

Central Lee Elementary School Student Handbook 2019-20

Central Lee Community School District Mission

The mission of the Central Lee Community School District is to prepare life-long learners who are independent thinkers, value themselves and others, and have the knowledge and skills to become productive citizens.

Central Lee Elementary School Mission

The purpose of Central Lee Elementary is to build a strong foundation for the future by providing a safe learning environment that engages all students through challenging expectations, where teachers, students, and parents work together to equip all students with the tools needed for lifelong success.

CENTRAL LEE
HAWKS



Here at Central Lee we **A**lways **W**ork together to **K**eeep students **S**ucceeding!

Central Lee Elementary

Mrs. Heather Fuger – Preschool-5th Grade Principal

hfuger@centrallee.org

2642 Highway 218 – Donnellson, Iowa 52625 Phone: (319) 835-9510

Dear Parent/Guardian,

Welcome to the Central Lee Elementary 2019-20 school year!

The information in this handbook is designed to provide valuable details regarding elementary school procedures and the rights and responsibilities of elementary students at Central Lee Elementary School. I hope it serves as a resource for you and your student(s) during the school year. Please take some moments to read through and understand the contents.

At Central Lee CSD, each building has its own unique culture and climate, however our goal of promoting a safe, positive environment is shared. Each school has developed and implemented a school-wide PBIS (Positive Behavioral Interventions & Supports) Plan that emphasizes students being bucket-filling H.A.W.K.S (Willing, Kind, Safe Students) that are Successful, Organized, Accountable, and Respectful. **H.A.W.K.S S.O.A.R!!!** With the incorporation of the Leader in Me- which incorporates the characteristics of The 7 Habits of Happy Kids, we have a unified approach to addressing the needs of students that makes our elementary school and our district successful.

The success of our school also depends on positive collaboration between home and school so I invite you to visit the school often, take part in school activities, and show an interest in your child's progress. We will make every effort to communicate with you through Class Dojo, newsletters, notes, emails, and phone calls. Please don't hesitate to contact us if you have questions, concerns, or compliments at 835-9510 option 2. It is my sincere wish that we all work together in fostering positive learning experiences for students.

We are excited about this school year and wish you and your children much happiness and success!

Mrs. Heather Fuger

Central Lee Elementary Principal

How to support Reading at home! We appreciate your support!

- Read aloud to your child every day.
- Let your child see you read and let your child know that you enjoy reading.
- Be involved in your child's reading progress. Ask your child's teacher what you can do to help your child.
- Surround your child with books and other reading material.
- Limit screen time. Show your child that reading, writing, drawing and playing games together are even more fun than television. Carefully choose the shows your child does watch. Watch and discuss programs together.

When your child learns to read, listen to him/her read for a few minutes every day. The more a child reads, the better reader he/she becomes.

Every single time a child reads something, he/she is changed by it.

—Stephanie Harvey

Mathematics is Necessary- Kids Need Number Sense—Right Now!

by Francis (Skip) Fennell, NCTM President 2006-2008 [NCTM News Bulletin, March 2008](#)

Is 4×12 closer to 40 or 50? How many paper clips can you hold in your hand? If the restaurant bill is \$119.23, how much should you leave for a tip? How long will it take to make the 50-mile drive to Washington? If a 10-year-old is 5 feet tall, how tall will the child be at age 20?

You may sense the urgency in this title. Curricula, standards, focal points, and assessment guidelines all provide mathematics teachers with guidance about what's important at different levels of instruction. Some goals are more elusive than others and perhaps vaguely defined. My goal, hope, and wish are for all students to leave elementary school with a strong sense of number that will then expand and develop in middle school, before engaging in higher-level mathematics at the high school level. So, this column is all about the importance of number sense!

How does number sense begin? This is where cognitive psychology comes in. Early on, children are able to literally see small quantities, develop basic counting skills, and add small amounts. An early sense of number is mostly intuitive, developing through a variety of experiences. Home is a great place to start. I often talk to parents about having early math conversations with children. "How many spoons?" "Which is more?" "How do you know?" "What's one more?" "Two more?" "One less?" "Two less?" "How many steps to the door?" "How long do you think the drive will take?" Talk, talk, talk! These experiences bring math

into the lives of children early on. Students approach school with a growing sense of number, and parents and others can build on this.

Once children begin their mathematics in school, a variety of mathematical experiences help develop a more formal sense of number. These experiences include, but are certainly not limited to, working with place value, composing and decomposing numbers, understanding how addition, subtraction, multiplication, and division work, acquiring basic facts, and developing fluency with whole-number operations. Number sense also requires an understanding of how the commutative, associative, and distributive properties work and how they are used in learning basic-fact combinations, adding columns of numbers, and seeing how the multiplication algorithm works. This work must extend to fractions, decimals, and related percents as students move through the elementary grades into middle school.

Students who have a good sense of number are able to provide a reasonable response to the examples above, including the driving example. And they know that there is no proportion-driven response for the final example. Number sense, however, is also about knowing that $6 + 7$ and $7 + 6$ both produce a sum of 13; that 25×7 is less than 200; that the quotient for $1/2 \div 1/4$ is larger than $1/2$; that the stadium could not seat 400,000 people; that tripling the square footage wouldn't make for the most economical home to heat; and so on.

As students estimate, talk about numbers, compute, use mental math, and judge the reasonableness of their results, they become more flexible in working with numbers. A sense of number emerges that is built on the foundations discussed above, which yield responses such as, "I knew $3/4$ was more than $3/5$ because the pieces were bigger in fourths." This is what all math teachers want. Such "aha!" classroom moments remind us about the importance of understanding. No, we can't wait. Number sense is important and needed—right now.

We appreciate your support in all academic areas! #Proud2bCL

Table of Contents

- **Central Lee Elementary**
 - **Parent Notification**
 - **Entrance/Admissions**
 - **Classroom Assignment**
 - **School Days**
 - **Bad Weather Dismissal**
 - **Attendance**
 - **Excused Absences**
 - **Student Dismissal**
 - **Student Leaving during the Day**
 - **School to Home Communications.....**
 - **Recess**
 - **Parent Visitation**
 - **Custody/Parental Rights**
 - **Grandparents Visitation**
 - **Child Visitors**
 - **Flower Delivery**
 - **Use of School Phone**
 - **Lost and Found**
 - **Abuse Investigators.....**
 - **Parent Teacher Organization**
- **Academic Information**
 - **Student Progress Reports**
 - **Grading Scales**
 - **Conferences**
 - **Parent Involvement**
 - **Student Promotions**
 - **Physical Education**
 - **Music Program**
- **Student Conduct**

Examples of Improper Conduct

- **Movement in the Building**
- **Toy Guns and Knives**
- **Snowballs**
- **Contact Sports**
- **Respect**
- **Illegal Substance**
- **Fighting**
- **Writing on Desks or Walls**
- **Offensive Language**
- **Improper Public Contact**

Non-Discriminatory Learning Environment.....

- **Student Expectations**
 - **Hallways**
 - **Bus**
 - **Bus Loading/Unloading**
 - **Restrooms**
 - **Playground**
 - **Lunchroom**
 - **Care of School Buildings**
 - **Student Appearance**
 - **Student Belongings**
 - **Toys**
 - **Electronic Devices**
 - **Trading Cards**
 - **Skateboards and Frisbees**
 - **Initiations, Hazing, Bullying or Harassment...**
 - **IV Central Lee Elementary Activities**
 - **Field Trips**
 - **Special School Activities**
 - **V Financial Obligations**
 - **Student Fees**
 - **Student Insurance**
 - **Lunch/Milk**
 - **Fines/Fees**
 - **VI Medications**
 - **VII Notices: GPAEA, Federal, State.....**
-
- *** Not all (board policies) are the full policy. Full policies can be viewed by requesting a copy at the Central Lee Board Office.**

I. CentralLeeElementary

PARENT NOTIFICATION LETTER

The Central Lee School District wants every child to have a rewarding and enjoyable school experience. To meet this goal we need ongoing communication between home and school and particularly among teachers, children and parents. If your child is unhappy or feeling unsuccessful and you feel that we can be of assistance, please do not hesitate to call.

The Central Lee Elementary School has developed a plan to assist children who may experience problems at school. The School District has many individuals who are available to help you and your child. For example, we have a guidance counselor, a school nurse, at-risk instructor, school psychologist, school social worker, special education consultant, speech and language clinician, and the special education resource teacher. All of these people are employed to assist you, your child, and your child's teachers. Your child's teacher may contact these people and they may observe, consult with or about your child, and assist with instruction.

The school also has a "Learner Assistance Team" which may include some of the people noted above. The Learner Assistance Team will try to solve specific problems a child might be experiencing. At your request, or the request of school personnel, this team may convene to deal with problems about which there is a concern. When this team meets, specific recommendations will be made to assist your child in becoming more successful in the classroom and we would welcome your suggestions and concerns.

If you have a concern about your child's performance in school, please share it with his/her teachers. If you are not satisfied, feel free to contact the Building Principal.

Entrance – Admissions (Board Policy 501.4)

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to September 15 to participate in the district's kindergarten program. The child must be age six on or prior to September 15 to begin the first grade of the education program.

The board shall require evidence of age and residency in the form of a birth certificate or other evidence before the student may enroll in the school district's education program. It shall be within the discretion of the superintendent to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with their health and immunization certificate. Failure to provide this information within the time period set by the superintendent shall be reason for suspension, expulsion or denying admission to the student.

This policy reflects current Iowa Law.

Classroom Assignment (Board Policy 501.5)

The building principal shall have the complete discretion to determine the placement and assignment of students to individual classrooms.

School Days

School opens for children to enter the building at 8:00 a.m. Students not riding the buses are encouraged to arrive at 8:05 a.m. if eating breakfast, otherwise not before 8:15 a.m.

Students are not allowed to go to classrooms until 8:15 a.m. Classes for elementary students start at 8:25 a.m. Students arriving after 8:25 are considered tardy.

The school day ends at 3:25 p.m. Students not staying after school with a teacher should be out of the building by no later than 3:45 p.m.

The school office is open from 7:30 a.m. until 5:00 p.m. The telephone numbers are 835-9510 and 463-7321 and select Opt #3.

BAD WEATHER DISMISSAL

If weather conditions are such that we will not have school, radio stations KOKX (13.10 AM), and KGRS (107.3) and KBKB (13.60 AM) will be notified. You are to listen to one of the stations for information regarding a change in school starting times or cancellation of classes. You may log onto the Central Lee Community School website (SNS), click on www.cancellations.com or

call the school for the weather line (#1 inclement weather announcements. Also, many School Reach, which will email, text and/or provide alerts. WGEM/KHQA will air any late or early outs due to weather-related reasons.

option) for school have signed up for call your phones to starts/cancellations

ATTENDANCE (School Board Policy 501.3)

When a child enrolls in the Central Lee Community School District, it is expected that the student will attend each of the calendar days that school is in session. Children of compulsory attendance age shall attend school one hundred sixty-nine (169) days per school year.

The Central Lee Community School District will consider a student truant if the absence has not been approved by the parents and by the school. Regardless as to whether there is parental consent, final approval of absences rests with the school. It shall be the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school in that day. The principal may request evidence or written notification of the student's reason for absence.

Absences beyond 8 days may require administrator approval to be considered excused.

Excused Absences (Board Policy 501.9)

Regular attendance by students is essential for students to obtain the maximum opportunities from the education program. Parents and students alike are reminded to ensure an absence from school is a necessary absence. *Families are highly encouraged to schedule appointments, checkups, and vacations outside of school hours or during scheduled school breaks.* **Pre- approval from the principal for absences from school because of extended vacations or other circumstances is required.**

Student absences approved by the principal shall be excused absences. Excused absences shall count as days in attendance for purposes of the truancy law. These absences include, but are not limited to, (illness, family emergencies, recognized religious observances, appointments that cannot be scheduled outside the school day and school-sponsored activities).

If the absence is to be excused, a dated written excuse signed by the parent or guardian must be presented to the office.

If excessive absences or unexcused absences are a problem, a conference with the parent(s) and the student will be held. If this does not prove successful, the principal will contact the county attorney. (The building administrator does have the power to extend the attendance provisions under extreme circumstances.)

Student Dismissal

Parents will need to park then come to the office to pick up their child if he/she is not riding the school bus home or if they prefer not to participate in **Central Lee Elementary Load & Go**. If your child is going home on a different bus or is being picked up, **please send a note that is signed and dated**. Your note will be sent to the office, so a pass can be issued. If we do not have a note, the child will be sent home on their regular bus.

If your plans change, please call the school as soon as possible to make arrangements.

Students can only be released to people listed on their registration card.

Students Leaving During the School Day

Parents are required to come to the office to sign out a student before the student can leave the building during the school day. The student will be summoned to the office at that time.

School to Home Communications

Communication between school and home is vital for your child's success in school. As the educators we will communicate with you in a variety of ways. Centrally Speaking is a district-wide newsletter mailed to your home in August. The other four issues can be accessed online at our website www.centrallee.org or hard copies are available by request or at your local library. You can also look for an elementary newsletter, H.A.W.K Headlines, to be sent home hard copy with your child periodically throughout the school year. H.A.W.K Headlines is also available online through the elementary page of the website. Weekly, school-wide announcements will also be emailed to any families providing email addresses at registration. Individual teachers will also communicate with parents in a variety of ways including but not limited to newsletters, emails, phone calls, and notes home. Parents can contact individual teachers, the At-Risk coordinator, or the school Principal during the school day as needs, concerns, questions, or compliments arise.

4

Recess

Unless weather is extremely cold or rainy, all children are expected to go outside during recess periods. A doctor's request to the contrary will be honored.

Please have children wear clothing appropriate for the conditions outside. This includes snow boots when the pavement is covered with snow or if it is wet in the winter.

Parent Visitations

Parents and visitors must report to the office upon arrival at the PreK-8 building. The secretaries will provide you with a visitor's badge. This is necessary because of the large number of students in the building. We need to be accountable for all people who are in the building on a daily basis.

Parents are encouraged to visit their child's classrooms. We do ask that you prearrange the visit with the classroom teacher and limit the visit to a portion of the school day. It is also recommended that the visit not be during the first two or last two weeks of the school year. (The first four weeks of kindergarten.)

Custody and Parental Rights (Board Policy 507.7)

Disagreements between family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. **Court orders that have been issued shall be followed by the school district.** It shall be the responsibility of the person requesting an action by the school district to inform and provide the school district the court order allowing such action.

Grandparent Visitation

Iowa State Law requires the written or verbal permission from the parent for grandparents wishing to visit or have lunch with students.

Child Visitors

Child visitors are not allowed unless accompanied by an adult.

Flower Delivery

Please do not have flowers, balloons, etc. delivered to students during the school day.

5

Use of the School Phone

Students must have the permission of an office secretary to use the school telephone before or after school. During the school hours, the student must have the permission of the classroom teacher or the office secretary before using the telephone. **Students may not make long distance calls on school telephones.**

Lost and Found

Please mark your child's belongings such as schoolbags, coats, shoes, etc. with your child's name. This will ensure your child's belongings are easy to identify. Students who have lost clothing or personal items should check the lost and found in the office. Articles not claimed after a reasonable length of time will be removed from the school.

Abuse Investigators

If you have any concerns relating to abuse of students by a school staff member, contact at your earliest convenience one of the investigators appointed by the Central Lee School Board of Education. The investigators are the high school and elementary principals.

Parent Teacher Organization

Central Lee Elementary has a strong PTO that supports the elementary in a variety of ways. The PTO organizes and runs several successful fundraisers throughout the school year that benefit the elementary, the students, and the teachers. The PTO meets monthly for most of the school year. Volunteer members are always welcome. A PTO table will be available at registration or call the elementary for more information. Many hands make light work!

II. Academic Information

Student Progress Reports (Board Policy 505.1)

Students shall receive a report card at the end of each nine-week grading period. Parents of students who are doing poorly (e.g. failing) shall be notified prior to the end of the grading period in order to have an opportunity to improve their grade. The report cards will be picked up at conferences after the first nine weeks. All other report cards will be sent home with the students.

6

Grading Scales

100-93 A E 92-90 A- E- 89-87 B+ E- 86-83 B S+ 82-80 B- S+ 79-77 C+ S 76-73 C S 72-70 C- S- 69-67 D+ S- 66-63 D N
62-60 D- N 59-below F N

Conferences

Parent/Teacher Conferences are held in Central Lee School at the end of the first nine weeks and again at the end of February.

Parent Involvement

Parent involvement is one of our top priorities. Parents are a child's first, and utmost important teacher. As your children's teachers, we want to work together with you to nurture and support a well rounded, academically, successful young person. Research shows that even the simplest involvement such as a "How was school today?" or "Do you have homework?" from a parent at the end of the school day can help to increase student achievement. We highly encourage you to be involved in your child's education, ask questions, and support your child's learning both inside and outside of the school environment. Together, school and family as partners, we can prepare today's children for a prosperous tomorrow.

7

Student Promotion – Retention – Acceleration (Board Policy 505.2)

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed. It shall be within the sole discretion of the board to retain students in their current grade level.

Physical Education

A doctor's excuse for non-participation in P.E. also includes non- participation in play at recess. We need clearance from the doctor before the student will be allowed to participate.

Music Program

The music programs are considered a part of the curriculum. **A child is not excused from participation without a letter of notification to the music teacher prior to the concert.**

III. Student Conduct

STUDENT CONDUCT (School Board Policy 503.1)

Inappropriate student conduct causes material and substantial disruptions to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in the light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct, which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of

8

other students to obtain their education or participation; conduct that is violent or destructive; or conducts which interrupts the maintenance of a disciplined atmosphere. **Disciplinary measures include, but are not limited to, removal from specific activities, removal from the classroom, detention, suspension, probation, and expulsion.**

Examples of Improper Conduct:

Movement with the Building

Students will move from place to place within the building in an orderly manner. Running, pushing, bouncing of balls, or loud talk, etc. will not be permitted.

Toy Guns and Knives

Guns and knives, toy or real, are not to be brought on the bus or to school. Bringing any of these types of items could result in immediate suspension or expulsion.

Snowballs

Snow is not to be picked up and thrown on school grounds.**Contact Sports**

Contact sports of any type are not to be played at school.**Respect**

All students will offer staff members and fellow students proper respect at school.

Illegal Substance

Illegal substances such as tobacco, alcohol, or other drugs are strictly prohibited from school grounds.

Fighting

Fighting (real or play) is prohibited at school.

Writing on Desks or Walls

Writing on desks and walls is interpreted as vandalism.**Offensive Language**

Swearing and use of offensive language is prohibited at school.

Improper Public Conduct

Public display of affection will not be tolerated.

9

Non-Discriminatory Learning Environment

The school, and its employees, should maintain a learning environment free from discriminatory insult, intimidation, or harassment, which is based upon race, sex, color, religion, age, handicap, ancestry, sexual orientation, gender identity, or national origin. Any incident or discriminatory insult, intimidation, or harassment in any form should promptly be reported to the teacher, or the building Principal for investigation and corrective action as appropriate. Students are to report any incident or alleged harassment. All administrators and teachers have an affirmative duty to maintain a learning environment free of insult, harassment, and intimidation.

It shall be a violation of policy for any student to harass other students and staff members, through conduct or communications of a sexual nature when the behavior has the purpose or effect of unreasonably interfering with an individual's performance or it creates an intimidating, hostile or offensive environment. Sexual harassment consists of unwelcome sexual advances; requests for

sexual favors, and other inappropriate verbal or physical conduct of a sexual nature when made by any student towards another student.

Any conduct, verbal or physical, which disparages or insults another person's race, sex, color, religion, handicap, ancestry, national origin, is unacceptable and will not be tolerated in the school setting. The counselor will be the first person to notify about a harassment situation. Upon notification from the counselor, the Principal shall take action to investigate and remedy all violations of this policy. Specifically, any student who, after investigation, is found to have engaged in this type of conduct shall be subject to reprimand and counseling to refrain from such conduct. If any student persists in engaging in such conduct after reprimand and counseling, they shall receive progressively more severe discipline, including detention, suspension or expulsion.

All complaints will be promptly handled. All complaints requiring disciplinary action shall be reported to the principal and superintendent of schools.

10

The building Principal shall have the authority to decide the number of days of detention for persistent harassment, discrimination, or intimidation. The building Principal shall have the authority to suspend students for persistent violation of this policy, but not in excess of existing board policy regulations.

Student Expectations Hallways

1. Lockers clean and orderly
2. Lockers opened and closed quietly
3. Use appropriate language and volume
4. Watch for and greet others
5. Always walk using line basics
6. Keep to the right
7. Keep hands and feet to self
8. Use efficient time management

Bus

1. Stay seated until the bus stops
2. Always keep your hands to yourself
3. Find something to do quietly
4. Everyone is respectful

Bus Loading/Unloading

1. Walk
2. Keep hands, feet, and book bags to self
3. Respect school property
4. Help others in need

5. Watch for others

Restrooms

1. Respect others privacy
2. Be quick and always flush
3. Wash hands when finished
4. Walk with hands and feet to self
5. Keep stalls and floors clean
6. Use quiet voices

Playground

1. Follow playground rules
 2. Line up quickly
 3. Treat each other kindly
 4. Respect and share equipment
- 11

Lunchroom

1. Take care of own needs
2. Use line basics
3. Inside voices and polite words with everyone
4. Leave area clean
5. Always walk, keeping hands and feet to self

Care of School Buildings (Board Policy 502.2)

Students shall treat school district property with the care and respect they would treat their own property. Students found to have destroyed or otherwise harmed school district property may be required to reimburse the school district. They may be subject to discipline under board policy and school district rules and regulations. They may also be referred to local law enforcement authorities.

Student Appearance (Board Policy 502.1)

Inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, and visitors.

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 and well groomed and wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for the use by minors and clothing displaying obscene material, profanity, or reference to prohibited

conduct are disallowed. 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 a 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.

Student Belongings Toys

Toys are only to be brought to school under the direction of the classroom teacher. Toys are not to be brought to school for recess. Any toy brought into the classroom and used to consume class time will be confiscated. The school shall assume no responsibility for damaged, lost or stolen toys.

12

Electronic devices

All electronic devices (**cell phones**, iPads, tablets, CD & MP3 players, Gameboys, etc.) should be left in lockers during the school day (formerly left at home) unless prior arrangements have been made with the teacher or principal. The school district is not responsible for lost or damaged devices. If items are seen or heard by staff members, they will confiscate the items, turn them into the office, and parents will then be notified to come and pick up the devices. **Trading Cards**

Trading cards are not to be brought on the school bus or to the school. All cards will be confiscated.

Skateboards and Frisbees

Skateboards and Frisbees are prohibited during school hours.

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:
 - ü tell a teacher, counselor or principal; and
 - ü 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 or bully did;
 - witnesses to the harassment or bullying;

- what the student said or did, either at the time or later;
- how the student felt; and
- how the harasser or bullying responded.

13

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.

14

IV. Central Lee Elementary Activities

FIELD TRIPS

The Board of Education realizes that valuable educational experiences can take place outside the regular academic classroom. Therefore, we encourage our staff members to plan trips that are educationally beneficial to the students.

Parents will be notified in advance of all field trips. A form giving general permission for students to participate in field trips will be distributed at registration and must be completed by the parents. This form will be kept on file in the main office.

The classroom teachers will determine if parent chaperones are needed for the trip. The need for parent chaperones will be based on the type of field trip, number of students, and the availability of seating on the school bus. Some facilities also limit the number of people we can bring.

If chaperoning, please do not bring other children on the field trip.

Special School Activities

Classroom parties will be limited to three per school year; one in the fall, winter, and spring. Students may bring birthday treats. *(It is recommended for the treats to be a healthy prepackaged snack and follow any allergy warnings from the classroom)* All other gum and candy should be left at home. Any other classroom parties must be cleared through the principal's office.

Birthday party invitations should not be sent to school for distribution.

A student may be denied the privilege of going on field trips, play days, or other school activities for failure to complete assignments or multiple behavior problems.

15

V. Financial Obligations

Student Fees

Pre-kindergarten through fifth grade children will be charged a textbook fee.

Student Insurance (Board Policy 507.6)

Students shall have the opportunity to participate in the health and accident insurance plan selected by the school district. The cost of the health and accident insurance plan shall be borne by the student. Participation in the insurance health and accident plan is not a contract with the school district, but rather, a contract between the insurance company and the student.

Lunch and Milk

All lunch accounts should be kept in a positive balance. Please send your child's lunch money to school in an envelope with his/her name and classroom written on the envelope.

Parents will be contacted when a balance gets to +\$10.00. Parents may check their child's lunch account balance by using PowerSchool.

Milk tickets are purchased as twenty-day tickets. The classroom teachers keep the milk tickets in their classrooms. They will notify the child when their ticket runs out of days. Fifth grade students do not have milk break.

Free and reduced lunches are available upon application and approval by the building principal to those who qualify.

Fines – Fees, Charges (Board Policy 503.3)

The board believes students should respect school district property and assist in its preservation for future use by others. Students may be addressed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property.

16

VI. Medications

Administration of Medication to Students (Board Policy 507.2)

Some students may need prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container.

All medication administered at school **must** be accompanied with a doctors order signed by the doctor and the parent.

There is a "Parental Authorization and Release Form for the Administration of Prescription Medication to Students" form in the office for all students taking prescription medications at school.

GREAT PRAIRIE AEA

Great Prairie AEA staff will be available to partner with Central Lee School District staff members to provide the best education possible for your child. These Great Prairie AEA staff include, but are not limited to: audiologists, consultants, teachers for hearing impaired and visually impaired, occupational therapists, physical therapists, school psychologists, school social workers, and speech-language pathologists. Your child's teacher may contact AEA staff for consultation, observation or interaction with your child. If you do not want the above services, please notify the school *IN WRITING*.

If you have any questions and/or concerns about these services, please call Kim Kirchner, Regional Special Education Director at the AEA at 1-800-382-8970, ext. 2115.

No Child Left Behind Requirement- Parent's/Guardian's Rights Notifications

Parents/Guardians in the Central Lee Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the

grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a school wide Title I program. Parents/Guardians may request this information from

the Office of the Superintendent by calling 319-835-9510 or by sending a letter of request to the Office of the Superintendent, 2642 Highway 218, Donnellson, IA 52625.

The Central Lee Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught by, a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

Federal NOTICE

"In accordance with Federal law, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C.20250-9410,

or call (800) 795-3272 (voice) or (202) 720 6382 (TTY). USDA is an equal opportunity provider and employer."

IOWA NOTICE

"It is the policy of the *Central Lee Community School District* not to discriminate on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, disability, or religion in its programs, activities, or employment practices as required by the Iowa Code section 216.7. If you have questions or grievances related to compliance with this policy by the *Central Lee Community School District*, please contact the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St., Des Moines, IA 50319-1004; phone number 515-231-4121, 800-457-4416; web site:<http://www.state.ia.us/government/crc/index/html>."