



IOWA VALLEY PARENT-STUDENT
ELEMENTARY HANDBOOK
2018-2019

IOWA VALLEY COMMUNITY ELEMENTARY SCHOOL

151 EAST MAY
MARENGO, IOWA 52301

School Colors
Orange and Black

TELEPHONE NUMBERS

Elementary Office.....642-5422
Principal's Office.....642-3812
Nurse.....642-5422
Superintendent's Office.....642-7714

The elementary school in the Iowa Valley Community District houses grades PreK-6 and Special Ed. classes. Our district is served by the Grant Wood Area Educational Association.

SCHOOL SCHEDULE

Breakfast for town students..... 7:55
Teachers arrive.....8:00
Students may enter building..... 8:10
Class begins.....8:20
Dismissal K-6..... 3:20
Teacher Day Ends..... 4:00
Office hours..... 8:00-4:00

Mission Statement:

The Mission of the Iowa Valley Community School District is to provide a safe, comfortable, clean, and caring environment where community and staff work together to provide an education that will maximize each individual's potential, instill a sense of self-worth, and prepare them for life-long learning.

School Colors:

Black and Orange

School Mascot:

Tiger



Dear Families,

Welcome to Iowa Valley Elementary and “Tiger Pride”. This handbook has been designed to acquaint the students and parents with our school and expectations. It is our hope all Iowa Valley students exhibit “Tiger Pride”. Please read through this handbook carefully with your child and keep it as a reference for questions that may arise.

We as a school are committed to provide the best educational setting for the students in our school. Parents and students are an important part of our school and we will ask that each of these groups be as active in our school as possible throughout the year. Parents can assist us by making sure your child comes to school each day healthy and well rested, providing encouragement for your child, helping with homework, reading aloud to your child, and being an active member of our Parent -Teacher Organization, PTO. Students can assist us by showing respect towards themselves and others, working up to their abilities and following our school rules and expectations. We want to work together to create the best possible learning environment for our students.

It is our hope this handbook will provide a basis for mutual understanding between home and school as we work together to prepare all students to become productive citizens. Feel free to share any comments or questions you might have as we progress through the years.

We hope this is a very enjoyable and productive year for you and your child (ren).

Sincerely,

THE IOWA VALLEY STAFF

Iowa Valley Tiger Pride Pledge

**At Iowa Valley Elementary,
Tiger Pride Means:**

**I will be safe,
be responsible,
be respectful
and do my best.**

IOWA VALLEY ELEMENTARY SCHOOL
Staff List
2018-2019

Elementary Principal	Mrs. Cindy Miller
Secretary	Mrs. Brenda McCaw
3 Year Old Preschool	Mrs. Callie Peska
4 Year Old Preschool	Mrs. Ashlea Cronbaugh
Kindergarten	Mr. Brant Andreassen Mrs. Pam Meier
First Grade	Mrs. Polly Gunzenhauser Mrs. Sarah Ritter
Second Grade	Mrs. Pat Kooiker Mrs. Susan Zozaya
Third Grade	Mrs. Deb Henry Mr. Tony Shade
Fourth Grade	Mr. Greg Jergens Mr. Curtis McAtee
Fifth Grade	Mrs. Amy Jacobson Mr. Ross Karsten
Sixth Grade	Mrs. Connie Howar Mrs. Courtney Weaks
Title Reading	Mrs. Kaley McElvain
Extended Enrichment	Mrs. Ashton Linnell
K-12 Counselor	Ms. Tiffany Thiessen
Media Specialist	Mrs. Stacie Christner
Nurse	Mrs. Jill Svare
Physical Education	Mr. Ryne Christner
Resource/SCI	Mrs. Heather Roberts Mrs. Dana Van Otegham
Art	Ms. Lauren Ewing
Instrumental Music	Mr. Keith Reynolds
Vocal Music	Mr. Neal Schwarting
Computer Lab/Technology	Mrs. Brenda McCaw
ELL	Mrs. Jalene Megchelsen
Instructional Coach	Mrs. Patty Miles
Custodian	Mr. Rich Cobb, Mrs. Heather Schumacher
Teacher Aides	Ms. Emily Digman Mrs. Chantelle Haack Mrs. Tricia Hocamp Mrs. Sarah Hoyt Mrs. Deanne Kinzenbaw Mrs. Heather Lishego Mrs. Callie Peska Mrs. Janet Roberts
Cooks	Mrs. Connie Boerjan, Mrs. Mylene Dougherty, Mrs. Connie Healey
Bus Drivers	Mr. Rick Frimml, Mr. Darrell Haack, Mr. Jack Patterson, Mrs. Naomi Ward

General School Operational Guidelines

1. Students who attend Iowa Valley Elementary should not arrive at school until 8:05 a.m., unless eating breakfast, 7:55 a.m.
2. Parents who pick up their children are asked to wait outside the building to get them.
3. Students are expected to have their day planned and the necessary materials with them so that parents do not have to be notified during the school day. If a parent calls with a message for a child, the office staff will convey the message to the student or connect the parent to the classroom phone.
4. Maintaining a safe and healthy environment is our main goal.

The Staff Members' Responsibilities

1. Model the behavior we want our students to exhibit.
2. Teach lessons and conduct class meetings that focus on social skills and conflict resolution.
3. Use effective strategies to guide students in learning both academic and social skills.
4. Communicate with parents about the strengths and needs of their children.
5. Participate in effective record keeping pertaining to student performance and behavior.

Ways Parents Can Help

1. Model the behavior you want to see your child(ren) exhibit.
2. Assist your child(ren) in getting to school on time and prepared mentally and physically to learn and allow others to learn.
3. Discuss the Operational Guidelines and Student Responsibilities with your child(ren) and review them periodically.
4. Talk with your child(ren) every day about how their day went at school.
5. If concerns or problems arise, contact school personnel and be willing to talk and help solve the problem.
6. Attend parent meetings and/or other events that support your child(ren)'s educational experience.

The Students' Responsibilities

1. Come to school each day on time and prepared physically and mentally to learn and allow others to learn.
2. Show respect at all times through words and actions to those in authority.
3. Show respect to fellow students by avoiding name calling, verbal insults, fighting and invasion of their personal space.
4. Obey reasonable requests quickly and without arguing.
5. Follow the safety rules on the playground and in the school building.
6. Leave toys and other items that do not contribute to learning at home.
7. Participate in and practice the lessons on getting along with others and solving problems peacefully.
8. Meet with parents, teachers and/or the principal to make a plan for better behavior whenever necessary.

Table of Contents

After School Arrangements.....	9
Asbestos Hazard Emergency Response Act.....	9
Assignment Books.....	9
Attendance.....	9
Band Participation.....	10
Bicycles/Skateboards.....	10
Books.....	10
Breakfast.....	10
Building Policies.....	11
Bullying.....	11
Bus Discipline Procedures.....	34
Bus Expectations.....	11
Change of Address.....	11
Church Night.....	12
Child Custody.....	12
Communicable Disease Chart.....	29
Communication.....	12
Conferences/Report Cards.....	12
Curriculum.....	12
Discipline.....	13
Dress.....	14
Emergency Closing of School.....	14
Entrance Age, Physicals, Immunizations, Birth Certificates.....	15
Family Educational Rights and Privacy Act.....	30
Field Trips.....	15

Fire and Tornado Drills.....	15
Fund Raising.....	15
Grant Wood Area Education Agency.....	15
Kindergarten Roundup.....	15
Library/Media Center.....	16
Lockers.....	16
Lost And Found.....	16
Messages Students/Teachers.....	16
No Child Left Behind Act.....	26
Non-School Related Parties.....	16
Notice of Nondiscrimination.....	27
Nurse.....	17
On-Line Service.....	19
Open Enrollment.....	20
Parent Involvement.....	31
Personal Property/Pets/Nuisance Devices.....	20
Possession, Use and/or Distribution of Alcohol, Tobacco and Drugs.....	21
PowerSchool Information System.....	21
Prescription Medication Release Form.....	38
Safety To and From School.....	21
School Board Policy.....	22
School Bus Regulations.....	33
School Calendar.....	37
School Employee Abuse.....	22
School Visitation.....	22

Search and Seizure.....	22
Staff List.....	4
Student Records.....	28
Student-To-Student Harassment.....	22
Supply List.....	35
Treats, Birthdays, Holidays, Etc.....	24
Vandalism.....	25
Volunteers and Tutors.....	25
Waiver of Student Fees.....	25
Weapons.....	25
PBIS Handbook	

AFTER SCHOOL ARRANGEMENTS

To ensure your child's safety, teachers will send students to their regular destination unless parents send a written note informing the teacher of any change. This applies to all students who are going to a different destination, staying at school for activities, etc. If you are student who rides the bus, please let the driver know of alternate after school arrangements. **Parents – please do not wait for your child after school in the hallways.** It adds to congestion and distracts students. Plan a pick up place with your child outside the building. **Please use provided sidewalks and do not walk your child through the parking lot.** We are promoting pedestrian safety to our students.

ASBESTOS HAZARD EMERGENCY RESPONSE ACT

The Asbestos Hazard Emergency Response Act (AHERA) requires school districts to inspect their buildings for asbestos-containing building materials and develop, maintain, and update an asbestos management plan. School districts must annually notify parents, teachers, and employee organizations in writing of the availability of the management plan and planned or in progress inspections, re-inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities. 40 C.F.R. §§ 763.84(c), 763.94(g)(4).

ASSIGNMENT BOOKS

Students in grades 3-6 will be using an assignment book during the school year. These books will be handed out during the first week of school. Teachers will expect students to come to class with them. If your student's book is lost or destroyed, a replacement will need to be purchased. These books are structured to promote organization and good study habits.

Please track your student's progress in working with this assignment book. Students with good organizational skills experience success.

ATTENDANCE

Good attendance is an important factor towards a student's academic gains in school. Please help your child develop a commitment for school attendance and for getting to school on time. **If it is necessary for your child to be absent or tardy, you need to please call the school (642-5422) before 9:00 A.M. or send a note the following day.** If a child is going to be gone for an extended period, it is not necessary to call the school every day, as long as the office is aware of the absence. In addition, send a note to the teacher explaining the reason for missing school. If a student is absent due to illness, they are not to participate in extracurricular school activities that evening.

If a child needs to leave school early, send a note to the teacher or call the office. Please have the child report to the office and sign out before leaving the building.

Students must learn to be on time. Written notification will be sent to parents regarding excessive absences or tardies. Further unexcused absences may result in a referral to county attorney's office.

OUR STUDENTS ARE IMPORTANT AND WE NEED THEM AT SCHOOL!

ATTENDANCE AT SCHOOL ACTIVITIES

We are looking forward to excellent extra-curricular events at Iowa Valley School. We share the responsibility with you to teach our children appropriate behavior for the activities. We expect students to do the following:

1. **PreK-6 students are to attend school activities with a parent or adult supervisor.**
2. Be respectful and quiet during the national anthem.
3. Watch the activity.
4. Visit with friends.
5. Support the teams.
6. Be respectful and courteous to others.
7. Demonstrate good sportsmanship.
8. Be a positive credit to families, school and community.
9. No toys, balls, etc. are to be brought to any activity.

Examples of inappropriate behavior are: playing football, wrestling, fighting, arguing, or running up and down steps/bleachers around playing fields.

All students are required to be seated during school functions. The only exception to this rule would be at half time and between games. Those who do not follow this rule or create disruptive behavior will be denied the privilege of attending future school sponsored activities. Anytime a student leaves an activity, they will not be allowed to return.

Students absent, due to an illness, the afternoon of an elementary evening activity, are asked not to participate in that evening activity.

BAND PARTICIPATION

Students in 5th and 6th grades are eligible to enroll in band. Parent/Teacher communication is required before any child can drop band.

BICYCLES/SKATEBOARDS

Children riding bicycles/skateboards, etc. to school are to park them in the bicycle racks provided. Once children arrive on school property they are required to park their bike. There shall be no riding in the parking or playground area. Children are encouraged to lock their bikes while parked on school property.

BOOKS

Textbooks are furnished by the school system. Fines are charged for lost or damaged books. The amount of the fine is dependent upon the condition of the book and/or the degree of the damage.

BREAKFAST

A breakfast program is offered every day **except late-start days** at the Iowa Valley Elementary School.

Town students who wish to eat must do so between **7:55 - 8:15 A.M.**, and report to East blacktop for the bell. These students eating breakfast need to enter and exit the building at the east kindergarten entrance. Bus students begin as soon as they arrive.

BUILDING POLICIES

The school building is intended to be of service not only to the school and its population, but also to the community at large. However, certain guidelines must be followed to make efficient use of our facilities.

1. Students are not to be in the building before or after normal school hours unless they are under the direct supervision of a faculty member. Guidelines and permission for group use of the building after normal hour may be obtained through the principal's office.

2. Playground supervision before and after school: You should be aware that supervision is provided on the playground from 8:00 to 8:10 A.M. **No supervision is provided after school.** Teachers use this time for planning. Encourage your child to go home directly after school. Please plan your schedule so that your child comes to school between 8:10 and 8:20 A.M. each morning.

3. Gum is not allowed in the building. Pop and candy should be left home with the exception of school celebrations for pop and candy, which have been cleared by the teacher.

BULLYING

"Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself (Olweus 2007)."

Rules:

We will not bully others.

- We will try to help students who are bullied.
- We will try to include student who are left out.
- If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

BUS EXPECTATIONS

All students who ride the bus are reminded to follow the rules of courtesy and good conduct just as they are in school. The bus driver will report misconduct to the principal and parents. At that time, a course of action will be planned. Bus Transportation Passenger Discipline Procedures are in the back of the handbook.

Bus students are not counted tardy when the bus is late arriving.

Students are expected to meet the bus on time and not keep it waiting.

A note or call is required of parents if a child needs to ride a bus different from the permanent assignment. We will consider the request providing there is sufficient space on the bus.

CHANGE OF ADDRESS

Any change of address, phone numbers, etc. should be reported to the school office as soon as they occur.

CHURCH NIGHT

Wednesday night is designated as church night in Marengo. No school activities are to be scheduled after 6:00 P.M. on Wednesday during the regular school year.

CHILD CUSTODY

In most cases, when parents are divorced, both parents continue to hold equal rights where their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. Unless your court order is on file with us, we must provide equal rights to both parents.

COMMUNICATION

Parents should always feel free to contact the classroom teachers and / or the principal when any questions or concerns arise. We are always ready and willing to talk to you. Communication is vitally important in order for the school to accomplish its task of educating children.

CONFERENCES/REPORT CARDS

Parent conferences will be held for all students in the fall and spring. We strongly encourage parents to attend. Teachers and parents are encouraged to request additional conferences at any time during the year when there are questions or concerns about a child's progress.

Students not performing to their ability in a class or classes will be notified. The parents may also be notified if a student is not working up to potential. Parents who receive a notice are encouraged to communicate with the teachers.

Report cards are sent home on the week, which follows the close of the grading quarter.

Parents should discuss the progress report with their child. If there are questions, please contact your child's teacher.

CURRICULUM

The Iowa Valley School System prides itself on its comprehensive Pre K-12 curriculum. At the elementary level we pay particular attention to children's developmental levels while stressing the basic (core) subject matters. Teams of teachers work together to continually research and review each curricular area and to make necessary changes which will be of benefit to our children's academic progress.

The school district provides students with instruction in human growth and development. Parents may review curriculum prior to its use and have their child excused from human growth and development instruction. Parents should contact the teacher if they wish to review the curriculum or excuse their child from human growth and development instruction.

DISCIPLINE

The Iowa Valley School Board supports the student responsibility and discipline policies. It also supports the staff in enforcing them and holds the staff accountable for implementing them. Effective discipline is necessary for quality education. In order to guarantee your children and all the students in the school the excellent learning climate they deserve, it is essential for the home and school to work closely together in promoting self-discipline, responsibility, and an appreciation of the rights of others. The teacher is the administrator of classroom discipline. Therefore, minor disciplinary offenses are the responsibility and obligation of the classroom teacher and parent. When serious or persistent problems arise, discipline will become the joint responsibility of the principal and teacher. Corporal punishment is not an appropriate means of discipline. If it is necessary to restrain a student to protect either the student, the teachers, or other students, this will not be considered corporal punishment.

It is the teacher's role to guide and direct the classroom. It is expected that parents will support and cooperate with the classroom teacher. Parents with specific concerns should communicate personally with the teacher involved, or with the principal. Parents are also asked to call the teacher or principal when unusual or temporary home conditions may be particularly upsetting to students. This may help us to understand if there is any change in a student's behavior and work habits.

In each classroom the students learn and are held accountable to using a four-step process to assist them in maintaining control of their own behavior. They learn to:

1. Ignore
2. Ask to stop
3. Walk away
4. Report to staff person.

The four step process is reinforced in classrooms, playground, and throughout the building. The plan serves as a way to deal with minor problems between people. When the problem is of greater concern, students may seek adult help to handle the problem.

Disciplinary actions for a student's misbehavior will be directed toward educating students and redirecting conduct. The goal of each disciplinary action shall be the successful completion of the affected student's academic career. The administration of the school will take into consideration extenuating circumstances, mitigation factors, and subtle factual differences in each case requiring disciplinary action for student misbehavior. The range of penalties for repeated student behavior in violation of school rules shall be:

Loss of recess: The student may miss part or all of recess time.

Detention: Detention requires that a student devote time outside the school day to the school. Teachers and/or administrators may assign detention.

Teachers will give the parent or guardian notice of the detention their child is to serve. The school has no obligation to provide transportation for a student in detention.

In-School Suspension: The student is assigned to remain in a specific location during a regular school day without attending classes. Credit will be given for work performed to teacher expectations and for tests taken. Provisions will be made for the student to receive school work and tests.

Out-of-School Suspension: The student is sent home for a period of time. The student is not permitted to attend school functions or to be on school property during the time of suspension. Credit will be given for work performed to teacher expectations and for tests taken. Provisions will be made for the student to receive school work and tests.

Parent/school Conference: Parents may be requested to come to school for a conference with the administration, counselor, and/or particular teacher(s).

Expulsion: The student's enrollment is officially terminated by the Iowa Valley School Board of Directors according to Board policy. Expulsion is used for inappropriate and incorrigible behavior ordinarily after lesser disciplinary actions from the range above have been tried.

Home Bound Study: Home bound study is when a student's enrollment is officially designated as home bound by the Board of Education. The Board will determine the conditions of enrollment and/or when the student may enroll on a regular basis.

Emergency Removal: Students who become violent and/or destructive, thereby presenting a threat to themselves and/or others will immediately be removed from the situation. Parents will be notified. Parents may need to pick up their child and communication with the principal is necessary before the student can return to school.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules, regulations and student handbook provisions as circumstances warrant, including those contained in the handbook.

DRESS

According to Board policy the following guidelines are established. All students are expected to be neat, clean, and modest when attending school. Clothing that is disruptive to the learning environment is not accepted. Apparel, which promotes products illegal for use by minors, displays obscene material, contains profanity, allows undergarments to show, or has unacceptable double meanings is not permitted at school or school activities. Shirts must cover the entire front and back. Please no spaghetti straps, unless worn with a cover up. The principal makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change their clothing or leave the school.

Hats are not allowed to be worn in the building and all students are required to wear shoes while on school property. Due to the issue of safety, students are required to have gym shoes for physical education. We also recommend gym shoes for outdoor recess. Given the number of injuries, we do not recommend flip flops for recess.

When winter weather occurs, children need to wear warm outdoor clothing. We go outside for recess unless the exposure factor poses to be unsafe, as children need a chance to exercise and get fresh air. Removable boots are needed for **all students K-6.** Please send these with students. It is up to the discretion of school staff when boots are needed at recess times.

EMERGENCY CLOSING OF SCHOOL

Sometimes due to weather conditions, it is necessary to close school on short notice. Listen to T.V. and radio stations as noted in the newsletter for information related to emergency closing of school.

The school will also require parents to fill out information in regard to after school arrangements for students on these occasions.

ENTRANCE AGE, PHYSICALS, IMMUNIZATIONS, BIRTH CERTIFICATES

All pupils entering Kindergarten must have reached their fifth birthday in the year of entrance on or before the 15th of September as is specified in the Code of Iowa.

In addition, all kindergarten children must have received a recent physical, dental exam, have on file a copy of proof of birth, and have all immunizations up to date prior to the first day of school.

FIELD TRIPS

Field trips away from school are designed to be an educational experience for your child. Written permission is necessary for your child to go on field trips, and if it is not received, your child will remain at the school building. You will always receive advance notice of upcoming field trips. Occasionally teachers will contact parents to request assistance in supervising a field trip. Supervising parents are not allowed to bring younger siblings on field trips. All supervisors need to be available for student supervision.

FIRE AND TORNADO DRILLS

Fire drills, tornado drills, intruder drills and bus evacuation drills are rehearsals for a very serious situation. These are held regularly during the year, according to the Iowa Code. Directions are posted in each classroom. **IT IS AGAINST THE LAW TO TAMPER WITH FIRE PROTECTION OR ALARM EQUIPMENT. VIOLATION OF SAID RULE NECESSITATES A SCHOOL SUSPENSION.**

FUND RAISING

Students are asked to please not sell items at school. Please keep this outside the school setting. Staff and other students can be put into a difficult position if they are approached by students to purchase items.

GRANT WOOD AREA EDUCATION AGENCY

Support services are available to assist teachers and families when concerns arise with students. These services include building staff (special education teacher, counselor, nurse, health secretary, etc.) and Grant Wood Area Education Agency staff (social worker, consultant, speech-language pathologist, occupational and physical therapist, and others.) Teachers and families may use input on an informal basis or request formal assistance in identifying strategies to address a concern, in carrying out these strategies, or in monitoring individual student progress. These services are available for all students by teacher or parent requests.

KINDERGARTEN ROUNDUP

Kindergarten round-up is scheduled for the spring of the year. The purpose of the program is to: acquaint parents and children with the building, determine enrollment for the program, collect information from parents, observe children, and watch their interaction with other children and materials.

LIBRARY/MEDIA CENTER

The Iowa Valley Elementary Library Media Center is available to all students when school is in session. Our library supports the curriculum and provides a wide variety of materials suitable to the interests and abilities of the students in their pursuit of knowledge. Information skills necessary for life-long learning are taught and applied. In order for the elementary building to maintain a high quality collection, students must learn responsibility in caring for library materials. If any library materials are lost or damaged the student is expected to pay for them.

LOCKERS

Students may not switch lockers or use another locker other than the one assigned to them for the school year. It is here that he/she keeps his/her books and personal belongings. *Backpacks are not allowed in classrooms and should be kept in lockers. Students are encouraged to bring only things that they will need during a school day.

In accordance with Section 808A.2 of the Iowa Code, school officials may conduct periodic inspections of all, or a randomly selected number of school lockers, desks and other facilities or spaces owned by the school which are provided as a courtesy to students. These inspections may be conducted without prior notice; however they will either occur in the presence of students whose lockers are being inspected or in the presence of at least one other person.

LOST AND FOUND

Lost and found articles are turned in at the office. Have your child check at the office to recover lost items or to turn in articles that are found. It is stressed that:

1. You encourage your child to be responsible for their property.
2. All articles are labeled.
3. Valuables and money be left at home.

All articles not claimed will be donated to Goodwill at the end of the school year.

MESSAGES STUDENTS/TEACHERS

We do not wish to disrupt teachers or students from classes for phone calls. All contacts must first go through the office. In all cases, where it is necessary, a message will be given to the student/teacher at the first opportunity.

Teachers are generally available before and after school. The secretary will take your number if you wish to have the teacher return your call.

In cases of emergency the student will be called to the phone. Please limit calls and messages.

Students are only allowed to use the phone with teacher permission. After school arrangements should be made at home whenever possible.

NON-SCHOOL RELATED PARTIES

We ask that at-home parties and social gatherings be arranged outside of school. When students are excluded from these events this causes hurt feelings, and is difficult for the teacher to explain. Parental cooperation is appreciated in this matter. When invitations are not for the entire class, please do not hand them out at school.

NURSE

A school nurse is on duty in the building from 9:00 A.M.-3:00 P.M., and on call when needed. If your child is ill or injured, the following procedure will be used:

1. When children who are ill are sent to the nurse, the temperature will be taken, and parents phoned as necessary.
2. We ask that students be without a temperature of 99 degrees or above or have not vomited in the last 24 hours before returning to school.
3. The child will be examined by the nurse or secretary.
4. Minor cuts, scrapes, and injuries will be treated with first aid methods.
5. Students with more serious injuries, the nurse will be called, if not in, first aid will administered and parents called.
6. In extreme cases - emergency personnel will be contacted.
7. A written record is kept on all children seen by the nurse.

As school health services are used primarily for first aid and on-site care, they should never supplant a visit to your physician's office. We encourage you to seek proper diagnosis and care from your own physician.

COMMUNICABLE DISEASES

In order to better protect our students and staff from communicable diseases, a universal precaution procedure has been instituted. Protective barriers will be used by the staff in all cases of care for illness or injury in which there is the possibility of any exchange of body fluids. Students will be encouraged to use self-care in the cases in which they are capable. All cases of illness and injury at school must be reported to the school nurse at once for follow-up care and notification of parents and the principal. See chart in the back of this handbook.

DENTAL

All Kindergarten and new transfer students from out of state need to have a recent dental exam on file with the school.

EMERGENCY INFORMATION / ILLNESS AND ACCIDENTS AT SCHOOL

All students are required to have current medical emergency information on file in the nurse's office. Please contact the office whenever any information (work phone number/contact person) on this form changes. It is very necessary that we maintain current information!

In event a child becomes ill or is injured at school, the parent or the emergency number will be called, so that the child may be taken home.

ENTRANCE AGE, PHYSICALS, IMMUNIZATIONS, BIRTH CERTIFICATES

All pupils entering Kindergarten must have reached their fifth birthday in the year of entrance on or before the 15th of September as is specified in the Code of Iowa.

In addition, all kindergarten children must have received a recent physical, dental exam, have on file a copy of proof of birth, and have all immunizations up to date prior to the first day of school.

EXCUSES

All students will be expected to participate in outdoor recess unless they bring a written excuse from doctor. Fresh air and exercise are beneficial to children and we encourage outdoor recess for all students. Students should be fever free for 24 hours before returning to school. A teacher may keep a child in for recess as a form of discipline, or in order to complete work resulting from absence from school.

Since physical education classes are regularly scheduled, all students will be required to participate in these classes unless they have a written excuse. If an excessive amount of excuses is received, a note from your family physician may be requested by the principal.

HEALTH SCREENING

Throughout the year, the school district/GWAEA sponsors vision, hearing and dental screenings. GWAEA Hearing screens all students in kindergarten, and grades 1, 2, and 5. Students in the Early Learning Program with IEP's will be screened. Students in grades 3, 4, middle, and high school, who are new to the school, that don't have a documented hearing test, and some students with a history of known hearing loss will also be tested. Follow up testing may occur periodically if previous hearing test results were not within normal limits. Parents/guardians, if you do not want these screenings, you will need to indicate in writing to the school nurse at the beginning of each year that you do not want this service. If you have a question concerning your child's vision, hearing or dental, contact the school nurse.

INSURANCE

Information regarding student health insurance will be available at registration time or during the early part of the year. You are encouraged to provide insurance through your own agent or through coverage purchased at registration time.

MEDICINES

Whenever possible the nurse will be the main dispenser of medications. Teachers are permitted to administer any medications or other prescriptions to children and will do so when the need arises. If a child's health is such that he/she is unable to participate in the normal school program, or is under medical prescription, the parent should contact the school office.

Any drug a child must take while in school will be kept in the nurse's office. Parents are requested to contact the nurse when this is necessary.

Prescribed medication is to be provided by the parent and must be kept in the original container provided by and labeled by the dispensing pharmacist to include the student's name, name of medication, dosage, directions for taking and doctor's name. The pharmacist will put medication in one container for home use and one for school if asked to do so. All non-prescribed medications need a note by parents to be taken. Ex: cough drops.

ON-LINE SERVICE

Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.

1. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
2. It is the goal to allow teachers and students access to the rich opportunities on the Internet while we protect the rights of students and parents who choose not to risk exposure to questionable material.
3. The smooth operation of the network relies upon the proper conduct of the end (computer) users that must adhere to strict guidelines, which require efficient ethical and legal utilization of network resources.
4. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
5. The school district makes no guarantees as to the accuracy of information received on the Internet.

Permission to Use Internet

In order to use any on-line service (*Internet) students and parents must have read, signed and returned the acceptable Use Policy form to the Media Specialist. The Acceptable Use Policy is available through the Media Specialist. Students must be academically eligible in order to use the Internet.

If a classroom assignment requires the use of the Internet, special arrangements will be made for the student to complete the work. Teachers will be supplied with a list of students who have violated the policy with their dates of suspended use.

Student Use of Internet

- A. Equal Opportunity - the Internet shall be available to all students within the school district through teacher access. The number of available terminals and the demands for each terminal may limit the amount of time available for each student. No games including video, sport, word games, puzzles, racing or any other mechanical activities that could be construed as a game will be allowed.
- B. On-line Etiquette
 1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
 2. Students should adhere to on-line protocol
 - a. Respect all copyright and license agreements
 - b. Cite all quotes, references and sources
 - c. Remain in the system long enough to get needed information, then exit the system
 - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication
- C. Restricted Material - Students shall not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd.

D. Illegal Uses - Students who disrupt the computer system, cause security problems, try to gain access to another person's account will be discipline according to the student violation plan. Students who try to disrupt the filtering system will be dealt with according to the same student violation plan. Students who physically abuse the computer and its parts will also be in violation of the plan.

Student Violation - Consequences and Notifications

Students who violate the above mentioned s hall be subject to the appropriate actions described in board policy or regulations or the following consequences.

- A. First Violation - A Verbal and written "warning" notice will be issued to the student. The student will lose Internet access for period of three (3) weeks. A copy of the notice will be mailed to the student's parents and a copy provided to the building principal.
- B. Second Violation - A verbal and written "Second Violation notice will be issued to the student. The student will lose Internet access for a period of six (6) weeks. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.
- C. Third Violation - a verbal and written "Third Violation notice will be issued to the student. The student shall forfeit all Internet privileges for the balance of the school year. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.

If a classroom assignment requires the use of the Internet, special arrangements will be made for the student to complete the work. Teachers will be supplied with a list of students who have violated the policy with their dates of suspended use.

OPEN ENROLLMENT

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district no later than March 1 in the school year proceeding the first year desired for open enrollment. The notice is made on forms provided by the Department of Education. The forms are available at the central administration office.

PERSONAL PROPERTY/PETS/NUISANCE DEVICES

Children are discouraged from bringing extra money, radios, toys or other objects from home, **unless the teacher has given them permission**. Nuisance devices, such as but not limited to, laser pointers, pagers, canned streamers, unpleasant scents, etc. are not allowed at school. Any item that is detrimental to the educational process is a nuisance device, whether seen or heard, and will be confiscated by Iowa Valley staff. Cellular phones are to be turned off during the school day. Students are not to use them, and in doing so, will have them confiscated by the staff.

Children are allowed to bring pets to school only with **permission from the teacher**. Pets should not be transported to and from school on the school buses. Any animal brought to school must be housed in a proper cage or container and restrained in such a way that they can not harm anyone.

POSSESSION, USE AND/OR DISTRIBUTION OF ALCOHOL, TOBACCO AND DRUGS

Possession and use of alcohol, tobacco, illicit drugs or “look alike” substances that appear to be tobacco, alcohol or controlled substances, by students on school property or at any activities sponsored by the school on or off school property is not allowed.

Violation of this policy by students will be subject to disciplinary action. Possession of alcohol, for those under legal age, and/or of a controlled substance will be reported to the local law enforcement authorities.

POWERSCHOOL INFORMATION SYSTEM

PowerSchool is a secure web-based student information system.

This program will allow you to quickly check the following:

- *Grades (3rd-6th)*
- *Assignments (3rd-6th)*
- *Attendance*

How do I get set up to use PowerSchool?

- You can get to this site by going to the school website <http://www.iowa-valley.k12.ia.us> and selecting *PowerSchool Login* on the left pane.
- Or go to the AEA web site at: <http://ps-iowavalley.gwaea.org/public>.

Log in to the page with your user information:

- The password is case sensitive, meaning you must use capital and small letters exactly as shown.

** Write down your new password in a safe place.

What do I do if I forget my password or need help?

Call the Main Office at 642-5422 or email Brenda McCaw at bmccaw@ivcsd in the Main Office. Please do not call teachers for help with passwords, login or technical problems.

SAFETY TO AND FROM SCHOOL

Students who live west of Court Ave. should use the west door when coming to school and when leaving school at dismissal time. Students who live east of Court Ave. should use the east doors when coming to or leaving school. Bicycle riders – please place your bike in the rack and follow the same procedure when coming to school. Students need to conduct themselves in an orderly manner to and from school. Please remind your child to use sidewalks and to stay off of private property. Children are not to enter the building until 8:10, unless eating breakfast at school and will be allowed to be on the playground from 8:00 to 8:10.

All bus riders should use the south entrance.

Parents should not load/unload children before and after school in the middle of the parking lot. Students are not to walk in between buses and need to use the sidewalk.

SCHOOL BOARD POLICY

A copy of the Iowa Valley Community School Board Policy Handbook is available for patrons to review at each building office and the superintendent's office. We encourage you to contact the school if you need information pertaining to school policy.

SCHOOL EMPLOYEE ABUSE

If a parent/guardian or student feels that a student has been abused by a school employee in any manner, the incident should be reported to the Level One Investigator, Donita Joens at 642-7714 or her designee.

SCHOOL VISITATION

We encourage parents to visit their child's classroom. We ask to please refrain from visiting the first and the last week of school. Visitors should notify the office of their presence by signing in and getting a visitor's button/sticker.

In order that your visit might be more informative, please contact your child's teacher to determine the day's activities. A recommended classroom visitation period is one hour. Invitations will be extended to parents on special occasions for programs and assemblies.

Children not enrolled at the Iowa Valley Elementary School are not allowed to visit during school hours unless accompanied by an adult and with special permission from the principal and teacher.

To ensure the safety of our students: **ALL VISITORS NEED TO ENTER THROUGH THE MAIN ENTRANCE AND SIGN IN AT THE OFFICE.**

SEARCH AND SEIZURE

All school property is held in public trust by the Board of Directors. School authorities may, without a search warrant, search a student, student lockers, desks, and work areas when there is substantial cause that a policy has been violated. The search and seizure guidelines, as outlined in school board policy, will be followed.

STUDENT-TO-STUDENT HARASSMENT

Harassment of students by other students will not be tolerated in the school district. This policy is 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 vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district.

Harassment on the basis of race, gender, creed, color, religion, national origin, disability, marital status, sexual orientation, physical appearance, and/or personality traits means conduct of a verbal or physical nature that is designed unreasonably to embarrass, distress, agitate, disturb or trouble students when such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating, offensive or hostile learning environment. Students whose behavior is found to be in violation of this policy after an investigation shall be disciplined, up to and including, suspension and expulsion.

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of

unreasonably interfering with a student's performance or creating an intimidating, offensive or hostile learning environment.

Sexual harassment as set out above, may include, but is not limited to the following:

- Verbal or written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications;
- Unwelcome touching;
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Harassment as set forth above may include, but is not limited to the following:

- Verbal, physical or written harassment, bullying, hazing or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, etc.
- Demeaning jokes, stories, or activities directed at the student.

The district will promptly and reasonably investigate allegations of harassment. The building principal or (his/her designee) generally the guidance counselor will be responsible for handling all complaints by students alleging harassment.

**** Added 5/21/12**

Communication procedure: The building principal or (his/her designee) generally the guidance counselor in the event of a severe altercation shall:

- 1. Make sure that all students either mentioned by name or harassed shall be separated and removed from the classroom in a responsible manner by said personnel.**
- 2. Contact the parents/guardians of any student of which a threat of harm or perceived threat of harm has been alleged or is determined to be in violation of this policy. Notification shall be in the form of phone call and a letter sent home with the student prior to the next school day.**

Retaliation against a student because the student has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. However, the superintendent has the right to discipline students who knowingly file false harassment complaints. A student who is found to have retaliated against another in violation of this policy will be subject to discipline, up to and including, suspension and expulsion.

It shall also be the responsibility of the superintendent, in conjunction with the investigator and principals, to develop administrative rules regarding this policy. The superintendent shall also be responsible for organizing training programs for students and employees. The training shall include how to recognize harassment and what to do in case a student is harassed. It shall also include effective harassment prevention strategies. The superintendent shall also develop a process for evaluating the effectiveness of the policy by reducing harassment in the school district. The superintendent shall report to the board on the progress of reducing harassment in the school district.

Student-to-Student Harassment Investigation Procedures

Students who feel that they have been harassed should follow these steps:

- If the student is comfortable doing so, the student should communicate to the harasser that the student expects the behavior to stop. If the student wants assistance communicating with the harasser, the student should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the student does not feel comfortable confronting the harasser, the student should:
 - tell a teacher, counselor or principal; and
 - *** **Updated 5/21/12**, write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser did;
 - Witnesses to the harassment;
 - What the student said or did, either at the time or later;
 - How the student felt; and
 - How the harasser responded.

Procedures for Charging and Investigating Allegations of Abuse of Students by School Employees

It is the policy of the Iowa Valley Community School that school employees not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, toward students. Any school employee who commits such acts is subject to disciplinary sanctions up to and including discharge.

It is the policy of the Iowa Valley Community School to respond promptly to allegations of abuse of students by school employees by investigating or arranging for full investigation of any allegation, and to do so in a reasonably prudent manner. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. All employees are required to assist in the investigation when requested to provide information, and to maintain the confidentiality of the reporting and investigating process.

The Iowa Valley Community School has appointed a level-one investigator and alternate, and has arranged for or contracted with a trained, experienced professional to serve as the level-two investigator.

The superintendent or designee shall prescribe rules in accordance with the rules adopted by the State Board of Education to carry out any investigation. The level-one investigator for the Iowa Valley Elementary School is the Superintendent of Schools.

TREATS, BIRTHDAYS, HOLIDAYS, ETC.

Parents may bring treats for their child's class. With the rising concerns of food ingredients and allergies, we are strongly encouraging food that comes from home for sharing must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. This also complies with our Preschool Program Standards.

VANDALISM

Writing on desks and walls is interpreted as vandalism toward the school. Students vandalizing school property will be required to make retribution and subject to discipline and/or legal action.

Any person or persons willfully damaging Iowa Valley School property will be assessed the total cost for all replacement or repairs. In the case of a minor child, the parent or guardian will be held responsible for all vandalism or destruction.

VOLUNTEERS AND TUTORS

We encourage and welcome parent volunteers to help in the classroom, special classes, and Media Center. If you are interested in helping at school, please notify the office or your child's teacher.

WAIVER OF STUDENT FEES

Students whose families meet the income guidelines or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the superintendent's office at registration time or any time thereafter for a waiver. This waiver does not carry over from year to year and must be completed annually.

WEAPONS

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

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

Students bringing a firearm to school shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any explosive, incendiary or poison gas.

No Child Left Behind Act

The No Child Left Behind Act (NCLB) requires the state education agency, school districts, and individual schools to provide numerous notices to parents, the public, and others. Some of the notices that school districts and/or individual schools are required to give under NCLB include: annual report cards; progress reviews; schools identified for school improvement, corrective action, or restructuring; parental involvement policies; state education agency complaint procedures; teacher and paraprofessional qualifications; non-highly qualified teachers; student achievement information; an informational meeting on Title I, Part A; that the district routinely releases the names, addresses, and phone numbers of secondary students to military recruiters unless parents opt out; and a variety of information about the status of English Language Learners.

Notice to parents that a school has been identified for improvement, corrective action, or restructuring, must be given in an understandable and uniform format, including alternative formats upon request, and, “to the extent practicable,” in a language that parents can understand. 34 C.F.R. § 200.36(b). In general, notice must be provided to parents directly, through regular mail or e-mail, and “[t]hrough broader means of dissemination such as the Internet, the media, and public agencies serving the student population and their families.” 34 C.F.R. § 200.36(c).

The U.S. Department of Education’s non-regulatory guidance document, *Parental Involvement Title I, Part A*, contains a chart listing the *key* parental notice requirements under Title I, Part A of NCLB, who has to issue the notices, and when they must be issued. The description of each notice contains references to the relevant statute sections and guidance documents, some of which contain model policies. Download this document at:
<http://www.ed.gov/programs/titleiparta/parentinvguid.doc>

NOTICE OF NONDISCRIMINATION

The Iowa Valley Community School does not discriminate in its employment practices, hiring procedures, educational programs or activities on the basis of any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. The Iowa Valley School also affirms its opportunities and equal access to school facilities without reference to affectional or association preference. For additional information on nondiscrimination policies, contact Superintendent, the coordinator of Title IX and Section 504, in the high school building at 359 East Hilton Street, Marengo, Iowa, 52301, telephone (319) 642-7714.

NOTICE TO PARENTS REGARDING STUDENT RECORDS

The Iowa Valley Community School District maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include, but are not limited to, the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports. The school will publish activity participation, roster information, honor roll and other such material with specific parent/student permission unless you notify us that you do not wish this information to be made public.

The records of each student are generally located in the school which he/she is attending. Any exception will be noted in the student's other records or by the person in charge of record maintenance for each school building. The district policy on student records can be secured on request. The person responsible for maintenance of student records of the Elementary School is Cindy Miller, Elementary Principal. Shawn Kreman, Secondary Principal, is responsible for maintaining student records at the Iowa Valley Jr.-Sr. High School.

The following persons, agencies and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

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

Student records are reviewed and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary to the junior high to senior high level and when a student transfers out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance.

Parents of students under 18 and students over age 18 may exercise the opportunity to review educational records of the students, to obtain copies of the records at a reasonable cost, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy, and to have the records explained.

The principal person in charge of each attendance center may release the following types of information to the public, where appropriate, keeping in mind the privacy of the student and the student's family and the totality of the surrounding circumstances: name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student and other similar information. The parent shall be given a reasonable period of time, at least sixteen (16) days, after such notice to inform the district that any or all of the information with regard to his/her child should not be released without his/her prior consent.

Students and parents may file with the Department of Education. Complaints concerning alleged failures of this school to comply with federal legislation dealing with student records. Correspondence should be addressed to: The Family Educational Rights & Privacy Act Office, Dept. of Education, Switzer Building, 330 C. Street S. W., Washington, D. C. 20201

COMMUNICABLE DISEASE CHART

CONCISE DESCRIPTIONS AND RECOMMENDATIONS FOR EXCLUSION OF CASES FROM SCHOOL

DISEASE <i>*Immunization is available</i>	Usual Interval Between Exposure and First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX	13 to 17 days	Mild symptoms and fever. Pocks are "blistery." Develop scabs, most on covered parts of body.	7 days from onset of pocks or until pocks become dry
CONJUNCTIVITIS (PINK EYE)	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or physician approves readmission.
ERYTHEMIA INFECTIOSUM (5 TH DISEASE)	4 to 20 days	Usual age 5 to 14 years – unusual in adults. Brief prodrome of low-grade fever followed by Erythemia (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis no exclusion from school.
GERMAN MEASLES* (RUBELLA)	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash.	7 days from onset of rash. Keep away from pregnant women.
HAEMOPHILUS MENINGITIS	2 to 4 days	Fever, vomiting, lethargy, stiff neck and back.	Until physician permits return.
HEPATITIS A	Variable – 15 to 50 (average 28 to 30 days)	Abdominal pain, nausea, usually fever. Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
IMPETIGO	1 to 3 days	Inflamed sores, with puss.	48 hours after antibiotic therapy started or until physician permits return.
MEASLES*	10 days to fever, 14 days to rash	Begins with fever, conjunctivitis, runny nose, cough, then blotchy red rash.	4 days from onset of rash.
MENINGOCOCCAL MENINGITIS	2 to 10 days (commonly 3 to 4 days)	Headache, nausea, stiff neck, fever.	Until physician permits return.
MUMPS*	12 to 25 (commonly 18) days	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.
PEDICULOSIS (HEAD/BODY LICE)	7 days for eggs to hatch	Lice and nits (eggs) in hair.	24 hours after adequate treatment to kill lice and nits.
RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped, on scalp.	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports.
SCABIES	2 to 6 weeks initial exposure; 1 to 4 days reexposure	Tinny burrows in skin caused by mites.	Until 24 hours after treatment.
SCARLET FEVER SCARLATINA STREP THROAT	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face). Rash usually with first infection.	24 hours after antibiotics started and no fever.
WHOOPING COUGH* (PERTUSSIS)	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after 2 weeks.	5 days after start of antibiotic treatment.

Readmission to School – It is advisable that school authorities require written permission from the health officer, school physician or attending physician before any pupil is readmitted to class following any disease which requires exclusion, not mere absence, from school.

Model Notification of Rights under FERPA for Elementary and Secondary Schools

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

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

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

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

Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the School principal [or appropriate school official], clearly identify the part of the record they want changed, and specify why it is inaccurate. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

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

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

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

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

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the *School District* to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

[NOTE: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.]

Parent Involvement Policy Iowa Valley School District

At the district level, it is the policy of Iowa Valley Community School that parents of all participating children have the opportunity to be involved in the joint development of the district plan and in the district's review process for the purpose of school improvement. The district provides coordination, technical assistance and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contributions; and developing meaningful roles for community organizations and businesses to work with parents and schools.

It is the policy of Iowa Valley Community School that:

1. This jointly developed, written policy is distributed to the parents of participating Title I children and all parents in Schoolwide buildings at the annual meeting in the fall and spring.
2. At a minimum, a single annual meeting is held for all parents of participating children, both public and private. Additional parent meetings with flexible meeting times shall be held throughout the year as determined by parent interest and suggestions. Parents will be notified of these meetings by phone and monthly newsletters.
3. Parents are given assistance in understanding the requirements of the Title I law, National Educational Goals, content standards, performance standards and assessments through annual meetings, parent-teacher conferences, and other informational meetings.
4. Parents receive an explanation of the school's performance profile, expected proficiency levels for students, and their student's assessment results at annual meetings, parent-teacher conferences, and mailings if necessary.
5. Parents are informed of the reasons for their children's participation, the curriculum, and the instructional objectives and methods of the program through annual meetings and explanations of eligibility criteria.
6. Parents receive timely responses to all parent recommendations. As much as feasible, sent to parents in the language used at home. Full opportunities are

provided for all parents to participate in Title I activities through verbal and written responses.

7. A jointly developed school/parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the local high standards. This will be developed at the annual meeting in the fall with the parent advisory committee.
8. The Title I program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school. Parents are given help monitoring their student's progress. The school provides assistance to parents on how they can participate in decisions related to their student's education. The school provides reasonable support for parental involvement activities as requested by parents. Opportunities will be provided through, materials, phone calls, volunteer opportunities, Parent Involvement conference, and parent training.
9. The school coordinates and integrates parent involvement programs and activities with other programs as appropriate through shared training opportunities and staff and parent awareness activities.
10. An annual evaluation of this parental involvement policy shall be conducted to determine the effectiveness of this policy and the barriers of this policy for increasing parent involvement. Policy evaluation findings shall be used in designing strategies for school improvement and revising parent policies. Students, staff and parents will complete the evaluation at the end of the year using a written survey. The action plans for improvements will be examined and distributed at the proceeding annual meeting in the fall.

IOWA VALLEY COMMUNITY SCHOOL DISTRICT
Marengo, Iowa

School Bus Regulations

In the interest of bus riding safety, we are issuing the rules below to riders, parents, teachers, and drivers. If we all work together along these lines, we feel sure we can enjoy a safe transportation system. We here at the school feel deeply our responsibility for the children and youth riding our buses. We hope you will help us in our efforts to be safe.

1. Drivers have the authority to assign students to certain seats on the regular bus routes; such assignments are to be based on convenience of rider and order on the bus.
2. On all activity trips, a faculty member or approved adult shall accompany the bus to assist the driver as necessary.
3. Riders shall stay back from the edge of the road until bus is completely stopped and door is opened before approaching the bus. There shall be no pushing at boarding time.
4. Upon boarding, riders shall go directly to their assigned seats, and retain that seat until arrival at destination.
5. Riders shall not put their heads, hands or arms out of windows.
6. Riders shall not throw refuse of any kind out of windows or onto the floor of the bus. Eating or drinking on the bus is prohibited on regular and activity routes. There shall be no throwing of paper or other objects on the bus.
7. Aisles shall be kept clear at all times to facilitate getting passengers to and from their seats.
8. There shall be no loud talk, boisterousness or other conduct tending to distract the driver from his/her main responsibility – driving the bus.
9. There shall be no pushing in getting off the bus at destination.
10. Riders are requested to be ready at the time the bus is scheduled to arrive. Drivers are not required to wait. With 30 stops on most routes, a wait of even one minute would make the bus very late.
11. Teachers are requested to dismiss promptly and riders are requested to go directly to the bus after dismissal. Do not make a whole busload wait for you.
12. When leaving the bus at your home, go to the left front of the bus. When driver signals, cross road. Do not cross at front until driver signals. If you live on the same side of road, go directly from the bus into your lane or yard. Do not loiter near the road.
13. The same rules apply on activity trips as on regular routes, except for the assignment of seats.
14. Bus drivers are requested to report violations of these rules as they occur.

Conclusion: Our transportation system is a costly part of the school program. To make it a safe, efficient, and pleasant service, we will need the cooperation of all.

Bus Transportation Passenger Discipline Procedure

To assist in providing an efficient and safe environment the following procedure has been established for drivers and passengers on the Iowa Valley Community School buses, vans, and suburbans. Passengers are expected to follow the bus rider rules as printed in the Parent Newsletter. However, when difficulties arise, they are usually of two types.

1) **Passenger to passenger**—When a passenger(s) is experiencing difficulty with another passenger(s), he/she should first discuss the situation with the bus driver. If a satisfactory solution does not result, the passenger, or parent/guardian should contact the building principal. If the situation continues, the superintendent should be notified.

2) **Passenger and Drivers**

a) **First Offense**—The bus driver and passenger(s) will confer in an attempt to solve the situation.

b) **Second Offense**—The driver will contact the building principal who will then visit with the passenger(s) and the driver in an attempt to solve the problem. The incident will be recorded and a copy sent to the parent/guardian.

c) **Third Offense**—The driver will again contact the building principal in an attempt to solve the situation. Either the driver or the principal will contact the parent/guardian. (If the principal contacts the parent/guardian, the driver should be present to provide necessary information.) After the conference with the passenger(s) and the call to the parent/guardian, a notice of probation will be sent to the parent/guardian. This notice will indicate the problem(s) involved and state that any subsequent problems will cause suspension of the bus riding privileges for the period of time up to two weeks. If the phone contact was attempted but not made, the notice will also indicate that the parent/guardian was not able to

be reached by phone. Communications among parents/guardians, bus drivers, and building principal is an essential part of a good, safe transportation system.

d) **Fourth Offense**—The driver will refer the passenger(s) to the building principal. A conference will be held with the passenger(s) and a notice of suspension of bus riding privileges will be sent to the parents/guardians. This period of suspension could last for four weeks.

e) **Fifth Offense**—The driver will again refer the passenger(s) to the building principal. A conference will be held with the passenger(s) and a notice of suspension of bus riding privileges will again be sent to the parents/guardians. This period of suspension could last for the remainder of the year.

f) In the event of an emergency or extreme situation, suspension of riding privileges may be given without prior warning. This action will be taken at the discretion of the building principal after conferring with the bus driver, conference with the passenger(s) and notice to the parents/guardians.

g) At any step in this procedure the parent/guardian has a right to request an informal meeting or formal hearing with the bus driver and/or building principal. This request should be made to the building principal and will be held prior to any suspension of bus riding privilege.

Communication, cooperation, and respect are the ways to an effective and safe transportation system. The drivers, passengers, and parents/guardians are expected to communicate in an open and respectful manner on a regular basis regarding the transportation program. This is essential as initial problems begin to surface. Normally, these efforts will avert any serious difficulties.

**IOWA VALLEY
COMMUNITY
SCHOOL**
**Supply List for 2018-2019
School Year**

Preschool-3 year old

1 4 pack glue sticks
1 bottle white glue
1 box markers
1 box crayons
2 watercolor paints
2 pocket folders
1 1 inch 3 ring white binder
1 white t-shirt for tie dye in September

Preschool-4 year old

Elmer's glue sticks
markers
watercolor paints
crayons
White glue
2 pocket folders
4 pack of play dough
2 dry erase markers
1 subject spiral notebook
1 white t-shirt for tie dye in September

Kindergarten

Athletic shoes for P.E.
2 vinyl pocket folders
1 plastic Pencil box
1 set child-size headphones (no earbuds)
10 #2 lead pencils (not decorative)
2 big erasers
8 .21 oz. size purple glue sticks
1 Fiskar's scissors (labeled)
2 Composition notebook
2 8 pack of crayons
1 white t-shirt for tie dye in September

First Grade

Please label all supplies
Athletic shoes for P.E.
20 #2 lead pencils (no decorative pencils)
2 pencil boxes
Headphones (no earbuds)
4 big erasers
Fiskars scissors (labeled)
1 Elmer's glue
8 small glue sticks
Ruler (wooden or plastic, not bendy)
2 boxes markers-primary/washable
2 boxes Crayons-16 or more
vinyl pocket folders -3 red, 1 green, and 1 purple
2 highlighters

1 1-1/2 inch White binder
4 pack Expo dry erase markers
Flash drive
Kleenex tissues (optional)
1 wide ruled spiral notebook-80 pages
1 white t-shirt for tie dye in September

Second Grade

Athletic shoes for P.E.
24 #2 lead pencils
1 yellow highlighter
pencil box
crayons - 2 boxes of 24
3 glue sticks
4 pack Expo dry erase markers
Headphones (no earbuds)
Eraser
1 wide ruled composition notebook
Fiskars scissors
ruler with both inches & centimeters
1 spiral notebook
4 vinyl pocket folders
2 large boxes of Kleenex (optional)
Flash drive (for new students)
1 small plastic drinking cup
1 white t-shirt for tie dye in September
NO TRAPPER KEEPERS

Third Grade

Athletic shoes for P.E.
24 #2 lead pencils
1 ball point pen - red ink
Markers
Headphones (no earbuds)
colored pencils
Kleenex (optional)
Flash drive (for new students)
crayons - 2 boxes
4 glue sticks
eraser
pointed scissors
4 pack Expo dry erase markers
2 highlighters of different color
ruler with both inches & metric
6 folders with pockets
6 spiral notebooks - wide line
1 package of white ruled paper
gym shoes for P.E. class
1 white t-shirt for tie dye in September
NO TRAPPER KEEPERS

Fourth Grade

Athletic shoes for P.E.
24 #2 lead pencils
ballpoint pens- black, blue, & red inks
(no gel pens)
highlighter

zipper holder or supply box
Elmer's glue
crayons or colored pencils or markers
eraser
protractor
pointed scissors
ruler with both inches & metric
4 folders with pockets
Headphones (no earbuds)
3 spiral notebooks-wide lined
gym shoes for P.E. class
1 white t-shirt for tie dye in September

Fifth Grade

Athletic shoes for P.E.
12 #2 lead pencils (**no mechanical pencils**)
pencil holder
ballpoint pens- black, blue, & red inks (**no gel pens**)
Flash drive (for new students)
eraser
crayons and markers
colored pencils
pointed scissors
protractor and compass
glue stick
composition notebook
1 package of 3 x 3 yellow post-it notes
ruler with both inches & metric
3 folders with pockets
6 spiral notebooks
Headphones (no earbuds)
1 plastic accordion file with tabbed sections
gym shoes for P.E. class
1 white t-shirt for tie dye in September
soft backpack to fit in locker (**no wheels or extended handles**)
NO TRAPPER KEEPERS

Sixth Grade

24 #2 lead pencils (no mechanical pencils)
Headphones or earbuds for Chromebooks
8 blue ballpoint pens
3 packages of 3 x 3 post-it notes
Kleenex (optional)

Sixth Grade continued

2 highlighters
pointed scissors
1 plastic accordion file with tabbed
Colored pencils or crayons
2 to 3 glue sticks
3 spiral notebooks
3 composition notebooks
sections or binder with at least 6 folders
soft backpack to fit in locker
1 white t-shirt for tie dye in September

Grades K-6

Athletic shoes for P.E.
**Set of inexpensive headphones labeled
in a Ziploc bag for classroom use**

Elementary Library Class

Folder with pockets 4th and 5th grade
2 #2 pencils 4th, 5th & 6th grade

Seventh Grade

pencils
pens
composition notebook for 7th grade social
studies
No Trapper Keepers

Math 7

mechanical pencil(s) & lead
TI-30XIIS calculator

Math 8

mechanical pencil(s) & lead
TI-30XIIS calculator

All Grades 9-12 Math Classes:

Scientific Calculator

English 10

1 3-ring binder
(recycled-doesn't have to be new)
loose-leaf notebook paper
1 pkg. of 3x5 index cards
assignment notebook
1- 9 x 12 Inch Clasp Envelopes

7th & 8th Grade

Earbuds or headphones for Chromebook
Composition notebook for science
TI-30XIIS calculator
Folders/Loose Leaf 3 Ring Binder, Paper
OR
Five Star 5 subject advance notebook
(plastic folders)
7 mm mechanical pencils & 7 mm lead

7th Grade Exploratory Family & Consumer Science

Students will be making elastic waist
shorts and will need the following
sewing supplies:
all-purpose thread to match short fabric
scissors or shears (they must be able to
cut thread)
3/4 inch elastic (waist measurement plus
1 inch)
cotton or cotton polyester blend fabric
(no knits, silks, satins, fleece or plaids)
1 and ½ yard of fabric 44 inches wide
Please label all supplies and pre-shrink
fabric before bringing to class.

7-12 Grade Band Students

Dinkles uniform shoes

All 7-12 Students: Students will need
to supply a padlock for gym locker.

General supplies - pens, pencils,
folders, paper, notebooks are needed if
not specified in the above list.

**Donations of school supplies are
always welcome. Such as:** Kleenex,
Ziploc bags, hand sanitizer, #2 pencils,
wide ruled loose leaf notebook paper,
blue or black ink ball point pens, etc.

IVCSD 2018-2019 School Calendar

Summary of Calendar:

1st Semester 83 days/527.0 hrs
 2nd Semester 97 days/615.5 hrs
Total Days/Hrs 180/1142.5 hrs

CALENDAR LEGEND

Start/End	
No School	
Quarter	
PD Days	
Holidays	
Vacation Days	

Holidays:

Labor Day	9-3-18
Thanksgiving	11-22-18
Christmas	12-25-18
New Year's Day	1-1-19
Memorial Day	5-27-19

Professional Dev. Days:

Aug. 20-22
 Jan. 2
 May 24

1:00 PM dismissal for PD:

Sept. 12, Oct. 10, Nov. 14, Dec. 12,
 Jan. 16, Feb. 20, March 13, April 10
 and May 8

Snow Make-Up Days:

May 24
 April 22
 May 28
 May 29, etc. if needed

Note: In-service Days may be classified as Career Development and/or Professional Development depending on the content of the activities being performed.

August 2018					Student Days/Hours	
M	T	W	Th	F		
13	14	15	16	17		
20	21	22	23	24	2	13.0
27	28	29	30	31	7	45.5
September 2018						
3	4	5	6	7	11	71.5
10	11	12	13	14	16	101.5
17	18	19	20	21	21	134.0
24	25	26	27	28	26	166.5
October 2018						
1	2	3	4	5	31	199.0
8	9	10	11	12	36	229.0
15	16	17	18	19	41	261.5
22	23	24	25	26	46	294.0
29	30	31			49	313.5
November 2018						
			1	2	51	326.5
5	6	7	8	9	56	359.0
12	13	14	15	16	61	389.0
19	20	21	22	23	63	402.0
26	27	28	29	30	68	434.5
December 2018						
3	4	5	6	7	73	467.0
10	11	12	13	14	78	497.0
17	18	19	20	21	83	527.0
24	25	26	27	28		
31						
January 2019						
	1	2	3	4	85	540.0
7	8	9	10	11	90	572.5
14	15	16	17	18	95	602.5
21	22	23	24	25	100	635.0
28	29	30	31		104	661.0
February 2019						
				1	105	667.5
4	5	6	7	8	110	700.0
11	12	13	14	15	115	732.5
18	19	20	21	22	120	762.5
25	26	27	28		124	788.5
March 2019						
				1	125	795.0
4	5	6	7	8	130	827.5
11	12	13	14	15	135	857.5
18	19	20	21	22	138	877.0
25	26	27	28	29	143	909.5
April 2019						
1	2	3	4	5	148	942.0
8	9	10	11	12	153	972.0
15	16	17	18	19	157	998.0
22	23	24	25	26	161	1024.0
29	30				163	1037.0
May 2019						
		1	2	3	166	1056.5
6	7	8	9	10	171	1086.5
13	14	15	16	17	176	1119.0
20	21	22	23	24	180	1142.5
27	28	29	30	31		
June 2019						
3	4	5	6	7		
10	11	12	13	14		

180 Days/1080 Hours Calendar

Aug. 13	Registration 9:00 AM-7:00 PM
Aug. 17	New teacher orientation
Aug. 20-22	PD Days
Aug. 21	Elem. Meet & Greet 5:00-6:30 PM
Aug. 23	Begin 1 st semester
Sept. 3	Labor Day- No school
Sept. 12	1:00 PM dismissal for PD
Sept. 26	Sec. P/T conf. 4:00-8:00 PM
Oct. 10	1:00 PM dismissal for PD
Oct. 19	End 1 st Qt. (41 days/261.5 hrs)
Oct. 30	Elem. P/T Conf. 4:00-8:00 PM
Nov. 1	Elem. P/T Conf. 4:00-8:00 PM
Nov. 2	Comp. day- No school
Nov. 14	1:00 PM dismissal for PD
Nov. 21-23	Thanksgiving Holiday- No school
Nov. 28	Sec. P/T Conf. 4:00-8:00 PM
Dec. 12	1:00 PM dismissal for PD
Dec. 21	1:00 PM early dismissal
Dec. 21	End 2 nd Qt. (42 days/265.5 hrs)
Dec. 21	End 1 st Sem. (83 days/527.0 hrs)
Dec. 24-Jan 1	Winter break- No school
Jan. 2	PD Day- No school
Jan. 3	School resumes
Jan. 16	1:00 PM dismissal for PD
Jan. 30	Sec. P/T Conf. 4:00-8:00 PM
Feb. 12	Elem. P/T Conf. 4:00-8:00 PM
Feb. 13	Elem. P/T Conf. 4:00-8:00 PM
Feb. 15	Comp Day- No school
Feb. 20	1:00 PM dismissal for PD
March 8	End 3 rd Qt. (47 days/300.5 hrs)
March 13	1:00 PM dismissal for PD
March 18/19	Spring break- No school
March 27	Sec. P/T Conf. 4:00-8:00 PM
April 10	1:00 PM dismissal for PD
April 19,22	No school
May 8	1:00 PM dismissal for PD
May 16	Senior's last day
May 19	Commencement
May 23	End 4 th Qt. (50 days/315.0 hrs)
May 23	End 2 nd Sem. (97 days/615.5 hrs)
May 23	1:00 PM early dismissal
May 24	PD Day
May 27	Memorial Day- No school

**PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENTS**

_____/_____/_____
Student's Name (Last), (First) (Middle) Birthday School Date

School medications and health services are administered following these guidelines:

- Parent **has provided** a signed, dated authorization to administer medication and/or provide the health service.
- The medication is in the original, labeled container as dispensed or the manufacturer's labeled container.
- The medication label contains the student's name, name of the medication, directions for use, and date.
- Authorization is renewed annually and immediately when the parent notifies the school that changes are necessary.

Medication/Health Care Dosage Route Time at School

Administration Instructions:

Special Directives; Signs to Observe; and Side Effects:

_____/_____/_____
Discontinue/Re-Evaluate/Follow-up Date

Prescriber's Signature

_____/_____/_____
Date

Prescriber's Address

Emergency Phone

I request the above named student carry medication at school and school activities, according to the prescription, instructions, and a written record kept. Special considerations are noted above. The information is confidential except as provided to the Family Education Rights and Privacy Act (FERPA). I agree to coordinate and work with school personnel and prescriber when questions arise. I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment.

**PARENTAL AUTHORIZATION AND RELEASE FORM FOR THE
ADMINISTRATION OF PRESCRIPTION MEDICATION TO STUDENTS**

Parent's Signature

_____/_____/_____
Date

Parent's Address – Street, P. O. Box

Home Phone

Parent's Address – City, Zip Code

Business Phone

Additional Information:

Authorization Form

Iowa Valley Community School

Digital Learning Policies and Procedures

2018-2019

The focus of the digital learning environment initiative at Iowa Valley Community School District is to provide necessary tools and resources for a digital learning environment characterized by flexibility, collaboration, personalization, creativity, and technology rich learning that will lead students to be ready to work and learn in the 21st Century. At Iowa Valley, technology will be integrated throughout the educational program. The digital learning environment empowers students and teachers to use technology in new ways.

Learning at Iowa Valley requires interaction among students, educators, parents, and the extended community. Implementation of a digital learning environment enables learning that is no longer limited by the four walls of a classroom or building.

The policies, procedures, and information within this document apply to all district owned devices used at Iowa Valley Community School District. Individuals or teams of teachers may set additional requirements for use in their classroom.

Use of the device is at all times subject to the rules governing legal and ethical behavior set forth in this document, Iowa Valley Community School District Student Computer/Internet Usage Acceptable Use Policy, other pertinent Iowa Valley Community School District Policies, and applicable laws. Students shall abide by these rules whenever using the device, whether at school or away from school.

1. EQUIPMENT DISTRIBUTION AND COLLECTION

1.1 Device Checkout

- Devices will be checked out each year to incoming students at the beginning of the school year during school registration and/or orientation.
- Students and parents are required to complete the following through Power School's E-registration before being given a device:
 - 1:1 Device Damage Agreement
 - Student Pledge
 - Student/Parent Acknowledgement
- Every device will include a protective case, case strap, charger, and Chromebook.
- The district retains the right to collect and/or inspect the device at any time, including by remote access in accordance with applicable law. **Students shall have no expectation of privacy in the device or any data or other materials contained in the device.** The district, with or without prior notice, can check the device and materials at any time.

1.2 Device Check-in

- All devices, cases, straps, chargers, and school-provided accessories must be returned at the end of each school year to be updated, serviced, and stored safely for the summer.
- Students who graduate early, withdraw, are suspended or expelled, or terminate enrollment for any other reason are expected to return the digital device on the date of termination/separation.

1.3 Penalties

- Failure to return the assigned digital device at the end of the school year or upon termination of district enrollment will result in criminal prosecution or civil liability.
- The student will pay the replacement cost of the device and accessories, or any applicable insurance deductibles.
- Failure to return the digital device will result in a theft report being filed with the Marengo Police Department.
- Just like a textbook or a band uniform, the device and its accessories are the property of the School District, and students are responsible for returning them in reasonable condition. Loss or damage of the digital device and/or accessories is the responsibility of the student and will be handled in a consistent manner. Students will be charged the actual cost of any needed repairs, not to exceed the replacement cost.

2. TAKING CARE OF YOUR DIGITAL DEVICE

Students are responsible for the general care of the digital device and accessories they have been issued by the school. Any device and/or accessory that is broken or fails to work properly should be taken to the student's teacher or advisor **IMMEDIATELY!**

2.1 General Precautions

- The device is school property and all users will follow this policy and the acceptable use policy for technology.
- Charging cords should be carefully removed when not charging the device to prevent damage.
- Devices and accessories should always be carried in the protective carrying case provided by the district.
- Devices and cases must remain free of any writing, stickers, or labels that are not the property of the Iowa Valley Community School District.

2.2 Carrying the Device

- Provided protective cases have sufficient padding to protect the device from normal daily treatment and provide a suitable means for carrying the device. The guidelines below should be followed:
 - The device should always be kept in the protective carrying case.
 - The protective carrying case should always be zipped shut.
 - No other items should be stored or carried within the device case to avoid pressure and weight on the screen.

2.3 Screen Care

- The screens can be damaged if subjected to rough treatment. The screens are particularly sensitive to damage from excessive pressure on the screen.
 - Do not put pressure on the top of the digital device as the screen could be cracked or chipped.
 - Do not place anything near the digital device that could put pressure on the screen.
 - When carrying a digital device in a book bag or other case do not place anything in the bag/case that will place excessive pressure against the cover.
 - Clean the screen with a soft, dry cloth or anti-static cloth.
 - Take care not to bump the digital device against lockers, walls, car doors, etc., as it may break the screen.

2.4 Storing the Device

- When students are not using their device, it should be stored in their locker
- During lunch period, devices are to be left on the provided tables and not at the lunch tables.
- Nothing should be placed on top of the device.
- Devices should not be stored in a vehicle in extreme heat or cold because extreme temperatures can affect the battery, screen, and other device parts.

2.5 Devices Left in Unsupervised Areas

- Under no circumstances should devices be left in unsupervised areas. Although not an inclusive list, unsupervised areas include school grounds, lunchroom, computer lab, locker room, library, unlocked classrooms, commons, and hallways. Any device left in these areas is in danger of being stolen or damaged.
- If a device is found in an unsupervised area, it will be taken to the office. Students shall meet with the building principal to discuss the possible disciplinary consequences and to get the device back.
- Devices may be taken on field trips, to athletic events, and/or extracurricular activities with permission from the coach, sponsor, or teacher.
- All athletes will store their electronic devices in their locker until the conclusion of practice.

2.6 How to Handle Problems

- Promptly report any problem to your supervising teacher or building office
IMMEDIATELY!
- Don't force anything (i.e. connections, popped-off keys,). Seek help instead.
- When in doubt, ask for help.
- Do not remove or interfere with the serial number or any identification placed on the computer. This number is assigned to each device, which in turn, is assigned to each student.
- Back-up your data. Never consider any electronic information safe when stored on only one device.

3. USING YOUR 1:1 DEVICE AT SCHOOL

Devices are intended for use at school each day and should be used for educational purposes only. School announcements, calendars, schedules, and PowerSchool may be accessed using the device. Students are responsible to bring their device to all classes unless specified by individual teachers, i.e. PE, band, etc.

3.1 Device Left at Home

- If students leave their device at home, they are still responsible for getting their course work completed as if they had their device present.
- Students, who repeatedly (as determined by any staff member) leave their device at home, will be required to leave their device at school and check it out/in from the office at the beginning and end of each school day. Length of penalty is subject to the discretion of the building principal.

3.2 Device Undergoing Repair

- A loaner device may be issued to students when they leave their device for repair.
- There may be a delay in getting a loaner device should the school not have one available.

3.3 Charging Your Device

- Devices are expected to be brought to school each day fully charged.
- Students may need to charge their device at home each evening.
- Students who repeatedly (as determined by any staff member) fail to bring their device charged to school may be subject to consequences.

3.4 Personalizing Devices

- Inappropriate media may not be used as a background.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures (or anything else determined inappropriate by a staff member) will result in disciplinary actions.
- No stickers or skins are allowed on any device or accessory.
- Changing passwords from the school provided one is prohibited.

3.5 Sound, Music, Games, or Programs

- Sound must be muted or headphones used unless permission is obtained from the teacher for instructional purposes. This includes all system notification sounds.
- Audio can be used at the discretion of the teacher.
- All software/apps/games must be district provided.
- Usage of videos, streaming videos, music sites, and games within the confines of the classroom are left to teacher discretion. Usage of these programs are prohibited in study hall.

- Students found in violation of these limitations will be subject to disciplinary consequences.

3.6 Printing

- Printing will not be available from devices.
- Printing access will be provided from desktop access in the school's Media Center.
- Students should communicate with their teachers as to what they need printed.

3.7 Home Internet Access

- Students **are not required** to have wireless access at home.
- Devices will only connect to the Internet through a wireless connection.
- The cable provided with the device is to be used for charging only.
- The school provided device should never be connected to a personal computer.
- Students are allowed to set up home wireless networks on their device.
-

3.8 Photos/Video Taken with the Device

- Students **may not take photos or video** of other students, staff, or anyone else without their permission.
- The possession, forwarding, or uploading of unauthorized photos or video to any website, network storage area, or person is strictly forbidden.
- In addition, photos and video taken with the device may not be used to slander, bully or denigrate any student or staff member.

3.9 Video Conferencing

- The use of any multi-media/video conferencing or conversation applications is strictly for educational purposes only and under the direct supervision of staff.
- These applications require a sizeable amount of bandwidth, and therefore, can inhibit the schools network.
- Inappropriate use of these applications will result in disciplinary actions.

4. MANAGING YOUR FILES & SAVING YOUR WORK

4.1 Saving to Your Device

- Student 1:1 Device come with no internal memory, so all students will be encouraged to save important files or information on their Google Drive or USB/Flash Drive.

- It is the student's responsibility to ensure that work is not lost due to mechanical failure or accidental deletion. 1:1 DEVICE malfunctions are not an acceptable excuse for not submitting work.

4.2 Network Connectivity

- The School District makes no guarantee that its network will be up and running 100% of the time.
- In the rare case that the network is down, the District will not be responsible for lost or missing data.

5. SOFTWARE ON THE DEVICE

5.1 Originally Installed Extensions

- The applications originally installed must remain on the device in usable condition and be easily accessible at all times.
- Periodic checks of devices will be made to ensure that students have not removed required software/extensions.

5.2 Additional Extensions/Software

- Students are not allowed to download additional extensions on their device without permission from the administration.
- The School District will synchronize student devices so that they contain the necessary software/extensions for schoolwork.

5.3 Inspection

- Students may be selected at random to provide their device for inspection.
- Devices are the property of the School District, and any staff member may confiscate any device at any time for any purpose if they feel the device is being used improperly.

5.4 Re-loading Software

- The device will be restored from backup when technical difficulties occur, illegal software is found, or non-IV installed apps are discovered.
- The school does not accept responsibility for the loss of any software or documents deleted due to a reformat and re-image.

5.5 Software upgrades

- Students may be required to check in their device for periodic updates and syncing.

- Students are also expected to perform updates on devices as they are notified to.

6. DIGITAL CITIZENSHIP

The use of the Iowa Valley Community School District's technology resources is a privilege, not a right. The privilege of using the technology resources provided by the Iowa Valley Community School District is not transferable or extendible by students to people or groups outside the district and terminates when a student is no longer enrolled in the Iowa Valley Community School District. This handout is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the terms and conditions named in this handout or the District Acceptable Use Policy, other pertinent District Policies or applicable law, privileges may be terminated, access to the school district technology resources may be denied, and appropriate disciplinary action may be applied.

Violations may result in disciplinary action up to and including suspension or expulsion for students. When applicable, law enforcement agencies may be involved.

6.1 Parent/Guardian Responsibilities

- Your son/daughter has been loaned a digital device to enhance his/her education this year. To help ensure the safe, efficient, lawful, and ethical operation of the district's digital device, the terms of this handout and the Iowa Valley Community School District Acceptable Use Policy and other pertinent District Policies and applicable laws must be followed. In order for your son/daughter to use this device in class and to take it home, you must be willing to accept the following conditions and responsibilities:
 - Parent(s)/Guardian(s) will:
 - a. Discuss the expectations and precautions that should be followed while on the Internet.
 - b. Supervise the device at home.
 - c. Ensure that the device arrives at school fully charged.
 - d. Review this handout and all policies on using the device with the student and require compliance with these provisions.
 - e. Be responsible for acquiring Internet in their home if they so choose.
 - Should you choose to opt out of having your son/daughter take a digital device home each evening, you will need to sign a form indicating this and understand that your son/daughter is still responsible for meeting the course requirements, which will be expected to be submitted using the same applications, and formats as are utilized on the assigned digital device.

6.2 School Responsibilities are to:

- Provide safe and monitored Internet access and provide an individual school monitored Google account to its students.
- Provide spam or non-educational blocking of inappropriate websites or materials on the school district's networks.
- Immediately report any inappropriate digital content to the building principal.
- Provide network data storage areas. These will be treated similar to school lockers. The School District reserves the right to review, monitor, and restrict information stored on or transmitted via School District owned equipment and to investigate inappropriate use of resources.
- Provide guidance to aid students in use of provided digital devices and help assure student compliance of the acceptable use policy.

6.3 Students are Responsible For:

- Each student will:
 - a. Use the device and accessories in a responsible, ethical, and legal manner.
 - b. Bring the device to school each day, fully charged.
 - c. Assure that his/her device will be stored in a secure location provided by the school during athletic events or after school events.
 - d. Use the device for educational purposes only, unless given permission by a staff member for alternative usage.
 - e. Obey school rules concerning behavior and communication that apply to device use.
 - f. Comply with all copyright laws.
 - g. Use all technology resources in an appropriate manner so to not damage school equipment.
 - h. Report any security problems.
 - i. Be the only user of the device. Loss or damage that occurs when anyone else is using his/her assigned device will be his/her full responsibility.
 - j. Monitor all activity on his/her account(s)/device.
 - k. Secure device when not in use.
 - l. Report inappropriate digital content immediately to a district staff member.
 - m. Not delete 'history'.
 - n. Not let anyone else use his/her machine.
 - o. Not alter anything on 'settings'.
 - p. Not deface his/her device with stickers, markers, etc.
 - q. Not reveal his/her password to another user.

- r. Only use the device's recording capabilities for educational purposes, with consent of the participants, their knowledge of the intended use, and with the staff approval.
- s. Review this handout and all policies related to the use of this device with the student's parent/guardian, and comply with these provisions.

6.4 Student Activities Strictly Prohibited:

- Illegal installation or transmission of copyrighted materials.
- Charging the device at school without permission of building principal or other faculty/staff member. Devices that are found to be charging during school hours, without permission, will be confiscated and sent to the principal's office.
- Any action that violates existing Iowa Valley Board Policy or public law.
- Sending, accessing, uploading, downloading, or distributing offensive, profane, threatening, pornographic, obscene, or sexually explicit materials.
- Changing device settings (exceptions include personal settings such as font size, brightness, etc.).
- Downloading extensions without permission from building principal.
- Spamming-Sending mass or inappropriate emails.
- Gaining access to other student's accounts, files, and/or data.
- Use of the school's Internet/e-mail accounts for financial or commercial gain or for any illegal activity.
- Use of anonymous and/or false communications.
- Students are not allowed to give out personal information over the Internet—with the exception of teacher-directed instances.
- Participation in credit card fraud, electronic forgery or other forms of illegal behavior.
- Vandalism (any malicious attempt to harm or destroy hardware, software or data, including, but not limited to, the uploading or creation of computer viruses or computer programs that can infiltrate computer systems and/or damage software components) of school equipment will not be allowed
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass, demean, or bully recipients.
- Bypassing the web filter through a web proxy.

6.5 Legal Propriety

- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher or parent.

- Plagiarism is a violation of the Code of Conduct. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the Internet, such as graphics, movies, music, and text.
- Use or possession of hacking software is strictly prohibited. Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by the Iowa Valley District.

6.6 Student Discipline

If a Student violates any part of this policy, they will be put on the following disciplinary steps:

- 1st Offense: Students will check in/check out their 1:1 Device from the office daily for 14 calendar days, and student may lose privilege of using DEVICE in classroom(s) where DEVICE is not needed and will still be responsible for all required academic work.
- 2nd Offense: Students will leave their 1:1 DEVICE in the office for a 14 calendar day suspension, while still being responsible for all required academic work.
- 3rd Offense: Students **will lose the privilege** of using their 1:1 Device for the rest of the quarter or semester whichever is longer and further disciplinary action will be determined by the administration.

6.7 Social Media

This section provides information about how to use social media responsible, both within and outside the school community.

- Social media defined: any form of online publication or presence that allows interactive communication, including social networks, blogs, photo sharing platforms, Internet websites, Internet forums, and wikis.
- Create the digital image you want.
 - a. A digital footprint is the reputation you leave online and can include material posted on blogs, and mentions on websites and videos that are uploaded onto sharing sites. Online actions leave a permanent record and remain online, even if you click “delete.”
 - b. You should always take responsibility for the content you post in all social media environments. Be your best self online- post accurate information and be accountable for what you say.
- Post responsibly- be mindful of your audience.
 - a. Using social media academically is an extension of your classroom environment. When you use social media for academic purposes, such as for

- a school assignment, treat the platform as a digital extension of your classroom. The same rules apply online as they do at school.
- b. Put your best foot forward. People of all ages sometimes act differently of social media than they would “face-to-face,” assuming that, because they are not communicating in person, they are not accountable for their actions. In fact, because of the nature of the digital world, you should be responsible, if not more when acting online. Since you never know who will ultimately be reading content online, always assume that anyone might have access.
 - c. Pause before you post. Once a comment is posted online , you cannot later say, “never mind.” It may seem funny or harmless when you post it, but it could hurt or offend someone. As guidance, take a few extra minutes to think about whether a post will be hurtful or embarrassing or whether it could negatively affect a future opportunity.
- Consider the consequences to your online actions.
 - a. Personal use of social media may have an effect at school. Sometimes, personal social media use, including off-hours use, may result in disruption at school and the school may need to get involved. This could include disciplinary action such as a parent conference or suspension. It is important to remember that infractions outlined in the Digital Learning Policies and Procedures prohibiting certain types of communication also apply to electronic communication.
 - b. Protect yourself online. Use caution, find out as much as you can about the person, and tell a parent if you are considering meeting one of these people face to face. Additionally while it is important to be yourself online, it is also important to remember not to post too many identifying details because revealing that information can be potentially dangerous or compromise your identity in some way.
 - c. Adjust your privacy settings appropriately. Privacy settings are automatically set by social media providers governing who can see your posts, how information is linked, and what data is available to the public.
 - Take threats of cyberbullying seriously.
 - a. Cyberbullying takes many forms. Cyberbullying is the use of electronic technologies to hurt or harm other people.
 - b. Report the behavior and get help. If you are being cyberbullied or hear about/observe someone else being cyberbullied, report the behavior and get help. You can tell a parent, school staff, another adult family member, or a trusted adult. If no adult is available and you or someone else is in danger, call 911.

- c. Know what to do. “De-friend,” block, or remove people who send inappropriate content. It may also be a good idea to save harassing messages, as this evidence could be important to show an adult if the behavior continues. If the behavior is school-related, print out the messages and provide them to the school when you report the incident (do not email them to anyone).
- Understand the fine print and other rules.
 - a. There is no right to privacy when using school-related social media. If you are using the school’s device or network, the school may review what you post.

7. PROTECTING & STORING YOUR 1:1 DEVICE

7.1 Device Identification

- Devices will be labeled by placing the student’s name on a piece of paper or school issued identification card in the front of the protective case.
- The office will keep record of serial number and original Iowa Valley SD Label.

7.2 Storing your 1:1 DEVICE

- When students are not using their device, they should be stored in their lockers.
- Nothing should be placed on top of the device when stored in the locker.
- Students are encouraged to take their device home every day after school, regardless of whether or not they are needed.
- Devices should not be stored in a vehicle at any time due to obvious reasons of heat and cold.

7.3 Devices Left in Unsupervised Areas

- Under no circumstances should a device be left in unsupervised area.
- Unsupervised areas include the school grounds and campus, the lunchroom, computer lab, locker rooms, library, unlocked classrooms, restrooms, and hallways.
- Any device left in these areas is in danger of being stolen.
- Devices if found in an unsupervised area, will be taken to the office and dealt with as a disciplinary matter. Refer to section 6.6 of this document.

8. REPAIR COSTS AND FEES

8.1 Repair and Replacement Costs

- Students will be held responsible for ALL intentional damage to their 1:1 Device including, but not limited to: broken screens, cracked plastic pieces, inoperability,

frayed, cut or worn chargers, charging blocks that are not working and have not been reported to the office when problems occur, etc.

- 1st time: \$50 which will cover the cost of repairs.
- 2nd time: \$150 which will cover the cost of repairs.
- 3rd time: Replacement cost of new device.
- Should the cost to repair exceed the cost of purchasing a new device, the student will pay for full replacement value.
- Lost items such as cases and cables will be charged the actual replacement cost.

8.2 District Investment Recognition

- The District recognizes that with the implementation of the 1:1 Device initiative there is a need to protect the investment of the district and the interest of the students and parents.

8.3 Intentional Damage

- Students/Parents are responsible for full payment of intentional damages to device.
- The Warranty or the Accidental Damage Protection DOES NOT cover intentional damages.
- Device cases furnished by the School District must be returned with only normal wear and no alterations to avoid paying a case replacement fee.
- New cases are available for purchase for \$30 or if lost, damaged or not returned.

8.4 Lunch Balance and Fee Payment Restriction

- Effective with the 2018-2019 school year, students with a negative lunch balance or fees that have not been paid will not receive their devices until all fees are paid in full.
- If a student's lunch balance or fee reaches -\$10.00 or more, the student **will not be able to take their device home** after school until they have a positive balance, but will be able to use the device during the school day.

DEVICE DAMAGE AGREEMENT

(Parent is to initial the appropriate blank)

_____ I agree to pay for the replacement of the device and the case should they be stolen, lost, or intentionally damaged in any way.

_____ I do not agree to pay for the replacement of the device and the case should the device be stolen, lost, or intentionally damaged in any way.

ADDITIONAL INFORMATION: in cases of theft, vandalism and other criminal acts, the student or parent **MUST** file a police/fire report. A copy of the police/fire report must be provided to the principal's office. You will be required to provide the school with a verification of loss report from the police/fire department.

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

STUDENT PLEDGE FOR 1:1 DEVICE USE

Your device is an important learning tool and is for educational purposes only. In order to take your device home each day, you must be willing to accept the following responsibilities:

- I will bring my device to school every day charged.
- I will take good care of my device .
- I will never leave the device unattended.
- I understand that my device is **subject to inspection at any time without prior notice** and it is known that devices are the property of the School District.
- I will never loan out my device to other individuals.
- I will not have my device at the lunch table with me at any time. All students will be expected to leave their device in their 5th hr. class or place them on storage tables in the lunchroom.
- I will keep food and beverages away from my device since they may cause damage to the device.
- I will not disassemble any part of my device or attempt any repairs.
- I will protect my device by only the case and cover provided.
- I will use my device in ways that are educational, appropriate and meet District expectations.
- I will not place decorations (such as stickers, markers, etc.) on the device or deface the serial number.
- I will follow the policies outlined in the 1:1 device portion of this handbook and applicable technology policies while at school, as well as outside the school day.
- I will not load extra extensions onto my device.
- I will be responsible for all damage or loss caused by neglect or abuse.
- I agree to return the device, case, and power cords in good working condition, nearly similar to how it was received.
- I will return the device at the end of the year with the original items.
- I will notify school officials in case of theft, vandalism, and other acts covered by insurance.
- I understand that a police report will be filed by the school if necessary.

Your child has been issued an 1:1 device to personalize his/her education this year. It is essential that the above guidelines be followed to ensure the safe, efficient and ethical operation of the device.

We agree to the stipulations set forth in the above documents including the Digital Learning Policies and Procedures, the Acceptable Use Policy, and the Student Pledge for 1:1 Device Use.

Student Name (Please Print): _____

Student Signature: _____

Date: _____

Parent Name (Please Print): _____

Parent Signature: _____

Date: _____

STUDENT/PARENT ACKNOWLEDGEMENT

Students: I have read and will abide by the District's Digital Learning Policies and Procedures. I further understand that any violation of these policies and procedures is unacceptable and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action and/or appropriate legal actions may be taken.

Parents: I have read and agree to assist my student in understanding and abiding by the District's Digital Learning Policies and Procedures. I understand that access to the District's technology equipment and its entire system of electronic communication is designed for educational purposes. I also understand that some materials on the Internet may be controversial and objectionable and that, while every attempt will be made to block inappropriate sites, it is impossible for the District to guarantee all inappropriate sites with controversial and objectionable materials will be blocked. I understand that the improper or inappropriate use of technology equipment and the District's system by my student may result in revocation of his/her technology privileges and the imposition of school discipline. I understand that my student's illegal actions may necessitate referral to the appropriate law enforcement agency.

(Parent/Guardian) Please initial the statement below which is applicable.

_____ I grant my student permission to use the District's 1:1 device outside of school.

_____ I DO NOT grant my student permission to use the District's 1:1 device outside of school. My student will check out his/her device each day from a school staff member and return the device at the end of each school day.

Student Name (Please Print): _____

Student Signature: _____ Date: _____

Parent Name (Please Print): _____

Parent Signature: _____ Date: _____

6/8/2018

Positive Behavioral Intervention and Support Handbook



Iowa Valley Elementary School

Tiger Pride Expectations:

**Be Safe
Be Responsible
Be Respectful
Do Your Best**

Tiger Pride Pledge:

At Iowa Valley Elementary

Tiger Pride Means:

*I Will Be Safe,
Be Responsible,
Be Respectful,
And Do My Best!*

(ROAR!)

Table of Contents

Overview of PBIS System.....	4
School Wide Expectations:	
Before and After School.....	7
Assemblies.....	10
Classroom/Guest Teacher	11
Hallways... ..	12
Restrooms	13
Lunchroom	14
Recess	16
Technology	18
Procedures for Responding to Problem Behaviors:	
Behavior Management Flowchart... ..	19
Behavior Report	20
Behavior Report Definitions... ..	21
K-1 Think Sheet... ..	22
K-6 Classroom Think Sheet... ..	23
Office Reflection	24
Tier II Interventions:	
Overview... ..	25
Student Nomination Form.....	27
Quick Sort.....	28
Tracking Tool.....	29
“Paw Power” Overview.	33
“Paw Power” Permission Sheet... ..	34
“Paw Power” Point Card	35

OVERVIEW OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS) SYSTEM

What is School-wide Positive Behavioral Intervention and Support?

School-wide PBIS is a set of strategies and systems to increase the capacity of schools to reduce school disruption and educate all students to make positive decisions.

What are the major ideas behind PBIS?

- Build multiple systems of behavior support
- Invest in prevention
- Administrative and leadership commitment
- Team-based implementation
- Adapt procedures to "fit" the context
- Collect and use information for decision making

What are the multiple systems of behavior support?

- School-wide system
- Classroom systems
- Non-classroom settings systems
- Targeted group systems
- Individual student systems

What is the research-base and philosophy behind PBIS?

- PBIS is based on an instructional approach to discipline.
- Punishment is ineffective and does not teach appropriate behavior.
- Using research-based strategies is a better use of resources.
- Setting clearly defined outcomes and expectations enhance student success.

OVERVIEW OF BEHAVIORAL INTERVENTIONS AND SUPPORT SYSTEM

TEACH BEHAVIORAL EXPECTATIONS

- Transform broad school-wide expectations into specific, observable behaviors
- Teach behaviors in the actual settings where behaviors are to occur
- Teach the words and the actions
- Build a social culture that is predictable and focused on student success

ON-GOING REWARD OF APPROPRIATE BEHAVIOR

- Every faculty and staff member acknowledges appropriate behavior
 - 5 to 1 ratio of positive to negative contacts
 - Every student should receive positive reinforcement for appropriate behavior
- System that makes acknowledgement easy and simple for students and staff
- Different strategies for acknowledging appropriate behavior
 - Classroom reinforcements
 - Raffles/Drawings
 - Rewards (extra recess, homework pass, etc...)
 - School-wide announcements and recognition

ENCOURAGE APPROPRIATE BEHAVIORS

- Do not ignore problem behavior
- Behavior reports with student follow-up
- Clear guidelines for what is handled in class versus sent to the office
- Prevent problem behaviors from being rewarded (e.g., escaping the task, peer attention, etc....)

Do not expect negative consequences to change behavior patterns. The research on behavior is clear - negative consequences are a way of "keeping the lid on" behavior only (it doesn't change it). Teaching changes behavior patterns over the long term

REINFORCEMENT PROCEDURES FOR APPROPRIATE BEHAVIORS

*Our goal is to reinforce appropriate behavior demonstrated by our students. We should attempt to maintain a **5:1 positive to negative** ratio of contacts with every student. Students who are "doing what they are supposed to be doing" should get the majority of our attention.*

- Staff will give tiger paws to students each day during the week for reinforcement of appropriate behavior and meeting the school wide and/or classroom expectations. Staff should attempt to give out 50% of their paws to students at grade levels other than their own.
- Classroom teachers are encouraged to take advantage of the "teaching moments" when students earn a paw. Recognizing these students in front of the class as they put their paw in the box is desired.
- Students should write their first and last name on the back of the paw.
- Classrooms will collect the tiger paws in their rooms each week in their designated spot. Teachers will record the number of tiger paws each student in their class earns for each day of the week. A PBIS team member will pick up the tiger paws weekly.
- Weekly drawings will be held per classroom to recognize individual students following Tiger Pride Expectations. Weekly winners will be announced at the next Tiger Pride Assembly and each winner will receive a certificate of acknowledgement and a prize.
- Bi-weekly drawings will be held per grade level to recognize individual students for following the social skill of the month. Bi-weekly winners will be announced at the next Tiger Pride Assembly and each winner will receive a certificate of acknowledgement and a prize.
- Individual classrooms will set up goals relating to tiger paws. Classrooms will hold a class meeting to develop individual classroom incentives/rewards to work for when collecting tiger paws. Each classroom goal will match the needs of the individual classroom. The goal will be set and the class will work towards meeting their goal to earn their incentive/reward for demonstrating and meeting school wide and/or classroom expectations.
- Quarter and semester assemblies will be held to recognize students who have not received any behavior reports. The students will receive a certificate and be involved in a reward celebration.

	Be Safe	Be Responsible	Be Respectful
Before & After School	-stay inside marked yellow line -do not cut through parking lot -follow designated routes -hands, feet, materials to self	-arrive at 7:55am for breakfast, 8:10am for all others -all bikes parked in designated area -dress appropriately for weather & school -line up in specific grade level areas -personal items in bag	-respect others' space and property -be on time -appropriate language in all conversations
Classroom	-hands, feet, objects to self -walking only in classroom -sit in chairs safely	-come to class prepared with materials -follow classroom directions - raise hand before speaking -complete work neatly & on time	-listen to teacher & follow directions -address all staff with Mr., Mrs., Ms. -call other students by name only - take care of materials
Homework	-transport homework materials (books, iPad, etc...) appropriately and keep them away from other people	-complete work neatly & on time -have needed materials	-give best effort on homework -complete homework legibly and neatly -ask for assistance when needed (from staff, peers, parents)
Guest Teacher	-hands, feet, objects to self -walking only in classroom -sit in chairs safely	-come to class prepared with materials -follow classroom directions - raise hand before speaking -complete work neatly & on time -be helpful to the guest teacher (offer assistance)	-respect differences in teaching -listen to teacher & follow directions -address all staff with Mr., Mrs., Ms. -make them feel welcome
Hallways	-walk on silver line on the right side -face the direction you are walking - hands, feet, and objects to self	-keep hallways clean - walk directly and quickly to your next stop	-hands and feet to self -pace and space -voices off in the hallway
Restrooms	-report problems (e.g., water, etc...) to classroom teacher immediately -put toilet paper in stool -use stalls appropriately	-no items brought into restroom -take care of personal needs quickly - flush toilet after use - use restroom at appropriate times	-respect the privacy of others - wash hands with soap -throw paper towels in garbage can
Recess Outdoor	-use equipment the right way -all games are touch not tackle - walk on structure	-return all equipment to the crate -when whistle blows, stop playing and line up immediately -leave all personal items at home	-be a good sport -treat each other with respect - include everyone in activities -share and turns on equipment
Indoor	-walk in classroom - use indoor recess activities correctly	- pick up indoor recess items when signaled - Use indoor voices	-be a good sport -treat each other with respect - include everyone in activities
Lunchroom	-keep your hands and feet in their space -walk in cafeteria	-use condiments before sitting -go immediately to table with tray -clean up space when excused and dispose of silverware and garbage --raise hand for help	-say "please" and "thank you" -use good table manners -use indoor voices for polite conversation with your neighbor
Assemblies	-leave a center aisle for walking -stay seated until dismissed -keep your hands and feet in their space	-sit in designated area -stop talking at the quiet signal	-indoor voices while waiting for others to enter -eyes on speaker -applaud when appropriate
Technology	-walk quietly to and from computer -use only school appropriate sites -keep hands and feet to yourself and only at your computer -push in your chair when finished -no food or drink allowed in computer labs, near computers or I-pads, mobile labs or other devices	-leave computer setting alone -respect all computers and equipment -use please and thank you -use for academic purposes only -log off when finished	-return Internet/computer policies and follow rules provided -sit in assigned or directed seats -quietly complete tasks given -report all problems to adult/staff -pick up trash and any of your materials

Before School Outside

Students will ...

Be Safe

- Line up in your grade levels designated area.
- Do not stand on the mulch.
- Make sure to wipe your feet on the rug when walking into building.

Be Responsible

- Arrive at 7:55AM for breakfast.
- Breakfast students wait in line for supervisor to let them in.
- Arrive between 8:00-8:10AM for school.
- Put your bike in the bike rack correctly.
- Line up in designated grade level areas.
- When entering west door, go directly out the south door.

Be Respectful

- Keep your hands, feet, and belongings to yourself.
- Use appropriate language in all conversations.
- Do not enter building until the first bell rings.

Before School Inside

Students will ...

Be Safe

- Come directly inside upon arrival.
- Make sure to wipe your feet on the rug when walking into building.
- Sit against the wall with legs crossed and hands in lap.

Be Responsible

- Arrive at 7:55AM for breakfast.
- Breakfast students wait in line for supervisor to let them in.
- Arrive between 8:00-8:10AM for school.
- Put your bike in the bike rack correctly.
- Sit in designated grade level areas.
- When entering west door, go directly to your designated area.
- Keep all personal items in your bag.

Be Respectful

- Use inside voices.
- Use appropriate language in all conversations.
- After first bell, wait for signal to be dismissed.

After School

Students will ...

Be Safe

- Walk home or meet your ride.
- Stay on the left side of the yellow line in the parking lot.
- Do not cut across the parking lot.
- Watch for traffic when crossing streets.
- If your ride does not show up, report back to supervisor or the office.

Be Responsible

- Leave building right away after bell rings.
- Do not play on equipment.
- Go out the correct door.
- If there is a change in after school arrangements, please have parents call or send a note.

Be Respectful

- Bikers yield to walkers.
- Carry items correctly (bags, snow pants, shoes, etc.)
- Be ready to go on time.
- Older students yield to younger students.

Assemblies

Students will ...

Be Safe

- Walk quietly into Multi-Purpose room facing forward.
- Sit in designated areas leaving a center aisle.
- Sit with hands and feet to self.

Be Responsible

- Quietly raise your hand to participate or ask a question.
- Quickly become silent when signal is given.
- Stay in your spot until dismissed.

Be Respectful

- Be considerate and attentive to the speaker.
- Show appreciation with applause.

Seating Order:

Front of Multi-Purpose Room

First Grade	Pre School Kindergarten
Third Grade	Second Grade
Fifth Grade	Fourth Grade
Sixth Grade	Sixth Grade

Classroom/ Guest Teacher

Students will...

Be Safe

- Keep hands, feet, and objects to self.
- Walk at all times.
- Sit in chairs safely (all four on the floor).

Be Responsible

- Come to class prepared.
- Complete work on time and to the best of your ability.
- Read and follow directions.
- Prepare your paper properly.
- Raise hand before speaking.
- Positively participate in all classroom activities.
- Complete homework and turn in on time.

Be Respectful

- Listen to teachers and guest teachers.
- Follow directions.
- Use caring words.
- Call each other by name only.
- Refer to all staff by Mr., Mrs., Ms., etc.
- Use indoor voices.
- Show care and respect for materials.

Hallways

Students will ...

Be Safe

- Walk on the silver line.
- Keep the pace and space.
- Keep hands, feet, and objects to yourself.
- Face forward at all times.

Be Responsible

- Keep hallways clean; pickup and dispose of trash.
- Walk directly and quietly to your destination.
- Take care of all needs quickly and then return to the classroom.
- Voices off in hallway.

Be Respectful

- No talking while in the hallway, unless directed by an adult.
- Older students will yield to younger students in the hallway.
- Do not look into other classrooms.

Restrooms

Students will ...

Be Safe

- Go directly to sink and wash your hands.
- Always wash hands with soap and water.
- Put towels in the wastebasket.
- If you see a problem, report it to your teacher.
- Keep restrooms clean and sanitary.

Be Responsible

- Walk quietly into the restroom.
- Choose the first empty stall.
- Exit restroom quietly.
- When done, go straight back to your classroom.
- Practice good hygiene.

Be Respectful

- Use the toilet/urinal quietly and quickly.
- Respect privacy of others.
- Flush toilet after use.

Lunchroom

Students will ...

Be Safe

- Keep hands, feet, and objects in your own space.
- Walk at all times and be alert.

Be Responsible

- K-1 - Line-up in alphabetical order and check-in with the person at the computer.
- 2-6 - After going through the lunch line, enter student ID number at the computer.
- Use appropriate amounts of condiments.
- Sit where directed.
- Clean up your space when excused.
- Properly dispose of silverware, garbage, and stack tray neatly on counter.

Be Respectful

- Raise your hand for help.
- Use please and thank-you when appropriate.
- Use table manners.
- Use napkin and silverware properly.
- Use indoor voices.
- Visit with only students in your area.

Outdoor Recess

Students will ...

Be Safe

- Play only in designated areas.
- Use equipment as intended.
- All games are touch, not tackle or push.

Be Responsible

- Remember to walk in hallways when going to and returning from recess.
- Leave personal items in the classroom or at home.
- Dress appropriately.
- When whistle blows, stop playing immediately, quickly gather equipment, put equipment into recess cage, and line up.

Be Respectful

- Use appropriate language in all conversations.
- Invite others to join in games.
- Share and take turns on equipment.
- Follow all directions of supervisors promptly.

Indoor Recess

Students will...

Be Safe

- No running.
- No throwing objects.
- No standing on desks or chairs.

Be Responsible

- Play quietly in your **own** classroom.
- Use restrooms during recess time.
- On signal, clean up immediately.

Be Respectful

- Use inside voices.
- Include everyone in play.
- Play by the rules.
- Use only items your teacher has designated for indoor recess.
- Stay out of other people's desks.

Technology

Students will ...

Be Safe

- Walk quietly to and from computer lab.
- Use only school-appropriate sites.
- Keep your hands and feet to yourself.
- Keep food, beverages, and liquids away from all technology.
- Leave computer lab better than the way you found it.

Be Respectful

- Respect all computers and equipment (mouse, headphones, screens, printers, etc.).
- Leave computer settings alone.
- Listen carefully to teacher instructions.
- Use technology for academic purposes only.

Be Responsible

- Return technology policies and follow rules provided.
- Sit where directed or assigned.
- Quietly complete tasks given.
- Report all problems to adult/staff.
- Raise hand or use cups for help.
- WAIT and be patient with technology problems.

<p><u>SMARTboards</u></p> <ul style="list-style-type: none"> - clean hands - press gently - use only pens provided - follow teacher directions 	<p><u>Computer Lab /CCC</u></p> <ul style="list-style-type: none"> - proper use of headphones & mouse - follow teacher directions - hands on own computer & keyboard - report all problems - Internet policies signed & enforced
<p><u>Mobile Lab</u></p> <ul style="list-style-type: none"> - use on hard surfaces - click & wait – be patient - be gentle with flash drives - put computers back in correct order - shut down correctly - carry with both hands - report ALL issues to teacher 	<p><u>iPad /Handheld Devices</u></p> <ul style="list-style-type: none"> - review mobile lab expectations - specific apps given by teacher recommendations only - use safe searching procedures (for any technology) - don't click on anything flashing unless teacher has given directions to

Classroom / Office Behavior Report

Name: _____
 Date: _____ Time: _____
 Homeroom Teacher: _____
 Grade: PK K 1 2 3 4 5 6
 Referring Staff: _____

Location
 Playground Library
 Cafeteria Bathroom
 Hallway Arrival/ Dismissal
 Classroom Other

Problem Behavior	Minor Consequences	Major Consequences
<p><i>Check specific problem behavior:</i></p> <p><input type="checkbox"/> Abusive/Inappropriate Language</p> <p><input type="checkbox"/> Defiance/Disrespect/Insubordination</p> <p><input type="checkbox"/> Disruption</p> <p><input type="checkbox"/> Fighting/ Physical Aggression</p> <p><input type="checkbox"/> Harassment</p> <p><input type="checkbox"/> Lying/Cheating</p> <p><input type="checkbox"/> Technology Violation</p> <p><input type="checkbox"/> Other</p> <p>MINOR: Definition: Any behavior that doesn't involve being sent to the office.</p> <p>MAJOR: Definition: Safety violations that are harmful to self, other students, adults, or property. Any extreme behavior that results in immediate office attention.</p>	<p>Check consequence(s)used:</p> <p><input type="checkbox"/> Student re-teaching with teacher 5 to 10 minutes at recess</p> <p><input type="checkbox"/> Writing exercise (apology or classroom think sheet)</p> <p><input type="checkbox"/> Silent lunch</p> <p><input type="checkbox"/> Time out</p> <p><input type="checkbox"/> Loss of classroom privilege (before/after school, recess)</p>	<p><u>Offense 1: Time in office/Consequence</u></p> <p><input type="checkbox"/> Fill out reflection form</p> <p><input type="checkbox"/> Re-teaching by classroom teacher</p> <p><u>Offense 2: Time in office/Consequence</u></p> <p><input type="checkbox"/> Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor</p> <p><input type="checkbox"/> Fill out reflection form</p> <p><u>Offense 3: Behavior Team Meeting/Time in Office/Consequence</u></p> <p><input type="checkbox"/> PBIS behavior team meets with classroom teacher to plan further procedures</p> <p><input type="checkbox"/> Parent Meeting</p> <p><input type="checkbox"/> Fill out reflection form</p> <p><input type="checkbox"/> Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor</p> <p><u>Offense 4: Behavior Team Meeting/Time in Office/Consequence</u></p> <p><input type="checkbox"/> PBIS behavior team meets with classroom teacher to plan further procedures</p> <p><input type="checkbox"/> Parent Meeting</p> <p><input type="checkbox"/> Fill out reflection</p> <p><input type="checkbox"/> Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor</p> <p><u>Offense 5+: Behavior Plan</u></p> <p><input type="checkbox"/> Further action to be planned by Mrs. Miller, PBIS Behavior Team, and classroom teacher</p> <p><input type="checkbox"/> Fill out reflection form</p> <p><input type="checkbox"/> Re-teaching by Mrs. Miller, PBIS team member, or Guidance Counselor</p>

Notes: _____

1. What rule(s) did you break? (Circle) Be Safe Be Respectful Be Responsible Do Your Best

2. What did you want? _____

3. What will you do differently next time? _____

4.. Student signature: _____

5. Staff signature: _____

Parent signature: _____

Behavior Report Definitions

Problem Behavior

Problem Behavior	Definitions
Abusive/Inappropriate Language	Verbal messages that include swearing, name-calling, or use of words in an inappropriate way.
Fighting/Physical Aggression	Actions involving physical contact (e.g. hitting, punching, hitting with an object, throwing an object, biting, kicking, hair pulling, scratching, pushing, etc...)
Defiance/Disrespect/ Insubordination	Refusal to follow directions, talking back, and/or socially unacceptable interactions.
Disruption	Behavior causing an interruption/disruption of class routines. Disruptions include: blurting out, yelling, screaming, noise with materials, horseplay, or roughhousing.
Harassment	Disrespectful behaviors including negative comments or actions based on race, religion, gender, age, national origin, disabilities, or other personal matters.
Lying/Cheating	Student deliberately makes a false statement to deceive.
Technology	Misuse or damage of school electronics.
Other	Any other inappropriate behaviors not specified above.

K-1 Classroom Think Sheet

_____ 's Think Sheet



I can think about my choices and how they affect ME and others.

What I chose to do:

kick 	hit 	push 	bite 	talk or scream
run 	not work 	pinch 	use unkind words 	throw something

It made _____ feel:		happy 	sad 	mad 	scared 	frustrated
Next time I can choose to:						
have SAFE feet 	have SAFE hands 	use kind words 	listen and not talk during instruction 	ask for a calm break 		
say "I need space." 	ask someone to "Please stop." 	follow directions 	stay in my work area 	say, "I don't understand." 		

When I make a positive choice like that:

others will want to be with me 	others will feel good around me 	others want to play with me 	people will know that I am kind 	I will feel proud of myself
------------------------------------	-------------------------------------	---------------------------------	-------------------------------------	---------------------------------

K-6 Classroom Think Sheet

Date: _____

1. What rule did I break?

2. What are the consequences of my actions?

3. Why did I break the rules?

4. What could I have done differently?

Student Signature

Parent Signature

Teacher Signature

Office Reflection

Date: _____

Problem: Write who, what, why and how the problem occurred

What was the result?

Write two better ways to solve the problem:

1. _____

2. _____

How could I have prevented (or stopped) the problem:

In the future I will

Student Signature

Parent Signature

School Personnel Signature

Tier II Intervention Description

This tier is part of a larger umbrella of behavior supports within our school called Positive Behavior Intervention Supports (PBIS). All students are taught the behavior expectation of the building and within their classrooms as part of our Tier 1 or universal supports. These expectations are clearly defined and are practiced and reviewed throughout the year. However, some students do not respond to our universal behavior instruction and may need additional support. As a result, students who are identified as needing behavior support due to their persistent external or internal behaviors are provided Tier II support to meet their needs. The goal is to help students be successful in the school and have access to class learning, and avoid needing more intensive services. This tier of intervention is managed by a Tier II team made up of school staff and external supports.

Tier II Team Description

The Tier II team is made up of a general education teacher, special education teacher, principal, internal PBIS coach, and external PBIS coach. These individuals meet on a weekly basis to examine data, review teacher nominations, monitor student progress, and to meet with teachers of students who are being provided Tier II interventions.

Decision Making Rule

The Tier II team will examine nomination forms from classroom teacher, as well as PowerSchool data.

Absences: 5 absences accumulated

Tardies: 5 within a month

Behavior Reports: 5

Physical Aggression: 3 in any location (same behavior, physical aggression)

Homework Assignments: 3 homework assignments across all subjects

Behavior Nomination Process

Screening:

1. Student nomination form is filled out by the classroom teacher and turned in to the office (Tier II team).
2. Team looks at referral data from Office Discipline Referrals on Power School (ODR).
3. Clearly identify and define specific behavior in measurable and observable terms.

Interventions:

1. Intervention plan developed with the Tier II team and classroom teacher
 - a. Intervention plan documented on the online General Education Intervention (GEI Plan)
 - b. Inform those involved (all staff) with student about the plan, actions, and reinforcements
2. Intervention will be implemented and data collected daily during the intervention period
 - a. Daily data collection will occur for a minimum of **8** weeks
 - b. A percentage of behavior data will be calculated weekly
 - c. Depending on the goal developed for the student to reach, the student should have consistent success for four consecutive weeks
 - d. If success is shown, student will begin the one to two week fade out process

Student Nomination Form

General Information

Student Name: _____ Parent/Guardian: _____
Referring Teacher (s) _____ Phone Number: _____
Address: _____

Have parents/guardians been notified of the concern(s)? _____

Reason for Referral (Primary Concern):

_____ Behavioral _____ Emotional

Please describe the specific concerns prompting this referral. List any behavioral, social, emotional or other factors that you think impact the student's performance.

How do this student's academic skills compare to those of an average student in your classroom?

In what settings/situations does the problem occur most often?

In what settings/situations does the problem occur least often?

What are the student's strengths, talents, or specific interests?

What interventions/Strategies have you tried to resolve this problem?

How did it/they work?

When did you start the intervention? _____ When did you end the intervention? _____

REFERRALS	SOURCE (e.g. classroom, gym, lunchroom, specials)
# Office Referrals to date	

Tier II Interventions – Quick Sort

The intervention quick sort helps determine what interventions are suitable for students depending on identified problem behavior (as determined by the Tier II team and classroom teacher through the decision making and problem solving process).

	Check In Check Out	Homework Club	Newcomers Club	Brief FBA & BIP
Adult Attention	X	X	X	X
Peer Attention		X		X
Encouraging Relationship	X			
Choice of Alternatives/ Activities		X		
Teach Replacement Behavior	X	X	X	X
Teach Problem Solving Skills		X		
Increase Pre-corrects & Prompts for Behavior Expectations	X			
Monitor Risk Factors				
School/ Home Communication System	X			

Tool Used to Track Tier II Interventions and How to Determine Students Responding to the Interventions

Formal documentation of Tier II interventions will occur using the attached tracking intervention tool. The classroom teacher will develop the intervention plan with support of the Tier II team based on the data collected during the baseline data collection. This will all be documented on a General Education Intervention plan using <https://iowagened.org/>.

The Tier II team reviews student data after 4 weeks to check on student progress and if changes need to occur. Then at 8 weeks, if the goal of 80% is not met for 4 out of 5 days for 4 consecutive weeks, changes or modifications need to occur based on conversation with the classroom teacher and Tier II team. Also, it should be considered whether or not the function of the behavior is correct and if additional data needs to be collected.

School Name: _____ Total School Population as of October 1: _____

Interventions	Check-in Check-out (CI/CO)		Homework Club		Brief FBA/BIP (Functional Behavior Assessment/Behavior Intervention Planning)		Complex FBA/BIP	
	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding	# Students Participating	# Students Responding
July								
August								
September								
October								
November								
December								
January								
February								
March								
April								
May								
June								

Data-based Decision-rules for defining “response to intervention”: Please list below your data-based decision-rule/s to determine student ‘response’ for each of the six levels of intervention. Ex. Students received 80% or better on the “Paw Power” point card for 4 consecutive weeks.

Responding to Check-in Check-out (CI/CO):

Responding to Homework Club:

Responding to a Brief FBA/BIP:

Responding to Complex FBA/BIP:

Tier II Tracking Tool Directions:

Tracking Tool: The purpose of this tool is to progress monitor the effectiveness of PBIS interventions by comparing the number of students supported by an intervention to the number of students responding to that intervention (ex. if 16 out of 20 students are responding to CI/CO, then CI/CO is operating with 80% effectiveness), as well as for examination of trends across interventions and across Tier II & Tier III systems. For each of the six intervention categories, for each month, record the total number of students being supported by that intervention and the number of students responding to that intervention. Note: Numbers in each box should not be added together across the rows or down the columns.

Definitions of Interventions:

Secondary Interventions

CICO – Check-in Check-out: Students check-in with designated CI/CO Facilitator/s before the beginning and at the end of each school-day to receive positive contact, pre-corrects, reminders of school-wide expectations and, if needed, basic school supplies. At the end of each class period, classroom teachers provide students positive behavioral feedback, based on the school-wide expectations, on a daily “Paw Power” point card.

Homework Club: Based on the screening data, students attend an after school sessions in which adults are available for provide homework assistance. Homework is prioritized and students are given assistance to complete work. Students are also instructed on how to organize materials, keep track of assignments, and break large assignments down into smaller chunks. Homework will be tracked through a daily homework log.

Brief FBA/BIP – Functional Behavior Assessment/Behavior Intervention Plan: Brief behavior intervention plans are developed for one student at a time, based on a brief assessment of function of behavior by the Tier II generic problem-solving team. Brief Tier II behavior intervention plans address only one behavior, typically only in one setting. Interventions are chosen or designed based on student’s strengths, assessed function of behavior and skills-deficits.

Complex FBA/BIP – An individualized team is created specifically for one student at a time (includes family, community, and relevant school-based adults) to assess student strengths, skills-deficits, and function of behavior, as well as to develop a comprehensive intervention plan. Plan addresses multiple settings and/or behaviors.

Examples of Definitions for Response:

Responding to Check-In/Check-Out (CI/CO): The program runs for a minimum of 8 weeks in which the student earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily “Paw Power” point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR’s). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

Homework Club: After 6 weeks, student has earned more than 85% on 4 out of 5 days for 3 consecutive weeks on their daily homework log in regards to completion of all homework assignments. If student maintains 85% on homework completion after 6 weeks, we will begin to fade the homework assistance as long as the student maintains 85% completion without supports.

Responding to Brief Function-based Interventions: The program runs for a minimum of 8 weeks in which the student earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily “Paw Power” point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR’s). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

Responding to a Complex/Multiple-life-domain FBA/BIP: After 8 weeks, student demonstrates a 50% reduction in minors and ODRs and earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily “Paw Power” point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR’s). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

“Paw Power” Overview

The purpose of the Check-In and Check-Out (CI/CO) program is to increase opportunities for: feedback, positive adult contact, embed social skills training, positive reinforcement on meeting behavioral goals, and increasing the home-to-school connection.

Check-In and Check-Out (CI/CO) is referred to as “Paw Power” at Iowa Valley Elementary. “Paw Power” is a group-based program that can accommodate a number of students. Essential features of the “Paw Power” program include: increased structure, Check-In and Check-Out, and connecting with a key school building adult. It provides a built-in system for monitoring students’ behavior progress, evaluating fidelity of implementation, and transitioning students to a self-managed program.

Students who can benefit are those who are unresponsive to Tier I and who do not require more immediate individualized interventions. Students who can be nominated for “Paw Power” include:

- Students with low level, problem behavior across settings
- Students with a pattern of office referrals
- Students who receive a number of office referrals above data decision mark

Basic Approach

Students are selected to participate in “Paw Power” by being nominated by building staff (e.g., teacher, administrator, PBIS team). The PBIS team reviews the student data and determines if the student is a likely candidate who would benefit from the program. Also during the nomination process, classroom teachers will inform the parent of the nomination.

Once the team decides they also recommend the student for “Paw Power,” the program coordinator will contact the student’s family to set up a meeting time to discuss the “Paw Power” system and expectations for all parties involved. At the time of the meeting, a permission slip will need to be signed in order for the student to participate in “Paw Power.” Upon receipt of the consent form, the student will be assigned a “Paw Power” coordinator based on current or previous positive relationships with a building staff member. Then the student will begin the “Paw Power” program the following day.

“Paw Power” Daily Activities

The program runs for a minimum of 8 weeks in which the student earns 80% or more on 4 out of 5 days for 4 consecutive weeks on their daily “Paw Power” point card. After the first 4 weeks, the data will be reviewed to determine if the student is on track to meet the goal and that the student has no new Office Discipline Referrals (ODR’s). If the student is successful at meeting the 80% goal after 8 weeks, the team will begin a fade-out plan for 1-2 weeks, with weekly checks to determine whether or not the student is maintaining the 80% goal.

- Check-In with a “Paw Power” coordinator in the morning
- Carry a “Paw Power” point card that is based on school-wide expectations
- Receive frequent and regular feedback on their behavior from adults throughout the day
- Check-Out with a “Paw Power” coordinator in the afternoon
- Take their “Paw Power” point card home for parent signature and positive feedback
- Program coordinator will enter data weekly into the monitoring system



"Paw Power"

Student: _____ Grade: _____

Program Coordinator: _____

Dear Parent/Guardian:

We would like to include your child in our **"Paw Power" Check-In/Check-Out Program**. This is a program designed to help students meet our school-wide expectations in a positive manner. This program will provide extra support for a minimum of **8 weeks**, with periodic reviews, to enhance success through feedback by multiple adults at school. A daily "Paw Power" point card will be filled out by the teachers and checked at the beginning and end of the school day by the assigned program coordinator. Students will Check-In with their program coordinator every morning between 8:15 a.m.-8:25 a.m. to work on goal setting for appropriate behaviors and pick up their "Paw Power" point card. Students will Check-Out with their program coordinator each afternoon between 3:05 p.m.-3:15 p.m. to receive feedback on their daily goals and to review their "Paw Power" point card. Your student will earn incentives and rewards for appropriate behaviors.

As parents, you are responsible for making sure your child arrives on time each day for Check-In and that you review and sign the "Paw Power" point card each day for your child to return the report to school. Together, we can make this a positive experience for your child. We appreciate your cooperation in this program and look forward to working with your child.

For further information, please call:
Building Principal- 319-642-3812
PBIS Coordinator- 319-642-5422

Student Name: _____

_____ I do give consent for my child to participate in the "Paw Power" program.

_____ I do not give consent for my child to participate in the "Paw Power" program.

Parent/Guardian Signature: _____ Date: _____



“Paw Power”

Check-In/Check-Out Point Card

Date: _____

Goal: Student will demonstrate common area expectations 80% of the school day.

GOALS	Time Period						Total
	Reading	Math	Recess/ Lunch	Science	Specials	Social Studies	
Safe- <ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Walk at all times • Use materials as directed 	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Responsible- <ul style="list-style-type: none"> • Raise hand before speaking • Have materials ready • Complete work neatly and on time 	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Respectful- <ul style="list-style-type: none"> • Use kind words • Follow Directions • Address all staff with Mr., Mrs., Ms. 	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	
Total							

Daily Point Goal= 36

Points Possible: _____

0 points = needed three or more reminders

Weekly Point Goal= 180

Points Received: _____

1 points = needed one or two reminders

2 points = demonstrated independently

% of Points: _____

Rewards for meeting Goal:

Coordinator Signature: _____

Parent Signature: _____