

TREYNOR ELEMENTARY SCHOOL

STUDENT HANDBOOK

2025-2026

“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”

Superintendent: Dr. Joel Beyenhof

Principal: Ms. Jillian Kay

Elementary Staff and Faculty

Elementary Principal

Jillian Kay

Preschool Teacher

Amanda Leinen

Jennifer Young

Kindergarten Teachers

Janine Cooper

Shana Elwood

Missy Magill

First Grade Teachers

Lea Crouse

Brooke Curtis

Taryn Maguire

Second Grade Teachers

Shelly Larsen

Staci Robinson

Shantelle Vohs

Third Grade Teachers

Angela Drake

Emily Meis

Nicole Young

Fourth Grade Teachers

Heather Kellar

Jennifer Wetzel

Kelsey Winchell

Fifth Grade Teachers

Kendall King

Erin Mrsny

Andrea Saar

Administrative Assistant

Sarah Donham

Guidance Counselor

Carrie Currin

Nurse

Marcia Lippert

Special Education Teachers

Jaime Konz

Nick Moore

Title One Reading

Kristin Mundof

Reading Assistant

Amanda Kinnaman

Math Assistant

Jill Orr

Nivia Norris

Art Teacher

Katie Weis

Library/Media Specialist

Jennifer Nelson

Library Assistant

Becky Knispel

Physical Education Teacher

Katie Campbell

Gifted and Talented Teacher

Randi Endriss

Vocal Music Teacher

Michael Stinman

Technology Assistant

Jill Orr

Instructional Coach

Heidi Finnegan

Jennifer Nelson

Custodians

Kevin Gatlin

Terry Weis

Student Associates

Christina Caruso

Ty Kline

Megan Kerkmann

April McAlpine

Sara Morales

Nivia Norris

Kim Pigman

Tanya Whitehill

Alisha Vorthmann

Kitchen Staff

Monica Grashorn

Ardith Wellman

Deb Zimmerman

Section 1: MISSION, SAFETY, AND GUIDANCE

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.

INTRODUCTION

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.

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 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:

Jill Kay, Elementary Principal
#2 Elementary Drive, 712-487-3414 jkay@treynorcardinals.org

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.

MULTICULTURAL NON-SEXIST CURRICULUM

The Treynor Community School District will do everything in its power to promote and integrate a curriculum that will foster respect and appreciation for the cultural and diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, non-sexist society. Complaints may be directed to the Equity Coordinator, Jill Kay.

JURISDICTIONAL STATEMENT

This handbook is an extension of board policy for the Treynor Community School District 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. Public displays of affection, including hugging and kissing, is not to take place in school, school vehicles or at school-sponsored activities.

The school district policies, rules and regulations listed in this handbook 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. Visitors to the school district are to follow the rules of the district as well. A violation of school district policies, rules and regulations may result in disciplinary action and may affect a student's eligibility to participate in extracurricular activities, whether the violation occurred while school was in session or while school was not in session.

Students are expected to comply with and abide by the school district's policies, rules, regulations and student handbook. Students who fail to abide by the school district's policies, rules, regulations and student handbook may be disciplined for conduct which disrupts or interferes with the education program; 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 may include, but are not limited to, removal from the classroom, detention, suspension, probation and expulsion. Discipline can also include prohibiting a student from participating in extracurricular activities, including athletics and fine arts events. Discipline imposed will be based upon the facts and circumstances surrounding the incident and a student's record.

The Treynor School District reserves the right to modify, eliminate or establish district policies, rules, regulations and student handbook provisions as circumstances warrant, including those contained in this handbook. Students are expected to know the contents of this handbook and comply with them. Students or parents with questions or concerns may contact the principal's office for information about the current enforcement of the policies, rules and regulations of the school district.

DEFINITIONS

In this handbook, the word "parent" also means "legal 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, vehicles and grounds. 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.

ANNUAL/CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Treynor Community School District to not discriminate in its education programs or educational activities on the basis of sex, race, color, national origin, age, sexual orientation, 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 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.

GENERAL COMPLAINTS BY CITIZENS

The district recognizes that concerns regarding the operation of the school district will arise and believes that constructive criticism can assist in improving the quality of the education program and in meeting individual student needs more effectively. The district also places trust in its employees and desires to support their actions in a manner which frees them from unnecessary or unwarranted criticism and complaints.

Procedures for dealing with complaints concerning programs or practices should be governed by the following principles: where action/investigation is desired by the complainant, or where it seems appropriate, the matter should be handled as near the source as possible; complaints should both be investigated and, if possible, resolved expeditiously; complaints should be dealt with courteously and in a constructive manner; individuals directly affected by the complaint should have an opportunity to respond.

Parents, guardians, and community members who have concerns about school districts or their governing boards should reference the Iowa Department of Education website for information on how to properly seek resolution regarding their concerns. The following link is where the pertinent information can be found:

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>.

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, 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, 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, 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.

The Compliance Officer is:

Jill Kay
Treyner Elementary
712-487-3414, Ext 1
jkay@treynorcardinals.org
Office Hours: 8:00 – 4:00

Rick Nickerson
Treyner Middle/High School
712-487-3414, Ext. 3
rnickerson@treynorcardinals.org
Office Hours: 8:00 – 4:00

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.

SEXUAL ABUSE AND HARASSMENT OF STUDENTS BY EMPLOYEES

The school district does not tolerate school staff physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, or principal or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated the principal as its Level I investigator. He/she may be contacted directly at 712-487-3414.

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.

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, Ext. 1) Alternate: Rick Nickerson –MS/HS Principal (487-3414, Ext. 2)

HOMELESS CHILDREN AND YOUTH

The Treynor Community School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth. The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

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

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- Designate the superintendent as the local homeless children and youth liaison
- Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth
- Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth
- Ensure collaboration and coordination with other service providers
- Ensure transportation is provided in accordance with legal requirements
- Provide school stability in school assignment according to the child’s best interests
- Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth’s living situation
- Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law
- Prohibit the segregation of a homeless child or youth from other students enrolled in the district. The superintendent may develop an administrative process or procedures to implement this policy.

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 to 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.
- 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.

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, 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:

Jenny Berens, 504 Coordinator at 712-487-3414, or by email at jberens@treynorcardinals.org

Section 2: SCHOOL INFORMATION

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 8:00am or after 3:40pm, 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

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. 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.

VISITORS AND GUESTS

All visitors must report to the office upon entering the building. Visitors will be required to sign in so they may be given a visitor's badge to wear while on school premises. If a student wishes to bring a guest to school, the student must receive permission from the principal prior to the guest's visit. This privilege may be taken away depending on circumstances. Visitors and guests may be asked to pass a background check prior to visiting the building.

EATING LUNCH WITH STUDENTS

Eating lunch with your child is permissible; however, this should only be for special occasions and not a daily or weekly occurrence, as it can disrupt the day-to-day operations of the school. If you plan on ordering lunch from the school, you must notify the building secretary by 9:30 am on the day you are coming. Please note that parents are not permitted to attend recess with their child.

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.

INCLEMENT WEATHER

If school is canceled due to inclement weather prior to the start of the school day, the school will notify 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.

LUNCH PRICES

Students are encouraged to participate in the school's breakfast and hot lunch program. The price of a student breakfast is \$1.75 per day and is available from 8:05-8:20am. Breakfast is not served on late-start days.

School lunches are available for \$2.85 per day. Parents wanting to eat lunch with their child must notify the office by 9am. Adults may purchase lunches for \$5.00 per day. Milk costs for K-2 breaktime is \$0.50 per day.

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.

*Treynor Schools will be participating in the federal free meal program.

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. 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.

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; 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

The school frequently relies on volunteers for assistance in completing various tasks. If you are interested in volunteering, please contact the principal. The school frequently relies on volunteers for assistance in completing various tasks. If you are interested in volunteering, please contact the principal. Volunteers may be asked to pass a background check prior to visiting the building.

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.

TEXTBOOKS

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

STUDENT PHOTOGRAPHS

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

SPECIAL OCCASIONS AND SHARING FOOD

In the interest of health and safety, bringing food items from home to share with classmates is discouraged. Healthy food items are allowed on special occasions with the permission from the building principal. The school reserves the right to deny food items that possess a health and/or safety concern.

Section 3: STUDENT ATTENDANCE

ATTENDANCE

Regular and punctual student attendance is required. 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.

School is a full-time job; therefore, students are expected to be in attendance for all classes 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.

Children who miss 10 % or more days of school for any reason, are considered chronically absent. Children who are chronically absent from school are at risk of falling behind, which can hurt their chances of success in school.

Attendance Policy:

Regular and punctual student attendance is required. 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.

School is a full-time job; therefore, students are expected to be in attendance for all classes 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.

A student is absent if they are not physically on school grounds or are not participating in an expected and school-directed activity under the direction, supervision or instructional guidance of educational staff at an approved off-grounds location for at least half the school day.

Chronically absent means any absence from school for more than ten percent of the days or hours in the grading period established by a public school.

Truant is defined as any child of compulsory attendance age who does not qualify for the specified exemptions listed in Senate File 2435, fails to follow the school board's attendance policy, lacks a reasonable excuse for their absence, and has been absent from school for at least 20% of the days or hours in the grading period.

Policy: The Treynor Attendance policy is based on Iowa Senate File 2435. Parents will be notified when their child has been absent (excused or unexcused) the following number of days per grading period.

- 4 days
- 8 days-Notification to County Attorney
- 13 days/15%-Student Engagement Meeting and Attendance Prevention Plan
- 17 days/20%-Referral to County Attorney

**Administration is responsible for the interpretation of excused versus unexcused absences.*

Student Absence Notification: Parents are requested to notify the school office (487-3414) or Attendance Email attendance@treynorcardinals.org by 9:00 a.m. when students are not going to be in school. The school secretary will attempt to call if notification is not received.

MISSED WORK

Students have the same number of days that they were absent plus one (1) additional day to make up work that they have missed.

In cases of prolonged illness, special arrangements may be made with the instructor. If a student knows that he/she is going to be absent from school due to an appointment, school-related trips and activities, or for some other reason, he/she should make every attempt to complete assignments ahead of time. When a student is absent, the student must check in with the secretary in the office.

TARDIES

Each student should enter the classroom ready to begin work when the tardy bell rings. The orderly conduct of class activity is predicated upon the prompt and precise beginning of the class. Tardiness hinders the proper conduct of such activity and imposes a distraction, which leads to a loss of instructional time. Loss of instructional time may be converted to absences.

Section 4: STUDENT RIGHTS AND RESPONSIBILITIES

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 and it is our objective to provide the best education and the best learning environment possible.

The student's general appearance must meet the common standards of morality, modesty, and not cause a distraction to the learning environment. Decisions concerning the following guidelines will be made and enforced by "all" staff members.

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 or jewelry 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)
- Head coverings including, but not limited to hats, caps, bandannas, scarves, etc.
- Shoes/sandals must be worn (No "heely" shoes)
- All undergarments must be covered

Students whose dress or appearance is deemed inappropriate will be required to change into clothing that is appropriate. If the student does not have anything to change into then the nurse or office generally has extra clothing that may be borrowed. If a student refuses to change then he/she will receive consequences. Once clothing has been deemed inappropriate it should not be worn to school again, as well as anything else that would be deemed inappropriate.

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.

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 ensuring the 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. If a padlock is used, the combination or a key should be provided to the teacher in case of an emergency.

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 contain 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.

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 misconduct will directly affect 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
- 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
- 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:

Step 1: If an employee is involved, discuss the complaint with the employee within (5) days of the incident.

Step 2: If unsatisfied with the employee's response or if there is no employee involved, talk to the principal within (5) school days of the employee's response or the incident.

Step 3: If unsatisfied with the principal's response, talk to the superintendent within (5) days of the principal's response.

Step 4: 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.

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. 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, assigned seat, 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.

Some, but not all of the expectations are below:

- Riders must be at the designated loading point before the arrival time.
- Riders must wait until the vehicle comes to a complete stop before attempting to enter.
- Riders must not extend arms or heads out of the windows at any time.
- Aisles must be kept cleared at all times.
- Riders shall load and unload through the right front door. The emergency door is for emergencies only.
- Riders will depart from the vehicle at the designated point unless written permission to get off at a different location is given to the driver.
- The driver may assign seats.
- Riders who damage seats or other equipment will reimburse the school district for the cost of the repair or replacement.
- Riders are not permitted to leave their seats while the vehicle is in motion.

- Waste containers are provided on all vehicles for riders' use.
- Permission to open windows must be obtained from the driver.
- Classroom conduct is to be observed by students while riding the vehicle except for ordinary conversation.
- The driver is in charge of the riders and the vehicle, and the driver is to be obeyed promptly and cheerfully.
- Riders should assist in looking after the safety and comfort of younger riders.
- Riders who must cross the roadway to board or depart from the vehicle must pass in front of the vehicle (no closer than 10 feet), look both directions and proceed to cross the road or highway only on signal from the driver.
- Riders must not throw objects about the vehicle nor out through the windows.
- Shooting paper wads, squirt guns or other material in the vehicle is not permitted.
- Riders must keep their feet off the seats.
- Roughhousing on the vehicle is prohibited.
- Riders must refrain from crowding or pushing.
- The use or possession of alcohol, tobacco or look-a-like substances is prohibited in the vehicle.
- The good conduct rule is in effect as well as all other policies within the handbook
- Riders are not to use cell phones or any other device to take pictures or video of other passengers without their consent while on any school transportation vehicle.

Consequences for violating the rules may be, but not limited to, the following: assigned seat, detention, suspension, or removal from the bus.

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, detention, suspension, Good Conduct Rule violation, or the loss of class credit.

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.

ILLEGAL ITEMS FOUND IN SCHOOL, ON SCHOOL GROUNDS, OR IN STUDENTS' POSSESSION

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-alikes” 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.

STUDENT SUSPENSION

There are two kinds of suspensions within the Treynor Schools and are defined as follows:

In-School Suspension: The temporary isolation of a student from one or more classes while under administrative supervision. In-school suspensions may be imposed by the principal for infractions of school rules, which are serious but which do not warrant the necessity of removal from school. The principal will conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days.

Out-of-School Suspension: The removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student an oral or written notice of the allegations against the student, and an opportunity to respond to those charges. At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student. No participation in after school events during this time.

EXPULSION

Only the board may expel a student from the school environment. The removal of a student from the school environment which includes, but is not limited to, classes and activities is considered an expulsion. Students may be expelled for violations of board policy, school rules, or the law. It is within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense. It is within the discretion of the superintendent to recommend to the board the expulsion of a student for disciplinary purposes. Only the board may take action to readmit the student.

DRUG, ALCOHOL, AND TOBACCO RULE

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.

THEFT

The school will do its best to retrieve items stolen or lost at school. It is strongly encouraged that students need to bring something of value to school to secure it in the office. Any students who steal on school property, on school transportation vehicles, or at any activity, shall be subject to an in or out of school suspension and time may vary depending on severity and occurrence. Parents will be notified and students may be reported to law enforcement officials.

*The Treynor School District is not fiscally responsible for personal items which are lost or stolen; therefore, we advise students not to bring anything of value to school.

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.

BOOK BAGS AND PURSES

Students are not allowed to carry book bags, purses, or any other type of bag during school hours. Any bags should be left in student lockers during the school day. Disciplinary action such as detention(s) or suspensions may occur if a student has been warned and repeats behavior.

STUDENT CONDUCT FOR SUBSTITUTE TEACHERS

Substitute teachers are to be treated as guests in the school. In order for class to move on as close to normal as possible, students are expected to be on their best behavior. The regular classroom teacher and/or administrators may double consequences when negative behavior occurs with a substitute teacher.

TECHNOLOGY

School computers are to be used for school purposes only. Any student accessing the network must have the proper paperwork on file with the district. This policy, which can be found on the school website, provides more specific details governing acceptable use. Consequences of violations include, but are not limited to:

- Suspension of Internet access
- Revocation of Internet access
- Suspension of Network privileges
- Revocation of Network privileges
- Suspension of computer access
- Revocation of computer access
- School suspension/expulsion
- Legal action and prosecution by authorities

*TCSD Administration has the right to invoke any of the listed offenses based on the severity of the violation.

AI LITERACY AND GUIDELINES

What is Artificial Intelligence (AI)?

Artificial Intelligence (AI) refers to computer systems designed to mimic human cognitive abilities. This means AI can learn from data, identify patterns, solve problems, and make decisions. In our school, AI might appear in various tools to help with research, writing, or creative projects. It's important to understand that while AI can be a powerful tool, it's still a computer program. Using AI responsibly and ethically, understanding its capabilities and limitations, and always submitting your own original work are key expectations. The following are guidelines for using AI in the school.

How can students use AI in school?

AI's purpose in the learning environment is to enhance, not replace the effort put into teaching and learning. AI can assist in learning tasks, but it is not intended to complete the task for students. AI can offer support to meet diverse learning needs, by breaking down complex concepts, or summarizing information, which will enhance their educational experience.

Student Use: If and When Can a Student Use AI?

1. Always start by asking your teacher if you can use AI on the work you are assigned.
2. Be sure you track your usage of AI. You can do this by copying and pasting your information into a Google doc.
3. Always cite the tool when submitting your work.

Appropriate AI Usage.

- Research Assistance: Helping students gather knowledge and information for a topic, assignment, or assessment.
- Creative Projects: Generating art, music, or creative writing ideas as a starting point for my own projects.
- Practice and Revision: Utilizing AI for practice exercises, grammar checks, and feedback.
- Personalized Learning: Providing students with a tutor to help students learn at their own pace and in their own way.

Inappropriate AI Usage.

- Submitting AI-Generated Work: Turning in assignments entirely created by AI as a student's own without disclosure or modification.
- Plagiarism: Using AI to rephrase existing content without proper citation to bypass plagiarism detection tools.
- Misinformation: Relying on unchecked AI-generated information for academic work without verifying its accuracy.
- Not Asking Permission: Submitting work without confirming that GenAI is permitted to be used.

Consequences for Inappropriate Use of AI

All student handbook policies apply to the use and production of AI generated material.

If a student is found to have used AI inappropriately. They will be required to redo the assignment.

Students are expected to do their own schoolwork. Inappropriate use of AI is not tolerated. Discipline may include one or more of the following: a "0" for the particular assignment, detention, suspension, Good Conduct Rule violation, or the loss of class credit.

PUBLIC DISPLAY OF AFFECTION

Public displays of affection will not be tolerated on school property or at school activities. Such conduct includes: hugging, kissing or any other types of affection that would be considered inappropriate or an undue distraction to others. Disciplinary action such as detention(s) or suspensions may occur if a student has been warned and repeats behavior.

PERSONAL ELECTRONIC DEVICES

Per House File 782. Electronic devices in schools, including student access during instructional hours and school safety plans.

For purposes of this policy, a "personal electronic device" is a device that is used by a student to send or receive information or create or review content, including cellular and mobile phones, watches or other wearable devices in a receive or transmit mode, laptop or notebook computers, tablets, video game devices, portable media players, and any applications or programs installed by the student on a school-owned or issued device. A "personal electronic device" does not include a device possessed by the student for documented legal, health, and safety purposes and used solely for those purposes.

Students will be permitted to bring personal electronic devices to school and may use them during approved times. (See below). Cell Phones with cameras or other portable handheld technology devices capable of storing and/or transmitting and/or receiving images are banned from use for any purpose in restrooms and locker rooms at ALL times. Students may be disciplined for any use of handheld technology devices in school restrooms or locker rooms. At no time are students or visitors authorized to video capture, photograph, or audio record other persons in the school building, on school property (to include school vehicles), or at school activities (unless recording a public performance, such as a game, honor assembly, concert, contest, etc..), without the consent of a teacher or school administrator. Failure to abide by these rules may result in disciplinary action that includes, but is not limited to: loss of privileges, detentions, contacting/meeting with the parent and/or principal, in-school suspension, out-of-school suspension, and/or expulsion.

Inappropriate student use during the school day will result in disciplinary consequences. The item(s) will be confiscated and the student will face disciplinary action. Electronic devices that are alleged to contain any evidence of harassment, bullying, sexting, vandalism or other illegal activity may be confiscated and may be turned over to law enforcement. A parent or guardian may be asked to pick up items confiscated during the school day.

Any student who brings an electronic device to school or to school activities does so with the knowledge that should it become lost or stolen, the school district will not be fiscally responsible.

Elementary School:

Electronic devices such as cell phones, smart watches, tablets, ipods, or other music devices are not needed in the educational setting and should not be seen or heard. They should not be used at school at any time unless the student has been granted permission by a school official.

Middle School:

Electronic devices such as cell phones, smart watches, tablets, ipods, or other music devices are not needed in the educational setting and **should not be seen or heard**. They should not be used at school any time other than the following circumstances:

- Before school (Prior to 8:20)
- After school (After 3:30)

High School:

Electronic devices such as cell phones, smart watches, tablets, ipods, or other music devices are not needed in the educational setting and **should not be seen or heard**. They should not be used at school any time other than the following circumstances:

- Before school (Prior to 8:20)
- During passing periods
- During lunch
- Phones must be left in the classroom if a student is leaving for a brief time (restroom, locker room, etc).
- Use in the classroom ONLY if the teacher is having the students use it as part of the curriculum, in other words for educational purposes only.
- After school (After 3:30)

Violations of this policy will result in the following:

- 1st Offense: The electronic device will be taken to the office by a staff member and placed in a locked cabinet, parent is contacted, and a conversation will be had between student and administration; student may retrieve from the office at 3:30.
- 2nd Offense: The electronic device will be taken to the office by staff member and placed in a locked cabinet, parent is contacted and conversation will be had between student and administration; device may be picked up by a parent at 3:30.
- 3rd Offense: The electronic device will be taken to the office by a staff member and placed in a locked cabinet, a parent is contacted and a plan will be put in place for the student to turn in the device at the start of the school day for the next two weeks of school. The device will be placed in a locked cabinet during school hours. The student will pick the device up at the end of each school day.
- 4th Offense: The electronic device will be taken to the office by a staff member and placed in a locked cabinet, a parent is contacted and a plan will be put in place for the student to turn in the device at the start of the school day for the next month of school. The device will be placed in a locked cabinet during school hours. The student will pick the device up at the end of each school day.
- 5th Offense: The electronic device will be taken to the office by a staff member and placed in a locked cabinet, a parent is contacted and a plan will be put in place for the student to turn in the device at the start of the school day, possibly for the remainder of the school year. The device will be placed in a locked cabinet during school hours. The student will pick the device up at the end of each school day.

To contact a student at Treynor Elementary, Middle and High School during the school day, parents should call the school's main office. The office staff will then relay the message to the student or, depending on the urgency, facilitate direct communication. It's generally advisable to reserve calls for important or time-sensitive matters to minimize disruption to the learning environment. Please note if your child's after school plans are changing, please call the school prior to 3:00 on Monday, Tuesday, Thursday, or Friday and before 1:30 on Wednesdays or an early dismissal.

In the event of a school-wide emergency, parents can expect to receive updates and instructions via the school's mass notification system, which may include phone calls, text messages, emails, and website updates. These

communications will provide essential information about the situation, any necessary actions parents need to take, and procedures for potential reunification if required.

Depending on the nature of the emergency, direct communication with parents and students will occur according to specific protocols established by the school and emergency responders. Parents should avoid calling or texting their children during the initial phase of an emergency, as this can distract students and potentially compromise safety. It's crucial for parents to remain patient, monitor official school communications, and follow the guidance provided by school authorities and emergency personnel.

Petition by Parent or Guardian

A parent or guardian of a student may petition to allow their child to maintain access to a personal electronic device for a legitimate reason related to the student's physical or mental health, based on the unique facts of the student's case. The petition shall be addressed to the building administrator. If not granted, a parent or guardian may appeal to the superintendent or designee, whose decision shall be final. A parent or guardian has the burden of providing a legitimate reason for allowing the child to maintain access to a personal electronic device contrary to Treynor Community School District's policy.

VIDEO SURVEILLANCE

The Board of Education has authorized the use of video cameras on School District property to ensure the health, welfare and safety of all staff, students and visitors to District property, and to safeguard District facilities and equipment. The Superintendent will determine the location of video cameras.

Notice is hereby given that video surveillance may occur on District property. In the event a video surveillance recording captures a student or other building user violating school policies or rules or local, state or federal laws, the video surveillance recording may be used in appropriate disciplinary proceedings against the student or other building user and may also be provided to law enforcement agencies.

SECTION 5: 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 if they choose to do so. 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.

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.

Section 6: STUDENT RECORDS

EDUCATION RECORDS ACCESS

The district recognizes the importance of maintaining education records and preserving their confidentiality as provided by law. Education records containing student's personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. The board secretary is the custodian of education records and these records may be maintained in the central administration office or administrative office of the student's attendance center.

An education record may contain information on more than one student and parents will have the right to access the information relating to their student or to be informed of the information. Eligible students will also have the right to access the information relating to themselves, or be informed of the information. Parents, eligible students, and other individuals authorized in accordance with law will have a right to access the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made.

Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents, an eligible student or an authorized representative of the parents will have the right to access the student's education records prior to an Individualized Education Program (IEP) meeting or hearing. Copies of education records will be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the education records.

Upon the request of parents or an eligible student, the school district will provide an explanation and interpretation of the education records and a list of the types and locations of education records collected, maintained, or used by the school district. If the parents or an eligible student believes the information in the education records is inaccurate, misleading or violates the privacy of the student, the parents or an eligible student may request that the school district amend the education records. The school district will decide whether to amend the student records within a reasonable time after receipt of the request. If the school district determines an amendment is made to

the student record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.

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. 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 DIRECTORY INFORMATION

Student directory information is designed to be used within the school district. Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information." The parent has the right to restrict the disclosure of such information, but has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The district has designated the following as "directory information": student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, dates of attendance, grade level, participation in officially recognized activities and sports, weight/height of members of athletic teams, degrees, honors, and awards received. The most recent educational agency or institution attended, student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

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.

Section 7: STUDENT HEALTH, WELL-BEING AND SAFETY

ANTI-BULLYING 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.

DEFINITIONS

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

Electronic: 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": Any electronic, written, verbal, or physical act or conduct toward a student which creates an objectively hostile school environment that meets one or more of the following conditions:

- (1) Places the student in reasonable fear of harm to the student's person or property.
- (2) Has a substantial detrimental effect on the student's physical or mental health.

- (3) Has the effect of substantially interfering with a student's academic performance.
- (4) 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.

To be considered harassment and or bullying the action must be targeted and repeated.

Sexual Harassment: Any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

Volunteer: An individual who has regular, significant contact with students.

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; 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: it is targeted, a power imbalance is present and there are 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!

MEDICATION

All medication (prescription and nonprescription) should 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.

If a child needs to take prescription medication four times a day, we will be glad to give a dose at lunchtime. If a doctor gives them something to be taken three times a day, a schedule of before school, after school, and at bedtime should be used. If some medicine needs to be taken at school, most pharmacies will divide the medicine into two different bottles so the original bottle can be taken to school. Please do not send medication in a baggie or envelope.

EXCLUSION FROM SCHOOL

The following are reasons why a child may be excluded from school and if they take place 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 (medical and religious exemptions permitted with proper documentation)

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.

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 e-mail. 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

Students should not take it upon themselves to text or call parents if they are not feeling well. She/he should report to the nurse's office so the school nurse can assess symptoms. Any violations of this will result in consequences from the "Cell Phone and Other Electronic Devices" policy within this handbook.

IMMUNIZATIONS

Prior to starting school or when transferring into the school district, students must present an approved Iowa Department of Public Health immunization certificate stating that the student has received the immunizations required by law. Parents who have questions should contact the Health office. Students may be eligible for a waiver from certain immunizations for medical and religious reasons (HF-299).

EMERGENCY DRILLS

Periodically the school holds emergency fire and tornado drills, as well as intruder drills. Emergency procedures are discussed with all students and proper exit areas are posted in all rooms. Students are expected to remain quiet and orderly during a drill or an emergency. Students who pull the fire alarm or call in false alarms, in addition to being disciplined under the school district's policies, rules and regulations, may be reported to law enforcement officials.

Section 8: PARENT INVOLVEMENT/TITLE ONE

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 support 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. Additional policy information:

Additional policy information:

- 1.) This jointly developed and agreed upon written policy is distributed to parents of participating Title I children through the school's Student Handbook which is made available to every family at the time of registration and posted on our district website.
- 2.) The district will provide technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance

through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully.

3.) The district will work to find ways to work cooperatively with other Federal, state, and local programs. The Title I program will work with local library programs and special education programs (IDEA).

4.) The district conducts an annual evaluation of the content and effectiveness for the Parent and Family Engagement Policy. The evaluation includes parents in a meaningful manner. In addition to surveys, the district uses focus groups and open discussion groups for this evaluation. Parents and families have a voice. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs of parents and families to better support and assist their children in learning. The evaluations will target at least three key areas: barriers, ability to assist learning, and successful interactions.

5.) The district uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement. The evaluation results will help uncover best practices that are working and adapt those ideas to the district and individual school needs.

6. The school involves parents and family members in activities and happenings of the school. The district has established a parent advisory committee (SIAC) composed of a sufficient number and representative group of parents or family members to adequately represent the needs to the population, revised, and reviewed the Parent and Family Engagement Policy.

7. At least one annual meeting will be held to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. Notification will be sent in the district and building newsletter.

8. Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

9. The district will involve parents in the planning, review, and improvement of the school's Title I program through participation in stakeholder groups and in-person meetings where parents give input and feedback.

10. Title 1 programming within the Treynor Community School District is targeted and not categorized as schoolwide.

11. Parents and family members of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through the annual meeting and parent-teacher conferences, the school will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and family members 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 distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.

12. If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.

13. If the schoolwide plan under Section 1114(b) is not satisfactory, parents of participating students may comment. Comments may be made in writing to the school principal.

14. A jointly developed school/parent compact outlines how parents and family members, the entire 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. It is distributed in the parent handbook and is reviewed at the annual meetings.

15. Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy will be provided in English and Spanish as necessary and will be free of educational jargon.

16. In order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, the school shall:

- a. Provide assistance to parents in understanding challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- b. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- c. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- d. Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- e. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- f. Provide such other reasonable support for parental involvement activities under this section as parents may request.

17. The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand.

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, parents, 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 PROGRAM

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 the 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.*