Notice of Non-Discrimination-public notice: It is the policy of the Fairfield Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator/Title IX coordinator and Foster Care Point of Contact-Stephanie Mishler, Director of Curriculum Fairfield Community School District ACT Center Central Office, 403 South 20th St., Fairfield, IA 52556 Telephone: (641) 472-2655 Email: stephanie.mishler@fairfieldsfuture.org
# FACULTY
**Washington Elementary Staff – Principal- Tina Townsend; Secretary- Heidi Frescoln & Mary Muntz**
*Instructional Coach- Rebecca Thompson*

<table>
<thead>
<tr>
<th>PK</th>
<th>KG</th>
<th>Grade 1</th>
<th>Special Ed &amp; Title 1</th>
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<tbody>
<tr>
<td>Brittany Houk</td>
<td>Nicole Spalla</td>
<td>Megan Hines</td>
<td>Claire Christensen, Sped</td>
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<td>Brandi Adam</td>
<td>Julie Rayburn</td>
<td>Angela McGuire</td>
<td>Brad Carlson, Sped</td>
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<tr>
<td>Taryn Ryan</td>
<td>Nicole Stoutner</td>
<td>Lani Boyd, Title 1 reading</td>
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<tr>
<td>Rose Smith</td>
<td>Gianna Lopez</td>
<td>Janice Dix, Title 1 reading &amp; supplemental math</td>
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<tr>
<td>Addison Unkrich</td>
<td>Maria Jimenez Garcia</td>
<td>Sarah Smithburg, Title 1 reading</td>
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<tr>
<td>Alexandria Rosario</td>
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**Gr. PK-1 Specials**

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<thead>
<tr>
<th>Bruce Miller, TAG</th>
<th>Mindy Phomvisay, Music</th>
<th>Mary Rose Kitch, ELL</th>
<th>Alicia Roop, Nurse</th>
<th>Holly Harris, Librarian</th>
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<tr>
<td>Deb Finney, Art</td>
<td>Brian Dunlap, PE</td>
<td>Kelsie Roland, Guidance</td>
<td>Mary Muntz Technology</td>
<td>Carrigan Haile, Refocus room associate</td>
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**Pence Elementary Staff - Principal- Angela Jones; Secretaries- Kim Winslow, Wanda Bagby & Judy Waugh**
*Instructional Coach- Deirdre Bachar*  
*Nurse- Beth Guise*

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Grade 3</th>
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<tr>
<td>Marissa Boleyn</td>
<td>Jennifer Osborn</td>
<td>Kari Fitzsimmons</td>
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<td>Rachel Meyers</td>
<td>Mindy Hoskins</td>
<td>Suzy Nelson</td>
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<td>Heidi Bowman</td>
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<td>Carleigh Roberts</td>
<td>Jennifer Clements, Sped</td>
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<tr>
<td>Hillary Juran</td>
<td>Katelyn May</td>
<td>Aundera Tubb</td>
<td>Katherine Al-Khanfar, Sped</td>
<td>Brian Dunlap, PE</td>
</tr>
<tr>
<td>Anna Burnett</td>
<td>Dee Dee Lehigh</td>
<td>Brittany Metcalf</td>
<td>Rachel Dorman, Title 1</td>
<td>Mary Rose Kitch, ELL</td>
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<tr>
<td>Rylee Amos</td>
<td>Katie Hanson</td>
<td>Renee Smith, Title 1</td>
<td>Amanda Hotz, Title 1</td>
<td>Sara LeBlanc, Guidance</td>
</tr>
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</table>
ARRIVAL AND DISMISSAL

Many discipline problems at school develop on the way to school or on the way home from school. An important part of growing up is learning how to get along with others. The ability to get to school and home from school without developing problems will greatly assist our children in the process of growing up.

We all stress safety at school. Students need to be constantly reminded to walk on the sidewalk, to cross only at the patrol corners, not to cross in the middle of the block, not to visit with strangers, and to use good safety procedures in coming to school and going home.

There are two things parents can do to help us in this area. Allow your children to leave home at a time that offers only a few minutes extra before they are required to be at school. When arriving at school, students are to gather at their designated waiting area. This information will be provided in the fall.

Students will be asked to enter the building in a safe and orderly manner. Another area that would help greatly is to insist that your children go straight home after school. Students are not to play on the playground equipment after school. They should go home, and then they may return to the playground.

A student who is behind in class work, needs extra help, or has been a discipline problem at school, may be required to stay after school. If your child has to stay after school, there will be an effort made by his/her teacher to notify you.

Parents are welcome to bring materials for their child. Please remember, when entering the building during school hours, we ask all visitors to check in at the office. All visitors in the building or on the playground are required to wear a visitor’s badge indicating that they have checked in at the office. Your cooperation in this area will assist the school in maintaining a safe learning environment.

DAILY SCHOOL SCHEDULE (Washington)
8:00 - Teacher Day Begins
8:00 - Students enter building, breakfast served
8:15 - Classes begin; students who arrive at school after 8:15 are counted tardy
11:00-12:50 - Lunch/Recess
12:30 - 3:15 Specials (Art, Music, PE, Library, Tech, Guidance)
3:25 - Bus Dismissal Bell
3:30 - Student Dismissal Bell
4:00 - Teacher Day Ends

DAILY SCHOOL SCHEDULE (Pence)
8:00- Teacher day begins
8:00- Breakfast served
8:05- Students report to classrooms
8:15- Classes begin; Children who arrive at school after 8:15 am are counted tardy.
11:15- 12:40- Lunch (Times vary by grade levels)
3:30- Bus Student Dismissal Bell
3:35- Student Dismissal Bell
4:00- Teacher Day Ends
# 2023-2024 Academic Calendar

<table>
<thead>
<tr>
<th>August 2023</th>
<th>January 2024</th>
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<td>7 8 9 10 11 12 13</td>
<td><strong>Important Dates</strong></td>
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<td>14 15 16 17 18 19 20</td>
<td>Aug. 3</td>
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<tr>
<td>20 21 22 23 24 25 26</td>
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<td>Aug. 16 - 25</td>
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<td>29 30 31</td>
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<tr>
<th>May 2024</th>
<th>District Locations</th>
<th>Address</th>
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<tbody>
<tr>
<td>26 27 28 29 30 31</td>
<td>ACT Office</td>
<td>403 S. 20th St.</td>
<td>641-472-2655</td>
</tr>
<tr>
<td>20</td>
<td>Bus Barn</td>
<td>405 S. 20th St.</td>
<td>641-472-5252</td>
</tr>
<tr>
<td>31</td>
<td>Activities Office</td>
<td>605 E. Broadway Ave.</td>
<td>641-472-5253</td>
</tr>
<tr>
<td>12</td>
<td>High School (FHS)</td>
<td>605 E. Broadway Ave.</td>
<td>641-472-2059</td>
</tr>
<tr>
<td>19</td>
<td>Middle School (FMS)</td>
<td>404 W. Fillmore Ave.</td>
<td>641-472-5019</td>
</tr>
<tr>
<td>24</td>
<td>Fence Elementary (PES)</td>
<td>1000 S. 6th St.</td>
<td>641-472-2957</td>
</tr>
<tr>
<td>27</td>
<td>Washington Elementary (WES)</td>
<td>404 E. Madison Ave.</td>
<td>641-472-2110</td>
</tr>
<tr>
<td>29</td>
<td>Home School Office</td>
<td>404 W. Fillmore Ave.</td>
<td>641-472-3667</td>
</tr>
</tbody>
</table>

| 171 | Student Days |
| 1114 | Student Hours |
| 20 | Conference Hours |
| 1134 | Total Instructional Hours |

The first two cancelled student days will not be made up. Canceled student days beyond two will be added to the end of the year.
STUDENT EXPECTATIONS
These rules are for the safety of all the children at the elementary level.

1. We expect youngsters to learn and exercise principles of GOOD CITIZENSHIP. We expect students to treat others with respect as they would want to be treated and to show respect for the property of others.

2. Students enter the building at 8:00 A.M if they participate in the breakfast program.

3. Children must obtain permission before using the school telephone.

4. Chewing gum is not allowed in the building.

5. Fighting and wrestling are prohibited. This includes to and from school.

6. Throwing snow or ice is not allowed.

7. No hats in the building, unless worn for a school-wide dress-up day.

8. Baseballs, softballs, bats and other sports equipment are not to be brought to school. Children should not bring other personal toys (ex. Stuffed animals, fidgets, dolls, pop bubble fidgets, etc) unless for a scheduled special day. Each room has a supply of play equipment.

9. If students bring phones to school, they need to remain in their lockers/backpacks during school hours.

10. Students should not bring laser lights, skateboards, inline skates, games or electronic devices, etc. to school. (The school is not responsible for lost items brought to school.) Skateboarding or use of inline skates is not permitted on school grounds.

11. Contact games and activities where students tag, push, or pull are not allowed.

12. Students are to WALK in the hallways and rooms at all times and to walk to and from the buses each day.

13. Guns, knives, look-alike items, or other dangerous weapons or objects are not allowed on school property. The board has adopted a policy which could exclude a child from school for up to one school year if such items are brought to school.

14. Swearing or vulgar language will not be tolerated.

15. We expect our students to have excellent attendance, be on time and be prepared for the business of learning.
**Weapons Policy**
The Fairfield Community School Board believes weapons and other dangerous objects in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

Parents of students found to possess a weapon, look-alike, or dangerous object on school property shall be notified of the incident. Confiscation of the weapon or dangerous object may be reported to the law enforcement officials, and the student will be subject to disciplinary action. The actions may include suspension or expulsion as outlined in board policy 502.6.

**Elementary Detention Policy**
Although there is no formal “detention” program at the elementary level, teachers and principals have the option of requiring a student to arrive early or stay after school for any (but not limited to) of the following reasons: failure to complete assigned work, disrespect involving staff or students, or physical aggression. Before or after school detentions will be served from 7:45am-8:10 AM or 3:30-4:00 PM.

**Regulation Regarding Serious Behaviors of Elementary Students**
It is the mission of our school to provide the most positive environment possible for our students. We strive to establish a learning environment where students are safe, teachers can teach, students can learn, and students are free from harassment. Consistent with our mission, fighting, disrespect or defiance toward school employees and student to student harassment (particularly sexual harassment) will not be tolerated.

Our school is proactive in teaching all of our students the skills and attitudes necessary to avoid such conflicts and in providing incentives to do so. When there is an infraction, the student will receive appropriate consequences but also receive other positive interventions intended to help the student avoid further incidents.

When a student is involved in fighting at school, disrespect or defiance of school employees, or student to student harassment as determined by the principal, the following interventions will be invoked (regarding fighting, a student will be culpable if he/she contributes to the escalation of a dispute or fight, whether or not he/she is the first to become physical):

**First offense:** Loss of privileges for an unspecified time, parental contact, referral to guidance counselor for follow-up.

**Second offense:** One day in-school isolation, additional loss of privileges, parental contact, letter in cumulative file, referral to guidance counselor.

**Third offense:** Additional loss of privileges, parental contact, letter in cumulative file, report to school board, and referral to guidance counselor.

**Fourth offense:** Parental contact, letter in cumulative file, report to school board, referral to guidance counselor.
**Fifth offense:** Possible referral to law enforcement (for fighting or serious harassment), possible further suspension or expulsion, parental contact, letter in cumulative file, report to school board, referral to guidance counselor.

If an assault is particularly extreme or unprovoked, the principal may choose to skip steps. If a three month period elapses without an incident, the principal may choose to consider the infraction at the same level of severity as the previous infraction (ex., student has third offense and three months later has another offense, principal may consider it as third offense).

Other interventions may be recommended for the student. A referral may be made to the student assistance team. Other recommendations might include a behavior intervention plan, a referral to the AEA school social worker, a referral for behavior observation or testing, or outside counseling.

**Restraint/Seclusion Protocol (Chapter 103):**

Anytime a student is restrained or secluded we must follow these guidelines:

1. Guardians must be notified of the restraint/seclusion within an hour of the incident.
2. Administration must be notified of the restraint/seclusion. If the seclusion/restraint continues for more than 15 minutes, the administration must approve this.
3. Document the restraint/seclusion on the proper form. Send this form to guardians via mail within 3 days.
4. If the restraint/seclusion was the 1st incident or the 7th incident, schedule a debriefing meeting within 5 days of the incident. If parents request after the 5 days time period that is ok if the parent requested it. Send a debriefing letter pg 1, along with the incident report to the guardian. This must be mailed within 3 days of the incident.
   a. Debriefing meetings should include all employees involved in the incident, guardian, student if guardian consents to them attending, administrator who approved restraint/seclusion, and outside employee.
   b. Debriefing meeting should not be an IEP meeting but rather focus on the recent situation to address what happened.
   c. At the debriefing meeting, the team should review the incident, review the BIP/safety plan in place, and possible alternatives for the future.
   d. If anything needs to change in the IEP, the IEP meeting must follow.
   e. Following the debriefing meeting, the documentation on page 2 of the debriefing meeting should be filled out and mailed to guardians within 3 days of the debriefing meeting.

**Key Information and Changes:**

These changes took effect January 20th, 2021.

1. Restraint and seclusion are always the last resort.
2. If we are blocking a door for a child to get out of the room or building, it is NO LONGER considered seclusion.
3. If there is seclusion or restraints, anything over 15 minutes must be approved by an administrator. If it continues, every 30 minutes should continue to be approved by the administrator.
4. Parents must be notified of the seclusion/restraint within the hour of it happening.
5. If a student is in the seclusion room, they should leave the seclusion room to start work. Work should not be done in the seclusion room.
6. If there is a room clear, all parents of students in the room must be notified that day of the situation.
7. Seclusion and restraints must be documented with our district form. This must be sent to parents within 3 days by mail unless the parent agrees to have it sent electronically.
8. A debriefing meeting must be held after the 1st restraint/seclusion situation and at the 7th one. This meeting includes parents. This is noted on the restraint/seclusion form.

**FCSD ATTENDANCE POLICY AND PROCEDURES**

**Compulsory Attendance**
Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district at the attendance center designated by the board. (Students who are 4-5 years old and enrolled in public PK-K programs, fall under compulsory attendance law.) Students shall attend school the number of days school is in session in accordance with the school calendar. Exceptions to this policy include children who:
- have completed the requirements for graduation in an accredited school or
- have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved private college preparatory school;
- are attending an accredited nonpublic school; or,
- are receiving competent private instruction.

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

**Regular Attendance**
Regular attendance at school, just like attendance on the job, is an important ingredient to success. Only through attendance and class participation do students achieve the maximum benefits of the educational program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to absence can never be replaced. Regular attendance and being prepared for class helps students in school and helps prepare them for adulthood. It is the Parent/Guardian’s responsibility to assure that their child is in attendance.

**Absence from School**
When it is necessary for your child to be absent from school the parent or guardian should call the office (parents/guardian should not text or email the classroom teacher) between 8:00 and 9:00 a.m. on the morning of the absence. If this is not possible, a written excuse should be sent with the student when the youngster returns to school. If it is known that a student is going to be absent at a future date, the parent or guardian should notify the office in advance. The student should also inform his/her teacher and get assignments in advance. The office will make routine calls to parents.

Although some parents feel there is no harm in scheduling a vacation – whether one day or two weeks – during times when school is in session, we strongly urge you to make your child’s attendance a top priority and schedule vacations around school sessions. Not only does it demonstrate to a student the importance placed on education, it also means the student will not miss out on important learning tasks in the classroom. Written
work can be made up with parental help; teacher instruction and student discussion cannot. While it is true
many vacations can be educational, if they are scheduled outside school time, a student receives a double
education!

Make-up Work
Teachers are very busy during the day working with the students. Therefore, they will need a 1/2 day notice for
requests of homework for students who have been ill.

Perfect Attendance Award
At the conclusion of each school year, students that have had perfect attendance for the year are recognized.
At the elementary level, students will be recognized if they meet the following criteria:
   1) The student has been in school every day that school is in session and
   2) The student has not been tardy or left school early, for any reason, more than four (4) times during
      the school year.

Fairfield CSD Attendance Policy and Procedures

ATTENDANCE GUIDING PRINCIPLE
Regular attendance at school, just like attendance on the job, is an important ingredient to success. Only through attendance and class participation do students achieve the maximum benefits of the educational program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to absence can never be replaced. Regular attendance and being prepared for class helps students in school and helps prepare them for adulthood. It is the Parent/Guardian’s responsibility to assure that their child is in attendance.

ATTENDANCE POLICY
Children between the age of six and sixteen, as of September 15, residing in the Fairfield Community School District, are required to be enrolled in and attending an Iowa accredited public or private school, or receiving competent private instruction pursuant to state law, Iowa Code section 299.1A. Children of compulsory attendance age who are enrolled in the Fairfield Community School District shall attend for the number of days according to the district calendar, unless excused under the terms of the district’s attendance policy.

ATTENDANCE CODES
E. Excused Absence – “official slips” such as a medically documented illness, medically documented appointment, court appearances, school-sponsored activities, or other absences approved by building principals.

V: Verified Absence – parent provides written or verbal notification to the school of student’s absence. Students are allowed six verified absences during the year. (Unless school administration determines the absence to be truancy).

U: Unexcused – After 6 verified absences any absence is considered unexcused unless it meets the criteria of an “excused” absence (see above).
T: Truancy – and unexcused absence wherein the administration determines the student has “skipped” school, with or without parent permission.

**STEPS FOR ADDRESSING EXCESSIVE ABSENTEEISM**

**If at any time, it is determined that a student is showing early signs of chronic absenteeism, steps can be skipped and an Administrative Attendance Hearing may be held or the County Attorney may pursue legal intervention.**

STEP 1: When the absences experienced by a student are determined to be excessive, the student has reached six days of verified absences, or absences are of such frequency that school staff is concerned that the success of the student is jeopardized, a letter shall be sent to the parent/guardian and attendance information forwarded to the truancy officer.

STEP 1A: If the actions taken in Step 1 do not resolve the issue of excessive absences for the student, and the student has three unexcused absences, the truancy officer will contact the parent/guardian in a further attempt to resolve the issue of excessive absences. School progress (grades and absences) will be discussed as appropriate, and as determined by the truancy officer and building administrator.

STEP 2: In the event the two previous steps fail to resolve the attendance issue, and the student has six unexcused absences, the school will refer the student to the Jefferson County Attorney for assistance in rectifying the attendance issue.

A letter will be sent requesting an “Administrative Attendance Hearing”, and it will be held with the parent/guardian, counselor, principal, teacher, and truancy officer in attendance. The student's academic progress and attendance history will be reviewed and procedures established to improve attendance which may include but not be limited to the following:

- Requiring doctor’s excuse to confirm illness
- Confirmation of bereavement leave/absence
- Referral to school counselor
- Referral to outside agency
- Assign detention
- Recommend retention in grade
- Referral to truancy officer

If the parent refuses to attend the “Administrative Attendance Hearing”, a letter will be placed in the student’s permanent school file to that effect and a copy sent to the County Attorney for their records.

STEP 3: If it is determined that the attendance problem still exists after Step 2, and the student has reached 12 days of unexcused absences, the parent/guardian will be contacted for the last time by the school and informed that a referral for mediation through the County Attorney has been recommended.

STEP 4: The County Attorney’s office will arrange required mediation as per Iowa Code 229.5A. Failure to appear for mediation is a misdemeanor under Iowa law.
STEP 5: The School will conduct an ongoing follow-up to determine if the mediation was successful.

STEP 6: If it is determined that attendance continues to be a problem and in violation of the mediation agreement, and the student has 18 unexcused absences, a referral to the County Attorney’s office or other appropriate agencies will be sent with a recommendation for legal action.

**Appeals**
Students or parents wishing to appeal disposition of their case may do so by filing a written appeal to the superintendent within five school days after the notification.

**Tardiness**
It is the responsibility of the principal to maintain records of pupil absence and tardiness. Being on time is a good habit and classroom interruptions are held to a minimum when all students are present when class begins. Students are counted tardy after 8:15 am at both Pence and Washington. Please refer to the daily schedule for p.m. tardy times.

If a student is tardy four times during one nine week period, a letter will be sent to the parents as a reminder. After the sixth tardy in a nine week period, another contact will be made with the parents and a 30 minute detention will be assigned. Please refer to FCSD policies 501.8-10. Refer to FCSD board policy 503.1 for student conduct.

**Leaving During the School Day**
Parents are discouraged from taking their children out of school during the school day except for a doctor’s appointment or family emergency. If it is necessary for students to leave during school hours, they should bring a note from the parent or guardian stating the time and reason for dismissal. When a student is dismissed from class, he/she must check out through the office and leave the note with the secretary. Parents picking students up during school hours must check in the office to make their needs known. Extreme care is exercised in the release of children to adults other than a parent or guardian.

**GENERAL POLICIES**

**Civility Policy**
The FCSD staff will treat parents and other members of the public with respect and expect the same in return. The school must keep classrooms and the administrative office free from disruptions and prevent unauthorized persons from entering school/district grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among district employees, parents, and the public. We do not intend this policy to deprive any person of his or her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, harassment-free workplace for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourages volatile, hostile, or aggressive actions. The school seeks public cooperation with this endeavor.

1. **Disruptive Individuals Must Leave School Grounds.** Any individual who disrupts or threatens school/office operations, threatens the health and safety of students or staff, willfully causes
property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on school district property will be directed to leave school or school district property promptly by the school’s principal or other chief administrative officer.

2. **Directions to Staff in Dealing with Abusive Individual.** If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly. If the abusive individual does not stop the behavior, the district employee will verbally notify him/her that the meeting, conference or telephone conversation is terminated; and, if the meeting or conference is on district premises, the employee shall direct the abusive individual to leave promptly.

3. **Provide Policy and Report Incident.** When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should provide a written copy of this policy at the time of occurrence. The staff member will then immediately notify his/her supervisor and provide a written report of the incident.

**Sexual Harassment:** Sexual Harassment, as defined in the Bulletin for Teachers and Principals, between any staff members, students, or combination thereof, is also prohibited. Parents will be notified immediately if their child is involved in any type of sexual harassment, either as perpetrator or victim.

**Title IX Coordinator**
Stephanie Mishler
403 S. 20th Street
Fairfield, IA 52556
641-472-2655
319-759-7796
stephanie.mischler@fairfieldsfuture.org

**Care and Safety of School Property**
Students are expected to take pride in their school. Marking or defacing desks, walls, or any part of the building is inappropriate behavior. Parents of the pupils involved in the destruction of property will be billed for repairs.

**Cell Phones/Telephones:** Cell phones or other communicative devices are discouraged at the elementary level. The office secretary will gladly convey emergency messages from parents/guardians to students. The office phone is also available for students to make necessary calls. A student must have permission from the teacher and the office before they use the phone.

**PARENT-TEACHER COMMUNICATION**

**School Closing During Inclement Weather**
When conditions are such that school must be canceled, announcements will be broadcast on the local radio stations, KMCD-AM and KIIK-FM, as well as sent via text or voice message to parents who have signed up to use the parent portal. Please make an early dismissal plan with your children so they will know what to do in such instances. You will receive further information from the Superintendent's office in November. Please listen
to the radio rather than calling the school, so the phone lines are kept open for emergencies. Directions for parent portal access can be found on the district website.

**Visitations**

ALL VISITORS MUST CHECK IN AT THE OFFICE AND RECEIVE A VISITOR’S BADGE BEFORE GOING ANYWHERE ELSE IN THE BUILDING. THIS INCLUDES VISITS TO ALL AREAS OF THE SCHOOL GROUNDS INCLUDING THE PLAYGROUND. Parents are always welcome to visit school. They must report to the office prior to going to the classroom. Parents are to check with the office and the teacher in advance of a classroom visit. There are times when activities take the students outside the classroom, and a visit would be difficult. Please plan your visit for a reasonable length of time, preferably not more than one hour. Babies and preschoolers can be distractions in the classroom. If you plan a visit, please find someone who can watch your younger children. You are welcome to occasionally eat lunch with your child, but please notify the school a day in advance so the cooks can add you to the lunch count. Visiting school-age friends and relatives may not attend school with your child.

**Conferences**

Parent-teacher conferences are held in November and in February. The staff feels that conferences are the best way to let you know how your student is progressing, and our goal is to have 100 percent representation of our students’ parents or guardians at conferences. If you wish to have a conference at some other time of the year, please contact your child’s teacher to arrange a conference time.

**Collection of Fees**

Book rental and insurance premiums are collected the week before school starts. Those dates are announced by the local media. If you desire, a receipt will be issued when fees are paid. Book rental for students in grades K-4 is $42.

**Insurance**

Student insurance may be purchased for individual students. Students should advise the principal's office if they suffer an injury. Insurance claim forms will be completed and sent to the insurance company for payment when all necessary information is made available.

**Student Dining System**

Each family has a student dining system account in which money is deposited by the parent or guardian to be used by all family members as needed for lunch, breakfast, and milk ticket fees. All money collected at school is credited to individual student accounts and banked daily. Parents may also access account information online at the Fairfield School District’s website (www.fairfieldsfuture.com).

- **Free and Reduced Price Lunch/Breakfast Program:** The Free and Reduced Price Program is available for those families who qualify. Applications are sent home before school starts and are available in the office.
- **Breakfast Program:** Breakfast is available for students daily (except on late start mornings). Students who participate in the breakfast program enter the building at 8:00 and go directly to the lunchroom. They are dismissed to their classrooms after the 8:15 bell. Students arriving after the 8:15 bell may request a to go breakfast.
• **Lunch**: USDA requires that we provide milk with each lunch. If your child is allergic to dairy products, a doctor’s authorization is needed for any student who cannot drink milk at lunchtime. (Because of USDA regulations, soft drinks are not to be in the lunchroom.) Students may choose to bring their own lunch. If students want to go home for lunch, they must report to the office when they leave and upon their return. Students are only allowed to go with their immediate family and not with other students. Students who eat lunch are expected to display proper behavior and manners while eating. **Lunch and breakfast prices will be provided during district wide fee payment day.**

• **Milk/Juice**: All classes have milk available to them in the morning and milk and/or juice in the afternoon. Tickets are available in the office. Free or reduced price tickets are not available for this program. (Most teachers require milk at the a.m. break because of the additional nutritional value unless there is a documented milk allergy).

**Waiver of Student Fees**
Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care may be 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 principal by the first day of classes during the fall semester for a waiver form. This waiver does not carry over from year to year and must be completed annually.

**Birthday Treats**
Treats are allowed at all grade levels. We discourage disruptive elements and ask parents not to have clowns, balloons, and flowers sent to school. All treats must be pre-packaged and/or professionally prepared. Healthy treats are encouraged. Homemade treats will not be served and will be returned at the end of the day.

**No Valentine Deliveries (Elementary/Middle School)**
Due to a Fairfield Board of Directors’ decision in 2001, elementary schools will not be able to accept flowers/balloons, etc. the week of February 14th.

**Party Invitations**
Students frequently want to pass out party invitations at school. We are glad to accommodate our students this way as long as no student’s feelings are hurt by being left out. If invitations are handed out in the classroom or on the bus, we require that all boys/girls be included.

**Release of Student Information**
We will release your child’s directory information unless we are notified that such information is not to be released. You will receive a form at the beginning of the school year to complete and return. If this form is not returned, we will assume it is okay to release the directory information.

**HEALTH AND SAFETY PRACTICES**
**Bicycles**

Our school policy discourages any child in K, 1st and 2nd grades from riding their bicycles to school. These children have not mastered the art of riding the bicycle well enough to cope with the busy traffic on the street at those times of day.

**Grooming and Dress Habits**

Proper grooming and appropriate dress are important elements in maintaining a learning atmosphere. It is a parental responsibility to see that their children’s dress reflects the business of learning. T-shirts with inappropriate or suggestions of inappropriate messages are not to be worn. Students will be asked to turn such items inside out or asked to call home for a change. Students should also avoid wearing clothing such as sleeveless undershirts, cropped or strapless tops, and accessories which distracts both the student and their peers from the learning process. Exposed undergarments will not be allowed.

In addition, children should not use face/body paint or hair spray paint at any time during the school day. Children arriving at school with face/body paint or colored spray on their hair will be asked to remove it before school begins. The same is true for excessive makeup and temporary tattoos on the face and neck.

**Recess Attire and Guidelines**

Recess is a supervised portion of each day in which we expect all students to participate in some type of play activity. It is important for students to dress appropriately for this activity since recess is held outside if at all possible. If it is 60 degrees or above, students are allowed outside with no coats. Between 50-60 degrees, students may go outside to recess if they have long sleeves. If it is between 50-32 degrees, students are required to wear a coat. Below 32 degrees, students must have a winter coat to go outside. If it’s below real feel zero all students will stay inside.

Students must have snow boots, snow pants, and gloves or mittens to go off hard surfaces. If students just have snow boots they can play on hard surfaces only. Students must stay near the wall if they do not have snow boots or another pair of shoes to change into. There will be no throwing snow or sliding on the ice.

**Illness or Injury**

Children with definite signs of illness such as colds, skin diseases, or childhood communicable diseases need to be kept at home. A child should not return to school for 24 hours after vomiting or having a high temperature. This policy is both for the health of the affected child as well as classmates who could become infected.

If a child is injured or becomes ill at school, he/she is cared for temporarily in the nurse’s office until a parent or person designated by the parent is able to take the child home. Parents must provide the school with an emergency number where they can be reached or another adult that can take responsibility for their sick child. Please call the school nurse for more details regarding immunizations.

**Immunizations:** Prior to starting school or when transferring, students must present an approved immunization certificate. Each student must be fully immunized against the following diseases:
1. **Diphtheria, Tetanus, Pertussis (DTP)** The state requires at least three doses, and at least one dose must have been received after the child’s fourth birthday.

2. **Polio (OPV)** The state requires at least three doses of oral polio vaccine, and at least one dose must have been received after the child’s fourth birthday.

3. **Measles/Rubella (MMR)** One dose of measles and rubella containing vaccine to be given after twelve months of age. All Kindergarten students, beginning with the 1991-92 school year, will need a second dose before entering school.

4. **Hepatitis B (HBV)** Beginning with the 1999-2000 school year, children born on or after July 1, 1994 must have three doses of hepatitis B vaccine prior to enrollment in an Iowa school.

5. **Chicken Pox (Varicella)** Beginning with the 2003-2004 school year, children 18 months of age and older who are enrolled or attempting to enroll in a licensed childcare center, or preschool; or those with a date of birth on or after September 15, 1997 must have at least one dose of Varicella vaccine or a history of natural disease as stated by parent or guardian.

**Hearing Screening Statement** During the school year, your child’s hearing may be screened and/or tested by Great Prairie AEA audiologists or their assistants, as part of a hearing screening program. If you do NOT want your child to participate in the hearing screening program, please contact your school district with this request by the beginning of the school year.

**Policy for the administration of medication by school personnel**
When it is necessary to give a child any type of medication during school time, a medical form must be completed and signed by the parent and physician. This includes over the counter drugs such as aspirin and cough drops, as well as prescription medications.

**Fire Drill Procedure**
The fire bell will come across the intercom with a voice telling them “There is a fire in the building. Please exit the building.” When the warning sounds, all building occupants are to leave as quickly and quietly as possible. Evacuation is to be completed in an orderly manner. The last person leaving a room is to close the door and turn off the lights. The appropriate exit route is displayed in each room. If a barrier blocks an exit the closest exit should be used.

**Tornado Drill Procedure**
A tornado warning will be sounded by long but interrupted horn blasts. When the warning sounds, all building occupants are to proceed to the designated safe area. Each room has directions posted. All doors should be closed and lights turned off. Once students reach their assigned areas, they should face the wall and cover their heads with their arms (if in a hall) or kneel and cover their heads (if in a restroom or interior room). Teachers or other adults will be with the children.

**CORE CONTENT CURRICULUM**
41.312(1) Notice to parents. Each LEA shall provide general notice to parents on an annual basis about the provision of general education interventions that occur as a part of the agency’s general program and that may occur at any time throughout the school year.
FCSD practices standards-based instruction, which means that student progress is reported on specific student knowledge and skill aligned to grade level benchmarks on a quarterly basis. Collaborative teams of grade level or content teachers sequence out benchmark expectations for reading, math, science, social studies, language arts, PE, music, art, and Iowa Core 21st Century Skills. Grade level benchmarks in all content areas can be accessed by requesting them from your student’s classroom teacher.

**Reading**
The development of solid decoding and comprehension skills, balanced with enthusiasm for life-long reading are the district’s top instructional priorities. Core Knowledge Language Arts (CKLA) 2023 has been adopted for PK - 1 students. CKLA builds students in reading, writing, listening, and speaking, while also building knowledge and vocabulary in literature, history, geography, and science. McGraw Hill Wonders 2017, is a literature-based integrated reading/language arts program used by students in 2-4. The curriculums encompass necessary instructional shifts for full implementation of Common Core reading and language arts learning expectations. Students who need more individual or small group help may qualify for classroom intervention or Title I services.

**Language Arts**
The basal series for reading, writing, and language arts in grades PK-1 is Core Knowledge Language Arts, 2023 and McGraw-Hill Wonders, 2017 for grade 2 -4. Writing skills are also developed using CKLA and Handwriting Without Tears for K-1. In 2-4, the use of The Writing Revolution & Step up to Writing instructional routines will be used within core instruction. Spelling instruction will reinforce phonics skills. The language arts program integrates all modes of communication including listening, speaking, writing, grammar, and spelling. Particular emphasis is given to modes of writing as emphasized by the Common Core.

**Mathematics**
The district adopted the new Illustrative Mathematics (IM) Curriculum for Kindergarten through 5th grade. Illustrative Mathematics Curriculum Combines the power of standards alignment, problem-based learning, and research-based pedagogy.
The IM K–5 Math curriculum is designed and organized based on researched principles and learning trajectories, as well as our experience with how teachers use materials, to provide teachers the tools they need to promote student success.
The IM K–5 Math curriculum supports mathematics teaching and learning with coherently sequenced materials based on the standards and researched learning paths.

**Science**
Within the Next Generation Science Standards (NGSS), there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard or performance expectation. Over time, each dimension works together to help students build a cohesive understanding of science.

Crosscutting concepts help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.

When these concepts, such as “cause and effect”, are made explicitly for students. They help students develop a coherent and scientifically-based view of the world around them.
Our K-5 students have the qualities of great designers and innovators. Project Lead the Way (PLTW) Launch and Mystery Science curriculums engage students learning with exploratory nature with play. It encourages them to keep discovering now, and for years to come.

PLTW Launch’s 24 interdisciplinary modules bring learning to life. The program empowers students to adopt a design-thinking mindset through compelling activities, projects, and problems that build upon each other and relate to the world around them. Students engage in hands-on activities in computer science, engineering, and biomedical science. They become creative, collaborative problem solvers, ready to take on any challenge.

Mystery Science is an innovative, standards aligned, hands-on curriculum that teaches students to think like scientists. The phenomena-driven instruction helps students to better understand and communicate about the world around them through writing, discussion, and exploration.

Social Studies
Concepts and generalizations about our culture and the world we live in are taught in the wide field of study we call social studies. The basic series for grades K-5 is published by the Macmillan, McGraw-Hill Co. Concepts of history, economics, behavioral science, geography, and civic literacy are incorporated throughout the content learning. The program is supplemented with map and globe skills materials published by Scholastic, Inc. and the Nystrom Co., as well as teacher developed units in Iowa History. The curriculum is consistent with the Iowa Core Social Science essential concepts and skills.

IDENTIFIED NEEDS
Students qualifying for special programs based on specific academic needs will be served in addition to their core classroom.

Challenge Program
Challenge is a talented and gifted (TAG) program that serves qualifying students. Actual programming begins 1st trimester of grade 2. Incidental services on individual student basis begin earlier if resources are available. This program is for students in all grades three The elementary Challenge program delivers with a variety of instructional delivery methods and is designed to enhance the creative thinking and problem solving skills of students with particularly outstanding intellectual abilities. The district TAG program outlines multiple criteria by which students qualify for TAG services. A committee of teachers and administrators selects students for the program. Selection is based on a variety of objective assessment criteria and teacher recommendations.

Title I Reading
Title I Reading serves struggling readers in K-4 who are performing below grade level. The program is provided in addition to the regular classroom instruction in reading. Qualifying families have the right to know the qualifications of their student’s teachers as well as a right to refuse Title I services. Students are identified through multiple criteria, including IA Assessment scores and FAST literacy screening scores. This is a federally funded program and is therefore structured according to state and federal guidelines. This program is to supplement classroom instruction with individual and small group interventions for students who need extra help to achieve their potential in reading. High interest materials are used to encourage and reward students for reading at home.
ESL
Fairfield’s English as a Second Language (ESL) program is provided in addition to regular classroom instruction for students qualifying for additional assistance with building English language skills. The district’s ESL teacher enacts this program, which is structured according to state and federal guidelines. This program is to supplement classroom instruction with individual and small group interventions for students who need extra help to achieve their academic. High interest materials are used to encourage and reward students for reading at home.

Special Education
Children in special education class receive an Individual Educational Program (IEP) which is evaluated and revised annually to meet the specific needs of youngsters who have educational disabilities. Their programs are designed to include as much of the regular school program as possible and yet meet their individual needs.

SPECIAL SUBJECTS

Art
Grades K-4 enjoy Art for 50 minutes a week. A sequence of projects, prepared by the art department, lead to development of skills and expression in a large variety of art media. The art teacher will inform families of any needed supplies.

Technology
Technology skills are essential for all students. The computer laptop carts are for students in all classrooms. Students complete computer projects that are integrated with content learning expectations. Classroom teachers and the district’s technology integration specialist, along with the building technology coaches, work together to enhance projects in the classroom by: using appropriate tools, following digital citizenship guidelines, keyboarding at an expected grade level rate, and accessing online information for specific academic and personal purposes. Technology is one of the major subcomponents of the Iowa Core 21st Century learning essential concepts and skills for all students, grades K-12. The elementary technological foundation is essential for future student skill and knowledge building. As FCSD proceeds with full effectiveness of the Iowa Core, the academic areas of Employability and Financial Literacy will be enacted and reported out upon based on student achievement as well.

Music
Grades K-4 have music twice weekly. The music book, published by Silver Burdett & Ginn Company is the basic series for grades K-4. The Orff system is also utilized in developing the fundamentals of rhythm and reading music notation. Vocal ensembles by audition for grades 4 are offered.

Physical Education
Grades K-4 have Physical Education twice each weekly. The program consists of games, exercises, sports, and activities appropriate for each grade level that contributes to the development of good health and social attitudes through physical activities. NOTE: Children should wear tennis shoes and appropriate clothing on P.E. days.
Library/Media Center: Information Literacy
The library/media center is open daily for student and class use. Every student has the opportunity to visit the library/media center weekly for book checkout. The library/media specialist and/or the classroom teacher teach information literacy and technology skills in conjunction with grade level learning expectations.

Traffic and Water Safety: Grade 4
State-mandated content areas are covered in grade 4 physical education and traffic guard program.

Field Trips
Educational trips are taken in conjunction with social studies units and concepts being taught at the various grade levels. Parents will be given permission slips to sign at the beginning of the school year. This permission slip must be returned to school before your child may go on a field trip. Student behavior during field trips is important and therefore field trips are a privilege.

Parents’ Right to Know
All parents wishing to review teacher certification information can access this through the building office or through the ACT building: 403 S. 20th Street.

SERVICES

Child Abuse Reporting
Iowa law and district board policy require school district personnel to report to the State Department of Human Services if they believe a child may have suffered from abuse. If it is suspected a child has suffered abuse at home, school personnel are required by law to report the findings to the Department of Human Services.

In addition, physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. If it is believed by a school district employee or other member of the community that a child has suffered abuse by a district employee, the suspected abuse should be reported to the building principal or superintendent. The investigation by the principal or superintendent is considered a level I investigation. If the investigator determines the complaint is founded, the complaint is turned over to the county attorney for a level II investigation. By statute, the district is to list the investigators. Those individuals are as follows:

<table>
<thead>
<tr>
<th>Principal</th>
<th>Washington</th>
<th>Level I Primary</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Pence Elem. School</td>
<td>Level I Primary</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Fairfield Comm. Schools</td>
<td>Level I Alternate</td>
</tr>
<tr>
<td>Jefferson Co. Attorney</td>
<td>Fairfield, Iowa</td>
<td>Level II</td>
</tr>
</tbody>
</table>
Great Prairie AEA
Provides the children of our school with speech/language diagnosis and therapy, psychological and developmental testing and consultation, and other specialized services. Either parents or school staff may make referrals. Parent permission forms and conferences are required for all A.E.A. services except for general screenings (such as hearing) provided to all children.

Guidance
Two elementary guidance counselors provide Guidance services. Services include individual counseling, small group counseling, and classroom guidance activities. The counselor conducts classroom guidance activities in grades K-4 once every two weeks. The purpose of our classroom guidance curriculum is to promote positive social development among our students. Individual and group counseling activities are conducted with students as needed.

School Nurse
Conducts and/or maintains records of hearing and vision screening, immunizations, dental care and any other medical related problems. The nurse is in the building every Monday afternoon. She is always on call for advice, consultation, and emergencies.

Volunteers
All persons that would like to volunteer at the elementary schools will need to have a background check before working with students.

Parent Permissions/Notification requirements
All students and parents will be notified prior to the start of the school year of the following items:
* Privacy Act of 1974 (Release of Student Information)
* Internet Access
* Publishing of Student Pictures
* Publishing Student Work
* Publishing of Video Work
* School Sponsored Field Trips
* Human Growth and Development Instruction (Middle/High School Only)

The notification received will include a permission form. Parents will be asked to complete one form for each child currently enrolled in the district. This form will remain active for your child’s academic level (K-4, 5-8, 9-12) at Fairfield Community School District unless a parent or legal guardian requests a change.
# Washington and Pence Class Supply Lists

## Fairfield Community School District Supply List, Grades PK - 8th, 2022-23

### Washington Elementary School

#### Preschool

**General Classroom Supplies:**
- 1 backpack (big enough for folder and rest towel)
- 4 glue sticks
- 1 watercolor paint set
- 1 box of gallon or 2-gallon size baggies
- 1 rest towel or small blanket
- Must be brought in a 2-gallon size bag and labeled with child's name
- 4 containers of Clorox wipes
- 1 box kleenex
- 1 box crayons
- 1 pencil box labeled with child's name
- 4 black Expo markers
- Play-doh

**Fun items that students may use at the art centers:**
Markers, twistable crayons, sequins, glitter crayons, stickers, etc.

#### Kindergarten

**General Classroom Supplies:**
- 12 sharpened pencils-preferably Ticonderoga brand
- 10 glue sticks
- 1 bottle Elmer's glue
- 1 package Expo dry erase markers
- 1 watercolor set
- 1 pair scissors with round tips
- 3 24-pack crayons - no jumbo, preferably Crayola
- 1 supply box
- 3 big erasers
- 1 beach towel for rest time
- 1 box gallon or 2.5-gallon ziplock bags
- 1 set of headphones or earbuds

**Art:** 1 24-pack crayons

**Optional Classroom Items:**
- 2 containers of bleach wipes
- 2 boxes of facial tissue
- 1 bottle hand sanitizer

#### 1st Grade

**General Classroom Supplies:**
- 4 boxes crayons
- At least 2 highlighters
- 1 pair of headphones
- 1 24-pack of pencils, sharpened
- 1 pack of sticky notes
- 2 pocket folders
- 4 black Expo markers
- 8-10 glue sticks
- 1 pair scissors labeled with name
- 1 crayon box
- 2 big erasers
- 1 box of washable markers

**Art:** 1 Crayola watercolor paint set

**Optional Classroom Items:**
- 1 box kleenex
- 1 container Clorox wipes
- Hand sanitizer

### Pence Elementary School

#### 2nd Grade

**General Classroom Supplies:**
- 36 Pencils (Ticonderoga recommended)
- 2 Highlighters
- 1 24-count box of crayons
- 10 Black Expo dry erase markers
- 1 Supply box
- 1 Box pencil top erasers
- 6 Glue sticks
- Scissors
- 2 2-Pocket folders
- 3 Primary composition journals
- 1 Set headphones or earbuds
- 1-inch binder

**Art:**
- Pencil box
- 1 Pencil
- 1 24-count box of crayons
- 3 Glue sticks
- Scissors

**Optional Classroom Items:**
- 2 Containers bleach wipes
- 3 Boxes facial tissue
- 1 Box of gallon-size plastic storage bags

#### 3rd Grade

**General Classroom Supplies:**
- 48 Pencils (Ticonderoga recommended)
- 2 Highlighters
- 1 24-count box of crayons
- 10 Expo dry erase markers
- 1 Supply box
- 1 Box of pencil top erasers
- 2 Glue sticks
- Scissors
- 2 2-Pocket folders
- 1 Wide-ruled spiral notebook
- 2 1-inch binders
- 1 Set headphones or earbuds

**Art:**
- Pencil box
- 1 Pencil
- 1 24-count box of crayons
- 3 Glue sticks
- Scissors
- 1 Fine-tip black sharpie marker
- Optional: 1 Container bleach wipes

**Optional Classroom Items:**
- 2 Containers bleach wipes
- 2 Boxes facial tissue

#### 4th Grade

**General Classroom Supplies:**
- 48 Pencils (Ticonderoga recommended)
- 2 Highlighters
- 1 24-count box of crayons or colored pencils
- 1 Box markers
- 10 Black Expo dry erase markers
- 1 Supply box
- 1 Box pencil erasers or 4 big erasers
- 2 Glue sticks
- Scissors
- 1 2-Pocket folder
- 2 1-inch binders
- 2 Wide-ruled spiral notebooks
- 1 Pkg loose-leaf paper
- 1 3-pack of sticky notes
- 1 Scotch tape
- 2 Containers bleach wipes
- 2 Boxes facial tissue

**Art:**
- Pencil box
- 1 Pencil
- 1 24-count box of crayons
- 3 Glue sticks
- Scissors
- 1 Fine-tip black sharpie marker
- Optional: 1 Container bleach wipes

**Optional Classroom Items:**
- 2 Containers bleach wipes
- 2 Boxes facial tissue
BUS CONDUCT GUIDELINES

Introduction
Fairfield Community School District has student behavior guidelines which apply to all students transported on school district buses for any purpose. Every student has the right to a safe and enjoyable ride to and from school or on any type of activity trip. With safety being the district and bus driver’s primary concern, students must recognize the importance of proper personal conduct and how this contributes to ensuring a safe ride for all individuals on the school bus.

Situations may arise in which student behavior is in conflict with established rules and may jeopardize the safety of others on the bus. The purpose of this policy is to provide predetermined disciplinary consequences for unacceptable behaviors while riding the bus or waiting at a designated school bus stop. If a student is involved in a serious or repeated behavior, school administrators will have the option to suspend the bus riding privileges. Suspension from riding the school bus is not necessarily a suspension from school.

A parent/guardian of a student suspended from riding the school bus is responsible for ensuring safe transportation to and from school for the student during the suspended riding time.

Students with special needs who lose bus riding privileges due to disciplinary action will have the disability and the individual education plan reviewed as a part of the final disciplinary decision.

The district administration will review each discipline issue as reported, which may or may not be listed in the three classes of unacceptable behavior. Each issue will be treated uniquely with student behavior and incident factors fully investigated. Disciplinary action will be assigned with those factors in mind.

Bus Students/Riders
Any student who is going to ride a different bus or get off the bus at a different stop must bring a note to the office from their parents. If a bus stop is going to change and the student does not have a note, the parents must call the school. The school will verbally inform the teacher and the student regarding the change. Parents must also contact the Transportation Office at 472-5252. See Appendix (A) for complete bus (behavior guidelines) policy.

Unacceptable Behaviors
Class I
• Extending head, arms or legs out of windows.
• Distracting the bus driver.
• Failure to follow the bus driver’s instructions.
• Throwing/shooting objects on the bus.
• Failure to follow safe crossing procedures.
• Standing while the bus is in motion.
• Jumping over or crawling under seats.
• Riding on a bus other than assigned bus.
• Boarding/exiting a bus at a location other than the assigned stop.
• Shouting, yelling, screaming or excessive noise.
• Tripping another student.
• Blocking the bus aisle.
• Spitting.
• Horseplay.
• Possession of squirt guns, laser pointer, water balloons, liquid containers of any type, shaving cream, eggs, or dispensing perfume or aftershave.

**Class II**
• Theft or robbery.
• Willful damage to property of another individual.
• Tampering with emergency equipment.
• Chasing or running alongside a moving bus.
• Throwing or shooting an object at the driver or out of the bus window.
• Bringing dangerous objects onto the bus (dangerous by use, not by design).
• Pushing/shoving another student in the bus loading zone, bus danger zone or near a moving bus.
• False identification or refusal to provide correct identification information to the driver.
• Possession of obscene/pornographic materials.
• Use of obscene or profane language or gestures.
• Possession of a lighter or matches.
• Harassment in any form (including bullying).
• Interfering with or disrespectful towards the bus driver, safety supervisor or administrator.
• Physical aggression or the threat of physical aggression against another person.
• Fighting.

**Class III**
• Unacceptable sexual conduct (including sexual harassment).
• Possession of a knife, weapon or ammunition.
• Detonation of any fireworks-like device on the bus or bus stop.
• Ignition of any type of fire, including matches and lighters.
• Possession of a flammable liquid on the bus.
• Assault or threat to the bus driver or any other person.
• Vandalism of the school bus-An individual responsible for vandalizing a bus will be responsible for cost of replacement of damaged goods.
• Attempt to ride on the outside of the school bus.
• Running out in front of a moving bus.
• Opening any emergency exit, or attempting to exit from a moving bus.
• Possession or use of alcohol.
• Possession or use of tobacco products.
• Possession or use of drug or drug related materials.

**Consequences for Unacceptable Behavior**

**Class 1**
1<sup>st</sup> Offense Parental contact by bus driver, transportation director or building administrator. Discipline will be handled at attendance center.
2nd Offense 1-3 day suspension from riding the bus.
3rd Offense 3-5 day suspension from riding the bus.
4th Offense 5-15 day suspension from riding the bus.

**Class II**
1st Offense Discipline at building and/or 1-3 day suspension from riding the bus.
2nd Offense 3-5 day suspension from riding the bus.
3rd Offense 5-10 day suspension from riding the bus.
4th Offense Suspension from riding the bus for the remainder of the year or 60 days min.

**Class III**
1st Offense 5-30 day suspension from riding the bus.
2nd Offense Suspension from riding the bus for the remainder of the school year and/or 60 days min. This may be carried into the subsequent school year if less than 60 days remain in the current academic year. A bus suspension is for any bus and for all purposes.

Parental contact will be made for each school bus incident by written notification (bus conduct report) and or by conference, depending upon the type and seriousness of the incident. The conference may be held with student, parent/guardian and district representative after the occurrence and possibly before riding privileges are reinstated following a bus suspension.

**Bus Video Monitoring**
To assist school bus drivers and administration in achieving the utmost safety on the school bus, the district has the capability to utilize audio/video monitoring systems. The system can be used to monitor student behavior and bus safety issues.

**School Bus Danger Zone**
Students who must cross a roadway to board the school bus must wait for the signal from the bus driver and must walk 10 feet out in front of the bumper, or clear the crossing control arm of the school bus. This places the student outside the danger zone surrounding the bus. Students should always remain where the school bus driver can see them.

**Bus Rules**
**Don’t Lose Your Riding Privileges: Follow These Rules**

1. Observe the same conduct as in the classroom.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. Do not smoke.
7. Do not be destructive.
8. Stay in your seat and remain seated.
9. Keep head, hands and feet inside the bus.
10. Bus driver is authorized to assign seats.

(The first 10 rules are posted in each school bus.)
11. Skateboards are not allowed on the school bus.
12. Animals and large objects should not be brought onto the bus.
13. Always walk when boarding the school bus.
14. Respect others and their property.
15. Students should be quiet when the bus approaches and crosses railroad tracks.
16. Avoid making loud noises and talk at a normal level.
17. Band instruments can be transported on the school bus.

**Bus Stop Rules**
1. Arrive at the stop location approximately 5 minutes before the designated pickup time.
2. Stay at the stop location once there.
3. Do not go into the street or traffic area.
4. Do not litter.
5. Respect others and property.
6. Use appropriate language.
7. Stay clear of the bus until it comes to a complete stop, and directions from the driver have been given to board.