a new student, starting the day of enrollment is not permissible. New students and parents will be able to register for classes and deposit money in lunch accounts, but will not be able to start school until the following day.

TELEPHONE

Please remember that the school phone is a business phone. Students are allowed to use the telephone in cases of absolute necessity after receiving permission from a school staff member. Students will not be allowed to make after school social arrangements using the school phones.

NON-EDUCATIONAL ITEMS FROM HOME

Students are in school to learn, therefore, all items not deemed as essential for the learning environment should be kept at home. Examples of such items may include; cell phones, smart watches, tablets, MP3, iPod, fidget spinners, Pokemon cards, playing cards, and any other electronic devices, etc.

*The Treynor School District is not responsible for personal items which are lost or stolen and does not advise students to bring anything of value to school.

USE OF BICYCLES

Bicycles must be parked in the racks provided. Students should exercise caution going to and from school on their bikes. Bikes should be walked on school property. Skateboards are not allowed. Students who fail to follow the rules set by the administration will have the privilege of bike riding on school property removed, and may also be subject to additional discipline. The school cannot be held responsible for bicycle damage or theft.

LIBRARY

Students will be allowed to check out library books based on established library procedures. The student will be responsible for lost, destroyed, or abused books. Library books will be returned on or before the due date.

VOLUNTEERS

We encourage and welcome parent volunteers at school. Volunteers can help by reading to children, listening to children read, shelving library books, and making teaching materials. Please make arrangements for your non-school aged children while you are volunteering. If you are interested in volunteering, please contact your child's teacher.

TEXTBOOKS

Textbooks must be properly used, cared for, and returned. Appropriate fines will be assessed for lost, damaged, or destroyed textbooks.

OPEN ENROLLMENT

Parents or guardians considering the use of the open enrollment option to enroll their child in another public school district in the state of Iowa should be aware of the following date:

March 1, 2020 – the last date for regular open enrollment requests for the 2020-21 school year.

September 1st, 2019 – the last date for Kindergarten open enrollment requests for 2019-20.

TRANSFERRING TO ANOTHER SCHOOL OR SCHOOL DISTRICT

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 will be notified that the student's records have been sent and are given an opportunity to view those records when requested. A hearing to challenge the content of the student's records may be made if desired. Parental consent is not necessary to forward a student's records to a student's new school district or for the school district to request them from a student's previous school district. When a new student transfers into the school district, the student's records are requested from the previous school district.

STUDENT PHOTOGRAPHS

Student photographs are taken during the first quarter of the school year. Students are not required to purchase the pictures.

LEGAL STATUS OF STUDENT

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

INSPECTION OF EDUCATIONAL MATERIALS

Parents and other members of the school district community may view the instructional materials used by students in the office. 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 teacher first and then the building principal if concerns still exist.

STUDENT PROMOTION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment. The retention or promotion of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident that a student may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It shall be within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.

SECTION 5: STUDENT ATTENDANCE

ATTENDANCE

Students are expected to be in attendance each day throughout the school year. Students who are absent from school lose out on valuable explanations of material, interaction with their teachers and peers, and often perform at a level below their potential. The Board's policies include attendance and the administration is

responsible for developing further attendance rules and regulations. The parents/guardians and students are responsible for developing behaviors which will result in regular and punctual student attendance.

Policy: The Treynor Elementary School Attendance Policy states that parents of students who have at least 5 or 10 undocumented absences during the school year will receive an attendance-warning letter informing them that their child is having attendance issues. Parents of students with 15 or more undocumented absences during the school year will receive a letter informing them that their child is having attendance issues and that an "Attendance Cooperation Meeting" may need to be held. During this meeting, an attendance contract will be drawn up and signed by the student(if appropriate), parent(s), and school personnel. After this time, if the attendance issue is still not corrected the issue may then be referred to the District County Attorney's Office.

Documented Absences: A documented absence is an absence that has supporting documentation such as an appointment that is considered unavoidable (Doctor, Dentist etc.). Please make sure to ask for documentation so student can bring and turn in to the secretary when checking into school. Funerals would also fall under documented absences when the principal/secretary is notified by the parent.

Undocumented Absences: Parent notes or notification for absences such as; illness, vacation, personal reasons, etc. will be considered an undocumented absence. (See policy above)

**The Principal is responsible for the interpretation of documented versus undocumented absences.*

Student Absences Notification: Parents are requested to notify the school (487-3422) by 9:00 when students are not going to be in school. The school secretary will attempt to call if notification is not received.

COMPULSORY ATTENDANCE LAW

Compulsory Attendance: Parents, within the school district, who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district designated by the school board. Students shall attend school the number of days that school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 175 days. Students not attending the minimum days must be exempted by this policy as listed below or, for students in grades 6-12, referred to the county attorney or, for students in grades K-8, referred to have an "Attendance Cooperation Meeting." Exceptions to this policy include children who:

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

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

****A student who is too sick to attend school should also be too sick to attend school activities.**

TARDY POLICY

Students will be considered tardy at 8:20 a.m. It is important that students realize the importance of being on time. When arriving late, students miss out on important directions and information pertaining to the day. In addition, being tardy disrupts the entire class and teacher. Students who arrive late must obtain a note from the office to be admitted to class.

If a student is frequently tardy, parents will be contacted by the principal to establish a plan for improving the student's attendance. Continued tardies may result in more severe action being taken.

MAKE UP WORK POLICY

Each student (if age appropriate) has the responsibility for arranging to make up schoolwork within a reasonable time or receive a zero for the work missed. Students will be allowed two days for each day missed in order to complete and turn in assigned work. Since it is impossible for all work missed to be made up (discussion, in class work, etc.), it is possible that his/her grades will be adjusted, particularly in cases of excessive absences.

SECTION 6: STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT CONDUCT

Treynor Schools 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. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age level and maturity 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 vehicles; 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.

Consequences for misconduct will be fair and developmentally appropriate in light of the circumstances. Students who fail to abide by this policy, and the administrative regulations supporting it, may receive disciplinary action including, but are not limited to; removal from the classroom, detention, suspension, probation, and expulsion.

HOMEWORK

Teachers assign homework, extra class activities or assignments as necessary. Homework is an opportunity for students to practice skills and activities, share and discuss ideas, review materials, become acquainted with resources, organize thoughts, prepare for classroom activities and/or to make up incomplete class work. Our guidelines for homework is no more than 10 minutes per grade (first grade = 10 minutes, 4th grade = 40 minutes, etc.) Classroom teachers give study/work time after each lesson throughout each day for students to work on assignments. Students are expected to complete homework on time.

DRESS CODE

Students are expected to dress appropriately for school and all school-related activities. It is our belief that clothes and personal attire directly influence a student's behavior and attitude. Our major objective is to provide the best education and the best learning environment possible. A student's dress may cause a disruption to the learning environment in our school. Articles of clothing or dressing styles inappropriate for our learning environment include (but are not limited to):

- Clothing having vulgar, profane, or suggestive language and/or gestures
- Clothing having racially biased, offensive language/pictures, or sexually inappropriate references
- Clothing that advertises alcohol, tobacco, or anything representing the drug culture
- Clothing that does not appropriately cover the body
- Clothing that does not cover the midriff (the shirt must meet the beltline)
- Hats or head coverings, including bandannas
- Shoes/sandals must be worn (No "heely" shoes)
- All undergarments must be covered

Student's whose dress or appearance is deemed inappropriate will be required to change into clothing that is appropriate. Repeat offenders may be required to meet with the school counselor and/or have disciplinary action enforced.

CARE OF SCHOOL PROPERTY/VANDALISM

Any student who is involved in either damaging or destroying school property may be required to pay damage fee's or provide restitution. Disciplinary action may also occur including; detention, in school suspension, or out of school suspension.

STUDENT LOCKERS

Student lockers are the property of the school district. Students shall use the lockers assigned to them and are not to share lockers with other students except as assigned by school officials. Lockers are to be used for storing their school materials and personal items necessary for attendance at school. It shall be the responsibility of each student to keep the student's assigned locker clean and undamaged. The expenses to repair damage done to a student's locker are charged to the student.

Although school lockers, desks and other spaces 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 lockers, desks, and other spaces are properly maintained. For this reason, lockers, desks and other spaces are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker, desk or other space.

School officials in the presence of the student or another individual may conduct periodic inspections of all or a random selection of lockers, desks or other space. 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, desk or other space (coat, backpack, purse, etc.) may be searched when a school official has a reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy or rule. Such searches should be conducted in the presence of another adult witness when feasible.

FIGHTING

An in or out of school suspension for up to ten days may be given to students involved in fighting on school property, at school activities or on school transportation vehicles if self-defense isn't applicable. Repeated incidents could result in expulsion.

The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline. Examples may include when:

- The student provokes, incites or encourages the use of physical force from another.
- The force being used against the student is lawful by administrator or teachers.
- The student had the opportunity to avoid force or to inform a school official of threatened use of force.
- The student uses force after another party abandons or attempts to abandon a fight or confrontation.

TRESPASSING

Students are not to enter or remain on any school district property without proper authorization. Violators will be subject to disciplinary action, suspension, and/or expulsion and possible ticketing from law enforcement. Students on school property while on suspension and/or expulsion are subject to additional disciplinary action and arrest for criminal trespass.

PERSONAL ENDANGERMENT

Students are prohibited from conduct that is wrongful and reckless which puts others or themselves in danger. Examples may include, but not limited to: arson, fire-crackers, reckless driving, or tampering with alarm

systems. Disciplinary consequences may include: suspension, law enforcement notified, financial reimbursement, and / or expulsion may be recommended to the Board of Education.

CHEATING

Students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. Discipline may include one or more of the following; a "0" for the particular assignment, the loss of class credit, detention, suspension, and/or consequences of the "Good Conduct Rule."

WEAPONS

Weapons and other dangerous objects and look-alikes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district. Parents of students found to possess weapons, dangerous objects or look-alikes on school property are notified of the incident.

Possession or confiscation of weapons, dangerous objects or look-alikes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion. Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year.

The superintendent has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, any explosive, incendiary or poison gas, or otherwise defined by applicable law.

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

SMOKING, DRINKING, AND DRUGS

Students are prohibited from selling, distributing, dispensing, manufacturing, possessing, using, or being under the influence of beer, wine, alcohol, tobacco and/or nicotine products, including, but not limited to cigarettes, chew, snus, dissolvables, electronic cigarettes, vaping products and devices and/or any electronic or other devices that can be used to deliver nicotine to the person inhaling from the device, illegal drugs, drug paraphernalia or look alike substances that appear to be tobacco, beer, wine, alcohol or controlled substances and the unauthorized selling, distributing, using, possessing or being under the influence of otherwise lawful drugs 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 vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct will directly affect the good order, efficient management, and welfare of the school district. Violations of this rule will result in disciplinary action including suspension or expulsion and will be reported to law enforcement authorities.

Weapons, other dangerous objects, and look alike are not allowed on school grounds or a school activity with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the principal. Students bringing firearms to school or possessing firearms at school will be expelled for no less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for students on a case by case basis. Parents of students found in violation of this policy will be contacted and the students will be reported to law enforcement officials.

SEARCH AND SEIZURE

School district authorities may, without a search warrant, search students or protected student areas based on a reasonable suspicion that a school district policy, rule, regulation or law has been violated. The search shall be in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors to the school district facilities.

The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility. School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, non prescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, vapes/e-cigarettes, weapons, explosives, poisons and stolen property.

Such items are not to be possessed by a student while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; 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. Possession of such items will be grounds for disciplinary action including in-school suspension, out of school suspension, or expulsion and may be reported to local law enforcement officials.

STUDENT SEARCHES

In order to protect the health and safety of students, employees and visitors to the school district and for the protection of the school district facilities, students and their belongings and school owned lockers and desks may be searched or inspected. A search of a student 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. Considering factors such as the following may form reasonable suspicion:

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

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:

- the age of the student;
- the sex of the student;
- the nature of the infraction; and
- the emergency requiring the search without delay.

A student's body 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.

Personally intrusive searches will require more compelling circumstances to be considered reasonable. 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 and with another adult witness of the same sex present, when feasible. A more intrusive search, short of a strip search, of the student's body,

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.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on the school premises may be searched if the school official has reasonable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

STUDENT COMPLAINTS

Students may file a 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 complaint with the employee within (5) days of the incident;
- If unsatisfied with the employee's response or if there is not employee involved, talk to the principal within (5) school days of the employee's response or the incident;
- If unsatisfied with the principal's response, talk to the superintendent within (5) days of the principal's response;
- If unsatisfied with the superintendent's response, students may request to speak to the board within (30) days of the superintendent's response. The board determines whether it will address the complaint.

INTERVIEW OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees. Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office.

Upon receiving a request, it is the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present. If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview. Students shall not be taken from school without the consent of the principal and without proper warrant.

CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections as well as requiring 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 community.

DUAL ENROLLMENT STUDENTS

Home school or home school assistance program students enrolled in classes or participating in school activities in the school district are subject to the same policies, rules and regulations as other students and are disciplined

in the same manner as other students. Dual enrollment students interested in participating in school activities or enrolling in classes should contact the principal.

BUS CONDUCT

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. The driver has the ability to discipline a student and/or may notify the principal of a student's inappropriate bus conduct and have the principal give the consequences. Persons riding in school district vehicles shall adhere to the rules, failure to do so may result in any of the following; verbal reprimand, detention, suspension, loss of privileges in riding the bus. When a student loses his/her privileges this refers to all buses including activity buses, field trips, etc.

SECTION 7: PROGRAMS AND ASSEMBLIES

FIELD TRIPS

With our proximity to the Omaha / Council Bluffs metropolitan area, our students are fortunate to have the opportunity to attend numerous field trips. Notes will be sent home with details regarding the trip. When possible, parents are permitted to attend. Due to the size of the group, non school- aged siblings are not allowed to attend these student-based field trips.

5th GRADE PUBERTY PROGRAM

According to state law, each school district must provide students with instruction in human growth and development. Fifth grade students spend two days discussing hygiene and puberty. Parent notification letters are sent out requiring each parent to opt their child out of the program. Parents may review the curriculum prior to its use and have their child excused from instruction. Parents should contact the principal if they wish to review the curriculum or to excuse their child from puberty instruction.

STUDENT ASSISTANCE TEAM (SAT)

All students are individuals and some students may need additional support at times during their elementary education. When a student begins to struggle in an academic area or begins to show behavior that is interfering with their learning, a Student Assistance Team (SAT) is formed. The purpose of the SAT team is to engage in a problem solving process to determine appropriate interventions and educational supports to meet an individual student's needs. The goal is to address problems early and promote academic and social-emotional success. SAT meetings may be initiated at any time by a teacher or parent. If you feel your child may benefit from the services of the SAT, please contact your child's classroom teacher or the School Counselor.

GUIDANCE PROGRAM

The elementary guidance program is a developmental and preventative program. The program serves all students, in groups and individually, as part of the educational process.

- Classroom Guidance Classes – All grade levels will have classroom guidance lessons that teach life skills for success.
- Small Group Counseling – Students K-5 can be referred by teachers, parents or self referral to participate in small group counseling sessions. These sessions are designed to meet the unique needs of students and are held weekly for approximately 6 weeks.
- Individual Counseling – Students K-5 can be referred by teachers, parents or self referral to participate in individual counseling sessions. These sessions are designed for brief counseling and used for personal problem solving. The counselor also provides a first level of intervention in crisis situations.

- Consultation – The guidance counselor is available to consult with teachers and parents regarding academic, social and emotional concerns for individual students.
- Coordination – The guidance counselor assists in coordination to school specialists and community resources for the welfare of the child. The counselor also initiates in-service activities for the staff and establishes parent education programs to facilitate home and school cooperation in the educational process.

SECTION 8: STUDENT RECORDS

STUDENT RECORDS

In order to facilitate the educational process of the student, records on each student are kept in the building in which the student is currently attending. The custodian of the records is the building principal. Questions regarding student records should be directed to the principal's office. The records contain information about the student and the student's education and may include but are not limited to the following types of records: identification data, attendance data, record of achievement, family background data, aptitude test, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports. The following persons, agencies and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena:

- School officials, teachers and AEA personnel with a legitimate educational interest.
- Officials of other schools in which the student proposes to enroll.
- Representatives of state and local government when auditing and evaluating Federal education programs.
- Officials connected with a student's educational financial aid applications.
- Governmental officials to whom information is to be reported under state law adopted prior to Nov. 19, 1974.
- Organizations that process and evaluate standardized tests.
- Accrediting organizations for accrediting purposes.
- Parents and legal guardians of dependent children, regardless of child's age.
- Appropriate parties in a health or safety emergency.

Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to the junior/senior high level and when a student transfers out of the district. Parents of students under age 18 and students over age 18 may exercise the opportunity to review educational records of the student, to obtain copies of the records, to write a response to material in the records, to challenge the content of the record on grounds of inappropriateness, inaccuracy, or an invasion of privacy, and to have the records explained.

Information from student's educational records, designated as directory information by the school district, may be released without the consent of parents. Directory information includes, but is not limited to, the student's name and address, telephone numbers, birthdate and place of birth. Parents who do not want their child's directory information to be given out and/or published must notify the principal in writing at the beginning of the school year or upon entering the district throughout the year.

SECTION 9: STUDENT HEALTH AND WELLNESS

WELLNESS POLICY AND SNACK LIST

All schools participating in federal nutrition programs are required to have a wellness policy in tact. The District has created a Wellness Committee to ensure compliance. All food items sold to students or sold by students must meet specific guidelines.

Students who wish to bring and share treats are encouraged to bring non-food items. If a student brings in food items to share, the items must be prepackaged with the nutritional label and list of ingredients included on the packaging. All shared snacks must meet the requirements created by the District's Wellness Committee members. These items can be located under the "Parents" tab and by clicking on "Student Wellness."

MEDICATION

All medication (prescription and nonprescription) must be in the original bottle or packaging and be administered through the Health office. Please have your child give all medication to the nurse.

Tylenol and Advil are kept in the Health office and can be given to students when the nurse considers it beneficial to help the student during their school day. We feel that having some of these medications on hand will allow the students to be more productive during the school day. However, parents must sign a release before the school nurse will distribute any non-prescription medication to a student.

EXCLUSION FROM SCHOOL

The following are reasons why a child may be excluded from school:
(If these things occur during the school day, the parent may be notified)

- Vomiting
- Fever
- Undiagnosed rash
- Communicable diseases
- Insufficient hygiene
- Injury requiring further medical treatment
- Incomplete immunization records (students are not allowed to begin school without records)

COMMUNICATION WITH PARENTS FROM THE HEALTH OFFICE

Communication may come in the form of a phone call, a note sent home at the end of the day, or an email. Communication with the parents may occur for the following reasons:

- A student has been transported to the hospital by ambulance
- Exclusion from school (as listed above)
- Use of over-the-counter medication
- Use of medication on hand to be administered as needed
- An injury not requiring further medical attention
- Abnormal screening results

Note: A child will be allowed to stay inside during recess with a parent's note for a maximum of two consecutive days. After that, a physician's note may be requested. Please check our website for a weekly health update at www.treynorcardinals.org under the parent tab for health news.

SCHOOL LICE POLICY

If a student is found to have live lice or nits at school, the parents will be contacted and prompt action should be taken. Students are allowed to stay in school as parents are actively working on resolving the issue.

ASBESTOS REMOVAL

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

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

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

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

SECTION 10: STUDENT SAFETY AND GUIDANCE

ANTI-BULLYING/ANTI-HARASSMENT/ANTI-SEXUAL HARASSMENT POLICY

The Treynor Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of any type by students, staff, and volunteers is against federal, state, and local policy and is not tolerated. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

This policy is in effect while students and staff members are on property within the jurisdiction of the board; while in 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 schools or school district.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

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

“Harassment” and “bullying” shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual’s actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, 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 substantial detrimental effect on the student’s physical or mental health.
- Has the effect of substantially interfering with a student’s academic performance.
- 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.

“Trait or characteristic of the student” includes but is 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.

“Sexual Harassment” means unwelcome sexual advances, requests for sexual favors, and other Verbal or physical conduct of a sexual nature.

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

ALLEGATIONS OF ABUSE OF STUDENTS BY SCHOOL EMPLOYEES OR AGENTS

Allegations of abuse should be directed to the designated Campus Level 1 Investigator. The allegation of abuse should be directed to the Alternate Campus Level 1 Investigator if the alleged abuse involves the designated Campus Level 1 Investigator:

- Elementary: Jill Kay – Elem. Principal (487-3414)
 - Alternate: Jenny Berens – MS Principal/HS Asst. Principal (487-3414)

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

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

FILING A COMPLAINT

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the building principal, the designated investigator. (Forms can be found on the school website under the “District” tab.) The alternate investigator is the superintendent. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal (hereinafter “Investigator”) will be responsible for handling all complaints alleging bullying or harassment. The alternate investigator is the superintendent. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent’s designee shall also be responsible for developing procedures regarding this policy.

Decision

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include 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, which may include 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, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may 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.

APPEALS

The complaint is closed after the investigator has reached a decision, unless within 10 working days after receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The investigator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the investigator of the decision within 5 working days of the decision. If the Complainant is not satisfied with the superintendent's decision, the Complainant can file an appeal with the board within 5 working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

RUDE vs MEAN vs BULLYING

Being rude is inadvertently saying or doing something that hurts someone else, for example; jumping ahead in line, bragging about achieving the highest grade, burping in someone's face. Incidents of rudeness are usually spontaneous, unplanned inconsideration, based on thoughtlessness, poor manners, but not meant to actually hurt someone.

The main distinction between "rude" and "mean" behavior has to do with the intention; while rudeness is often unintentional, mean behavior very much aims to hurt or depreciate someone. Kids are mean to each other when they criticize such things as; appearance, intelligence, clothing, coolness, etc. Mean behaviors can wound deeply and therefore, students must be held accountable. Yet, meanness is different from bullying in important ways that should be understood by both students and their parents.

Bullying entails three key elements: an intent to harm, a power imbalance and repeated acts or threats of aggressive behavior over time. Students who bully often have no sense of regret or remorse - even when targets express hurt or tell the bully to stop. Bullying may be physical, verbal, relational or carried out via technology. Bullying in any form will not be tolerated!

DISCRIMINATION POLICY

The school district does not discriminate in its education programs or educational activities on the basis of sex, race, color, national origin, age, sexual orientation, gender identity, socioeconomic status, marital status, disability, religion, and creed. 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 Affirmative Action Coordinator. The high school principal is the Affirmative Action Coordinator and can be reached at (712) 487-3181. Inquiries may also be directed in writing to the U.S. Department of Education, Office for Civil Rights, 8930 Ward Parkway, Suite 2037, Kansas City, Mo 64114. (816) 268-0550, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515) 281-5294.

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One – Building Principal

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity or disability are encouraged to first discuss it with the personnel contact person. This paragraph is for employees and “marital status” isn’t a protected class for employees.

A student, or a parent of a student, with a complaint of discrimination based upon their gender, race, national origin, religion, marital status, sexual orientation, gender identity or disability are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at Level Two, the grievant may appeal it to Level Three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights

<http://www.state.ia.us/government/crc/index.html> or Office of Special Education Programs, the Equal

Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is:

Jill Kay
Elementary School Principal
Treynor Elementary School
712-487-3414
jkay@treynorcardinals.org
Office Hours: 8:00 – 4:00

Jenny Berens
MS Principal/HS Asst Principal
Treynor MS/High School
712-487-3414
jberens@treynorcardinals.org
Office Hours: 8:00 – 4:00

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Treynor Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact:

Elementary: Jill Kay – Elementary Principal (487-3414)

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

CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Treynor Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact:

- Elementary: Jill Kay – Elem. Principal (487-3414)
- Middle School/High School: Jenny Berens – Middle School Principal/HS Asst. Principal (487-3414)

NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS

The Treynor CSD does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- Participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- Receipt of free educational services to the extent they are provided students without disabilities;
- Receipt of information about your child and your child's educational programs and activities in your native language;

- Notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and right to periodically request a re-evaluation of your child;
- Inspect and review your child's educational records including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate; and
- Hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

NOTICE OF SECTION 504 STUDENT AND PARENTAL RIGHTS

Parent Involvement Policy

It is the policy of Treynor Community Schools that parents of participating students shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home to school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation for parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organization and businesses to work with parents and schools.

- 1.) This jointly developed and agreed upon written policy is distributed to parents of participating Title I children through the student handbook which is distributed to every family at the time of registration.
- 2.) One annual meeting is held for all parents of participating children. Additional meetings with flexible times are offered throughout the year for individual parents in regards to Title 1 services, selection and exit criteria and individual student' progress.
- 3.) Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meeting and parent-teacher conferences.
- 4.) Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report which is placed on the District website, through individual reports given to parents at conference time, and through report cards.
- 5.) Parents are informed of and involve with their child's participation in the Title I program. They are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meeting.
- 6.) Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.
- 7.) Parents will be involved with the planning, review, and improvement of all district programs. The vehicle used will be the School Improvement Advisory Committee (SIAC).
- 8.) A jointly developed school/parent compact outlines how parents, school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. This is included in the school handbook and is reviewed at the annual meeting.

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

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

Providing all Treynor Community School District's students with equal access to quality education is of primary purpose. It is crucial that all partners (students, parent, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. These partnerships are mutually beneficial and developing cooperative efforts will ensure improved academic achievement for all students.

Title One

Treynor Elementary school provides Title One reading services to students that meet the qualifying criteria. The Iowa Department of Education requires that parents be notified of the school's Parent-School Compact and Parent Involvement Policy:

Parent-School Compact

As a teacher, I will:

- Demonstrate my belief that all children can learn and grow to their fullest potential.
- Show respect for each child and his/her family.
- Come to class prepared to teach lessons supporting Iowa Core Standards.
- Provide an environment conducive to learning.
- Help each child grow to his/her fullest potential.
- Provide meaningful and appropriate homework activities.
- Enforce school and classroom expectations fairly and consistently.
- Maintain open lines of communication with students and their parents.
- Seek ways to involve parents in the school programs.
- Demonstrate professional behavior and a positive attitude.

As a student, I will:

- Always try to do my best in my work and in my behavior.
- Work cooperatively with my classmates.
- Show respect for myself, my school, and other people.
- Obey the school and the bus rules.
- Take pride in my school.
- Come to school prepared with my homework and my supplies.
- Believe that I can and will learn Iowa Core standards taught.

As a Parent/Guardian, I will:

- See that my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- Insist that all homework assignments are completed.

- Communicate regularly with my child's teachers.
- Support the school in developing positive behaviors.
- Talk with my child about his/her school activities every day.
- Encourage my child to read at home and to monitor his/her TV viewing.
- Volunteer time at my child's school.
- Show respect and support for my child, the teacher, and the school.
- Become aware of Iowa Core Standards.

*2019-2020
Parent Involvement Policy
Treynor Community School District*

It is the policy of Treynor Community Schools that parents of participating students shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home to school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation for parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organization and businesses to work with parents and schools.

- 1.) This jointly developed and agreed upon written policy is distributed to parents of participating Title I children through the student handbook which is distributed to every family at the time of registration.
- 2.) One annual meeting is held for all parents of participating children. Additional meetings with flexible times are offered throughout the year for individual parents in regards to Title 1 services, selection and exit criteria and individual student' progress.
- 3.) Parents are given assistance in understanding the Title I requirements, standards, and assessments through the annual meeting and parent-teacher conferences.
- 4.) Parents receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report which is placed on the District website, through individual reports given to parents at conference time, and through report cards.
- 5.) Parents are informed of and involve with their child's participation in the Title I program. They are informed about the curriculum, instructional objectives, and methods used in the program. This information is delivered through newsletters, conferences and the annual meeting.
- 6.) Parent recommendations are encouraged and responded to in a timely manner. Verbal or written responses will be given for all recommendations.

- 7.) Parents will be involved with the planning, review, and improvement of all district programs. The vehicle used will be the School Improvement Advisory Committee (SIAC).
- 8.) A jointly developed school/parent compact outlines how parents, school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. This is included in the school handbook and is reviewed at the annual meeting.
- 9.) The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children both at home and at school. Parents are given help monitoring their student's progress and provided assistance on how to participate in decisions related to their student's education. The school also provides other reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will also be held upon request.
- 10.) An annual evaluation of this parental involvement policy shall be conducted to determine its effectiveness. Findings will be used to design strategies for school improvement and revision of policies. The annual meeting will serve as the site for the discussion for program adjustments.

Providing all Treynor Community School District's students with equal access to quality education is of primary purpose. It is crucial that all partners (students, parent, educators, and communities) have the opportunity to provide input and offer resources to meet this purpose. These partnerships are mutually beneficial and developing cooperative efforts will ensure improved academic achievement for all students.