

FORWARD

This parent-student booklet is provided to all parents and students. Its purpose is to provide information and serve as a resource about the rules, regulations, and policies of the district. Some of the material contained in this handbook is necessary due to state and federal laws as well as court decisions.

We ask that each parent and student read this handbook to have a better understanding of the school district's regulations. While no document contains all information necessary, we hope that this book will give you a better understanding of school district operations.

Please come visit us anytime. You are always welcome regardless of the reasons for your visit. Open communication is the best solution to solve issues that may arise.

We hope that this school year every student will strive to do their best and that everyone will have an enriching, enjoyable and rewarding school year.

School Telephone Numbers

Secondary Office – 712-678-3325

Elementary Office – 712-678-3777

School Fax – 712-678-3626

PREFACE

The Charter Oak-Ute Community School District extends a hearty welcome to each of you. We trust you will take a place in our program of studies and activities that will be of benefit to you, to your school, to our communities and to society in general.

The purpose of this publication is to acquaint and to inform all those interested persons concerning the academic and the nonacademic programs of our school.

This handbook is to be kept as a ready reference by you, the student and parents/guardians. It does not answer all questions nor solve all problems, but it will answer a large portion of them for you. If you have further questions in regard to school programs, policies, and activities, or for personal matters, please contact your teachers or the administrators. It is easy to help those who ask for help. It is our aim to give all the aid possible to the students enrolled and the interested patrons of the Charter Oak-Ute Community School District.

Much is said about rules, regulations, school spirit, studies, schedules, teachers, etc., and these are all part of school. Whether you're a stately senior, a confused seventh grader, or somewhere in between, you all have one thing in common, you are a BOBCAT student. As older students, you should have some plans so that you will have goals toward which to work. Do each day's work so that you will be proud to have it as a part of your permanent record, which will follow you wherever you go. **SCHOLARSHIP COMES BEFORE EVERYTHING ELSE IN SCHOOL.** Your record counts more heavily each year. We wish each of you happiness in your school pursuits and success in the things you try to accomplish.

SCHOOL PERSONNEL

BOARD OF DIRECTORS

Jim Ewoldt, President
Jim Staley
Tyson Goslar
Randy Weed
Bill Magill

ADMINISTRATION

Rollie Wiebers, Supt./Principal
Adam Eggeling, PK-12 Principal
Cathy Carstens, Business Manager
Michael Bahr/Derek Dougherty, Athletic Directors
Shari Blake, Curriculum & Instruction
Patti Ryan, Human Resources

SECRETARIAL STAFF

Kim Creese, Jr./Sr. High
Renee Ernst, Elementary

FACULTY

Ashton Abbe
Marcela Babl
Michael Bahr
Jodi Behrendt
Hillary Boogerd
Brenda Christiansen
Nicole Cote
Wynn Dau
Beth Ewoldt
Debra Garrett
Brenda Gran
Shauna Heiden
Jessica Jepsen
Shelby Johnson
Michael Kline
Trent Lally
Cari Mesenbrink
Jon Morley
Leanne Thies
Dave Seieroe
Patty Staley
Shelley Stallons
Brian Steele
Lee Stence
Amber Terwilleger
Eve Ullerich
Heather Vogt
Chris Wood

Art
Spanish
Social Studies
Business Education
Vocal
Reading
Science
2nd Grade
3rd Grade
1st Grade
Kindergarten
Learning Disabilities/English
5th Grade
Math
English
4th Grade
Pre-School
Science
Talented and Gifted
Guidance
Learning Disabilities
Band
Physical Education/Health
Agricultural
English/Drama
Learning Disabilities
Math/Reading
Industrial Technology

TECHNOLOGY: Clayton Ullerich

CUSTODIANS: John Jepsen, Jaci Seils, Becky Meadows

LUNCHROOM STAFF: Diane Gotto, Patty Goslar

BUS DRIVERS: Stan Deiber, Dolly Goslar, Joe Houston, Fred Jepsen, Mona Pithan, Elaine Vogt

ASSOCIATES: Riannon Boettger, Danielle Creese, Tasha Hernandez, Jo Larson, Katelyn Leisinger, Brenda Nemitz, Chelsea Schroder, Breanna Seiple

ROOM LOCATIONS (North to South)

Third Floor

301	Terwilleger	English/Drama/Speech
302	Johnson	Math
303	Blake, Ryan, Bockelmann	Curriculum/Human Resources
304	Vogt	Math/Reading
305	Morley	Science
306	P. Staley	Social Studies - Resource
307	Jepsen	5 th Grade
308	P. Staley	Resource
308	Heiden	Resource
310	Seieroe	Guidance Office

Second Floor

201	Garrett	1 st Grade
202	Abbe	Art
204	Cote	Science
205	Ullerich	Resource
206	Ewoldt	3 rd Grade
207	Lally	4 th Grade
208	Dau	2 nd Grade
209	Thies	ELP/Title Math
210	Dougherty	Special Education
211	Christiansen	Title Reading

**First
Floor**

101	Nemitz	Library
102	Steele	Gym
103	Stence	Voc. Agriculture
104	Mesenbrink	Pre-School
105	Wood	Ind Technology
106	Gran	Kindergarten
108	Creese	Sec. Secretary
108	Eggeling	Administration
110	Wiebers	Supt.
110	Ernst	Elementary Office
111		Resource
112	Carstens	Business Office
120	Boogerd	Vocal
121	Stallons	Band
122	Kline	English
123	Behrendt	Business
124	Babl	Spanish
125	Bahr	Social Studies

Daily Schedule

Students should not plan to arrive to school any earlier than 7:50 a.m. In the afternoon, you are to be out of the building by 4:00, unless you are kept by a teacher for some specific purpose, such as a special appointment, music lesson, or an athletic practice session. If you are to be present before 7:50 or after 4:00, a faculty member must be present and responsible for your presence. Breakfast will be served starting at 7:50 am each day. Students should remain in the lunchroom. Commons area or gym lobby until the 8:10 bell rings as which time students should head to their first period class.

BASIC PERIOD SCHEDULE FOR SECONDARY STUDENTS

Period 1	8:20	9:02	Period 5	11:24	12:00
Period 2	9:06	9:48	Period 6	12:10	1:18
Period 3	9:52	10:34	Period 7	1:22	1:44
Period 4	10:38	11:20	Period 8	1:48	2:30
			Period 9	2:34	3:16

Peer-Advisor Period 1:22-1:44

We will run shortened periods on days we start late or dismiss early.

LUNCH PERIOD SCHEDULE

All students will have a lunch break and will be required to stay on campus for lunch. No student will be allowed to leave the building without permission from the administration.

11:00 – 11:24 --- PK-KD-1st-2nd

11:35 – 12:00 --- 3rd-4th-5th

12:10 – 12:32 --- 6th,7th,8th

12:56 – 1:18 --- 9th-10th-11th-12th

All students remain under the jurisdiction of their teachers during lunch break.

LUNCH AND BREAKFAST

Hot lunch and breakfast will be sold on a daily basis. Any amount can be deposited into their account and each time they eat lunch, breakfast, have an Ala Carte item, or extra milk, their account will be debited that amount. Money can be deposited in either the principal's office or in the lunch line. A salad option exists for students and staff and there is an option for a second meal. Free and reduced meals are made available, but applicants must reapply each year under the specific guidelines on income which the school Board approves annually for the ensuring school year. Charter Oak-Ute discourages the practice of charging meals. It is our policy that we do not want any students to go hungry. However, no student will ever be allowed to be negative in their account more than \$10.00 dollars.

ABSENCES

We cannot stress too greatly the importance of your child being in school everyday, on time, to achieve the greatest success possible and a positive attitude toward school. **Regular attendance is expected of all students.** It is impossible to completely make up all the work missed on the day of an absence; if so, there would be no reason for conducting daily classes. A typical school day is filled with learning that is not limited to books, i.e. group projects, cooperative learning, and/or discussions. Paper work can be made up, but the valuable learning opportunities cannot. Ultimately, retentions may be considered if the student, due to poor attendance, is unable to meet academic expectations. However, when your children are sick, they *should* stay home. If your child is going to be absent, please call the school before 8:30 A.M.

Families planning to be gone should notify the school several days in advance so work can be prepared and completed. Parents/Guardians should make arrangements to get schoolwork for ill students at the end of the day of their absence.

Level One Absence (Excused)

Illness (must be accompanied with a Dr.'s excuse)

Funeral

Medical Appointment (must be accompanied with a Dr.'s excuse)

Court Appearance

Religious Holiday (must have written explanation by a parent 3 days prior to the absence)

Other excused absences may be granted at the administrations' discretion

Level Two Absence

Students that are out of town, caring for a sick relative, on vacation, called in sick by a parent or absent for any reason than listed above, have level two absences.

Level Three Absences

Skipping school and parents are unaware. This type of absence will have behavior repercussions and also will be counted as a level two absence.

Steps in Attendance

1. After 5 level two/three absences, the school will contact the parent via letter with a copy of the student's attendance, a copy of the school's attendance policy, and a request for the parents to contact the school to discuss how the situation will be addressed.
2. After 10 level two/three absences the school will contact the parent via letter with a copy of the student's attendance, a copy of the school's attendance policy, and a request for the parents to contact the school to set up an attendance cooperation meeting.
3. After 12 level two/three absences a letter will be sent to the parents informing them that the matter will be referred to the county attorney office for a determination of whether there has been a violation of Iowa's compulsory education law. Agencies not limited to, the following may also be contacted: Department of Human Services, Public Health, Area Education Agencies, and Juvenile Court Services.

Level Three Absence

1. **First Offense:** make-up time (one hour make-up for one hour of truancy) and parents notified.
2. **Second Offense:** one-day in-school suspension, parent conference
3. **Third Offense:** three day in-school suspension, parent conference
4. **Fourth Offense:** referral to the superintendent for disciplinary action

TARDINESS

All incidences of class tardiness will be turned into the office. Teachers will explain their tardy policy to the student. Once a student receiving their fourth unexcused tardy for that class period, they will be subject to disciplinary sanctions.

1. **First Offense** Detention
2. **2nd Offense** Two Detentions
3. **3rd Offense** Out of School Suspension
4. **4th Offense** Referral to Board of Education for further conditions

TRUANCY

A student who is of compulsory attendance age who fails to attend school as provided in Chapter 299 of the Iowa Code (Iowa Code 299.8) of the Iowa school district's attendance policy or who fails to attend competent private instruction under Chapter 299A, without reasonable excuse for the absence shall be deemed to be truant from school.

The parent, guardian or legal custodian of the student of compulsory age is required to make sure the student is attending school. Compulsory attendance age is defined as "children who are at least six (6) years of age by September 15 of the school year involved. A student whose 16th birthday is on or after September 15 must attend school that entire year.

A student must attend at least a minimum one hundred forty-eight (148) days of school a year and thirty-seven (37) days each quarter to not be considered truant by state law. The Charter Oak-Ute Community School has established as its policy that students must attend at least one hundred sixty days a year and 40 days a quarter. This means that students can have no more than 20 days unexcused absences a year and no more than 5 unexcused absences in a quarter.

TRANSFER OR WITHDRAWAL

If it becomes necessary for you to withdraw or transfer from the CO-U school, you should make an appointment to see the building principal ahead of time in order to check obligations and to insure proper procedure.

RULES AND REGULATIONS

All organizations need some kind of rules to assist in the actual governing of conduct.

Most of the following rules are local in nature, but some have been established by outside organizations of which the Charter Oak-Ute Community School is a member. Some of the operating rules which have been developed are indicated under the appropriate title headings.

DISCIPLINE

Good discipline originates in the home because the parent is the first teacher of the child. It is the obligation of parents by teaching and by example, to develop in the child good habits of behavior as well as proper

attitudes toward school. The home and school must work in such a way that children learn what is or is not socially acceptable behavior. Respect for law and order should be instilled in the minds of children, and expected in the behavior of all youth. The goal of all district employees shall be to provide ample and effective guidance for students in obtaining self-control.

DEFINITION OF SCHOOL DISCIPLINE

School discipline is the guidance of conduct of students in a way, which permits the orderly and efficient operation of the school so that the learning environment is such that all students may achieve maximum educational benefits.

AUTHORITY AREAS OF SCHOOL CONTROL

School premises

School-owned and operated school buses

Related school activities

Conduct away from the school grounds is subject to school discipline if it directly affects the good order, efficiency, management, and the welfare of the school.

BREACH OF DISCIPLINE DEFINED

Breach of discipline is any conduct of a student, which interferes with the maintenance of a good learning environment in the school. Acts of behavior which tend to conflict with the educational program and which are antagonistic to the welfare of other students and school personnel cannot be tolerated. Breach of discipline includes:

- *Emotional display which disrupts a class, school activity, or passage in the corridors

- *Physical and/or mental abuse of other students.

- *Open defiance or willful disobedience involving refusal to conform to the rules and regulations, profane or obscene language, loud, boisterous conduct which disrupts the orderly, efficient and disciplined environment and operation of the school, refusal to comply with the request and direction of teachers, administrators, or other school personnel, or similar actions.

- *PROFANE: abusive, vulgar, irreverent, degrading
- *OBSCENE: offensive to accepted standards, insightful or lustful feelings, lewd, indecent, or repulsive to the senses
- *Physical attack or threats of physical attack on any school personnel or students.
- *Personal misbehavior such as extortion, intimidation, or the possession of dangerous objects.
- *Willful giving of false information.
- *Willful damage of personal property of others.

These breaches of discipline apply to out-of-class activities as well as in-class activities. In all cases of breach of discipline, due process shall apply. Accused offenders shall be provided with an opportunity to reply to charges made. Grievance and due process procedures are outlined later in this handbook.

PENALTIES FOR BREACHES OF DISCIPLINE

The following penalties are of a progressive nature and each step begins with a conference.

1. Conference with student and school authorities; parents notified at the discretion of school authorities.
2. Parents notified and detention periods served or community service assigned.
3. One-day in-school suspension; parents notified.
4. Three-day in-school suspension; parent conference mandatory for student to return to classes.
5. Out-of-school suspension.
6. Student referred to Board of Directors for disciplinary action.

SEVERITY: The severity of the breach of discipline will determine the penalty step. Example: The penalty for an act may begin with Step #5.

FAILURE TO SERVE DISCIPLINE PENALTIES

A student shall not repeatedly fail to comply with the directions of teachers, student teachers, substitute teachers, principals, or other authorized school personnel during any period of time when he/she is properly under the authority of school personnel.

1. Open defiance of not going to detention or community service.
 - a. Double detention time

- b. If student still doesn't go to detention, Step #5 of Penalties for Breaches of Discipline shall apply (out-of-school suspension)
- 2. Any act which involves a suspension:
 - a. One or two-day suspension and no involvement in activities for that day(s)
 - b. Three-day suspension, no participation in activities for three days and Good Conduct Rules for activities enforced

DETENTIONS

Detentions will be assigned to be served at various times by teachers and administrators. Students who receive this penalty will be assigned to serve from one hour to three hours. Failure to serve the discipline penalty at the assigned time will result in doubling of the time assigned to serve. If a student fails to serve the double penalty, they will be subject to out-of-school suspension.

Students will be expected to bring homework and study materials while assigned to detention. Rules will be posted concerning acceptable behavior during detention. Failure to abide by these rules will result in the penalty being doubled and the student dismissed from detention.

Parents will be notified at least one day prior to the assigned time. The secondary principal must be notified of emergency situations indicating the reason a student cannot serve on the assigned date. Certain disciplinary actions could result in students being assigned to serve community service time. This time could be at the school or somewhere in the community and could be assigned before or after school or on Saturday morning. Parents will be notified at least one week prior to the assigned Community Service Assignments.

DISCIPLINARY SANCTIONS DEFINED

DETENTION: Detention shall be the requirement that a student remain before or after school for a specified period of time. The length of the detention can be one hour or more.

REMOVAL FROM CLASS: Removal from class is that period of time a student is sent from the classroom by the teacher to the principal's office for a period of time not to exceed one day. The administrator reviews with the student and the teacher the misconduct and determines the conditions for readmission to class or further disciplinary proceedings.

DENIAL OF EXTRA-CURRICULAR ACTIVITIES OR

PRIVILEGES: The denial of extra-curricular activities or privileges shall be the declaration of ineligibility to participate in such extra-curricular activities or privileges for a period of time outlined in the Good Conduct Rules and the Discipline Code.

IN-SCHOOL SUSPENSION: In-school suspension is the temporary isolation of a student from one or more classes while under proper administrative supervision. In-school suspension may be imposed by an administrator for violation of school rules, regulations, or policies where the infraction does not necessarily warrant removal from school by suspension. Students are expected to complete all assignments and credit for the assignments will be determined by the student's teachers.

SUSPENSION OF THE STUDENT FROM SCHOOL: Suspension is that period of time a student is sent home from school by an administrator or the Board of Directors. Suspension is to be employed in accordance with the Discipline Policy, and only when other available school resources are unable to cope constructively with pupil misconduct. If the suspension is in-school, the student is not permitted to attend classes. A suspended student shall be given an opportunity to make up work missed while on suspension.

REMOVAL FROM A SPECIFIC CLASS FOR THE BALANCE OF A SEMESTER:

The removal of student from a specific class for the balance of a semester is isolation of a student from a specific class while under proper supervision, and is a permanent in-school suspension for the semester from that class where the student's conduct does not warrant suspension from school.

EXPULSION OF LONG-TERM SUSPENSION FROM SCHOOL BY THE BOARD: Long term suspension or expulsion is the act carried out by the Board of Directors by a majority vote that expels any student from school for violation of the rules, regulations, or policies established by the Board, or when the presence of the student is detrimental to the best interests of the school. The Board may consider, by majority vote of those present, to grant readmission to the student suspended by Board action at any time and upon any condition it may determine. In no event will a student be suspended beyond the school year in which the Board suspension occurred.

COMMUNITY SERVICE: Student assigned to complete assigned hours of work. Community service will involve some type of activity that could induce some physical labor such as clean-up.

OTHER CORRECTIVE ACTIONS: Other corrective actions may include personal conferences, isolation, verbal reprimand, corrective counseling, work tasks after school, restitution, and calling parents to explain the nature of the misbehavior, and disciplinary action taken.

SPECIAL SITUATIONS

Certain behaviors within the disciplinary code carry specific penalty actions. These include:

Malicious Mischief: Malicious mischief includes malicious injury, defacing or destruction of any building or fixture, and includes the willful writing, marking marks, drawing characters, etc. on walls, furniture and fixtures. **PENALTY:** Up to a three-day suspension for the first offense, restitution according to Board policy, and parents notified. Repeated offenders also may be referred to the Board of Directors for disciplinary action.

Altercations: There may be an altercation when two or more persons engage in any fight or violence toward each other in any angry or quarrelsome manner in any public place to the disturbance of others.

Penalty: Students involved in fighting on school property, at school activities, or on a transportation vehicle will be subject to suspension. The severity of the penalty will be at the principal's discretion. Repeated offenders may also be referred to the superintendent for further disciplinary action.

Drugs/Alcohol: A student shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind. Use of a drug authorized by a medical prescription for treatment for the student from an authorized physician shall not be considered a violation of this rule. Abuse of over the counter and/or prescription drugs will be treated as a violation.

A. Smoking, use of tobacco products or possession of tobacco materials on school property:

a. **First Offense:** – one-day in-school suspension; letter sent home and parent conference.

- b. **Second offense:** - out-of-school suspension and letter sent home.
 - c. **Third Offense:** - student taken to the Board of Directors for disciplinary action.
- B. Any student who uses, possesses, or distributes alcohol, or other drugs on school property, including all school grounds, school transportation vehicles, or at any school activity shall be brought to the attention of school administration immediately.
 - 1. **Use/Possession (any or under the influence)**
 - a. **First Violation** – parent or guardian contacted immediately, three-day in-school suspension, referral to the Student Assistance Team with expectation that all subsequent recommendations be followed regarding possession, local law officials notified.
 - b. **Second Violation** – parent or guardian contacted immediately, referral to the Student Assistance Team, out-of-school suspension pending an assessment at a licensed substance abuse treatment agency regarding possession, local law officials notified, and expectation that all subsequent recommendations of the assessment agency be followed.
 - c. **Third Violation – and all following violations-** parent or guardian contacted immediately, expulsion from school, or out-of-school suspension, pending an assessment at the licensed abuse treatment agency, expectation that all recommendations of the abuse agency treatment center be followed and local law officials notified.
 - 2. **Sale of Distribution of Alcohol or other Drugs**
 - a. **First Violation and all subsequent violations-** parents or guardian contacted immediately, referral to Student Assistance Team, expulsion, or out-of-school suspension pending an assessment at a licensed substance abuse treatment agency and pending completion of all subsequent recommendations, including those of the Student Assistance Team and ultimately school administration be followed, local law officials notified.

WEAPONS (FIREARMS)

The Board believes weapons and other dangerous objects in the school district facilities cause material and substantial disruption to the school environment, or present a threat to the health and safety of students,

employees, and visitors on the school district premises or property within the jurisdiction of the school district.

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

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

Student bringing a firearm to school shall be expelled for not less than twelve months and will be referred to law enforcement authorities. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on case-by-case basis. For purposes of this portion of this policy, the term “firearm” includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or received of any such weapon, a muffler or silencers for such a weapon, or any explosive, incendiary or poisonous gas.

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or other dangerous objects for educational purposes. Such a display shall also be exempt from this policy. It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

AVAILABILITY OF DISCIPLINE CODE

This student handbook contains those items of the school discipline code with specific outlined penalties for the specific acts. The complete discipline code has been published, subject to Board policy revisions, and copies of the completed code are available in the principal’s office upon request for some.

TEACHER RULES AND REGULATIONS

Each teacher may develop specific rules and regulations unique to his/her class or study hall in conjunction with the discipline policy. These rules and regulations may include such items as orderly conduct in specific locations, food and gum regulations, preparations for class, etc.

DUE PROCESS

1. All students are entitled to due process.
2. Due Process represents procedures to be followed which enable an individual to be heard with reference to policies, rules, and regulations of the Board of Directors, and administrative rules and regulations established for governing student conduct in promoting the welfare of due process:
3. Basic guidelines of due process:
 - a. All policies, rules and regulations shall be applied equitably to all situations to the greatest extent possible.
 - b. All policies, rules and regulations governing student conduct shall be communicated orally or in written form to the student at the beginning of the school year. Specific changes in the policies, rules and regulations made during the school year shall be communicated orally or in written form prior to implementation.

STUDENT-EMPLOYEE GRIEVANCE PROCEDURE

Students, parents of students, or employees of the Charter Oak - Ute school system shall have the right to file a formal complaint alleging non-compliance with the regulations outlined in Title VI of the 1964 Civil rights Act, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Any student or employee of the school, in any district education program, or activity, on the basis of sex, race, national origin, creed, age, marital status, or physical/mental disability, who feels they have been discriminated against, may file a written complaint, and building principal's response shall be provided to each member of the Board of Directors. If the complainant is not satisfied with such response, he/she may submit a written appeal to the Board of Directors indicating with particularity, the nature of the disagreement. The Board of Directors shall consider the appeal at its next regularly scheduled Board meeting following the receipt of the response. The Board of Directors shall permit the

complainant to address the Board in public or closed session, as appropriated and lawful, concerning his/her complaint, and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

DISCIPLINE CODE GREIVANCE PROCEDURE

This is a grievance procedure system designed for the students of the Charter Oak-Ute Community School to file against any school employee. This grievance can only be filed to appeal a punishment serious enough to warrant a detention, and can only be filed by one student per appeal form. When a student feels he/she needs to file a grievance, he/she may go to any faculty member he/she chooses and ask him/her to serve as a facilitator.

The purpose of the facilitator is to help the student fill out the grievance form, to investigate the incident, and to counsel the student in filing the student in filing the appeal. A member of the faculty may decline the request to serve as facilitator. The facilitator is merely an optional part of the appeal system and any student filing an appeal could do so without a facilitator. The aggrieved student may ask a member of the student body to perform the functions of and to serve as a facilitator.

NON GRIEVEABLE ITEMS

- A. Ann appeal can only be filed against an employee of the school system.
- B. An Appeal can only be filed for an incident, which results in at least a detention.
- C. A complaint cannot be filed by a student against another student.

GRIEVANCE FORM INFORMATION – Each grievance shall state the nature of the grievance, the aggrieved, the names of any witnesses, representatives, and other information deemed pertinent by the aggrieved.

PROCEDURE

- A. Step I
 - a. After learning the offense and/or penalty, the student has two days to fill out a grievance form and present it to the building principal.

- i. The principal has the responsibility to determine if the grievance form has been completed properly.
 - ii. The principal has two days to call a conference and render a decision.
- B. Step II
 - a. After learning the principal's decision, the student has one day to appeal the decision to the superintendent.
 - b. The superintendent has three days to render a decision.
- C. Step III
 - a. After learning the superintendent's decision, the student has three days to appeal to the Secretary of the Board of Directors.
 - b. At the first regular Board meeting following the filing of an appeal, or at such time fixed by the Board, the Board shall hold a hearing on the grievance. At such time, the Board shall investigate the facts and the circumstances.
 - c. Board's residing officer shall prescribe the rules for the conduct of the hearing and shall preside. The aggrieved and representatives shall have an opportunity to testify orally, and the board shall review all writings in the matter.
 - d. The Board shall deliver a decision within three days of the second regular Board meeting following the filing of an appeal. The Board, on its own motion, may extend this period for not more than thirty days.
 - e. All decisions of the Board shall be final within the scope of their authority.

FEES AND RENTALS

Textbooks are loaned for a rental fee far below the actual cost of them to the school district. Please take good care of the books loaned to you. Should a book become lost, report it at once. Some projects require individual materials, which the student can secure on his-own, with instructor approval. Some materials are made available by the school at cost, plus shipping. Please make sure fees are promptly paid.

DAILY MEAL/MILK PRICES

	Full Price Elementary	Full Price Secondary	Reduced	Free	Adult/Guest
Breakfast	\$1.30	\$1.30	\$0.30	\$0.00	\$1.75
Lunch	\$2.15	\$2.15	\$0.40	\$0.00	\$3.50
Each 2 nd Entrée	\$1.00	\$1.00	\$1.00	\$1.00	\$1.00
Milk	\$0.35	\$.35	\$0.35	\$0.35	\$0.35

BOOK RENT PER STUDENT

	Full Price	Reduced	Free
Grades K-6	\$25.00	\$ 10.00	\$ 0.00
Grades 7-12	\$40.00	\$ 15.00	\$ 0.00

Technology Fee

Grades 7-12	\$10.00		
Student	Activity	Tickets	
Grades K-5 \$25.00	Grades 6-12 \$30.00		

ADULT ACTIVITY PASSES

\$100.00 each
The Activity Pass gives you admission to all home activities other than school plays and dances for the school year 2016-2017.

LOST AND FOUND

All lost and found items should be reported or taken to the principal's office immediately. Every effort will be made to locate the owners within the school day.

INSURANCE

Students who so desire, may take insurance for the school year and summer months. The role of the school is to designate one agency to make a service available. All premiums collected go to the insurance company, and all claims are settled for you by the company, with an accompanying school statement. The only school regulation is that if you are going to participate in sports, you need some kind of insurance coverage by some company. If a home policy exists, we ask that a student present a signed statement from home that adequate insurance coverage is provided.

WELLNESS POLICY

The Charter Oak-Ute Community School District has a "Wellness Policy" in place and will also adopt procedures to comply with the "Healthy Kids Act". Components of the "Healthy Kids Act" include provisions concerning nutrition and physical exercise.

In order to comply with the provisions, soft drinks and non-nutritional beverages will not be available during school, other than concession stands or special events. Nutritional snacks and beverages will be made available during the school day.

The physical fitness component of the "Healthy Kids Act" requires that all students receive a minimum of 120 minutes a week of physical activity. Students who are in a school sponsored team sports are exempt from this requirement.

PROTECTIVE DEVICES

In accordance with state and federal law, students participating in certain classes are to wear protective devices. Any student failing to comply with such requirements will be temporarily suspended from participation in said course, the registration of a student for such course may be canceled by the principal for willful, flagrant, or repeated failure to observe the above regulations.

BUS TRANSPORTATION

Following is a list of rules in the form of bus regulations for students to govern conduct:

- * The driver is in charge of the pupils and the bus. Pupils must obey the driver promptly and cheerfully.
- * Pupils must be on time. The bus cannot wait beyond its regular schedule for those who tardy.
- * Pupils should never stand in the roadway while waiting for the bus.
- * No smoking on the bus at any time.
- * Unnecessary conversation with driver is prohibited.
- * Classroom conduct is to be observed by pupils while riding the bus, except for ordinary conversation. No horseplay is permitted.
- * Pupils must not try to get on or off the bus, or move about within the bus while it is in motion.
- * Pupils must not, any time, extend arms or heads out of the bus windows.
- * Pupils must observe instructions from the driver when leaving the bus.
- * Any damage to a bus by a student must be paid for by the student.
- * The driver will not discharge riders at places other than the regular bus stop near the home, or at school, unless by proper authorization from the parents, guardian, superintendent, or principal of the school.

____ Bus Discipline Penalties

- 1st Offense – Warning Letter and Conference
- 2nd Offense – Bus riding privileges suspended for one day
- 3rd Offense – Bus Riding privileges suspended for five days
- 4th Offense – Bus Riding Privileges suspended for remainder of the school year.

We will take an activity bus to many out-of-town activities provided there is sufficient interest. If you are not a participant and plan to ride same, you will be asked to sign up in the principal s office, along with a fee to defray costs. This is done early in the day of the event.

COURTESY

Common Courtesy: A teacher should, at all times, be addressed as Mr., Miss, Ms., or Mrs., whichever title may apply. It is good to remember that any school employee of the Charter Oak-Ute Community School District deserves the respect accorded to any member of the professional staff.

TELEPHONE

The telephone is primarily for school business. It is not to be used by students during school time without permission. Parents calling their students should be aware of the class schedule. A student will not be removed from class for a telephone call unless it is an emergency. Students may use their cell phone for personal calls after receiving permission from a staff member.

PERSONAL AUDIO & VIDEO DEVICES

Personal audio & video devices such as I-Pods, MP3 Players, Cell Phones, etc. will not be allowed to be used during class time. Students may use them before or after school, during lunch or passing time between classes. Students who are found using them during class time will have them confiscated and taken to the office. Parents will have to come to school to pick up the device on the second offense and any future violations of the rule.

STUDENT DRESS CODE

Proper dress and grooming should be a matter of pride, not only because of individual integrity, but also for the school integrity as well. Clothing appropriately worn promotes the appearance of a business-like environment in the school. The Charter Oak-Ute Community School District will have a non-provocative dress code policy. Therefore, the following dress code regulations will be in effect:

No alcohol, drugs, or tobacco promoting clothing.

No pornographic, or suggestive writing or designs.

No hats or caps on in the building, except for special days and occasions.

Shorts may be worn. Length of shorts worn to school continues to be an area of concern.

Shorts should be long enough to meet the following guideline. The shorts should be at or extend below the finger tips of the student when they stand and extend their arms down alongside their body.

No spaghetti strap shirts. Shoulder of tops should be covered with at least 1-1/2 material, and necklines should be modest.

Shirts must be long enough to prevent bare midriff.

No sleeveless shirts for boys.

The administration reserves the right to decide on the appropriateness of clothing not covered by the above statements. Appropriate clothing is conducive to enhancing the educational environment.

PERMANENT STUDENT RECORDS

An individual cumulative record follows every student throughout the school system, and any subsequent school system the student attends. The record offers a picture of the uniqueness of the individual through the following information:

- | | |
|----------------------|-----------------------------|
| 1. Personal data | 5. Activities record |
| 2. Family data | 6. Standardized test scores |
| 3. Health Record | 7. Attendance records |
| 4. Scholastic record | 8. Graduation data |

In addition to the above general areas of information, the folder contains records of special happenings and other special information useful in the evaluation of your educational experiences.

A student's permanent records may be inspected by parents, if the child is not 18 years of age. The district may set the time, as long as it is reasonable, after such a request has been made. Parents may request copies at the parental expense, unless such change denies access to the records. The parents may also challenge contents of the folder through an appeal process.

Access to the records is only for those staff members serving the student. A release must be signed before anyone else can inspect the records.

GUESTS

Students wishing to bring students from other schools to classes are strongly discouraged. Should you wish to seek permission to bring a guest to school, the following procedure must be followed: Contact the building administrator and make a formal request. We need to know at least a day in advance in order to notify all staff members. You must stop in the office and pick up a pass to carry with you to classes for your guest.

Section 504

Section 504/ADA is the section which applies to persons with physical or mental impairments. Commonly known as the “Civil Rights Legislation,” Section 504/ADA is a civil rights act which protects the civil and constitutional rights of persons with a disability. It states that no person with a disability (including a “hidden disability”) can be excluded from or denied benefits of any program receiving or benefiting from federal financial assistance.

ROLES AND RESPONSIBILITIES OF THE UNITED STATES DEPARTMENT OF EDUCATION

The U.S. Department of Education is the agency of the U.S. Government that administers federal funds for education programs, conducts and disseminates education research, focuses national attention on issues and programs in education, enforces federal statutes prohibiting discrimination in any activities receiving federal funds, and ensures equal access to education for every individual.

The U.S. Department of Education develops and publishes regulations implementing Section 504/ADA (34 C.F.R, Part 103) and maintains an Office for Civil Rights to enforce Section 504/ADA and other civil rights laws.

Within the last several years, the Office for Civil Rights (OCR) has become proactive in assisting school districts in further defining “access”. Much of the reason for this is that “access” now extends to provide a “free appropriate public education” (FAPE) to individuals who may not qualify for special education, but may require (because of disability) reasonable accommodation within general education and/or related services.

Student Special Health Services

The Board recognizes that some special education students need special health services during the school day. These students shall receive special health services in conjunction with their individualized education program. The superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy.

Injury or Illness at School

Students who become ill or are injured at school will be given first aid. Whenever possible, parents will be notified by phone and instructions will be requested as to the disposal of the case. When the parent has no telephone or cannot be reached the ill or injured child shall be transported home, to the hospital or to a doctor's office by a member of the school staff, if deemed necessary.

In cases of emergency the pupil shall be transported to a hospital or a doctor's office by ambulance or other convenient types of transportation. If possible the family physician listed on the office records shall be contacted.

The Board assumes no responsibility for medical treatment of students. If a student must take prescribed medication during the school hours written authorization and instructions must be provided by the parents or legal guardian of the student.

Interviews with Students

A student may not be interviewed in school unless the Principal or another delegated staff member has given his/her permission. No interview shall be granted unless the Principal deems it essential to the welfare of the pupil or he/she is directed to do so by court order.

If police officers or other officials request an interview permission must be granted by the student's parents or legal guardian unless the student is no longer a minor.

No student may be taken from school without the consent of the building Principal and/or Superintendent.

Student Library Circulation Records

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents. Parents may not access records, without the student's permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It is the teacher-librarian's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying may be charged.

It is the responsibility of the superintendent, in conjunction with the teacher or teacher-librarian, to develop administrative regulations regarding this policy.

Provision of Special Education Services

All children with disabilities between birth and twenty-one (21) years of age, as defined by the Code of Iowa and Individuals with Disabilities Education Act, shall be provided full educational opportunities in accordance with the Iowa Special Education Rules and Regulations of the Iowa Department of Education. Each child receiving special education shall have an Individualized Education Program (IEP) developed and carried out in accordance with State and Federal statutes, rules and regulations.

Children receiving special education shall attend general education classes, participate in extracurricular activities, and receive services in a general education setting to the maximum extent possible.

It shall be the responsibility of the Northwest AEA 12 Director of Special Education to administer special education programs and services. Northwest AEA 12 board policies and procedures pertinent to the provision of special education shall be filed at the agency. Individual student records may be reviewed by authorized personnel in accordance with the requirements of Board Policy 502, Confidentiality of Personally Identifiable Information.

Confidentiality of Personally Identifiable Information **Safeguards**

The Board recognizes the importance of maintaining student records and preserving their confidentiality.

All student records containing personally identifiable information shall be kept confidential at collection, storage, disclosure, and destruction stages. Student records shall be maintained by the records custodian and housed in the central administration office. The records custodian shall assume responsibility for ensuring the confidentiality of any personally identifiable information. The area education agency personnel who collect or use personally identifiable information shall receive training or instruction regarding confidentiality of personally identifiable information.

Access Rights

A parent or eligible student shall have access to the student's records. An eligible student is a student who has reached the age of majority or is attending an institution of postsecondary education. If the student is an eligible student, the parent shall not be provided access without permission of the student, unless the eligible student is still a dependent student, as defined by Section 152 of the Internal Revenue Code of 1954. It shall be presumed that a student who has not graduated from high school is a dependent of his or her parents until such time as satisfactory evidence to the contrary is presented to school officials. A representative of the parent or eligible student shall have access to the student's record with consent from the parent or eligible student.

Except as otherwise provided in this policy, no one else shall have access to a special education student's records without the written permission of the parent or eligible student. A parent shall not be denied access to a student's records without a court order or in any case where Northwest Area Education Agency 12 has been advised that the parent does not have authority to access records.

Annually, the Division of Special Education shall notify the parent and eligible student of their right to view the student's records. The notice shall be given in a parent's or eligible student's native language. If any educational records include information on more than one child, the parent shall have the right to inspect and review only the information relating to his/her child or to be informed of that information.

The Division of Special Education shall provide a parent on request a list of the types and locations of education records collected, maintained, or used by the agency. A parent, eligible student, and their representative shall have a right to inspect and review the student's records upon request without unnecessary delay before any meeting regarding an IEP or hearing, and in no instance more than 45 days after the request is made. The Division of Special Education shall respond to a request for an explanation and interpretation of the records and a list of the types and locations of education records collected, maintained, or used.

Copies

Northwest AEA 12 shall respond to reasonable requests for copies of records by parents or eligible students and will provide copies of records in all cases where failure to do so would effectively prevent the parent or student from exercising the right to inspect and review the records within 45 days of the request.

Fees

A fee for copies of records may be charged but shall be waived if it would prevent the parent or student from inspecting and reviewing the records. A fee shall not be charged to search for or to retrieve information.

Amendment of Records

If the parent or eligible student believes the information in the record is inaccurate, misleading or violates the privacy or other rights of the student, the parent or eligible student may request that Northwest AEA 12 amend the information. The Division of Special Education shall decide whether to amend the information in accordance with the request within a reasonable period of time following receipt of the request. If the division refuses to amend the records, it shall inform the parent of its refusal and advise the parent of the right to a hearing. The parent or eligible student shall have a right to appeal the decision and shall have an administrative hearing at the agency level. The administrative hearing shall be conducted according to the procedures under 34 CFR 99.22.

If the Division of Special Education determines, as a result of a hearing, that an amendment shall be made to the student's records, it shall make the amendment and so inform the parent in writing. If the parent's request to amend the records is denied as a result of a hearing, the parent shall have the opportunity to place an explanatory statement in the student's records commenting on the decision and setting forth any reasons for disagreeing with the agency. The parent's explanation shall be maintained as part of the records of the child as long as the record or contested portion is maintained by the agency. If the records of the child or the contested portion is disclosed by the agency to any party, the explanation shall also be disclosed to the party.

Consent

Parental written consent shall be obtained before personally identifiable information is disclosed to anyone other than the following individuals and under the following circumstances:

- the disclosure is to Northwest AEA personnel whom the AEA Director of Special Education has determined to have legitimate educational interests
- the disclosure is to school personnel within the school district who the superintendent has determined to have legitimate educational interests
- the disclosure is to officials of other education agencies or institutions in which the student wishes to enroll
- the disclosure is to the U.S. Comptroller General, the U.S. Secretary of Education, or state and local education agency authorities
- the disclosure is in connection with educational financial aid for which the student has applied or which the student has received, if the information is necessary to receive the financial aid
- the disclosure is to organizations conducting educational studies and the studies do not release personally identifiable information
- the disclosure is to accrediting organizations
- the disclosure is to the parent(s) of a dependent student, as defined in #152 of the Internal Revenue Code of 1954
- the disclosure is to comply with a court order or judicially issued subpoena, only if the district makes reasonable effort to notify the parents or eligible student of the order or subpoena in advance of compliance
- the disclosure is in connection with a health or safety emergency, if knowledge of the information is necessary to protect the health and safety of the student or other individuals
- the information is directory information, or

When disclosure is made to these exempted parties, it shall be made only on condition that the information will not be disclosed to a third party without written parent or eligible student consent. The Western Hills Area Education Agency 12 Director of Special Education shall keep, for public inspection, a current listing of the names and positions of those employees who are authorized to view a special education student's records without the permission of the parent or eligible student.

Record of Access

The Director of Special Education shall keep a record of parties obtaining access to educational records collected, maintained, or used (except access by the parent and authorized employees of the Northwest AEA). The record shall include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The access record may be reviewed only by the parent, eligible student, and person(s) responsible for custody of the records.

Destruction of Personally Identifiable Information of Students in Special Education

When personally identifiable information no longer needs to be maintained to provide educational services to the child, the parents or eligible student shall be notified. If the parent or eligible student requests that the records be destroyed, they shall be destroyed. Prior to the destruction of the records, the Division of Special Education shall inform the parents or eligible student of the reasons they may want the records maintained. In the absence of a parent or eligible student's request to destroy the records, the Area Education Agency may maintain the records indefinitely. For Federal audit, some records must be retained for five years.

Permanent records, a student's name, address, phone number, his/her grades, attendance record, classes attended, grade level completed, and year completed, may be maintained without time limitation even over parental objections. Permanent records shall be kept in a fire-safe vault.

Internet – Appropriate Use

Technology is a vital part of the school district curriculum and the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means. Students will be able to access the Internet through their teachers and other school employees.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Some students might encounter information that may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Student Internet activities will be monitored by the school district to restrict students from accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students as much as possible from inappropriate access.

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Appropriate Use policy and regulations, that they will comply with this policy and the regulations and understand the Internet Appropriate Use policy and regulations, that they will comply with this policy and the regulations and understand the consequences for violation of the policy or regulations.

Consequences for violating Internet rules/regulations may include but are not limited to, suspension from or revocation of Internet use at school.

Religion Based Exclusion From School Program

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the Superintendent. The Board authorizes the administration to allow the exclusion if it is not disruptive to the educational process and it does not infringe on a compelling state of educational interest. Further, the exclusion must not interfere with other district operations.

In notifying the Superintendent the parents shall abide by the following:

1. The notice shall be in writing.
2. The objection shall be based on religious beliefs.
3. The objection shall state which activities or studies violate their religious beliefs.
4. The objection shall state why these activities or studies violate their religious beliefs.
5. The objection shall state a proposed alternate activity or study.

The Superintendent shall have sole discretion to make this determination. The factors the Superintendent shall consider when a student requests to be excluded from a program or activity because of religious beliefs include but are not limited to staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available Superintendent approved alternative course of study or activity while the student is excluded, numbers of students who wish to be excluded, whether allowing the exclusion places the school in a position that it is supporting a particular religion and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study. The Superintendent shall determine alternate activity or study for the student.

Physical Education

All students shall be required to participate in physical education courses unless excused by the Principal.

Students not participating in physical education must have a written request or statement from their parents/guardian. The written request shall include a proposed alternate activity or study acceptable to the Principal who shall have the final authority to determine the alternate activity or study if full course credit is desired.

Objectives for Equal Educational Opportunities of Students

The board of directors intends to protect the rights of each student and promote the welfare of all students simultaneously.

Policies in this series are enacted to aid in providing quality experiences for students in all activities related to the educational program. It is the purpose of the board to provide opportunities for all students to become more useful and productive citizens as adults. This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. Each student shall have an opportunity to obtain an education in compliance with the policies in this series.

It is the goal of the board to develop a healthy social, intellectual, emotional and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunity.

The board supports the delivery of the education program and services to students free of discrimination on the basis of race, color, sex, marital status, national origin, age, religion, disability, sexual orientation, gender identity, socioeconomic status or creed. This concept of equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum and regulations affecting students. In the delivery of the education program, students shall treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school related or personal, with the guidance counselor or other employees.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered 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.

This section of the board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual shall mean the legal parents. It shall also mean the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, shall be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Charter Oak-Ute Community School District, 321 Main Street, Charter Oak, Iowa 51439; or by telephoning (712) 678-3325.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center

ANNUAL MANDATED NOTIFICATIONS

MEDICATION POLICY

Students may need to take prescription or non-prescription medication during school hours. The medication must be prescribed by a licensed medical or osteopathic physician or dentist. Students may carry prescription medication only under special circumstances and only with the permission of the parents and principal. The school must know the medications a student is taking in the event the student has a reaction or illness. Students must provide written instruction for administration of any medication as well as parental authorization and signed request to administer the medication. The prescription and the parents' signed request to dispense the medication are kept on file in the office from which the medication will be dispensed. Medication is held in a locked cabinet (or refrigerated when required) and distributed by the school secretaries. Medication must be in the original container with the following information either on the container, in the instruction sheet or in the parental authorization: name, phone number, and address of the pharmacy (if applicable); date of the prescription (if applicable); name of the physician (if applicable); and potential side effects. No aspirin will be dispensed at school unless a written permission note from the parent is on file in the school office, which will be dispensing the aspirin. The over-the-counter medications must be in the original container. We cannot give any medication that is not properly labeled. The note from the parent must be dated and signed by the parent, and written directions for giving enclosed. These instructions must be renewed at the beginning of each school year and all previous aspirin instructions will be destroyed at the end of each school year.

HEALTH/HUMAN GROWTH AND DEVELOPMENT CURRICULUM

The Charter Oak-Ute Schools have adopted a sequentially developed Health/Human Development Curriculum for grades PS-12. Parents and guardians may have their child excused from the class when human growth and development topics are taught. The students will incur no penalty but may be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class. Parents wishing to have their student excused from the human growth and development topics should contact the building principal to secure the required excuse form. Information relating to the human growth and development topics and when they will be taught can be obtained by contacting the classroom teacher. In addition, teachers in grades 4 through 8 will send parental notification when human growth and development topics are taught.

OPEN ENROLLMENT

Parents or guardians considering the use of the open enrollment option to enroll their children in another public school district in the state of Iowa should be aware of the following dates:

March 1, 2017 – Last date for open enrollment requests for the 2017-2018 school year.

September 1, 2016 – Last date for open enrollment for entering Kindergarten students and those students falling under the “good cause” definition for the 2016-2017 school year. Parents or guardians of open enrollment students whose income falls below 100 percent of the federal poverty guidelines are eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend. For further details, contact the superintendent’s office.

POST SECONDARY ENROLLMENT OPTIONS ACT

The State of Iowa has established a program called the “Post Secondary Enrollment Options Act.” This act makes it possible for the 11th and 12th grade students to take college courses for which the local district is obligated to pay expenses up to \$250, not including travel. The course must be one that is not currently offered at the local school and must be nonsectarian. The accepted course must be taken through an eligible Iowa post secondary school. Students taking these courses receive both high school and college credit for them. These classes also count towards athletic eligibility and if a student drops a class or fails a class, they are responsible for the \$250 cost of the class. See the counselor for further information.

DISABILITIES ACT

Charter Oak-Ute Community School District is committed to complying with the requirements in Section 504 of the Vocational/Rehabilitation Act of 1973, and Americans with Disabilities Act is seeking information from adults with disabilities in our community.

- Do you have a physical or mental disability, and do you have a child enrolled in our school? (Are you deaf, have a physical disability, or serious medical condition(s) etc?) We are responsible for providing you access to parent-teacher conferences and other programs and activities, including graduation.
- Are you or do you know of an individual with a disability that may attend a function in our building (graduation ceremony)? We would like to be aware of this in case there are physical barriers in accessing our building.

If you have special needs as detailed above, please contact the following: Mr. Rollie Wiebers, Charter Oak-Ute Community School at (712) 678-3325.

NOTICE OF NONDISCRIMINATION

It is the policy of the Charter Oak-Ute Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status, sexual orientation, gender identity and socioeconomic status in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have any questions or a grievance related to this policy, please contact the district's equity coordinator. Patti Ryan, Equity Coordinator, 321 Main Street, Charter Oak, Iowa 51439, 712-678-3325 or e-mail: pryan@mvaoschool.com

Applicants for admission and employment, students, parents, employees, source of referral of applications for admission and employment, and all unions or professional organizations holding negotiated agreements or professional agreements with the school districts are hereby notified that the district does not discriminate on the basis of **any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.**

in admission or access to, or treatment or employment in its programs and activities. Any person having inquiries concerning the COU School District's compliance with the regulations implementing Title VI, Title IX, Americans with Disabilities Act or Section 504, 104.8, 106.9, Office for Civil Rights Guidelines, IV O, Iowa Administrative Code, 287.12 (8), 95.3, 05.4 (1) & 95.6 is directed to contact: **the district's equity coordinator. Patti Ryan, Equity Coordinator, 321 Main Street, Charter Oak, Iowa 51439, Phone # 712-678-3325 or e-mail: pryan@mvaoschool.org**

ABUSE OF STUDENTS

Pursuant to Chapter 232 of the Iowa Code, abuse of children may fall in either of the two categories: (1) The non-accidental physical injury of a student as a result of the action of an agency employee or (2) Sexual offenses of misconduct as defined by Iowa Code, Chapter 709. The investigators for the alleged abuse of a student by an employee are:

Patti Ryan – Phone 678-3325
Charter Oak-Ute Human Resources
Rollie Wiebers – Alternate Phone 712-678-3325
263-2146
Crawford County Sheriff

TOBACCO FREE ENVIRONMENT POLICY ADOPTED

The Charter Oak-Ute Community School District adopted a policy that prohibits the use of tobacco products on school property. The move to adopt this policy was originally initiated by the Charter Oak-Ute Jr/Sr High School Student Council. This group felt it was in the best interest of the district and it's patrons to adopt this policy. The Board of Education and Administration agreed and the policy was adopted. The policy is in effect at school activities in the district and includes all activities that are held on non-school owned property such as the baseball, softball and football field. We ask that everyone cooperate in following this policy and help keep our grounds and facilities tobacco free.

POLICY TITLE: Tobacco Free Environment

The Charter Oak-Ute Community School District will promote a tobacco and smoke-free environment by making the use of tobacco products off-limits on school property and at school sponsored events at sites in the communities of the district. Persons violating this policy will be asked to refrain from using tobacco products on school grounds and at school activities. Persons failing to abide by this policy will be directed by school authorities to leave school grounds.

FEDERAL ASBESTOS REGULATIONS

The Environmental Protection Agency (EPA) has established regulations that effect schools with regard to asbestos-containing materials within the school. Part of these regulations require that local education agency inspect all areas with the school building and inform you of the results of the inspection.

The Charter Oak-Ute School appears relatively free of friable asbestos. Friable asbestos is that asbestos material that is capable of being crumbled, pulverized, or reduced to powder by hand pressure. Some of the boiler wrapping and pipe wrapping used as insulation throughout the building at Charter Oak and Ute may contain some asbestos.

It is important to note that not all friable asbestos-containing material need to be removed from schools. Once such materials have been identified a program can be implemented to ensure the materials be maintained in good condition and appropriate precautions followed when the material is disturbed for any reason.

Many of the pipes are covered with fiberglass-type insulation. However, there are some pipe coverings that do appear to contain asbestos or an unknown substance. Asbestos-containing pipe and boiler wrapping usually does not present an asbestos exposure hazard because the asbestos is enclosed within a canvas jacket. As long as this jacket remains intact and undamaged, it is important not to disturb the jacket.

The EPA has developed guidelines for schools to identify asbestos within buildings. Charter Oak-Ute contracts Ames Environmental, Inc. to design a system for determining relative risks and suggesting appropriate safety responses. Recommendations for dealing with material that may contain asbestos have been developed within should contribute to safeguarding all building occupants. The management plan, which contains detailed descriptions of the recommendations, are available for review in all administrative offices.

TITLE IX – MULTICULTURAL NONSEXIST HANDICAP

It is the policy of the Charter Oak-Ute Community School District not to discriminate on the basis of sex, race, national origin, creed, educational programs, activities, or employment as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

It is also the policy of this district that the curriculum content and instructional materials reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and life society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping to eliminate bias 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**, and respect and appreciation for the cultural diversity found in our 'Main Street' county and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.

Inquiries regarding compliance with Title IX, Title VI or Section 504 may be directed to:

Rollie Wiebers, Superintendent
Charter Oak-Ute Community Schools
321 Main Street
Charter Oak IA 51439
(712) 678-3325 or (712) 885-2261
or
Director of the Iowa Civil Rights Commission
Des Moines IA
or
Director of the Region VII
Office of Civil Rights
Department of Education
Kansas City MO

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

The Charter Oak-Ute Community School District shall provide equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity and Affirmative Action laws, directives, and regulations of Federal, State, and local governing bodies and agencies. The obligation to affirmatively implement equal employment opportunity to all employees and applicants for employment include: hiring, placement, upgrading, transfer or demotion, recruitment, advertising or

solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination.

Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the Board, administration, and the State Department of Education for the class or position for which they apply. In employing school district personnel, the Board shall consider the qualifications, credentials, and records of the applicants without regard 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.** In keeping with the law the Board shall consider the veteran status of applicants.

This policy shall be reviewed by the administration at least one time per year. Employees shall be given notice of this policy annually.

RELEASE OF INFORMATION

All students, parents and/or guardians should be aware that the information listed below maybe released to the public in regard to any individual student of the school district as necessity or desirability arises. Any student, parent and/or guardian not wanting this information released to the public or more specifically to the Armed Services must object in writing to the principal in charge of the school the student is attending. This objection should be renewed annually.

Information that is released is as follows: Name, Address, Telephone Listing, Date of Birth, Participation in Activities and Organizations, Weight and Height of Athletic Team Members, Date of Attendance, Awards Received, Most Recent Pervious School or Institute Attended or other similar information.

CHARTER OAK-UTE COMMUNITY SCHOOL DISTRICT
Parental/Guardian/Student (if over 18) Request to Not Release Information
(Directory)

Student Name: _____

School: _____

Date of Birth: _____ Grade: _____

Signature: _____ Date: _____

Information will not be released to any group unless only certain groups or organizations are specified below that you do not want information released to.

STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to their student's educational records. They are: 1) The right to inspect and review the student's educational record within 45 days of the day the district receives a request for access. Parents or eligible students must submit to the principal or appropriate school official a written request that identifies the records they wish to inspect. The school official will make arrangements to access and notify the parent or eligible student of the time and place where the records may be inspected. 2) The right to request the amendment of the student's records that the parent or eligible student believes or inaccurate or misleading or in violation of the student's privacy rights. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changes and specify why it is inaccurate or misleading. If the district decides not amend the record as requested, the district will notify the parents or eligible student of the decision and advise them of their right to a hearing regarding the request for such an amendment. Additional information regarding the hearing procedures will be provided. 3) The right to consent to disclosures of personally identifiable information contained in the student's educational record, except to the extent that FERPA authorizes disclosures without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement personnel): a person serving on the school board, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant or therapist, or a parent or student serving in an official committee, such as disciplinary or grievance committee or student assistance team or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the school official needs to review an educational record in order to fulfill his or her professional duty.

NO CHILD LEFT BEHIND ACT **Parental Notification Under NCLBA**

The No Child Left Behind Act (NCLBA) requires schools to give parents many different kinds of information and notices in a uniform and understandable format, and to the extent practicable, in a language that the parents can understand. Listed below are some of the requirements that are in addition to the district's annual report card. (It includes only those notices that must be made to parents by school districts or individual public schools.)

1. At the beginning of each school year, school districts that receive Title I funds must notify parents (of each student attending every school receiving Title I funds) that they may request, and the district will provide parents on request

(and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including the following:

- whether the teacher has met state licensing criteria for the grade level(s) and subject area(s) taught whether the teacher is teaching under emergency or provisional status through which state licensing criteria have been waived.
 - the undergraduate degree major of the teacher, and any graduate certification or degree held by the teacher, including the field of discipline of the certification or degree.
 - if the child is provided services by paraprofessionals, their qualifications.
2. A school that receives Title I funds must provide each parent information on the achievement level of their child on each of the state academic assessments as soon as is practicably possible after the test is taken. Such a school must also give timely notice that the parent's child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified.
 3. A school district that used federal funds to provide a language instruction education program for children with limited English proficiency must, no later than 30 days after the beginning of the school year, give the parent(s) of each child identified for participation or participating in such a program the following information: why the child is placed in the program; the child's level of English proficiency, how that level was determined and the status of the child's academic achievement; methods of instruction in the program in which their child is placed and those of other available programs; how the program will meet the educational needs of their child; how the program will help their child learn English and meet age appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for the program; in the case of a child with a disability, how the program meets the child's IEP objectives; and information about parental rights. For a child not identified as limited English proficient prior to the beginning of the school year, the district must notify parents within the first two weeks of the child being placed in such a program.
 4. A school district receiving Title I funds must promptly notify parents of each student enrolled in an elementary or secondary school identified for improvement, corrective action or restructuring that the school has been so identified.

The notification should also include:

- an explanation of what the identification means
- how the school compares in terms of academic achievement with other schools in the district and in the state
- the reasons for the identification
- what the school is doing to address low achievement
- what the district and state will do to help the school
- how the parents can become involved in addressing the school's academic issues

- an explanation of the parents' option to transfer their child to another public school or to obtain supplemental educational services for the child

If a school is subject to restructuring, the district must promptly notify the teachers and parents and provide them an opportunity to comment before any action is taken and to participate in developing any restructuring plan.

5. IF a school fails to made adequate yearly progress according to certain statutory timetables, the district must made supplemental educational services available to eligible children in the school. The district must provide annual notice to parents of the availability of these services, the identity of approved providers of these services and a brief description of the services, qualifications and demonstrated effectiveness of each provider.
6. A district receiving Title I funds and each school served under Title I must jointly develop with and distribute to parents of children participating in Title I programs a written parental involvement policy. If a school or district has a parental involvement policy that applies to all parents, it may amend the policy to meet the requirements under the NCLBA. Schools must:
 - Hold at least one annual meeting for Title I parents
 - Offer a flexible number of meetings
 - Involve parents in an ongoing manner in the planning, review and improvement of Title I programs
 - Provide Title I parents with information about the programs, a description and explanation of the curriculum, forms of academic assessment
 - If requested, opportunities for regular meetings to discuss the education of their children
 - Develop a school-parent compact that outlines the responsibilities of each party for improved student academic achievement.
7. A district receiving safe and drug-free school program funds must inform and involve parents in violence and drug prevention efforts. The district must make reasonable efforts to inform parents of the content of safe and drug free school programs and activities other than classroom instruction. If a parent objects in writing, the district must withdraw the student from the program or activity.
8. A district must make reasonable efforts to inform parents and the public about their right to access to all assessment data (except personally identifiable information), questions and current assessment instruments. Districts, schools and students may voluntarily participate in the National Assessment of Educational Progress. Parents of children selected to participate in any NAEP assessment must be informed before the assessment is administered that their child may be excused from participation for any reason, is not required to finish any assessment and is not required to answer any test question.
9. Districts receiving federal education funds must notify parents of secondary school students that they have a right to request that their child's name,

- address and telephone number not be released to a military recruiter without their prior written consent. Districts must comply with any such request.
10. To be eligible for federal funds for programs assisting the education of homeless children, a district must provide written notice to the parents of each child enrolled in a separate school for homeless children of the choice of schools that homeless children are eligible to attend. They should also be notified that no homeless child is required to attend a separate school, and that homeless children must be provided transportation services, educational services and meals through school meal programs comparable to those offered to other children in the school attended. The notice must also include contact information for the local liaison for homeless children and the state coordinator for education of homeless children.
 11. A district must develop and adopt policies regarding the rights of parents to inspect third party surveys before they are distributed to students and take measures to protect student privacy when surveys ask for certain sensitive information; parental right to inspect any instructional materials; administration of physical examinations or screening of students; collection, disclosure or use of personal information from students for the purpose of marketing or selling that information; and the parental right to inspect any instrument used to collect personal information before it is distributed to students. Districts must give parents annual notice of adoption, substantive changes in, or continued use of such policies.
 12. Districts must give parents annual notice at the beginning of the school year of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:
 - Activities involving the collection, disclosure or use of personal student information for the purpose of marketing or selling that information
 - Administration of surveys that contain requests for certain types of sensitive information
 - Any non-emergency, invasive physical examination that is required as a condition of attendance, administered by the school, scheduled in advance, and not necessary to protect the immediate health and safety of students.
 13. If a school district requests the U.S. Secretary of Education to waive any provision or regulation of the NCLBA, it must provide notice and information about the waiver to the public in the manner in which it customarily provides public notice.

LEGAL ASSISTANCE

Free or low cost legal services, as well as other relevant services are available by calling (800) 432-9229.

SPECIAL EDUCATION

Special Education policies, suspension/expulsion procedures and a student's due process rights may be obtained from either principal's office.

WAIVER OF FEES

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care 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 of students who believe they may qualify for temporary financial hardship should contact the superintendent's office. This waiver does not carry over from year to year and must be completed annually.

HOMELESS STUDENTS

In accordance with Chapter 3, Iowa Administrative Code, the Charter Oak-Ute Community Schools encourage homeless (youth in transition) children and youth to enroll in school. **Children and youth in transition means children**

and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and who lack a fixed, regular, and adequate nighttime residence, including:

■ **Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.**

■ **Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.**

■ **Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.**

■ **Migratory children and youth who are living in a situation described above.**

For more information, please contact Adam Eggeling at (712) 678-3325.

EXTENDED YEAR SPECIAL EDUCATION

This will be considered written notice to all parents of students (eligible individuals) who qualify as potential recipients of extended year special education (EYSE). In certain circumstances, to ensure provision of a free, appropriate education, an eligible individual shall be provided extended year special education in identified critical skill areas when the special education instructional program, support services, or both in which the individual is regularly participating are not in sessions for periods of three or more constructive weeks. A review of all eligible individuals receiving special education shall be conducted by the Individualized Education Program (IEP) team for the purpose of identifying those individuals who may require extended year special education in accordance with this rule. The parents of the eligible individual shall be provided written notice of the IEP team's subsequent determination regarding the individual's need for extended year special education. Parents of eligible individuals who disagree with the decision not to provide extended year special education services, may appeal the decision by contacting the school.

ANTI-BULLYING/HARRASSMENT 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 on 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.

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 violation of criminal or other laws. The school district has the authority to report student’s violations this rule to law enforcement officials. We encourage students to report bullying to teachers, counselor or the principal. Bullying will not be accepted in the Charter Oak-Ute School District. Those found guilty of bullying will face the consequences determined by the building principal.

BULLYING/HARRASSMENT COMPLIANT FORM

Name of Complainant: _____

Position of Complainant: _____

Date of Complaint: _____

Name of Alleged Violator: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of bullying/harassment, i.e. letters, photos, etc (Attach evidence if possible):

Any other information: _____

I AGREE THAT all of the information on this form is accurate and true to the best of my knowledge.

Signature

Date

Locker Inspections

Student lockers are the property of the school district. Students shall use the locker assigned to them for storing their school materials and personal items necessary for attendance at school. It shall be the responsibility of each student to keep his/her assigned locker clean and undamaged. The expenses to repair damage done to a student's assigned locker will be charged to the student.

To ensure students are properly maintaining their assigned locker, the principal or assistant principal of the building may periodically inspect all or a random selection of lockers. Either students or another individual will be present during the inspection. Student lockers may also be searched at any time without advance notice in compliance with board policy regulating search and seizure.

Search and Seizure

School district property is held in public trust by the School Board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable suspicion that a school district policy, rule regulation or law has been broken. The search shall be in a manner reasonable in scope in order to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees and visitors of the school district. The furnishing of a locker, desk or facility or space owned by the school and provided as a courtesy to a student, even if the student provides a lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include but are not limited to nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property under the jurisdiction of the school district: while on school owned and or operated vehicles or 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. Possession of such items will be grounds for disciplinary action including suspension or expulsion, and may be reported to local law enforcement officials.

The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on school district premises or property within the jurisdiction of the school district.

BLOODBORNE PATHOGENS

The school district is required through the Occupational Safety and Health Act (OSHA) to provide training in the proper handling and care of blood products. The district is obligated to provide all staff members with gloves, to make various kinds of kits available on the school buses, to teachers supervising the playground, in the gymnasium area, and classrooms where there is liable to be accidents. These kits will be used to absorb the blood products and clean up of any blood spills on the floor or property. Another requirement of the law is that all employees who are more likely to be exposed be offered the Hepatitis B vaccine. This immunization is a series of three shots. Employees have the right to refuse the shots, but should they have exposure to blood products, they will be required to undergo testing and take the needed shots at that time. Cost estimates vary from \$100 to approximately \$140. In addition, the school district must make arrangements for proper disposal of materials that are blood soaked or stained.

The district-wide plan for enacting the blood borne pathogens policy is available in each of the district's administrative offices.

STUDENT COUNCIL

The majority of the social functions of CO-U are handled through the student council organization. The major responsibilities are homecoming and planning events. The student council most importantly serves the chief purpose as the connecting link between the faculty and student body. You are urged to make use of the members, so they can bring forth individual and group problems before the governing body. The student council sponsor is Brenda Christiansen.

STUDENT COUNCIL MEMBERS

SENIORS

Casey Carstens – President
Travis Pautsch
Madilyn Kessel
Taya Thomas

JUNIORS

Erin Staley – Vice President
Luke Staley
Alayna Castillo
HaiLee Dobernecker

SOPHMORES

Lizzie Jepsen – Secretary

9TH GRADE

Claire Staley
Ellen Mallory
MaKenzie Smith

8th GRADE

Dawson Gress
Loryn Schultz
Hannah Bohm
Kendra Creese

7th GRADE

Gaige Elwell
Taryn Funkhouser
Hailey Meseck
Calliyah Mareau

6th Grade

Saige Berens
Calvin Homolka
Annamarie Mallory
Eile Meseck

SENIOR PICTURES

Selection of a designated photographer only goes along with the class composite and group picture work for the annual. If you choose to have your senior picture taken elsewhere, you are responsible for the individual billfold picture, along with the costs associated with the making of an individual 8x10 class composite. The due date for submitting a photograph will be established by the photographer. In terms of pictures, prices, and other arrangements, you are dealing with the place of business and not the school. It is an individual choice, also, to have a specific senior picture taken.

AUTOMOBILES

Students who drive cars to school should park in an orderly manner. When you arrive at school, park the car. The car is not to be moved, or used, in any way, during the school day without permission. If you ride the school bus to school, you are to stay on the school grounds. If you ride the school bus, and it is necessary to run an errand downtown, you must secure permission first.

ROMANCES

Romances, dating, and relationships are part of the growing process. However, the school setting is not the proper place for public shows of affection in these relationships. Staff members will refer students to the principal's office for a conference if they observe behavior which they feel is inappropriate for the school setting. Repeated misconduct could result in disciplinary action.

STUDENT RESPONSIBILITIES

The preceding pages of this handbook have covered, in paragraph form, student responsibilities. This represents a basic list of expectations compiled from those paragraphs.

- *Be on time for the start of each class.
- *Have necessary materials ready for class, such as books, paper, pens or pencils, rulers, etc.
- *Have assignments completed, and be prepared for the class discussion, other activities or tests.
- *Follow directions and orders by all staff members, teachers, custodians, secretaries, bus drivers, etc.
- *Possess an attitude that I am here to learn and the teachers are here to teach.
- *Take care of business matters in a prompt fashion:
 - a. depositing lunch money
 - b. turning in uniforms and equipment when requested
 - c. getting admit slips whenever an absence occurs upon return to school, and in advance when it is pre-excused absence
 - d. return make-up slips promptly
- *Take good care of all property this includes your own, that of others, and that of the school
- *Report any damage to or loss of property to the appropriate personnel.
- *Maintain a drug (including alcohol) and smoke free environment.
- *Conduct oneself in a mature manner conducive to enhance the learning environment. This includes being courteous to staff members, students, guests of and visitors to Charter Oak-Ute.
- *Seek help from the teacher when an assignment is not clear, or you do not understand content or procedure.
- *Each student should settle disagreements in a peaceful manner.

Grading and Reporting Guidelines Charter Oak-Ute Community School District

Philosophy:

The Charter Oak-Ute Community School District believes that grades reflect and communicate to students, parents, teachers, and postsecondary schools student progress on district learning expectations connected to the Core Content Standards for the State of Iowa. As a result of a fair and consistent grading process, students and families will be able to evaluate learning and set goals to attain the district learning expectations.

Core Beliefs:

A wide variety of quality assessments determine grades. Quality assessments meet rigorous criteria (i.e. clear targets, clear purpose, appropriate match of target and method and lack of bias and distortion) and help communicate progress on learning expectations. Appropriate tools to record and maintain evidence of achievement, as well as, evidence of work habits/ life skills are critical to the process.

Students must be involved in the assessment and grading process throughout the learning cycle. Students will understand the assessment process and how to communicate their achievement and progress to all parties.

Learning occurs at different times and in different ways for students. Students need multiple opportunities to demonstrate mastery.

Guideline #1 (grading scale): A consistent scale will be used in grades 6-12. A fair and consistent calculation that reflects student learning is critical to student success.

Nonacademic factors such as behavior, attendance, and effort are not incorporated into academic grades. Participation points may be used if that is the actual skill that is being taught. For example, if a student is performing in a musical group or needs to participate in a team sport in order to demonstrate understanding of concepts being taught. Then and only then are participation points allowed. In short, participation must be tied to a skill being taught to be used on the performance side of student reporting.

No less than 70% of the final student grade will be based on students' demonstrating knowledge and understanding of concepts (i.e. assessments,

performance tasks, projects, major assessments). This category is designated as **SUMMATIVE** assessments. Examples include papers, unit exams, finals, presentations, and projects. Students need to demonstrate that they understand the grade/course level expectations by earning a grade of D.

No more than 30% of the final grade will be based on building knowledge (i.e., independent practice on daily work, reviews or warm-ups, etc.). This category is designated as **FORMATIVE**.

6-12 Grading Scale

97-100	A+	4.33
94-96	A	4.00
90-93	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	F	0.00

Teachers will update grades in PowerSchool on a weekly basis! This does not mean that something turned in to a teacher on a Friday will be placed in PowerSchool that night. It simply means, PowerSchool will be updated weekly, with that said it would take no more than two weeks for any one assignment to be updated in PowerSchool.

Guideline #2 (weighting): Grades will be based on student achievement in categories designated as summative and formative. Weighted grading will need to be used in both a standard based system and more traditional grading system to determine proficiency (standards) and/or grades (A, B, etc..). Total points will not be allowed to determine standard proficiency grades. Teachers must define and communicate their own system, within these parameters, to their students at the beginning of each course, quarter and/or semester.

No less than 70% of the final student grade will be based on students' demonstrating knowledge and understanding of concepts (i.e. assessments, performance tasks, projects, major assignments, quizzes). This category is designated as **SUMMATIVE** assessments. Examples include papers, unit exams, finals, and projects. Students need to demonstrate that they understand the grade/course level expectations by earning a grade of D.

No more than 30% of the final grade will be based on building knowledge (i.e., independent practice on daily work, reviews or warm-ups, etc.). This category is designated as **FORMATIVE**.

Guideline #3 (redo and late work): Reteaching and redo work may occur before, during, or after school. Based upon student needs, teachers may accept late work without penalty, pending teacher determination of the circumstances (e.g. prolonged illness, etc.)

Previously assigned work that has not been turned in prior to the last ten days of the quarter/semester will not be accepted unless special circumstances or previously agreed upon by teacher and student. No late work will be accepted past the last day of the quarter/semester unless previously.

Formative assessments (30%) are not eligible to be redone unless a teacher determines a redo on practice is necessary based upon student need.

Students must demonstrate understanding of the grade level/course level expectations in order to be proficient. Students may demonstrate understanding in multiple ways and over multiple opportunities. In order to retake/redo a summative assessment, students must demonstrate that they have reviewed, reworked previous learning, and/or have attended reteaching sessions before, during, or after school determined by the teacher. This should be done within a two-week period of initial learning unless previously agreed upon by the teacher and the student.

Students may redo assessments designated as summative assessments one time after earning a passing grade if they demonstrate that they have reviewed, reworked, and/or attended reteaching sessions for previous learning in order to earn a higher grade, unless it is determined by the teacher the student is taking advantage of this practice and not trying on the

first attempt. The teacher has the discretion to determine whether all or only part of the assessment is necessary to be redone, and the teacher may require an assessment, all or part, be redone.

Also, students may retake 3 summative assessments throughout the course of a semester for full credit. After the 3rd retake they will only receive half of the credit. This may be seen as a student working the system and will differentiate between initial achievement and secondary achievement.

Formative and/or summative assessments not completed within a reasonable timeframe designated by the teacher may have the score reduced or a 0 given if never completed. However, a 0 may not be given immediately for late/missing work, nor should 0's be recorded in PowerSchool as placeholders for late/missing work. Teachers must first make reasonable attempts to collect the work, contact parents regarding the missing work, and use the other school procedures at their disposal (i.e., detention, help during mentoring, etc.) in order to collect the late or missing work.

The time frame for accepting late formative and summative assessments should be no less than five days unless a student is knowingly taking advantage of the system. In that event, the teacher may reduce the grade immediately. A teacher may reduce the grade for late work over that five-day period. A 0 may not be given immediately for late work.

Students must be notified at the beginning of each course, quarter, and/or semester by the teacher the expectations of this guideline.

Guideline #4 (accommodations/modifications): Accommodations and modifications are provided on summative assessments to students with special needs, 504 plans, in the SAT process, or have second language barriers.

Accommodations provided on summative assessments should not lower the grade. Barriers of instruction and assessment include: inappropriate testing formats, requiring all students to learn at the same pace as their classmates, using the same tools with all students when different tools are needed by some, inflexible teaching, and narrow focus curricula. Accommodations should be provided.

A special needs, ELL, and/or 504 student should not receive a lower grade because the appropriate accommodation and modifications of the learning expectations were made. Appropriate accommodations and modifications should be documented in the IEP or other plan designed by school with parental involvement. An accommodation and/or modification are deemed acceptable (to not impact the grade) if they would be allowed on standardized testing. If they would be allowed on these formal assessments, then a student's grade may not be lowered by law.

Guideline #5 (Extra Credit and Bonus Points): Anything that has enough points attached to it to alter a grade in terms of what students have mastered should be avoided; however, there may be some appropriate uses within limits.

To offer extra credit as a way to compel students to push themselves is okay in some situations, within limits. Students should be challenged and stretched by the regular lessons, not just the extra credit experiences. We need to keep our minds open to the possibility that advanced students need to have a higher operating level in most of their work, not just the occasional extra credit opportunity.

Bonus points on tests call for the same caution as when using extra credit. If the student falters in his or her demonstration of mastery with the regular test items, but overcomes those scoring losses with points from a bonus section, then we have to reconsider whether the new, bonus-inflated grade really represents what the student knows and is able to do.

If the bonus problems allow students to demonstrate the content and skill proficiencies required in the regular test items, then it's okay to use the bonus inflated grade.

CHEATING AND PLAGIARISM

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to:

- * copying another student's homework;
- * working with others on projects that are meant to be done individually;

- * looking at or copying another student s test or quiz answers;
- * allowing another student to look at or copy answers from your test or quiz;
- * using any other method to get/give test or quiz answers;
- * taking a test or quiz in part or in whole to use to others;
- * copying information from a source without proper attribution; and
- * taking papers from other students, publications, or the Internet.

Violators of this policy will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations and other factors. Disciplinary measures include, but are not limited to, redoing the assignment/retaking test, receiving a failing grade on the project/test, receiving a lower overall grade in the class, detention, suspension, or expulsion.

HONOR ROLL

The honor roll will be prepared and published at the end of each nine-week grading period. There will a Blue Honor Roll for students receiving a G.P.A. of 3.5 and better and a White Honor Roll for students having G.P.A between 3.0 3.5.

CREDITS AND COURSES

The following credits and courses will apply for graduation:

50 Total Credits

REQUIRED COURSES

Language Arts 8 1/2 credits

Math 8 credits

Science 8 credits

Health 1 credit

Social Studies 6 credits

Fine Arts 2 credits

Vocational 2 credits (1 credit of Life Skills also counts as a vocational credit)

If a student is not successful in acquiring the required number of credits, there are several alternatives.

-A student may complete the necessary required courses from an accredited university through correspondence study, or through an on-campus course.

-A student may also elect to receive an attendance certificate provided that the student has reached senior status.

The following minimum credits will determine the individual's class:

1. A student must have earned at least 13 credits to be classified as a sophomore.
2. A student must have earned at least 26 credits to be classified as a junior.
3. A student must have earned at least 39 credits to be classified as a senior.

EARLY GRADUATION

Students may graduate prior to the completion of grade 12 if the course work required for graduation has been fulfilled. In such cases, the student must have the approval of the Board of Directors after a recommendation by the superintendent. Students who graduate early are ineligible to participate in school social and extra-curricular activities, but may participate in graduation ceremonies. Students contemplating early graduation must file a formal parental request with the Board of Directors prior to the regular board meeting on the third Monday of September of the school year for which the request was made. A student may not drop a subject after the first week of a semester unless school officials deem it advisable.

PHYSICAL EDUCATION

Physical Education is required of all students unless a doctor's report is submitted excusing a student. High School students may be excused from Physical Education class if they participate on an athletic team.

POST-SECONDARY ENROLLMENT OPTION

Students in grades 11 and 12 may enroll at accredited post-secondary institutions for courses not offered by Charter Oak-Ute. Subject to Board approval, the district shall pay tuition and other costs directly related to the course up to \$250.00. These costs will not be reimbursed to students enrolled full-time at either Charter Oak-Ute or a post-secondary institution.

The following factors shall be considered in determining the reimbursement of tuition.

1. The course must be taught at a public or accredited private institution.
2. A comparable course is not offered in the school district.
3. The course must be a credited course at the post-secondary institution.
4. The course is not religious or sectarian
5. Students who fail or drop the class after the post secondary institution drop date will be responsible for reimbursing the school for the cost of the class.
6. These courses count as both high school and college credit.
7. These courses count towards athletic eligibility and grade point average.
8. Post secondary classes become part of the official high school transcript.

Charter Oak-Ute shall not purchase and students shall not be reimbursed for equipment that becomes the property of the student. Transportation is the responsibility of the student.

Students desiring to enroll at post-secondary institutions under this policy must submit a completed notification form to the high school principal before May 1 of the preceding school year.

GUIDANCE AND COUNSELING

The guidance program is for the purpose of helping each student to adjust himself to his present environment, to enjoy all the educational opportunities that meet his interests and learning capabilities, and to aid him/her in becoming increasingly aware and wisely self-directive. Mr. Seieroe serves in this helping relationship. Many specialists are available upon notification to provide assistance when needed. Do not hesitate to schedule a conference in view of any particular problem you may have, be it educational, social, or personal. Individual faculty members will also help and refer when necessary.

ACTIVITIES

The purpose of the activities program is to formulate opportunities for your development which are not included in academic subjects. Music, athletics, speech, journalism, and other activities help to develop leadership, citizenship, appreciation, and character, as well as special abilities which may be of value vocationally. Additionally, you will derive much pleasure through participation. The activities program is organized so that you may participate according to your interests. There is a place for you, and your participation is encouraged. School spirit begins and ends with you, the student.

Conduct at all school events is an expression of your self as an individual. Keep it outstanding. You are representing your school and community whenever you attend school functions. Conduct yourself so that others will be proud of you.

Students going on buses (teams, cheerleaders, and organization members included) to out-of-town events must return on the same bus. The only exception granted will be when parents or guardians contact the faculty member in charge and express the desire to have their student return with them.

In order to be part of any extra-curricular activity, including practice, one must be in attendance for at least one-half day on the day the event or practice is to take place unless prior permission is received from the principal. Any student serving any in or out-of-school suspension will not be allowed to practice or perform in any school-related activity during the day or evening of an in or out-of-school suspension.

Extra-Curricular Positions 2015-2016

Athletic Director – Michael Bahr and Derek Dougherty

Band	Mrs. Stallons
Vocal	Mrs. Boogerd
Basketball (boys)	Mr. Lally – Mr. Bahr
Basketball (girls)	Mr. Dougherty – Ms. Johnson
Cheerleading	Mrs. Carstens
Speech	Mrs. Terwilleger
FFA	Mr. Stence

Drama	Mrs. Lally
Football	Mr. Eggeling
	Mr. Dougherty
	Mr. Bahr
Jr. High Basketball (girls)	Mr. Steele
Jr. High Basketball (boys)	Mr. Wiebers/Mr. Eggeling
Jr. High Football	Mr. Seieroe
Jr. High Track (boys)	Mr. Bahr
Jr. High Track (girls)	Mr. Bahr
Jr. High Volleyball	Mrs. Thies
Annual/YAB	Mr. Kline
Track (girls)	Mr. Seieroe/Mrs. Ullerich
Softball	Mr. Dougherty/Ms. Fineran
Golf	Mr. Wiebers
Volleyball	Ms. Abbe /Ms. Johnson
Science Club Sponsor	Mrs. Cote
Student Council Advisor	Mrs. Christiansen
Junior Class Sponsor	Mrs. Wilcox
National Honor Society	Mrs. Ernst

ACADEMIC ELIGIBILITY

36).15 (2) Scholarship rules

- a. All contestants must be enrolled and in good standing in a school that is a member or associate member in good standing of the organization sponsoring the event

- b. All contestants must be under 20 years of age.

- c. All contestants shall be enrolled students of the school in good standing. *They shall receive credit in at least four subjects, each of one period or "hour" the equivalent thereof, at all times.*

To qualify under this rule, a "subject" must meet the requirements of 281-Chapter 12. Coursework taken under the provisions of Iowa Code chapter 261C, postsecondary *enrollment* options, for which a school district or accredited nonpublic school grants academic credit toward high school graduation shall be used in determining eligibility. *No students shall be*

denied eligibility if the school program deviates from the traditional two-semester school year.

(1) Each contestant shall be passing all coursework for which credit is given and shall be making adequate progress toward graduation requirements at the end of each grading period. Grading period, graduation requirements, and any interim periods of ineligibility are determined by local policy. For purposes of this subrule, a “grading period” shall mean the period of time at the end of which a student in grades 9 through 12 receives a final grade and course credit is awarded for passing grades.

(2) If at the end of any grading period a contestant is given a failing grade in any course for which credit is awarded, the contestant is ineligible to dress for and compete in the next occurring interscholastic athletic contests and competitions 30 consecutive days.

(a) A student with a disability who has an individual education program shall not be denied eligibility on the basis of scholarship if the student is making adequate progress, as determined by school officials, towards the goals and objectives on the student's individualized education program.

*(b) A student who meets all other qualifications may be eligible to participate in interscholastic athletics for a maximum of eight consecutive semesters upon entering the ninth grade for the first time. However, a student who engages in athletics during the summer following eighth grade is also eligible to compete during the summer following twelfth grade. Extenuating circumstances, such as health, may be basis for an appeal to the executive board which may extend the eligibility of a student when *the executive board* finds that the interests of the student and interscholastic athletics will be benefited.*

(c) All members schools shall provide appropriate interventions and necessary academic supports for students who fail or who are at risk to fail, and shall report to the department regarding those interventions on the school improvement plan.

(d) A student is academically eligible upon entering the ninth grade. No student shall be eligible to participate in any given interscholastic athletic sport if the student has engaged in that sport professionally.

- (e) No student who has been a member of a college squad or who has trained with a college squad or participated in a college contest shall be eligible for any athletic contest.
- (f) A student who is eligible at the close of a semester is academically eligible until the beginning of the subsequent semester.
- (g) The local superintendent of schools, with the approval of the local board of education, may give permission to a dropout student to participate in athletics upon return to school if the student is otherwise eligible under these rules.

ACADEMIC INELIGIBILITY

In Junior High and Senior High at Charter Oak-Ute we believe extra-curricular activities enhance a student's overall educational experience. We also believe that extra-curricular activities are a privilege and not a right. As with all privileges, the right to compete in extra-curricular activities should be earned. Due to our beliefs our policy on eligibility will be as follows:

1. We will run a weekly eligibility list every week after the first midterm of a semester.
2. Grades will be ran on Monday morning and the ineligibility will run From Tuesday Morning through the next Monday night.
3. At this time, if a student is ineligible they will be required to come to an academic study hall two mornings (Usually Tuesdays and Thursdays) a week if they participate in an extra-curricular activity, and if there is an event that week.
 - a. If they fail to come to the study hall they are ineligible for that weeks events. (If they come to Tuesday so they can play Tuesday night and skip Thursday, they will be ineligible for one week based on the missed study hall.)
4. If a student is on the ineligible list for more than two weeks concurrently, then that student is ineligible, and academic study halls will not earn them the privilege to play.
 - a. This applies even if the student is ineligible before they are active in an extra-curricular activity. (EX. Joey is ineligible in weeks 1 and 2 and is not currently involved in an activity, and

then is in an activity during week 3, they are ineligible regardless.)

To become ineligible, a student need only have one F on their weekly progress check. At this point a letter will be sent to the parent letting them know that their student is ineligible regardless of the extra-curricular activities involved in. If a student is ineligible and they are involved in extra-curricular activities they will also be notified that their students need to be coming to the study halls in their letters.

If a student fails a semester class, they will be academically ineligible for all extra-curricular activities for 30 calendar days.

GOOD CONDUCT POLICY

The Charter Oak-Ute Community School District offers a variety of extra-curricular activities designed to enhance the classroom education of its students. Students who participate in extracurricular activities serve as representatives and ambassadors of the district throughout the calendar year, whether away from or at school. Students who wish to exercise the privilege of participating in extra-curricular activities must conduct themselves in accordance with Board policy, and must refrain from activities that are illegal, immoral, unhealthy, or highly inappropriate. Participation in activities is a privilege conditioned upon meeting the eligibility criteria established by the Board of Directors, administration, and individual activity coaches and sponsors. The principal shall keep records of violations of the Good Conduct Rule.

The following activities are covered by the Board's policy and these rules: Athletics, Instrumental and Vocal music (**events which are not considered part of the classroom requirements**), Drama Productions , Speech Contests, FFA, Drill Team, All Co-Curricular Clubs, Cheerleading, and any other activity where the student represents the district outside the classroom and the activity is not part of an academic class or graduation requirement. All honorary and elected offices (example: Homecoming Royalty, Prom King/Queen, National Honor Society, Class Officers, and Student Government) will also be subject to Good Conduct Policy regulations based on when the violation occurred and if penalties have been served already.

To retain eligibility for participation in Charter Oak-Ute Jr./Sr. High School extracurricular activities, students must conduct themselves as good citizens, both in and out of school, at all times. Students who represent the school in an activity are expected to serve as good role models to other

students, and to the members of the communities and school district. Once accused of breaking the Good Conduct Rule, the student shall be confronted in a hearing with the allegation, the basis of the allegation, and given an opportunity to tell the student's side. After the hearing, any student who is found to have violated the district's Good Conduct Rule will be deemed ineligible for a period of time, as described below. A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- *Possession, use or purchase of tobacco products, regardless of the student's age
- *Possession, use or purchase of alcoholic beverages, including beer and wine ("use" includes having the odor of alcohol on one's breath)
- *Possession, use or purchase of illegal drugs or the unauthorized possession, use or purchase of lawful drugs
- *Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system, excluding minor traffic offenses, regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s)
- *Inappropriate or offensive conduct such as fighting, insubordination (talking back or refusing to cooperate with authorities), hazing or harassment of others

If the student transfers in from another Iowa school district and the student has not yet completed a period of ineligibility for a violation of a Good Conduct Rule in the previous district, the student shall be ineligible if the administration determines that there is general knowledge of the student's violation in the previous district.

When the administration believes it is more likely than not (substantial evidence that a violation has occurred) that the student violated the Good Conduct Rule during the school year or summer, the student is subject to a loss of eligibility as follows:

Any student who is found to have violated the Good Conduct Policy due to a legal charge and plans on appealing that charge, will be ineligible until the appeal is heard by the court system or the charges are dropped.

First Offense: (Within the student's 7-12 career)

Students who are found to have violated the Good Conduct Policy for the first time will be ineligible for 25% of all extra-curricular activities the student is involved in at the time of the violation.

Second Offense: (Within the student's 7-12 career)

Students who are found to have violated the Good Conduct Policy for the second time will be ineligible for 50% of all extra-curricular activities the student is involved in at the time of the violation.

Third Offense: (Within the student's 7-12 career)

Students who are found to have violated the Good Conduct Policy for a third time during their 7-12 career will be ineligible for a period of one calendar year (365 days) from the date of the violation. The penalty may be reduced to a period of 1/2 of a calendar year if the student and the student's parents/guardians complete a counseling and/or substance abuse training program. The program must be approved by the school district and documentation of completion needs to be sent to the school from the organization completing the above mentioned sessions. Any cost for the above mentioned counseling or substance abuse sessions will be the responsibility of the parent/guardian.

Fourth Offense: (Within the student's 7-12 career)

The student will be declared ineligible for the remainder of their 7-12 career.

Students may elect to petition the appeal committee to have their first offense removed from their record. This may be done after a waiting period of two calendar years from the date of the first infraction barring another violation. The student will have to request this petition to appeal in writing to the Superintendent within thirty days of the second anniversary of the infraction. The petition will need to state the reasons why the committee should hear the appeal.

The committee will take into consideration the performance of the student over the two year period as it relates to all areas of school and community involvement.

The number of events that students will be ineligible for will be determined by multiplying the 25% or 50% factor against the number of events that are scheduled for the various activities. The number of events scheduled may change from year to year, causing the number of events that might be missed to fluctuate, but the 25% and 50% will remain static.

(Examples:) Football – 9 games regular season

$9 \times .25 = 2.25$ games - A student would miss 2 full games

Band – 2 contests and 2 honor bands – band trip = 5 events
 $5 \times .25 = 1.25$ events (The student would miss one event)

When the events to be missed are between .0 and .49 the number is rounded down. (Ex. $1.25 = 1$ event)

When the events to be missed are between .50 and .99 the number is rounded up.(Ex. $2.50 = 3$ events)

Each sport, activity or event will be treated separately and a student will be ineligible for the specified time in each activity or sport that run concurrently during the time the penalty is first implemented.

(Ex. 1 – A student participates in football and band and a violation occurs in August. For a first offense, the student would be ineligible for 25% of the football season and 25% of band activities.)

Students who play on both varsity and junior varsity squads will be ineligible for 25% or 50% of the events scheduled for each team. (Ex. – A student plays both junior varsity and varsity basketball. Varsity basketball has 21 games scheduled and the junior varsity has 12 games scheduled. For a first offense the student would be ineligible for 25% of the varsity games ($21 \times .25 = 5.25$) (5 events) and 25% of the junior varsity games ($12 \times .25 = 3$) (3 events). The student would be ineligible for 5 varsity games and 3 junior varsity games. Depending upon when the games are scheduled and when the violation occurs, the student could be competing at one level while still ineligible for the other level.)

Penalties that are not completely served by the conclusion of the current season will carry over into the next sport the student participates in. The ineligibility period will be the remainder of the percentage that was not completed during the current season (Ex. – A student violated the Good Conduct Rule after the 8th football game and it was his first offense. He was to be ineligible for two games but only missed one (1 game is 11%). The athlete would be ineligible for 14% ($.14 \times 21 = 2.94$ or 3 games) of the basketball season. The total number of events missed will be used to determine the carryover percentage (Ex – With the scenario above, if a student missed an FFA event, one game would be reduced from the basketball carryover penalty. Students will need

to complete the season or activity they are a participant in for the penalty to be considered served.

Academic Consequences

Unless the student violated the Good Conduct Rule while on school grounds, or at a school activity, or an event off school grounds, there will be no academic consequences (Ex., detention or suspension from school) for the violation.

Any student in violation of the Good Conduct Rule who is not involved in extra-curricular activities or ceases to be a participant during the period of ineligibility, will fall under the Spectator Behavior Rule. The student will not be allowed to attend school sponsored competitions, performances or social events held in the district for the length of periods stated in the policy. This will include all games, contests, dances, concerts and other student performances. First offense – 45 days, second offense – 90 days – third offense same as activities penalty. The student involved is still required to serve the penalty for the activity participation.

Appeals

Any student who is found by the administration to have violated the Good Conduct Rule may appeal this determination to the superintendent by contacting the superintendent within two (2) school days of being advised of the violation. The superintendent will have three (3) days to act upon the appeal. The penalty will be in effect pending the superintendent's decision.

If the student is still dissatisfied, he/she may appeal to the "Good Conduct Appeals Committee" by filing a written appeal to the principal within 24 hours (or one school day) of the superintendent's decision. The review by the committee will be within three days of the written appeal. The grounds for appeal to the committee are limited to the following: "the student was given inadequate due process in the investigation and determination; or the penalty is in violation of the Handbook Rule or Board Policy". The penalty will remain in effect pending the outcome of the meeting with the committee.

If the committee reverses the decision of the administration, the student shall be immediately eligible and any record of the ineligibility period and violation shall be removed from the student's record.

The Good Conduct Appeals Committee shall consist of the following:

- (1) Faculty representative (other than one directly involved)

- (1) School board member
- (1) Student council representative
- (1) Student chosen at large
- (2) Community members
 1. Charter Oak City Council member
 2. Ute City Council member

If the appeal committee cannot render a decision because of a tie vote the final decision will be made by the Board of Education.

Elementary Section

CURRICULUM

ART

Each class will have art on a weekly basis. Lower elementary will have art 30 minutes a week and upper elementary will have it 45 minutes. Children's art work will be on display throughout the year and will be available to view during certain school functions.

BASIC CURRICULUM

The educational program at all levels is grounded in the basics, yet enriched to meet the needs of all students. Reading, writing, listening, speaking and mathematics are stressed at all grade levels. Social studies, science and health are equally important subject areas. The ability to think and solves problems is stressed in each academic area. Second-Fifth grades will be doing flexible grouping for reading based on the students' needs. Students in grades second and third will be grouped together and fourth and fifth grade students will be together. Teachers will assess these students at least once a month and determine if groups need to be adjusted according to the students' needs.

CHARACTER EDUCATION

Having good character is an important aspect of our students' lives. Good character education should begin at home, but here at school we can build on that knowledge with our Character Counts program.

ELP-ENRICHED LEARNING PROGRAM

The philosophy of the Charter Oak-Ute Elementary Enriched Learning Program is to ensure that the curriculum offered is based on the interests, needs and abilities of our students. We are committed to personalizing each student's education and to develop creativity while stimulating al kinds of interests. Students in grades 4-5 will receive the opportunity to be pulled out in small groups on a weekly schedule to enhance their abilities further.

MUSIC

Vocal—All students receive instruction on a scheduled basis. Vocal is scheduled for 30 minutes, once a week for K-5 grade.

Instrumental—Lessons are offered for students in grade five on a regular schedule. Parents/Guardians of fifth grade students will be receiving more detailed information from the band instructor, Mrs. Stallons.

PHYSICAL EDUCATION

Physical education classes are scheduled for grades K-5. K-3 grades will have PE for 30 minutes, twice a week. The 4-5 grades will have PE for 45 minutes, twice a week. The older students will be required to change clothes and take a shower. When playing in the gym, tennis shoes are recommended. Other soft-soled shoes may be satisfactory if they do not leave marks on the floor. Gym type shoes are a necessity for gym classes.

SPEECH

Speech services are available for grades PS-5. Referrals are accepted from teachers, parents/guardians, and outside agencies through your school. Services are provided either by working with the child in the speech room or by collaborating on the child with the classroom teacher.

SPECIAL EDUCATION

A continuum of special education services is available to students with disabilities in PS through 5th grade. Referral for special education services is initiated at the elementary level through a building assistance team made up of teachers and administration. An Individual Education Plan (IEP) is developed for each special education student by a team consisting of parents, teachers, principal and specialist from the Northwest Area Education Agency.

TITLE I MATH AND READING

Special reading is provided for qualified students in grades 1st-5th. Reading Recovery will be available for first graders who qualify. While Title Math will be provided for qualified students in grades 1st-5th.

ATTENDANCE AT PERFORMANCES

The music teachers will like to see all elementary students attend all performances their class is involved in. Students should bring a written parental excuse in advance of the concert. If a student is absent the day of the concert they will not be allowed to perform in the concert that evening. Exceptions may be made in the case of an emergency.

COLD WEATHER GUIDELINES

The following cold weather guidelines will be followed. We will go outside in cold weather, with the following exceptions:

- A. If the wind chill or temperature is between 0 and 5, we will have a shortened recess.
- B. If the wind chill or temperature is below -5, we will stay inside for recess. These are maximum wind chill guidelines.
- C. If at any time the person(s) on duty believes it is too cold, they will bring in the students regardless of time or temperature.**

CONDUCT OF ACTIVITIES

Students attending athletic events, plays, musical programs, etc will be expected to follow the same good conduct rules used during regular school hours. Students should remain seated, watch the event, and display good sportsmanship. Students should not be playing on the sidelines or in the hallways during the event. If inappropriate behavior continues after a warning, the student may be asked to leave the event.

LUNCHROOM PROCEDURES

Students have the option of eating hot lunch or bringing a sack lunch from home. **(Please do not send pop in your child's sack lunch)** We believe it is important to try and teach good eating habits and manners in our lunch area. We encourage parents to come and eat with their child at any time. **We ask that you plan accordingly for money to be in your child's lunch account at all times.**

RECESS GUIDELINES

We believe in the importance that every child receive recess for fresh air and positive socialization. If you feel that your child needs to stay in from recess the day after an illness, a note from you, the parent/guardian, is required. A doctor's note is required to stay inside for longer than one day.

Rules for the playground are kept to a minimum so that they easily remembered and followed by students and teachers.

Students need to be dressed appropriately for outside play. Please do not allow your child/children to bring toys from home for the playground. This will eliminate the possibility of damage or loss of any item. Students are under the supervision of the person on duty and are required to follow their directions. Students violating general behavior rules or the playground rules will be disciplined.

PARTY INVITATIONS

Problems may develop regarding invitations to parties or other non-school activities being handed out at school. This may cause hurt feelings to those left out, which directly affects class work; therefore party invitations that are not for the entire class will not be distributed at school.

VALUABLES

Students should not bring items of value to school. The school will not be responsible for any valuables brought to the school by students. If it is necessary to bring items of value to school the office may secure them with administrative approval.

VISITING SCHOOL

Parents are encouraged to visit classrooms any time during the school year. Friends of students may visit, if prior approval has been granted at least one day in advance by the principal. Visits of about an hour in length are best for everyone. We discourage visits during the first 4 weeks of the school year due to the beginning of year adjustments. We request that other children not accompany the parent/guardian on visits so this can be a

special time for you and your student. All visitors need to check in at the office and receive a visitor pass. When pets are brought in for a class project they should be in case or on a leash and under adult supervision.

ILLNESSES/INJURY

The school will make every effort to inform parents of any accident or illness occurring at the school that may need care or observation at home. Normally a student will not be sent home because of illness unless a parent (or alternate adult) is contacted. Therefore it is important that the information on the student health and emergency information sheet be as accurate and complete as possible. Parents should notify the school of any change in information contained on this sheet.

Students should be fever-free (temperature less than 100.0 F) for 24 hours before returning to school. This eliminates students returning to school when they are still ill and transmitting illness to other students.

The Iowa Department of Public Health regulations are guidelines used to determine exclusion and re-admittance of children with communicable diseases. A child who has a communicable disease may return to school when the doctor says he/she is non-communicable and he/she feels well enough for school.

IMMUNIZATIONS

Iowa State law requires that all children who are enrolled in school must have completed the following recommended program of immunization:

1. DTP—Diphtheria/Tetanus/Pertussis (whooping cough)—4 doses with one dose 4 years of age, 3 doses if born before September 15, 2001 or 4 doses if born after September 15, 2001.
2. Polio—3 doses of polio vaccine, with one dose 4 years of age.
3. MMR—Measles/Mumps/Rubella—2 doses of measles and rubella vaccine.
4. Hepatitis B—3 doses if born on or after July 1, 1994.
5. Varicella (chicken pox)—1 dose if born on or after September 15, 1997, or a reliable history of natural disease.
6. Lead screening test
7. Dental screening

On the day of enrollment, parents must submit the necessary data to show that their child has completed the necessary immunizations or qualifies for a provisional certificate. (Has received one dose of each of the above vaccines and is under medical care of the completion of the necessary immunizations)

Medical and religious exemptions may be granted under certain conditions. Please fill out the necessary forms and any further information which may be obtained through your school, the Crawford County Health Department, Iowa State Health Dept., or your physician's office.

Physical examinations and health histories are required of all children entering kindergarten. They may be requested for new students and children who have serious chronic health problems if a need is indicated.

TESTING AND PHYSICAL

-Audiologists from the Northwest AEA office will conduct hearing tests every year for all students in grades PS-5. Parents will be notified of the results.

-Vision screening is conducted every year for grades PS-5. Parents will be notified if a problem is found.

SUPPORT SERVICES

The school district has a process to assist students experiencing behavior and learning difficulties. The Building Assistance Team is responsible for this process.

Representatives from the area education agency may also assist the school district in this process. Parents wanting access to this process should contact the principal.

The Building Assistance Team is in place for the purpose of addressing concerns about student progress or behavior. This team is made up of general education teachers and special education teachers, and may also include special area teachers such as Art, PE, Music and administrators.

When the Building Assistance Team is called upon to assist a student's progress, several different steps will be taken. Parents are invited to participate throughout all of the steps. The steps are as follow:

1. Prior to referral to the Building Assistance Team, communication must occur between teachers and parents addressing any and all concerns. Interventions with documentation may begin at this step.
2. Communication with other resources through the Building Assistance Teams. Intervention with documentation **MUST** be implemented in Step 2.
3. Communication with an extended problem solving team. This includes but may not be limited to the Northwest AEA staff. Interventions with documentation are reviewed, revised and continued. The BAT team will review interventions and data and consider the following items: the student's rate of progress, discrepancy from peers and specific education needs. If interventions are successful, students may or may not proceed to the following step. This will be handled on a case by case basis.
4. Consideration for entitlement to a special education program. These services are outlined in an Individual Education Plan (IEP). Special education services are considered when a student's needs require resources beyond that of their general education program. Once again rate of progress, discrepancy from peers, and educational needs will be considered. These considerations are based on a student's skills deficits, or when it has been determined that a student's needs cannot be met within their general education program. These considerations are based on comprehensive evaluations and documented data from the interventions in steps 1-3.
5. Students entitled to special education services will:
 - receive services as specified on their IEP's
 - receive services through both general education and special education through collaboration between the general and special education teachers
 - be integrated into general education classes whenever possible.