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Welcome to Calamus-Wheatland Elementary School

Principal's Message:

The Calamus-Wheatland School Districts board of education, faculty and staff take great pride in providing students with an outstanding public education. It is our belief that every student can learn at high levels and staff will do whatever it takes to create a positive culture for all students. Our aim is to prepare students to reach their fullest potential.

The purpose of this handbook is to familiarize you and your child with the routine of the elementary school. Some items are general information you will need to know, other things are rules that everyone needs to follow, for the good of all.

The elementary staff is ready to serve you in any way that we can to ensure that every student has a successful experience at Calamus-Wheatland. No question or concern is insignificant to us. Do not hesitate to contact us. It is our goal to build the best positive environment for our students and staff. We rely on and are most appreciative of your support.

Go Warriors!

Ashley Kelting, Elementary Principal

I. INTRODUCTION

A. Purpose of Handbook

1. To provide general information pertaining to the elementary school in the Calamus-Wheatland Community School District.
2. To illustrate specific policies, regulations and general procedures that apply to the elementary school and the total school district.

If questions arise as you read through the "Handbook for Parents and Students," please feel free to call the school administrator at 246-2222.

B. Student Fees

At the beginning of each school year, book rental and insurance will be collected by the elementary principal's secretary. Fees for band instruments will be paid to the band instructor. Textbooks are

assigned to the students by the teachers. Lost or damaged books will be replaced by the student at the cost of the book. Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing 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 elementary principal's secretary at registration time for a waiver form. This waiver does not carry over from year to year and must be completed annually.

C. Our School

The entire staff of the Calamus-Wheatland Elementary School takes this opportunity to welcome our parents and children to the Calamus-Wheatland Community School District. We are most pleased that your children are members of our student body and we look forward to their involvement in our educational program. We sincerely extend to each of you our willingness to work closely and cooperatively in every way possible. Please take time to read through this handbook with your children as they will be held responsible for this information. Please feel free to call the school office at (246-2222) if some statement needs clarification or if you have a suggestion. We hope you enjoy your school year.

The Calamus-Wheatland Community School District contains approximately 113 square miles and encompasses the city limits of Big Rock, Calamus, Toronto and Wheatland, as well as the adjoining rural areas. It is governed by a seven member board of directors that is elected by the people for a term of three years.

The total enrollment of the district currently is around 500 students. Our students attend either our elementary building in Calamus or the junior-senior high building in Wheatland. Both buildings are structures that were built in the 1950's and 60's with large new additions added in 1998.

The instructional staff of the elementary consists of approximately 30 certified teachers. These certified staff members receive support and assistance from a wide variety of sources within and outside the school district. The district receives vital support in terms of materials and special support services from the Mississippi Bend Area Educational Agency. Additional support personnel are available to assist students who may require services in the areas of hearing, speech, vision and learning difficulties.

Our district's elementary school is a progressive school that aims to meet the large group, as well as the individual needs of the students. Most teachers operate within a self-contained framework with specialists teaching art, guidance, instrumental music, health, physical education and vocal music. Support is also provided through Title I and through media services. Title I supports students in the area of reading. Students receive extra assistance related to research and technology in the media center.

D. Mission Statement

The mission of the Calamus-Wheatland Community School District is to educate our students in a secure and positive learning environment, based on the values of our rural heritage, assuring that our students acquire the knowledge, skills, and motivation to become life-long learners and responsible, caring citizens in an ever-changing global environment.

E. Classroom Visitors

To provide safety for all students, we require **ALL** visitors to report to the main office before entering another part of the building or playground. In order to make your visit more positive we ask you to routinely visit the office prior to visiting classrooms. Guests will be asked to sign in and will be given a visitor's badge to wear while they visit classrooms.

F. Procedures for Visitors

We are eager to share with parents the individual and group activities that make up Calamus-Wheatland School's total education program. The recommended procedure for school visitation is as follows:

1. Please contact the teacher at least one day in advance prior to the visitation to eliminate any possible conflict of schedule.
2. A visitor should enter an instructional area as quietly as possible.
3. A visitor should not expect a parent-teacher conference to be part of the visitation. However, the discussion of having a conference at a later date would be appropriate.
4. Please do not schedule a visitation during the first two weeks and the last two weeks of the school year, or on days of classroom parties.

An "Open Invitation" exists and interested individuals are encouraged to take advantage of it. If parents would like to volunteer in their child's classroom, please contact your child's teacher. We welcome the opportunity to have an extra set of hands in the classrooms when possible.

G. School Hours

The elementary school building will begin supervision at 7:50 a.m. Students may enter the building at that time and remain in the corridor until the supervisor directs them to breakfast or to the gymnasium. Our first bell will ring at **8:10 a.m.** and the tardy bell will ring at **8:20 a.m.** On early dismissal days, we dismiss **12:25 p.m.** Our regular dismissal time is at **3:05 p.m.** All students should be out of the building at **3:25 p.m.** unless they are participating in a supervised after school program.

II. COMMUNICATION

A. The Weekly Warrior

A weekly newsletter, the Weekly Warrior, will be published every Friday school is in session. The Weekly Warrior is provided to parents to communicate school and community events. The Weekly Warrior will be emailed to parents each Friday. It will also be available on the C-W District website. Classroom teachers also communicate important grade level information on a consistent basis through regular classroom newsletters.

B. Telephone

Permission must be obtained from the teacher before a student uses the telephone. Since the school telephone must be kept available for in-coming emergency calls, children will not be allowed to use the school telephone for social or personal reasons. Children will not be called out of class to talk on the phone except in extreme emergency situations. **Students are to make their after school plans with their parents prior to leaving for school in the morning.**

C. Change of address or contact information

Each child's enrollment form contains family information such as home address, location of parental employment, home and work telephone numbers and names and telephone numbers of individuals to be notified in the event of an emergency. It is extremely important that this information be listed correctly and that it be kept as current as possible. Should there be a change in any of the family information listed above; the school office should be notified immediately.

D. Early Dismissal

The School Board has designated early dismissals on the school calendar. School is dismissed early in order to provide professional development for teachers. These days are indicated on the calendar that is found at the beginning of this handbook.

No one will leave the school without permission from a parent, teacher, nurse, office secretary or principal. When parents wish to have a child leave school before the regular dismissal time, they may come to the school after him/her, or notify the school by note or phone requesting the early dismissal.

It is most important that your child's teacher be in receipt of the request so that we know when the child is to leave. Under no circumstances is a student to leave the building without a written or verbal request from parents. Students leaving school shall remain in their classroom, nurse's office or main office until a designated adult arrives.

III. ATTENDANCE

A. Procedures

Regular attendance at school is an important element to ensure academic success. School absences and tardies are upsetting to the learning process. Regular attendance and arriving to school on time promote life long habits and responsibility. If it is necessary for your child to be absent, **PLEASE CALL THE ELEMENTARY BETWEEN 7:30 a.m. and 8:30 a.m.** We can be reached at 246 – 2222 or 246 – 2221. **If no call is placed, the office will call to confirm any absenteeism.**

It shall be the policy of Calamus/Wheatland School to encourage regular attendance on the part of each student. Students are expected to be in attendance each day school is in session. Acceptable reasons for absences are:

1. Doctor or dentist appointments
2. Legal appointment
3. Personal illness
4. Emergencies
5. School-related activity
6. Religious national holiday
7. Immediate family wedding or funeral
8. Other situations will be handled on an individual basis

B. Attendance at Calamus-Wheatland Elementary will be monitored on a weekly basis and will follow these guidelines:

- a. **6 Absences-** an attendance letter will be sent to the parent/guardian
- b. **9 Absences-** 2nd letter or phone call home, and may include an attendance contract as well as required doctor's documentation of continual absences.
- c. **12 Absences-** meeting with school staff
- d. **15 Absences-** Possible mediation with the Clinton County Attorney's Official.

If a student is absent more than 3 consecutive days a doctor's permission slip to return to school may be required pending nurse or administrator discretion. If a student is going to be gone for a period of time (family vacation/trip) the parents should contact the child's teacher prior to the trip, if known in advance. All necessary assignments are to be completed when the student returns to school by students in grades K-3. In grades 4-6, each student will be given two make-up days for each absence.

If a student is absent more than three consecutive days a doctor's permission slip to return to school may be required. If a student is going to be gone for a period of time, i.e. a family vacation or trip, the parents should contact the child's teacher prior to the trip, if known in advance. All necessary assignments are to be completed when the student returns to school by students in grades K-3. In grades 4-6, each student will be given two make-up days for each day of absence.

C. Be Punctual

Students are to report to their rooms by 8:20 a.m. daily, or they are counted tardy. Any student who is excused from school for a school activity is not counted absent or tardy, but all appropriate work must be made up. **Students who arrive at school after 10am but before 12pm will be marked as absent for half of the school day. Students who leave school between 12pm and 1:30pm will be marked absent for half of the school day.** In an effort to make every minute count, teachers begin the day when the bell rings at 8:20. Students entering the building after 8:20 will be counted tardy. Please help your child arrive on time. **Excessive tardies will follow similar guidelines as absences and may result in letters, meetings with school staff, or attendance contracts.**

IV. HOMEWORK GUIDELINES

A. Daily Procedures

There will be occasions when a student will bring schoolwork home. Homework is a practice to extend learning time. It is an integral part of the educational program that contributes to good study habits, self-discipline, personal initiative, independence and responsibility as well as providing a link between home and school. The ultimate goal of homework should be positive and should enhance academic achievement. In general, teachers follow the 10 minutes per grade level rule of thumb, meaning 1st grade may have about 10 minutes of homework, 2nd grade may have around 20 minutes of homework, etc. Reading at home is considered as homework. Responsibilities include, but are not limited to the following:

The teacher will:

- Assign reasonable amounts of homework.
- Assignments are a completion or a review of class work.
- Parents are kept informed about expectations.
- Provide feedback regarding progress.

The student will:

- Record or organize daily assignments.
- Bring home appropriate materials.
- Complete work on time.
- Return completed work to school.

The parent will:

- Provide a quiet place for homework completion.
- Provide an atmosphere to support learning at home.
- Assist when needed, but remain unobtrusive.

B. Make Up Work

Teachers are more than happy to provide assignments for children who are absent from school. Arrangements to get work home can be made through a phone call or email. Parents may request to pick homework up, or make arrangements to have homework sent home with another student. Students who are absent will miss the valuable instructional time, so it is important that students be in school whenever possible.

V. TRANSPORTATION

A. Bicycles

Bicycles may be ridden to school by students whose parents believe their child has the ability and is responsible. Parents should remind their child that the bike should be placed in the bike rack off of the grass. It is recommended the bicycle be locked to the bike rack. Bike riders should also remember that they are to obey the same traffic rules that automobile drivers do. Under no circumstances will bicycles be ridden on or off the school grounds during the school day. Bicycles are to be ridden in a safe manner (one person per bike), or this privilege will be revoked. Helmets are HIGHLY recommended!

B. School Bus

Our student's safety is our number one concern. Riding on a school bus should be no different than learning in the classroom. A positive, proactive approach will be used by bus drivers, teachers and administration when handling any bus behavior situations. In general, any activity which concerns or distracts the driver is objectionable. The bus driver needs to keep his/her mind on his/her driving and on potential traffic situations. If he/she is worried about the activity on the bus, he/she cannot be a safe driver. Students and parents need to understand that the students riding on school buses must obey all rules and regulations, or forfeit their right to ride the school bus.

After any objectionable behavior is reported to the building principal, a fact finding investigation will occur. This will include discussing the situation with the bus driver, and the classroom teacher. We

may also involve other students that were present. The building principal will determine the level of discipline and communicate that information with parents. Bus discipline may result in contacting parents, loss of recess or future field trips, loss of bus privileges, etc. Parents whose child is directly involved will be contacted using our office referral form or a phone call. When pupils experience problems that develop in connection with bus transportation, they should first discuss them with the bus driver. If no satisfactory solution is reached, notify the building principal or the superintendent.

The following discipline procedures will be followed for bus related incidents:

- **1st incident...warning**
- **2nd incident...30 minute after school detention**
- **3rd incident...Loss of bus privileges for a day**
- **4th incident...Loss of bus privileges for two or more days**
- **5th incident...Loss of bus privileges for a minimum of one week**

Students waiting to ride the bus from the high school to the elementary must remain on the sidewalks and follow the instructions of the high school personnel on duty before school starts. Supervision begins at the high school at 7:40 a.m. It is strongly recommended that students report to the bus stop at the high school no earlier than 7:40 a.m.

1. Loading and unloading pupils:

- a. There is no required time for a school bus to wait when a pupil is not at the loading station at the scheduled time, and the policy of waiting is not recommended.
- b. A driver need not wait for passengers more than five minutes after school has been dismissed.
- c. Exiting and entering the bus must be in an orderly manner. Students will go directly to their seat and remain seated while the bus is in motion.
- d. A pupil is not to run out into the street to meet a bus. He/she must wait until the bus comes to a stop at a regular loading position. Buses will unload only at the school or designated areas.
- e. The emergency door is not to be used except in a real emergency or during an emergency drill by the bus driver.
- f. All pupils should receive a discharge from the right front entrance of each school bus. If said pupils must cross the highway, they shall be required to pass in front of the bus, look in both directions, and then proceed to cross the highway only on a signal from the bus driver.
- g. A pupil should let the driver know in advance when he/she is not going to ride on the bus.
- h. All students who plan to leave their bus route at a point of destination other than the point nearest their home or on another bus must have a bus pass. A permission slip or permission band will be issued from the elementary office, after a permission slip from parents or a phone call from parents is received and approved. This information will be communicated to the classroom teacher, the student and the bus driver through the office issued permission slip or permission band.

2. Who may ride the school bus or may not:

Students who live in town, students visiting another student, adults who live on the bus route, children who are not in school or students from another school MAY NOT BE transported by the school bus without prior signed permission by a building principal. (The bus driver must see that no people other than the pupils who are designated to ride on a bus are transported on the bus). A person assigned to ride a specific bus may not ride the bus of another route without permission. Students shall bring a written permission slip from home to the office, and they will receive a bus pass to ride another bus.

3. Inside the bus:

- a. A pupil may not save a seat for another person or persons.
- b. The driver may assign seats to some or all passengers.

- c. Windows are not to be lowered more than halfway, and nothing should be projected out of the windows. Pupils should leave windows alone. The bus driver will attend to ventilation. Pupils shall not extend their hands, arms or head through bus windows.
 - d. Shouting on the bus and remarks to people outside the bus are prohibited.
 - e. No one is to interfere with other passengers such as taking caps, scarves, books, etc.
 - f. There shall be no smoking or lighting of matches on the bus.
 - g. There shall be no shooting or throwing of any object in the bus or out of the bus window.
 - h. The bus is not to be marked or damaged in any way, such as writing on walls or cutting/tearing seats.
 - i. A pupil may not leave the bus seat while the bus is in motion.
 - j. Each passenger is expected to help keep the bus clean.
 - k. No food or beverages may be brought onto the bus without the driver's permission.
4. Adverse weather:
No school bus shall stop to load or unload pupils unless there is at least 300 feet of clear vision in each direction. (Section 321.372-1 Code of Iowa, 1979) The law as described forbids a bus to stop on the public roadway when for whatever reason there is less than 300 feet of clear vision in each direction. No bus shall leave the public roadway to receive or discharge pupils unless their safety is enhanced. With an intermittent visibility condition, students are to go to a stop on their bus route which has clear visibility, come to school by their own transportation or take an excused absence and stay at home.
5. Storm routes:
Storm routes are routes that will be using a loop system to get as close as possible to most of the students. These roads will be established during heavy drift conditions over long periods of time. They are the roads that will be opened first in your area. It is impossible for anyone to be knowledgeable about all the roads in the school district. If you are aware of your road being blocked, please let the school administrator or bus drivers know. Some of the roads are passable, but have no place for the bus to turn around, so please help us to help you.
6. Communicating severe weather conditions:
Primarily, the District will utilize the following stations in addition to the District automated phone services. If weather conditions are such as to make driving the bus hazardous, an announcement concerning transportation will be made over the following radio and television stations:

KUUL – 101.3 FM - Davenport
 WMT – 600 AM - Cedar Rapids
 WQAD – Channel 8 – Moline
 KWQC – Channel 6 – Davenport
 WMT – 600 AM – Cedar Rapids
 KMAQ – 1320 AM or 95.3 FM – Maquoketa

VI. HOT LUNCH PROGRAM

A. Cafeteria Expectations

Students are required to:

- Use good manners
- Use an appropriate voice level
- Take a minimum of 3 foods
- Raise their hands for any type of assistance
- Try the food they have chosen for lunch and drink their milk
- Follow the posted lunchroom rules.

B. Breakfast Program

An optional breakfast program is offered to all students. Breakfast will be served daily, beginning at approximately 7:50 a.m. Students may choose the days they wish to eat breakfast. We close for

breakfast at 8:10 a.m. and expect students to be finished by 8:20 a.m. and report immediately to class. No breakfast will be served on days when school begins with a late start.

C. Lunch Program

The students at Calamus-Wheatland Elementary have a twenty-minute period designated for lunch. Students can purchase a hot lunch or bring a lunch from home. Students are encouraged to drink milk or bring a drink from home. Students who bring lunch from home are encouraged to bring a healthy, well balanced meal. Carbonated drinks, including pop are not allowed. Please refer to board policy #507.1 and #507.1 R-1 for more details related to school lunch.

The Calamus-Wheatland Elementary School Hot Lunch/Breakfast Program features a computerized lunch accounting system. Whatever amount of money you send for your child will be credited to the appropriate account. Each meal purchased will then be deducted from the balance. Payments should be sent with the student to school. We encourage you to place it in an envelope with the child's name and amount enclosed and in the form of a check, if possible. The cost of hot meals and extra milk is subject to change and the current charge is announced at the beginning of each school year.

Free or reduced priced meals are available at school providing a family qualifies, according to guidelines distributed by the district. These guidelines and applications may be submitted at any time during the school year, and must be renewed at the beginning of each new school year, or anytime there is a change in a family's status.

Low lunch notices will be emailed to parents on the Thursday of each week. Please watch for the reminder slips in your email regarding the status of your child's lunch accounts. You may also check lunch balances on JMC. If you need your username and password for your account please contact either office.

We will offer seconds on lunch for the 5th and 6th grade students. If you do NOT want your child to take seconds, please discuss this with him/her. If you qualify for Free or Reduced Lunches, you will still have to pay these prices for seconds. Also, if your child's account is overdrawn at the time they wish to get seconds, they will not be allowed seconds.

Preschool, Begingergarten, and Kindergarten are all offered a daily snack and milk. **Snack and milk are NOT covered by the free/reduced program, so please make sure there is money in your child's account to cover snack/milk.**

VII. HEALTH INFORMATION

A. General

The school should be informed of any significant health conditions of a student. The information will be shared with the school staff that needs to know about a child's health condition. Any change in the student's health status during the year should be communicated to the school nurse.

B. Head Lice

Pediculosis (head lice) represents one of the most common communicable childhood conditions, an acknowledged problem when raising and caring for children. Working together, we can minimize the impact of head lice in our school and community. Students with signs and symptoms of head lice will be referred to the school nurse. Any child found to have lice would be recommended for treatment at home. Families must actively participate at home in the treatment and prevention of head lice. Our goal is to support all families and keep all students in school whenever possible.

C. Emergency Care

The school is responsible to initiate emergency care for illnesses or injuries. First aid will be given, but subsequent care is the responsibility of the parent or guardian and their physician. A parent, guardian or other responsible person will be notified when a child is sick or injured. The family doctor will not be contacted without authority from parent or guardian unless it is apparent that an injury or illness needs immediate medical attention. No sick or injured child will be sent home without first contacting the parent or a responsible adult. Parents will be contacted or students will be sent home with any of the following symptoms: fever, sore throat, vomiting, diarrhea, undiagnosed rash, inflammation of eyes, untreated impetigo or ringworm and head lice or nits.

D. Medication

Medication will be given by the school nurse or a certified staff member in the absence of the nurse. Students will be given medication upon written consent from the parent or guardian. The medication to be given at school must be in the original container, clearly labeled with the name of the student, name of the drug, time, amount to be given, and duration it is to be given.

E. Health History

The school nurse, teachers and parents must work together to control communicable disease effectively. Parents are asked to keep the school informed of any such illnesses. The school nurse will inform parents when their child may have been exposed to infectious individuals. This will help parents to recognize early symptoms. State law requires children entering preschool to have a preschool physical and proper immunization. Parents are asked to provide the school with a health history listing childhood diseases and any physical conditions or use of medication that may affect the functioning of the child in the classroom.

VIII. WEATHER RELATED EMERGENCIES

A. Procedures

In an attempt to ensure the safety of students throughout the Calamus-Wheatland Community School District, a policy has been developed for emergency situations. In the event of a fire or tornado the students are to be moved to the designated “safety areas” and remain until an “all clear” signal is given. Each school has designated safety drills to orient the students to the proper routes and procedures in case of fire or tornado.

B. School Closings

Primarily, the District will utilize the following stations in addition to the District automated phone services. A severe wind-chill factor, a snow storm, an ice storm or heavy fog that occurs during the night hours may cause the closing or delay to the start of school. In the event that school must be closed or delayed due to any of the above conditions, the announcement will be announced to the stations that have been previously listed.

This information may also be made available as soon as possible or announced during the school day if any early closing is determined necessary due to developing weather conditions.

C. Disaster Drills

The elementary building at Calamus, as well as the junior-senior high building at Wheatland, conducts disaster drills regularly. These drills are planned rehearsals geared toward properly training the children how to evacuate to safety areas in case of tornado, fire or severe weather conditions.

D. Inclement Weather

All children are expected to go outside during recess unless it is raining or extremely cold. When the wind chill factor is around 10 degrees or colder, indoor recess will be held. During cold weather, students should be dressed warmly, including hats, scarves and mittens. In snowy conditions, snow pants, winter boots, and gloves or mittens will be required to play on the snow. Otherwise students may be confined to the black top. **Students will be asked to wear a jacket or sweater when temperatures are below 60 degrees.** Indoor recess will be held if outdoor playground conditions are poor. These are the general guidelines that we follow and decisions may vary based on individual, day to day situations.

IX. CHARACTER DEVELOPMENT

A. General

The Calamus Wheatland Community Schools believe that the communities of Big Rock, Calamus, Wheatland, Toronto and surrounding areas include citizens whom embrace the principle that character counts at home, in school, in the workplace and in community activities. **Our mission** is to provide leadership to promote and encourage trustworthiness, respect, responsibility, fairness, caring and citizenship.

B. The Six Pillars of Character

- *Trustworthiness* – Be honest, be reliable, be loyal and stand by your family, friends and country.
- *Respect* – Treat others the way you expect to be treated, be tolerant of differences and use good manners.
- *Responsibility* – Think before you act and be accountable for your choices.
- *Fairness* – Play by the rules, be open minded and make decisions without favoritism or prejudice.
- *Caring* – Be kind, forgive others and help people in need.
- *Citizenship* – Be a good neighbor, stay informed and protect the environment.

C. Discipline Procedures

Learning is an important aspect of any given situation requiring discipline action. The staff in the Calamus-Wheatland School District wants students to learn in a positive environment and learn self-discipline. We hope that as students mature, school discipline will help them develop the character traits which are necessary in achieving their objectives and getting along with others. The main goal of school is learning. Because of its importance, any person who prevents a student or themselves from achieving this goal will be disciplined. Teachers or administrators may impose consequences after a student has taken away from the learning environment. Another important purpose of education is to help students become effective citizens. Citizenship involves rights and responsibilities to conduct oneself in a manner that will avoid:

- Endangering the welfare and safety of any person.
- Infringing on the rights and properties of others.
- Causing a disruption of education programs or discipline.
- Causing a loss or destruction of school facilities.
- Violating laws, school district policies and regulations, school building and classroom rules, or bus rules.

All students are expected to conduct themselves in an orderly and respectful manner at all times. This includes in the classroom, the halls, the lunchroom, the playground, and on the bus. Each student is responsible for his/her own actions and is answerable to all members of the staff.

Each teacher is in charge of his/her room. If a student does not conform to the rules, it is the teacher's responsibility to take the necessary action to maintain control of the classroom. If the student does not cooperate, it is the teacher's responsibility to take necessary action including but not limited to contacting parents, conferencing with the student, conferencing with the principal, sending the student to the office for a time out, etc. An office referral form will be sent home or a phone call will be made to the parents explaining the nature of the situation and the disciplinary measures taken. Any additional infractions could result in an additional loss of privileges including a detention before or after school. Detentions will normally not exceed a half hour and parents will be notified at least 24 hours in advance. Failure to serve detentions may result in doubling the detention, assigning an in-school suspension or other measures as deemed necessary by the building principal. The parent(s) or guardian(s) of a student damaging the school building or property may be asked to pay the replacement cost or cost of repair. Inappropriate behaviors will be grouped in the following manner:

- **Minor Offense:** Will result in discussions and possibly contacting parents. Consequences like a detention may or may not be appropriate.
- **Major Offense:** Will result in a parent contact and detentions or suspensions. Suspensions may be in-school or out-of-school. Repeated minor offenses may equal a major offense.
- **Extreme Offense:** Will result in extended suspensions or expulsion from school. Expulsions will be a last resort and require a hearing with the Board of Education.

D. Student Appearance

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The board expects students to be clean, well-groomed, and wear clothes in good condition and are appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are not allowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of the principal a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications. We ask that students wear age appropriate apparel for each season that does not interfere with the learning process of others.

X. BULLYING & HARASSMENT

A. General

The Calamus Wheatland School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the school district has in place policies, procedures and practices that are designed to reduce and eliminate bullying and harassment when they occur. The elementary staff has received training and this training will continue. We have implemented processes to assist students in making productive decisions. Please refer to board policy #502.8 for further clarification.

Discipline procedures related to bullying or harassment includes:

- **1st offense...warning/counseling**
- **2nd offense...30 minute detention/counseling**
- **3rd offense...1 day suspension/counseling**
- **4th offense...2 or more days of suspension/counseling**
- **5th offense...1 week suspension/Behavior Intervention Plan prior to readmittance**

B. Definitions

Bullying defined: A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. Such negative actions include intentionally inflicting, or attempting to inflict, injury or discomfort upon another. These behaviors can be carried out physically, verbally, or in other ways, such as making faces or obscene gestures, or intentional exclusion from a group.

Harassment defined: Harassment is a behavior which has the effect of humiliating, intimidating, or coercing someone through personal attack. It is behavior that will make someone uncomfortable or embarrassed, and cause emotional distress. It frequently occurs when one person wants to exert power or control over another person.

C. Examples

Examples include, but are not limited to:

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

D. Initiations, Hazing, Bullying or Harassment

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

Students who feel that they have been harassed or bullied should:

- Communicate to the harasser or bully that the student expects the behavior to stop if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, counselor or principal to help.
- If the harassment or bullying does not stop, or the student does not feel comfortable confronting the harasser or bully, the student should:
 - ✓ tell a teacher, counselor or principal; and
 - ✓ write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;

- 1) what, when and where it happened;
- 2) who was involved;
- 3) exactly what was said or what the harasser or bully did;
- 4) witnesses to the harassment or bullying;
- 5) what the student said or did, either at the time or later;
- 6) how the student felt; and
- 7) how did the harasser or bullying respond?

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment or bullying on the basis of 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 includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons when:

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

Sexual harassment includes, but is not limited to:

- verbal, physical or written harassment or abuse;
- pressure for sexual activity;
- repeated remarks to a person with sexual or demeaning implications; and
- suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment or bullying based upon factors other than sex includes, but is not limited to:

- verbal, physical, or written harassment or abuse;
- repeated remarks of a demeaning nature;
- implied or explicit threats concerning one's grades, job, etc; and
- demeaning jokes, stories or activities.

E. Resources for Families

Pacer Center's Kids Against Bullying: www.pacerkidsagainstabullying.org

Stop It Now!: <http://www.stopitnow.org>

Keeping Children Safe From Abuse: Tips for Parents and Caregivers:

<http://www.cfchildren.org/parents/parentindex/>

XI. CWNET/INTERNET USE FORM

A. General

The Calamus/Wheatland Community School District is pleased to provide an electronic network which includes Internet access in every classroom, library and computer lab in our district. This allows students to gain information from thousands of databases and other sources around the country and

world. The network also provides space on building file servers for electronic storage of student work. With access to computers and the Internet also comes the availability of materials that may not be considered to be of educational value. This will be closely monitored. Also, plagiarism will be monitored closely and dealt with appropriately.

XII. PERSONAL PROPERTY/ PRIVILEGES AT SCHOOL

A. General

Items that are brought from home should be marked so they can be easily identified. These items will be allowed with teacher/principal permission only. If students choose to bring any personal property to school, the school cannot assume responsibility for the loss or damage to any of these items.

B. Lost and Found

The school has a particular place and manner for handling lost and found articles. Please have your child check the table near the office to recover lost articles or to turn in lost items that were found. It is recommended that the parent:

1. Assist the student to be responsible for his/her personal property.
2. Label articles and belongings.
3. Encourage the student to leave valuables and money at home.

C. Cell Phone Policy

Electronic devices have become a common means of communication and information access in today's society; however these devices have the potential to disrupt the learning environment. To avoid disrupting the learning environment, students will have their devices off and away during class, with the exception of when they are asked to use it for an educational reason by an instructor. Electronic devices include, but are not limited to, cell phones, mp3 players, iPods, etc. Students are not allowed to receive or check, or make calls or texts during class.

1. 1st Offense: Phone is confiscated and sent to office. Detention. Mr. Luepker will phone the parent, student may pick phone up at the end of the day.
2. 2nd Offense: Phone is confiscated and sent to office. Detention. Parent must see Mr. Luepker to have phone returned. Phone will not be returned to student.
3. 3rd Offense: In school suspension.

D. Hat Policy

Hats are only allowed in the building on certain dress up days as determined by the building principal. Hats should be removed before entering the building and may be put back on after exiting the building.

E. Gum Chewing Policy

Students are frequently given gum to chew as a reward and / or incentive. Gum chewing guidelines are defined within each classroom. If a student is given gum to chew in any classroom, it should be removed before the student enters the hallway or another classroom.

XIII. RECESS PROCEDURES

A. Playground

As part of our professional development, our elementary staff has been trained in the 6 Steps to a Trouble Free Playground. Recess is an important element of the school day that provides an opportunity for students to socialize, exercise and to reinforce "emotional intelligence" which accounts for about 80% of a child's future potential. Social skills are taught in the classroom and students are expected to use these skills while at recess. The students have been instructed on games that are developmentally appropriate. Recess at the elementary level should be an extension of learning that takes place within the classroom.

B. General Playground Guidelines

Some important playground rules to remember are listed below:

- Respect other students and adults at all times.
- Make good choices by cooperating and demonstrating the pillars of character.
- Play in designated playground areas at all times.

- Use school equipment: any playground equipment brought from home needs to be teacher approved.
- Report directly to recess and remain out of the school building unless given permission to return to the building from a supervisor on duty.
- Use the bleachers to sit; enter and exit from the bottom of the bleachers.
- Enter the playground equipment on the steps and exit off of the various slides available.
- Take turns and use the playground equipment in the manner in which it is intended.
- HAVE FUN! And realize that your safety and wellness is a concern to everyone.
- **All students will be expected to participate in recess activities unless they bring a doctor's written excuse that requests he/she not participate.**

XIV. EXTENDED LEARNING OPPORTUNITIES

A. Room Parties

Our Wellness Policy #507.9, encourages and promotes healthy students by recommending good nutrition for students; however, we understand that birthday parties and classroom celebrations may present exceptions. We suggest providing nutritious snacks for school parties. We offer this list of possible appropriate healthy snacks to choose from:

- Raw vegetables, such as celery, carrots, cauliflower, broccoli, green pepper, green beans, cucumbers, mushrooms or zucchini may be served with a low fat dip.
- Fresh fruit, such as apples, oranges, bananas, peaches, grapes, melons, pears, plums or strawberries.
- Quick breads and muffins, such as pumpkin, zucchini, banana or bran.
- Snack mixes made with popcorn, pretzels and whole grain cereal.
- Dried fruit.
- Yogurt with fresh, frozen or canned fruit.
- Unsweetened fruit juices.

B. Field Trips

Field trips are planned in order to provide additional educational experiences for students. These field trips are an extension of a classroom experience and should have educational value relevant to material being studied in the classroom. Written permission is necessary for your child to go on field trips, and if it is not received, the child will remain in the building. Parents will receive advance notice of upcoming field trips.

XV. ASSESSMENT AND EVALUATION

A. Standardized Tests

Standardized tests play an important role in the over-all education program, but they still only represent one of several sources utilized by teachers in the process of evaluating students. Teacher designed tests, teacher observations, checklists and judgments are also important sources of information. It becomes most crucial that every possible indicator be consulted when decisions are made concerning programming for children. Standardized tests offer a systematic method of monitoring a student's academic progress. Supplementary information such as state and national norms and item analysis are all available with standardized tests.

1. Children in grades third through sixth take ISASP's. The tests will be given in the spring.
2. The FAST test will be given to students in grades BK-6. This test measures fluency, vocabulary, and comprehension skills. This test is administered at the beginning of the year and again at the end of the year.
3. SAEBRS- The Social, Academic, and Emotional Behavior Risk Screener for Students (SAEBRS) is a brief screening tool through Fast Bridge that students grades 2nd - 6th will complete 3 times each year. The SAEBRS screener allows students to self-report on their own academic, emotional, and social behavior. It also allows teachers to complete a brief

questionnaire on each of the students in their classroom. This tool then assists school staff in identifying students who may need extra support in these areas. Some of these supports could include targeted classroom lessons, individual meetings with the school counselor, or small group work on social skills. If there are significant concerns regarding these scores we will contact you with additional resources.

B. Reporting Academic Progress

Calamus Wheatland Elementary issues a mid term progress report during the middle of each quarter to communicate student progress. Teachers may issue progress reports to all students or to students earning a grade of “C” or below. If parents have any questions regarding the progress of their child they should contact their child’s teacher. Report cards will be issued at the end of each quarter for grades BK-6. We believe communicating this information is an important aspect of the learning process. If you have any questions regarding student progress, please contact your child’s teacher. If needing further clarification please feel free to contact the building principal.

C. Retention

Only in extreme cases will retention be considered. Parental requests, teacher recommendations and evaluations of ability and achievement all play an important part in the decision of such an important step. Parents, AEA personnel and the student’s teacher will be called together to discuss the subject in depth before any decisions are made.

D. School Records

The Calamus-Wheatland School District collects and maintains records on each student in order to facilitate the instruction, guidance and education progress of the students. The records contain information about the student and may include, but are not limited to, the following types of information:

- Identification data (birth date, birthplace, etc.)
- Achievement records (grades, test scores, etc.)
- Aptitude tests
- External agency reports (vision, hearing, psychological)
- Attendance data
- Family background data
- Discipline data

Parents or guardians of students under age 18 may review the education records of the student. If you are interested in reviewing your child’s cumulative records, please contact the school office to schedule a time to do so.

XVI. PROGRAMS AND SERVICES

A. Human Resources

The following services are available to assist the staff and parents in providing the best education program for your child. You may also be called in for conferences with some of the people associated with these services:

- Director of Learning for Media & Technology
- Title I reading and math teachers
- Class size reduction teachers
- Occupational Therapist
- Resource Room Teachers
- Psychologist
- Special Education Consultant
- Speech Therapist
- Hearing Clinician
- Social Worker
- Talented & Gifted Teacher

Parent notification is required for the above bulleted resources before these people may work with your child.

B. Art

Every child is born with creative potential; the development of this potential must begin in childhood. Art holds an important place in the curriculum for all students not just the gifted few. Children with disabilities (verbal and written) can succeed in sharing their thoughts and emotions through art expression. Elementary art objectives include exploring the different art medias and nourish their creative talents. Not only will they be taught the skill but how to take care of the supplies used. They will learn to discover, organize, solve problems, create and communicate through art. Art also improves hand coordination and develops skills through practices and assists students to become more aware of their surroundings and gain an appreciation for art.

C. Title I Reading

Title I programs are designed to furnish supplemental work on reading or math skills, in order to provide smooth, continuous progress in the regular classroom. Small class size ensures that each child receives individual or small group help, in addition to encourage the development of positive attitudes toward reading. Regular communication between the Title I teacher and classroom teacher attempts to ensure consistency of instruction and approach. Through the use of multiple data points and teacher recommendation, students are declared eligible for this supplemental program. At this time, Calamus Wheatland offers Title I reading services.

D. Learning Media Center

The Calamus Wheatland Elementary School maintains a library of children's literature developmentally appropriate for the range of students in grades BK – 6. The library provides access to technology, research opportunities, materials to support the curriculum and reading for pleasure. Each class is scheduled to visit the technology lab on a regular basis and classrooms schedule visits to check out materials on a weekly basis. The Elementary Boosters have been committed to improving our media services and reading resources for the students of Calamus Wheatland Elementary.

E. Physical Education

Physical Education is a specialized area in which all students K-6 participate. Each child will participate in a planned progression of physical activities and motor development skills that are appropriate for his/her grade level. Children are to wear rubber soled tennis shoes that tie or velcro to PE class. Proper footwear will ensure safety and enhance performance.

In grades K-2, much of our emphasis is to help students learn to discipline themselves to work and play together, develop positive attitudes about themselves, and develop an appreciation of physical activities. We try to develop the basic large, sensory and perceptual motor skills through organized activities of movement, education, rhythmic response and physical fitness. We want each child to achieve a degree of success in some area of our activities.

In grades 3, 4, and 5, lead-up activities to team sports are stressed along with physical fitness. Students will have the opportunity to learn rules of the various team sports and some lifetime recreational activities. Fundamental skills are stressed. Grade 6 is an accumulation of the previous six years and a preparation for the junior high school physical education program. By the sixth grade, students should have a sound background in the area of individual and team sports.

All students will be expected to participate in recess activities or physical education activities unless they bring a doctor's written excuse that requests he/she not participate.

F. Resource Program

Students having difficulty in school must be referred to the school psychologist for testing in order to be considered for the resource program. Students may be referred by their parents or teachers. To qualify, students are given achievement tests by the psychologist (upon signed parental request). Students considered having learning difficulties must test with average or above average intelligence but show significant underachievement in a major subject area – usually reading, math or written expression. A conference is held to discuss test results, regardless of whether or not a child qualifies for resource programming. If he/she does qualify parents must give signed consent for their child to receive resource room help. Once a child is determined eligible and the parent gives permission, an

individual program is written and communication begins between parent and resource teacher to facilitate the student's progress in school.

Hearing Screening:

The Mississippi Bend Area Education Agency (MBAEA) screens all preschool, kindergarten, and grades 1, 2, and 5. Students in grades 3, 4, middle and high school, who are new to the district, and students with a history of known hearing loss will also be tested. Follow up testing will occur approximately two weeks following the screening if hearing test results were not within the normal limits. Parent/guardians who do not wish to have their child's hearing tested should notify the health office in writing at the beginning of the year. Parents/guardians with concerns about their child's hearing should contact the school nurse.

G. Vocal Music

Each class at the elementary level has music. A variety of approaches to music is used because of the variety of children. In grades K-2 singing, learning new songs, large body movements to music and some ear training through the use of music syllables and humming is stressed. In grades 3-6, in addition to singing, more ear training is provided through expanded use of music syllables, humming, whistling and the playing of musical instruments, as well as sight training through the study of common melodic and rhythmic patterns. The study of composers and orchestral instruments help the children learn more about the different types of music and musical sounds.

H. Instrumental Music

Fifth and Sixth graders may participate in band; individual or group lessons will be held with each member. In band, students learn to read, write, and perform music. Students perform and learn to appreciate different styles of music from classical to avant-garde. Band provides a number of performance opportunities and prepares students for junior high and high school.

I. School Counseling Program

The elementary school counselor works with all students at Calamus-Wheatland Elementary to address academic, personal, social and career development needs. The school counselor works collaboratively with all school staff to support the needs of our students. The school counselor implements a comprehensive school counseling program that promotes student achievement and success at school and life. Services provided by the school counselor include:

- Classroom Counseling: The school counselor will be part of the specials schedule and will see each class once every 6 days. Topics of lessons could include:
 - Emotional Regulation
 - Social Skills
 - Conflict Resolution / Problem Solving
 - Diversity and Inclusion
 - Empathy and Critical Thinking
 - Academic Skills
 - Communication
 - Peer Relationships
- Individual Counseling: The school counselor establishes confidential relationships with students to help them resolve or cope with problems that may arise. Concerns that may be addressed in this individual setting include: academics, anger management, grief/loss, conflict resolution, coping skills, self-control, problem-solving, family concerns, friendship, self-esteem, and feelings. Referrals for individual counseling can be made by school staff, parents, or a student self-referral.
- Small Group Counseling: The school counselor may work with several students in a small group setting to help them reach their academic and social goals. These groups are typically arranged during the lunch period.

In addition to these services the school counselor can be a resource to families to provide additional support services. Please contact the school counselor if you have any academic or personal/social concerns about your student.

J. WINN Time

WINN Time is a 40-minute block every day that the district has set aside to focus on reading enrichment and remediation. Students receive small group and individual attention focused specifically on what they need.

XVII. TALENTED AND GIFTED

A. Program Goals

The identification of students will be a cooperative process involving the classroom teacher, the TAG teacher, the building administrator and parents.

Goals of the Calamus-Wheatland Elementary School TAG program

- To identify students needing enrichment using multiple assessments.
- To provide a variety of educational opportunities for a broad range of students.
- To provide a continuum of services that strengthens their talents and indulges their interest.
- To help meet the affective needs of gifted students by providing an environment of acceptance where they can interact with their intellectual peers.
- To disseminate information to parents and classroom teachers regarding outside learning opportunities.
- To be a resource for classroom teachers and parents.

B. Qualifications

Test scores and teacher recommendation is used for inclusion in the gifted and talented program. Any student who performs at the 95th percentile (NPR) on any single sub-test on a standardized test (e.g., Iowa Assessments) will be considered for **enrichment/acceleration**. Any student who performs at two (2) grade levels or more above present grade level on a standardized test (e.g., BRI) will be considered for **enrichment/acceleration**.

C. Teacher Nominations

At any time during the school year, classroom teachers can recommend for enrichment any student who displays characteristics of superior performance or potential, who may not otherwise be identified through standardized testing. Nominations may be as a result of classroom observations, pretesting, and product quality. Any student who demonstrates exemplary classroom performance (e.g., “A” honor roll) will be considered for **enrichment/acceleration**.

D. Parent/Guardian Nominations

Parents or guardians who believe that their child should be considered for **enrichment/acceleration** programming may submit a nomination at any time during the school year. The nomination forms are available from the TAG resource teacher.

E. Personalized Education Plan (PEP)

In general, 3rd through 6th grade students who perform at the 97th Iowa percentile rank (IPR) or above on the reading comprehension, math total or science ITBS subtests shall receive a **Personalized Education Plan**. A PEP is a formalized plan utilized within the TAG program to plan specific curriculum modifications for qualifying students.

Students who have demonstrated exemplary performance (e.g., “A” honor roll) or who have been nominated by teachers or parents for **enrichment/acceleration** but do not score accordingly may be additionally tested by school personnel to determine appropriate eligibility for a PEP. The Cognitive Abilities Test will be given at the time by the TAG resource teacher. Each teacher will collaborate with the TAG resource teacher to determine appropriate options and services for identified students in their classrooms and to assist in the documentation of services provided to these students for the purpose of making recommendations for the following year’s programming.

XVIII. SCHOOL SAFETY

A. Vandalism

Any person or persons willfully damaging the school property will be assessed the total cost for all replacement of repairs. In the case of a minor child, the parent or guardian will be held responsible as provided in the Code of Iowa. Students are subject to a fine or replacement of books they abuse. Teachers are asked to screen the textbooks frequently for abuse.

B. Weapons

Weapons and dangerous objects are not allowed on school grounds or at school sponsored events. If a student is found in possession of a weapon on school grounds or at a school sponsored activity, the student's parents or guardian(s) will be contacted. In the discretion of the administration, law enforcement may also be contacted. The student(s) will be subject to further disciplinary action, which could include recommendation to the Calamus Wheatland Board of Education for expulsion.

C. Custody

If there is a court ruling concerning custody and parent visitation rights please let us know so that we can provide for the well-being of your child. All school communications will be sent to the primary custodial parent unless otherwise requested.

D. Child Abuse

The fact that some children are abused by adults is a reality. This abuse can be physical, mental or simply in the form of neglect. Iowa law, effective 1977, makes it a requirement for all certified school employees to report all cases of suspected child abuse to the Department of Social Services. Failure to comply with this legislation subjects a certified school employee to a fine or imprisonment. Child abuse is defined in the Code of Iowa as any non-accidental physical injury suffered by a person under eighteen years of age resulting from acts or omissions of parents, guardians or persons legally responsible for the person.

XIX. REQUIRED PUBLICATIONS

A. Title IX

Title IX, passed on July 1, 1972 officially reads, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to, discrimination under any program or activity receiving Federal Financial Assistance.

The Calamus-Wheatland School District has implemented the various regulations of Title IX in eliminating sex discrimination against students and employees of educational programs and activities. See section on Title VI and IX and Section 504, Grievance Procedure, located at the end of this handbook. Parents or guardians are always encouraged to visit the schools and to become aware of the individual programs and their implications. If parents are aware of suspected violations or wish to visit about Title IX, the building principals are available to explain compliance procedures.

B. Reporting Procedures for Allegations of Abuse

If it is believed that a student has suffered abuse by a school district employee in the course of their employment, it shall be reported to the school's designated Level One Investigator or the Alternate Designated Investigator. A written complaint must be filed on forms that are available in all administrative offices.

- The designated investigator is the Superintendent.
- The alternate investigators are the building principals.

Complaints that are filed with the level one investigator will be handled in accordance with Board Policy #405.7

The Level II Investigator is Brian L. Gruhn, Attorney
4089 21st Avenue S.W. Suite 114
Cedar Rapids, Iowa 52404
Phone # 396-6577

C. Release of Information

The information below may be released to the public in regard to any individual student of the school district as needed. Any student over the age of eighteen or parent not wanting this information

released must make objection in writing to the principal. The objection needs to be renewed annually. Information includes the following:

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 or previous school or institution attended by the student, photograph and likeness and other similar information.

D. Title VI and IX and Section 504 Grievance Procedure

Any student, employee, patron or parent of the Calamus-Wheatland Community School District shall have the right to file a complaint alleging noncompliance with the Board of Education policy on Nondiscrimination on the Basis of Race and Sex in accordance with regulations outlined in Title VI of the Educational Amendments of 1964 and in Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

The purpose of the procedure is to provide for a mutually acceptable method for the prompt and equitable settlements of alleged grievances over the interpretation and application of the policy on Nondiscrimination on the Basis of Race and Sex. Representatives for the Board of Education and the grievant shall keep these proceedings as informal and confidential as may be appropriate at any level of the procedure.

Level One- (Informal) With principal or immediate supervisor. Any employee, student, patron or parent with a grievance should first discuss it with his/her principal or immediate supervisor, and a student with a complaint should first discuss it with his/her teacher, counselor or building principal, both with the objective of solving the matter.

Level Two- (Formal) Grievance Officer. If, as a result of the informal discussion with the principal, counselor, teacher or appropriate immediate supervisor, a grievance still exists, the aggrieved employee or student may formalize and pursue the grievance by filing a complaint in writing on a Compliance Violation Form which may be obtained from any building principal or the grievance officer. The complaint shall state the nature of the grievance and the remedy requested and shall be signed by the grievant (parents or guardian of a minor child.) The filing of the formal, written complaint at Level Two must be filed with the grievance officer within fifteen (15) working days from date of the event-giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence.

The grievant may request a meeting with the grievance officer concerning the complaint. A minor child shall be accompanied by a parent or guardian. The grievance officer shall provide the person against whom a complaint is alleged a copy of the written complaint, investigate the complaint and attempt to resolve it. A written report from the grievance officer regarding action taken will be sent to the grievant within fifteen (15) working days after receipt of the complaint.

If the aggrieved person is not satisfied with the disposition of the grievance, or if no disposition has been made within the fifteen (15) working day period, the grievance shall be transmitted to level three within fifteen (15) working days.

Level Three – Superintendent. The superintendent shall attempt to meet with the aggrieved person within fifteen (15) working days following receipt of the grievance or appeal from level two. The superintendent shall indicate his disposition of the grievance in writing within ten (10) working days of his meeting with the grievant and shall furnish a copy thereof to the aggrieved person, party against whom the complaint has been alleged and the grievance officer.

This procedure in no way denies the right of the grievant to seek private counsel or agencies for mediation.

EDUCATION OF HOMELESS CHILDREN AND YOUTH

“Homeless child or youth” is defined as a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence. Information for students and parents is available in the elementary office.

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E. ANTI-BULLYING/HARASSMENT POLICY

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

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

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

If after an investigation a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures that may include, suspension or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures that may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include, exclusion from school grounds. “Volunteer” means an individual who has regular, significant contact with students.

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

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

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

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ANTI-BULLYING/HARASSMENT POLICY

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

- Repeated remarks of a demeaning nature
- Implied or explicit threats concerning one's grades, achievements, property, etc.
- Demeaning jokes, stories, or activities directed at the student; and/or
- Unreasonable interference with a student's performance.

Sexual harassment of a student by an employee means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

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

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

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

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

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

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ANTI-BULLYING/HARASSMENT POLICY

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

It also is the responsibility of the superintendent, in conjunction with the building principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing

training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the board.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,

and a copy shall be made to any person at the superintendent's office at 110 E Park Road, Wheatland, Iowa.

Adopted: 8-13-07

Reviewed: _____

Revised: 12-10-07

Code No. 104.R1

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ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

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

COMPLAINT PROCEDURE

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

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

INVESTIGATION PROCEDURE

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

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

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ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES RESOLUTION OF THE COMPLAINT

Following the investigation the building principal will make a determination of any appropriate additional steps that may include discipline.

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

POINTS TO REMEMBER IN THE INVESTIGATION

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

Adoption: 8-13-07

Reviewed: _____

Revised: 12/10/7

The Calamus/Wheatland Community School District does not discriminate on the basis of race, color, creed, gender identity, socioeconomic status, marital status, sexual orientation, national origin, religion, age, sex, or disability in its educational programs, services, or employment practices. Inquiries concerning application of this statement should be addressed to:

*Christine Meyer, Equity Coordinator
Calamus/Wheatland Community School
110 E. Park Road
Wheatland, Iowa*

