

***GEORGE-LITTLE ROCK
COMMUNITY SCHOOL***

***TEACHER
HANDBOOK***

2015 - 2016

**Adopted by the G-LR Board of Education
August 10, 2015**

Printed Copy to Teachers and Administrators

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GEORGE-LITTLE ROCK COMMUNITY SCHOOL DISTRICT
Policy Coordinators

Affirmative Action Coordinator/Multi-Cultural/Gender Fair Coordinator
Nondiscrimination Compliance Coordinator

Independent Investigator of Sexual Abuse and Harassment
Level II
At-Risk Coordinator
Homeless Liaison
ADA/504
RTI

Steven Barber
Steven Barber
Kevin Range, Alternate
Kevin Range
Lyon County Sheriff's Dept.
Dan Helkenn
Molly Schilling
Steven Barber/Dan Helkenn
Lori Fiedler/Melinda DeLeeuw

Mission Statement

The mission of the George-Little Rock School District
is to provide quality education by promoting life long learning.

Belief Statement

We believe that:

1. all people can learn and succeed;
2. every person is a valued participant in the life long learning process;
3. application of knowledge enhances learning;
4. the basic moral attitudes of the community will be reflected in our educational program;
5. all people must learn to adapt to change;
6. all people have worth;
7. quality education is the foundation of a productive society;
8. education plays a vital role in developing a well-rounded individual;
9. education must take place in a safe environment; and
10. high expectations are a must.

101 Phrases of Praise for Students

- * That's Incredible * That's Extraordinary! **
- * Far Out! * Great! * Outstanding Performance**
 - * Marvelous * I Can't Get Over It! **
 - * Wonderful! * Amazing Effort! **
- * Unbelievable Work * Your Work Is Out of Sight **
 - * Phenomenal! * You've Got It * Superb! **
 - * You're Special * Cool! * Excellent! **
 - * Your Project Is First Rate!**
 - * Way To Go! * You've Outdone Yourself! **
 - * Thumbs Up * What A Great Listener **
 - * Your Help Counts! * You Came Through! **
 - * Terrific * You Tried Hard **
 - * Fabulous! * You Made It Happen! **
 - * You're A Real Trooper * It Couldn't Be Better! **
 - * The Time You Put In Really Shows * Bravo! **
 - * You're Unique! * Exceptional * Fantastic Work! **
- * Breathtaking! * You're A Great Example For Others! **
 - * Keep Up The Good Work * Awesome! **
 - * I Knew You Had It In You! * You're a Good Sport **
 - * You Should be Proud! * What An Imagination! **
- * It's Everything I Hoped For * Stupendous * You're Sensational **
 - * Very Good! * A+ Work **
 - * You Made The Difference! * Good For You **
- * Take a Bow! * Super Job * How Thoughtful Of You **
 - * Nice Going! * Class Act * Well Done! **
 - * You're Inspiring * How Artistic! **
 - * You Go The Extra Mile * Hooray For You **
 - * You're A Joy * You're A Shining Star **
 - * You're Amazing * What A Great Idea **
- * Great Answer * Extra Special Work * You Deserve A Hug **
 - * You're Getting Better * You're Tops **
- * You Figured It Out * You've Got What It Takes **
 - * You're Neat * Spectacular Work **
 - * You're #1 * Remarkable! * You're A Winner **
 - * Beautiful * Clever * You're So Kind **
 - * Wow! * Magnificent! * You're Sharp **
 - * You're A-OK * You've Made Progress! **
- * Brilliant! * Thanks For Helping * Thanks For Caring **
 - * Great Discovery **
 - * What A Genius! * You've Earned My Respect **
- * You're A Pleasure To Know * You're Very Talented **
 - * You're A Pleasure To Know **
 - * You're Very Talented * How Original **
 - * Very Brave * Congratulations! **
 - * You're a Champ * You're Super! **
 - * I'm Impressed * You're the Greatest **
 - * I'm Proud of You * Right On! **

DESIGNS FOR THINKING

Learning and the "Marzano 9"

Researchers at the Mid-continent Research for Educational Learning, led by Dr. Robert Marzano, have identified nine instructional strategies that are most likely to improve student achievement. As you read the description of a classroom assignment and assessment, consider how the nine strategies are integrated into practical use by a teacher and students using Thinking Maps.

1. Identifying similarities and differences: Students systematically compare Native American tribes using the Tree Map and, later, the Double Bubble Map.
2. Summarizing and note taking: Students are notemaking, abstracting and summarizing the information from the text using the Tree Map.
3. Reinforcing effort: Students experience the direct linkage between effort and achievement because the Thinking Maps are used as the center of assessment developed by the teacher.
4. Homework and practice: Students have become fluent with Thinking Maps (over multiple years using whole school implementation) through practice so there is automaticity in the use of the tools for school and home.
5. Nonlinguistic representations: Students are using Thinking Maps as visual tools for transforming linguistic information into conceptual form for deeper understandings and for explicitly showing performance.
6. Cooperative learning: Unlike isolated and static graphic organizers, students are using a common language of thinking and maps for effectively and efficiently working together to construct knowledge.
7. Setting objectives and providing feedback: Students have clear objectives and feedback based on thinking skills/maps questions given by teacher.
8. Generating and testing hypotheses: Students answer higher order synthesis questions about the different tribes because they have created the patterned information using maps, from which they can make generalizations.
9. Cues, questions, and advance organizers: Students already have eight interrelated maps, each reflecting both essential questions and immediately useable tools for thinking... all "advanced" well before the assignment is given.

Iowa Teaching Standards and Model Criteria. ***Adopted by the State Board of Education*** ***05/10/02***

The Iowa teaching standards and supporting model criteria represent a set of knowledge and skills that reflects the best evidence available regarding effective teaching. The purpose of the standards and supporting model criteria is to provide Iowa school districts with a consistent representation of the complexity and the possibilities of quality teaching. The standards shall serve as the basis for comprehensive evaluations of teachers and as a basis for professional development plans. Each standard with suggested model criteria is outlined as follows:

- 83.4(1)** Demonstrates ability to enhance academic performance and support for implementation of the school district's students achievement goals.
The teacher:
- a. Provides evidence of student learning to students, families, and staff.
 - b. Implements strategies supporting student, building, and district goals.
 - c. Uses student performance data as a guide for decision making.
 - d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
 - e. Creates an environment of mutual respect, rapport, and fairness.
 - f. Participates in and contributes to a school culture that focuses on improved student learning.
 - g. Communicates with students, families, colleagues, and communities effectively and accurately.
- 83.4(2)** Demonstrates competence in content knowledge appropriate to the teaching position.
The teacher:
- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
 - b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
 - c. Relates ideas and information within and across content areas.
 - d. Understands and uses instructional strategies that are appropriate to the content area.

- 83.4(3)** Demonstrates competence in planning and preparing for instruction.
The teacher:
- Uses student achievement data, local standards, and the district curriculum in planning for instruction.
 - Sets and communicates high expectations for social, behavioral, and academic success of all students.
 - Uses student's developmental needs, backgrounds, and interests in planning for instruction.
 - Select strategies to engage all students in learning.
 - Uses available resources, including technologies, in the development and sequencing of instruction.
- 83.4(4)** Uses strategies to deliver instruction that meets the multiple learning needs of students.
The teacher:
- Aligns classroom instruction with local standards and district curriculum.
 - Uses research-based instructional strategies that address the full range of cognitive levels.
 - Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
 - Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
 - Connects students' prior knowledge, life experiences, and interests in the instructional process.
 - Uses available resources, including technologies, in the delivery of instruction.
- 83.4(5)** Uses a variety of methods to monitor student learning.
The teacher:
- Aligns classroom assessment with instruction.
 - Communicate assessment criteria and standards to all students and parents.
 - Understands and uses the results of multiple assessments to guide planning and instruction.
 - Guides students in goal setting and assessing their own learning.
 - Provides substantive, timely, and constructive feedback to students and parents.
 - Works with other staff and building and district leadership in analysis of student progress.
- 83.4(6)** Demonstrates competence in classroom management.
The teacher:
- Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
 - Establishes, communicates, models, and maintains standards of responsible student behavior.
 - Develops and implements classroom procedures and routines that support high expectations for student learning.
 - Uses instructional time effectively to maximize student achievement.
 - Creates a safe and purposeful learning environment.
- 83.4.(7)** Engages in professional growth.
The teacher:
- Demonstrate habits and skills of continuous inquiry and learning.
 - Works collaboratively to improve professional practice and student learning.
 - Applies research, knowledge, and skills from professional development opportunities to improve practice.
 - Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
- 83.4(8)** Fulfills professional responsibilities established by the school district.
The teacher:
- Adheres to board policies, district procedures, and contractual obligations.
 - Demonstrates professional and ethical conduct as defined by state law and district policy.
 - Contributes to efforts to achieve district and building goals.
 - Demonstrates an understanding of and respect for all learners and staff.
 - Collaborates with students, families, colleagues, and communities to enhance student learning.

Dimensions of Learning

The District has adopted the Dimensions of Learning framework to guide our instructional program. All staff are asked to be diligent in learning the Dimensions programs and applying it each day to teaching and learning.

Using feedback from extensive field testing by nearly 90 educators, Morgan and his co-authors developed a practical way to transform traditional schooling into a learning-centered approach that meets these five criteria.

- Instruction should reflect the best of what we know about how learning occurs.
 - New learning is shaped by the learner's prior knowledge. Good instruction dignifies and draws upon that knowledge.
 - Much learning occurs through social interaction. Effective instruction should acknowledge the social and cultural nature of the learning process.
 - Learning is closely tied to particular situations. The "situated" nature of the process suggests that transfer of a body of information or a skill does not occur easily or automatically. Teachers must plan for transfer in every lesson and unit.
 - Successful learning involves students' use of numerous strategies, each of which can be taught and reinforced. Ideally, students are helped to incorporate these strategies into a personal repertoire of learning skills that can become a foundation for lifelong learning.
 - Wherever possible, learning events should be experience-based and related to the world beyond the classroom.

2. Learning is an interactive process involving five forms or dimensions of thinking.
 - a. Dimension 1: Positive attitude and perception about learning.
 - b. Dimension 2: Thinking used to acquire and integrate knowledge.
 - c. Dimension 3: Thinking used to extend and define knowledge.
 - d. Dimension 4: Thinking involved in using knowledge meaningfully.
 - e. Dimension 5: Productive habits of mind.
3. The K-12 curricula should include explicit teaching of attitudes, perceptions and mental habits that facilitate learning.
4. Comprehensive approaches to instruction should include both teacher-directed and student-directed activity.
5. Assessment should focus on students' reasoning and use of knowledge rather than on their ability to recall information.

A learning organization encourages all of its members to practice individually and collectively the essence of real learning.

Certification Requirements

Iowa law makes it compulsory that your certificate be registered with the Board of Education of the LEA. Your certificate should be on file prior to September 15. A copy of your certificate will be placed in your personnel file which will be maintained in the superintendent's office. Iowa law requires that a copy of your certificate be on file before you are entitled to receive pay for performing your assignment. If you should have questions concerning your certificate, please contact the superintendent's office.

Renewal of Certificates Applications for renewal are secured with the Iowa Department of Education, Board of Educational Examiners, Grimes State Office Building, Des Moines, IA 50319. Certificates are now to be renewed on your birthday. Renewal of the certificate is the responsibility of the teacher. It is not the responsibility of the AEA or the local Board of Education to notify a teacher when a certificate is to be renewed. The general telephone number at the Department of Education is 515-281-3245. Website is www.iowa.gov/boee

Information regarding certification is also found on the school web page.

Filing Transcripts Certified employees are required to place on file an **OFFICIAL** transcript of credits and credentials. Credits are to be filed in the superintendent's office by September 10 each year in order to receive the salary adjustment for the current school year.

The Board shall require the superintendent to have on file at the beginning of and throughout each school year, complete official transcripts of the preparation of all regularly employed members of the instructional professional staff.

Budgeting

The In's and Out's Budget preparation will begin about mid-year. Budget preparation will provide an opportunity for staff members to select supplies, materials, and equipment they feel will be needed for the school year.

Budgets for each department within the school program have been established in the general fund for this school year. All personnel are expected to keep their expenditures within the limits of their allowable budgets. Requests for purchases will be denied if provisions have not been made in the general budget.

Teachers who fail to submit budget information during the budget period may not have requisitions and purchase orders for the following school year approved at a later date.

Activities Purchase Orders Purchase orders will be used for the purchases that will be credited to the activity account. Purchases to be made for classes, organizations, athletics, music, etc., are to be approved by the building principal. Athletic purchases will be approved by the AD prior to the principal's review.

Procurement Procedures Under no circumstances is any material to be charged to the school district unless a purchase order has been secured from the superintendent's office. Purchase orders shall be prepared for all purchases to be paid from the general fund.

1. A requisition for equipment and material should be prepared by the teacher and submitted to the principal for his/her approval.
2. A purchase order will be prepared and submitted to the superintendent for approval and signature.
3. If signed by the superintendent, a copy of the purchase order will be returned to the requestor.
4. If a request for purchase is rejected, a copy of the request will be returned to the requestor indicating the reason for rejection.
5. Do not requisition items the school district has in stock.

6. Telephone calls and faxing for equipment/materials/supplies are to be approved prior to the call or sending the fax. Merchandise purchased without prior approval will be paid for by the requester. Oral requests for supplies, materials, and equipment must be followed by written requests.

Processes and Procedures

Agents On several occasions, agents and other persons may be present around the building, attempting to confer with school personnel during school hours. All agents and solicitors are strictly forbidden from conducting business in the school building at any time. Please notify an administrator if an agent or unauthorized person is in the building. Visitors must stop at the principal's office for a visitor pass.

Hours in Attendance Hours of attendance for all teaching personnel will be a minimum of 8 hours a day with flextime of 7:45 - 3:45 or 8:00 - 4:00, Monday through Friday.

If it is necessary for teachers to leave the school building before 3:45 p.m., arrangements to do so must be made through the building principal. Personal business appointments, etc., should be scheduled after 3:45 p.m. Teachers may leave after the buses have departed on days prior to vacation days and holidays.

Telephone Usage All personnel are discouraged from making long distance calls, personal local calls and using cell phones. Telephones located in the buildings are for business and should not be tied up with personal calls.

Secretarial Personnel Secretarial personnel have full-time duties and are not expected to help with student classroom duties for teaching personnel. Certain exceptions may be made relative to this rule when secretarial personnel have actually been contracted to assist teachers in preparing materials.

Students - High School

1. All high school students who do not ride the morning shuttle will handle all office requirements between 8:00 and 8:30 A.M. This shall include payments for products and services, lunch money, etc.
2. Students will be notified of parental telephone calls and of any emergency situation.

Staff

1. Copy work is to be completed by teachers or paraprofessionals for student classroom work.
2. Requests for materials and supplies will be handled by secretarial personnel.
3. Student's photocopy cost is \$.05 per page at the high school office.

Faculty Lounge The faculty lounges are not to be used between 8:00-8:30 a.m. daily. During this time teachers should be available in their rooms and throughout the building to supervise, consult with colleagues, and to be available to students.

Faculty Meetings Faculty meetings may be called by the principal or superintendent for the purpose of discussing school matters and the educational program. Faculty members are expected to attend faculty meetings without exception. An administrator may excuse certain faculty members upon request.

Professional Meetings All staff members have the right to organize, form, join, and participate in any activities of employee organizations such as unified membership in the National Education Association, Iowa State Education Association, Local Education Association, and any departmental association for special interest groups. Association activities, unless approved by the superintendent, shall be held prior to 8:00 A.M. and after 4:00 P.M.

Assignment of Preparation Periods All full-time teachers will have at least one (1) preparation period scheduled during the normal student attendance day. Exceptions would occur when the student attendance day is shortened. Part-time teachers will have preparation time in proportion to their respective percentage of full-time employment. Unassigned time may be used for student supervision.

Procedure for Requesting Absence Teachers who desire to be absent under provisions of the Master Contract are asked to use the following procedure:

1. Submit a **Request for Leave** form to the building principal. Use the Timeline required for each type of leave as set forth in the Master Contract.
2. The principal will submit the written request to the superintendent along with his/her recommendation.
3. A copy of the approved Request for Leave will be returned to requestor.

Factors considered in approving an absence are: availability of substitute(s), continuity of the educational program, responsibility to students, and factors which may override individual interests and welfare.

Substitute Teachers A schedule of available substitute teachers has been compiled in the office. When you need to have a substitute for illness, the principal should be contacted as near to 6:30 a.m. as possible--**not the school secretaries.**

Under no circumstances are you to arrange for your own substitute nor to contact possible substitutes until administrative arrangements have been made for their employment. All contacts will be made through the principal or superintendent's office. Substitutes must hold a valid Iowa teaching certificate.

Night Practices and Use of Facilities Whenever it is necessary to practice with students at night, only those who are directly involved with the activity should be admitted to the building. Students must never be admitted at such times without a teacher in charge. Custodians cannot be expected to assume responsibility for student conduct. Teachers must not give their school keys to students. Arrangements for practices involving students after school hours should be cleared through the building principal. This way there will be no conflict and the responsibility for the building can be determined in advance.

Teachers in charge of an activity using the building at night are responsible for securing exits used upon leaving.

Activity-Free Night Wednesday night each week during the school year will be activity free. Teachers shall **NOT** schedule school activities after 6:00 p.m. on Wednesday nights. Students are to be released from all after-school activities by 6:00 p.m. Students will be in their respective communities by 6:30 p.m. Teachers are asked to plan their extra-curricular activity programs far enough in advance so Wednesday evenings will not be used for these events.

Students will be permitted to participate in state and conference events scheduled on Wednesday nights.

Daily Announcements Daily announcements will be prepared and will be available on the school website. Teacher announcements will be issued as needed at each school division level.

Information that the principal and superintendent have for teachers should be placed on a separate bulletin and placed in the teachers' mail boxes or presented via e-mail. **Teachers should check their mail box and e-mail frequently during the day in an effort to remain abreast of current happenings.**

Lesson Plans Lesson plans for one (1) week in advance are to be done by Friday. High school staff need to post on Internet by Friday. Each teacher is to maintain a substitute teacher folder available from the building secretary. The folder should contain the following: seating chart, lesson plans, daily schedule, and suggested student activities. This folder is to be maintained at all times and kept with the building secretary.

Reporting Student Progress Grades for report cards must be processed in a timely manner. Report cards will be distributed five working days after the end of each quarter. Middle school and high school grades must remain current and available through Parent Link. Grades must be updated weekly when possible. A minimum of each 4 ½ weeks is required.

Your Room Teachers are responsible for the physical condition of the classroom. Every effort must be made to keep litter off the floor and prevent marking and defacing of furniture and equipment. A pleasant atmosphere should help foster caring attitudes and pride in the school. Work order requests must be completed for any repairs needed. Heat registers and window fire exits must remain cleared.

Dress Code Teachers are role models for students. Teachers will conduct themselves in a professional manner. Employees will dress in attire appropriate to their position. Clothing should be neat, clean, and in good taste.

Use of School Buildings During Inclement Weather When school is dismissed early or school is not held due to inclement weather, the buildings will be closed to all student and community activities for the following reasons:

1. To conserve on the use of energy sources.
2. To prevent the possibility of student travel on hazardous roads and the potential for students to be stranded at school.
3. To provide an equitable and fair opportunity for students to participate and use school facilities.

During times of inclement weather and/or when school is not in session, interscholastic competition and travel will be mutually agreed upon between the competing schools. The athletic director will contact radio stations to announce the disposition of the event. Sponsors of any activity or group are responsible for notifying the public and parents of the disposition of the event.

Payroll Deductions Payroll deductions are authorized for federal and state income tax, withholding for IPERS and FICA, and such tax sheltered annuities and insurance programs as are authorized by the Board of Education. All staff is encouraged to use direct deposit.

Payment for Services Payment for contracted services will be on the regular payroll on the 20th day of each month or the last day of service prior to the 20th. Salary advances prior to the 20th may be made infrequently for unusual circumstances. Advanced payments will be approved by the superintendent.

Student Management

Student Injury 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 disposition of the case. When the parent has no telephone or cannot be reached, the ill or injured child shall be accompanied home, to the hospital, or to the doctor's office by a member of the school staff.

The supervisor will be required to complete an accident report form within 24 hours. This reporting system will protect the school if a legal question shall arise. The report shall be filed with the superintendent.

Child Abuse State law requires all certified school personnel to report all incidents of suspected child abuse to the Department of Human Services. Persons failing to report may be subject to fines of up to \$100.00 and imprisonment of up to ten (10) days.

232.75 Sanctions

1. Any person, official, agency or institution, required by this chapter to report a suspected case of child abuse who knowingly and willfully fails to do so is guilty of a simple misdemeanor.
2. Any person, official, agency or institution, required by Section 232.69 to report a suspected case of child abuse who knowingly fails to do so is civilly liable for the damages caused by such failure.
3. A person who reports or causes to be reported to the Department of Human Services false information regarding an alleged act of child abuse, knowing that the information is false or that the act did not occur, commits a simple misdemeanor.

Teachers and others shall report any suspected child abuse to designated authorized personnel. Personnel must be trained prior to recertification.

Teacher Supervision Teachers who have been assigned the responsibility of student supervision by class schedule, administrative directive, or board resolution, are expected to be present for duty during the time assigned. This shall include class assignments, all extra-curricular assignments, and student-sponsored social assignments.

When a teacher cannot be present as assigned, prior notice and arrangements for such absence shall be made with administrative personnel.

The Board of Education will not be liable for damages arising from a student's injury or death if injury or death occurs while under supervision of the teacher, and where the teacher's voluntary absence is a contributing factor.

Length of School Day for Students The standard length of the student school day will be set yearly to accommodate the educational program student schedules and the moving of students between school sites. The principal will announce the building schedule at the beginning of the school year.

The lunch period varies depending primarily upon the students' age. All minor time schedule revisions and all changes in time allotted practices shall be made by the proper administrative authority with the approval of the superintendent.

A minimum school day shall be defined as five and one-half (5 ½) hours in length excluding the lunch period.

When school is forced to close early because of weather or other emergencies, the portion of the day that school was in session shall be defined as a day of school.

Assembly Supervision During the school year, student assemblies will be held. Teachers shall be present at all assembly programs. Supervision at these functions is extremely important. Teachers shall be seated so as to be available for student supervision.

Chaperone Responsibility Teachers' responsibility for student supervision shall extend through regular working hours. Supervision (except extra-curricular) may be assigned at other times.

Teachers assigned to athletics, music, drama, and club sponsorship and other extra-curricular activities shall supervise until the activity concludes.

Teachers who supervise extra-curricular activities when said activities are completed, will remain on duty if students are present. This provision requires teachers who are in charge of activities away from the district to supervise students in the building or on the school grounds after arriving at the home site.

This is provided to allow parents time to pick up their children after an activity. **In no case will a student be left at a school site unsupervised.** This applies to elementary, middle school and high school activities. Staff leaving the building after an activity should check all doors to be sure they are locked.

Policies and Procedures Concerning Discipline It shall be the duty of the principals and the teachers to enforce such rules for school and class control as may be established. Student discipline should be such that procedures used will assist in advancing the concept of responsibility and provide an opportunity for students to benefit from the discipline process.

1. A student will be suspended from school only by the principal or the superintendent.
2. A student may be dismissed from class for one (1) day by the teacher or until reinstated by the principal.
3. No earned grade will be lowered by a teacher as a means of punishment. Neither will a grade be raised as a means of rewarding a student.
4. In school buildings where pop is available, students are to have pop in designated areas only.

In case it becomes necessary to dismiss a student from the classroom, the individual must be sent to the principal. Individual regulations regarding classroom conduct which will deviate from the general school policies should be cleared with the principal and superintendent before they are put into effect. This matter many times becomes extremely important in handling disciplinary cases. If a student is sent out of the classroom and to the office, the office should be promptly notified.

The most common reason for a discipline breakdown is the lack of consistency among staff members in carrying out discipline policies.

Inform the principal if you feel a problem is developing. Chronic misbehavior should be reported early enough to implement an intervention plan as soon as possible.

Use of Profanity It is important for teachers to model a behavior that is exemplary. There is no occasion when teachers may use profanity in the presence of students. This candor is inappropriate and should be avoided in all situations where students are present. There is a professional decorum that should be maintained.

Preventive Discipline Discipline seems to be an animal with many faces. It is too strict, too lenient, inconsistent, ill-defined, takes too much time, kids are not what they used to be, no support for teachers, no parent support, takes so long, kid forgot what he/she did. The problem with discipline is that it is somebody else's problem. "It" belongs to the administration. The teacher next door has a problem with discipline, but I don't, so talk to him/her about the problem. Discipline needs to be everyone's concern and it needs to be consistent.

Before discipline will become consistent, every staff member must assume a responsible posture. The problem belongs to everyone and everyone needs to support decisions relating to matters of discipline. A consistent discipline policy requires the administration and teachers working shoulder to shoulder. It is everyone's responsibility.

In an effort to facilitate communications regarding matters of discipline and at-risk programming for students, a meeting will be held as needed. The purpose will be to focus on inappropriate at-risk type behaviors in the building and classroom.

Students Leaving the Classroom The proper place for students is in the classroom. There should be very few times when a student must leave a classroom. Students should not be allowed to go to their lockers or to the restroom during class. We can't teach responsibility when we allow students to run to a locker every time they forget something or don't bring the necessary study materials. Students are not to be sent off school grounds on errands. Students are not to be allowed to leave classrooms to use the telephone.

Smoking and Drug Use and Abuse Our schools are smoke and drug free. Use of any substance that is classified as tobacco or drugs is prohibited on school grounds, in school buildings, and school vehicles.

Student Travel

School Trips Transportation: Certain school buses will be available for trips which can be taken between the hours of 8:30 a.m. and 3:00 p.m. Requests for transportation for field trips should be made at least ten (10) days in advance. All activities and field trips should be made in the following conveyances only:

1. School bus or school-owned vehicles
2. Commercial carrier
3. Passenger cars carrying one adult designated as the sponsor or chaperone

TEACHERS ARE NOT TO USE THEIR PERSONAL VEHICLE TO TRANSPORT STUDENTS TO AND FROM SCHOOL SPONSORED ACTIVITIES.

Activity Trips Students arriving at any activity by means other than authorized by the school are ineligible for that activity and will not be allowed to participate. Students who return from an activity by means other than those authorized by the school are ineligible for that activity, and will not be allowed to participate.

Out-of-Town Events Each student is required to return from an activity trip by the same conveyance he/she used to arrive. **Exception:** A parent may, upon **written request** to the activity director or sponsor, secure permission for the student to return home with the parent. The sponsor may ask a parent to sign off on their child's name which is listed on a roster. The activity sponsor is responsible for the conduct of students to, from, and at the scheduled activity.

Request for Field Trips Requests for field trips should include specific information and should be approved by the principal. These requests should identify the grade and class and tell why the trip is being taken. The number of students should be specified and the time for the bus to be at the building and the length of the trip and the return time should also be listed. **Elementary teachers should arrange with grade-a-likes whenever possible.** A written request for field trips should be made at least two weeks in advance to the principal and one week in advance to the Food Service Director and teachers. A list of the students who are involved with the field trip should be given to the principal and Food Service Director two weeks in advance.

Parents may be invited to accompany the class on a field trip and to help in caring for the children. This practice helps to interpret the school program to parents.

Requests for field trips should be directed to the building principal and then to the Superintendent so bus travel may be arranged. A transportation request must also be completed.

Field trips are limited and must be in conjunction with a classroom activity and must be educational in nature.

Field Trip Supervision Supervision should insure maximum student safety and welfare. It is recommended that there is one (1) adult for every ten (10) students.

Field Trip Permission Field trip permission slips are signed at registration. Notifications of the trip are sent home during the year.

Teachers are not to use their personal vehicle to transport students at any time unless an emergency arises. Superintendent approval must be granted.

Distance School trips that are requested for a distance greater than 200 miles round trip must be approved by the Board of Directors. Approval will be requested by the sponsor prior to making any arrangements for the trip. When board approval is secured, arrangements are to be made by the sponsor.

Excursion Trips - Educational Excursion trips should be defined as a trip by a school club, class or organization that is educationally justified. Excursion trips are of three types:

1. Trips that encompass long distances or extended stay of three days or more must have prior approval of the Board of Directors. Such trips will be at no expense to the school district except to provide adequate insurance for all members of the trip.
2. Excursion trips that require overnight lodging shall be authorized at the discretion of the Board of Directors to insure adequate planning.
3. Excursion trips that extend beyond the normal school day, but would not involve overnight lodging, should be authorized at the discretion of the principal and superintendent.

Arrangements for transportation, meals, and lodging should be made at least four (4) weeks in advance. Such preliminary arrangements must be confirmed in writing and signed by the principal.

Requests for excursion trips should include specific information and be approved by the Board of Education. These requests should identify the grade, class, or club organization which must appropriately identify the group. The number of students should be specified and the trip itinerary should be completed.

Parents may be invited to accompany the class on the excursion. They may be of some help in chaperoning and this practice helps to interpret the school program to parents.

Requests for excursion trips should be cleared with the principal and superintendent before requesting tentative Board approval.

All trips of any kind are to be approved by the administration and/or board prior to making arrangements with the students.

Requests will receive tentative approval of the Board of Education before the sponsor proceeds with plans for the trip.

Excursion Trips - Non-Educational Non-educational trips can be defined as excursions that are primarily social in nature -- trips to reward students for a job well done, pizza parties, picnics, etc. These trips should not interfere with the students' school days. Clubs and organizations requesting school transportation under this provision will be charged a per mile rate, but will be able to use school transportation, if available. Trips of this nature across the state line are prohibited.

Athletic Events Athletic events which require an overnight stay are excluded from the requirements set forth therein. However, these trips must be approved by the superintendent.

Building Level Management

Activity Money Any faculty member who collects funds for resale items, ticket money, class activities, etc., is responsible for the safekeeping of said funds. Money should be turned in to the central office immediately. Funds that are lost or stolen while in the teacher's/sponsor's possession will be reimbursed by the instructor/sponsor who collected said funds. All high school resale items are to be handled through the business manager.

Holding Class Over No class and no one person should be kept longer than the allotted time unless the proper arrangements have been made.

Keys Security of the buildings and contents is the responsibility of the staff. The greatest threat to the security of school property is carelessness on the part of the staff relative to the handling of keys.

Keys should never be given to students. If keys are lost, it should be reported to the office immediately. Staff members who, through negligence, are responsible for keys being duplicated, student's gaining entrance to the building, or theft of materials and equipment, will be held financially responsible to reimburse the school for such loss. In addition, if it is necessary to have the building re-keyed, such staff member will be obligated to pay for the re-keying.

Semester Test Requirements - High School/Middle School Tests will be given in each course each semester. All students will be required to take the semester exam in each course enrolled. The semester test should be challenging and length of the testing period shall be established by the building principal.

Students who miss one or more tests due to illness will be required to make up same the first day back in school. Excuses for missing semester tests other than illness will have to be of an emergency nature as determined by the principal. The semester test grade will become a factor in the student's semester grade. Assessment of performance shall be a continuing process designed to serve the above enumerated purpose.

Holiday and Sunday Practices It is the policy of the George-Little Rock Community School District that no school-related organized practice sessions will be permitted on Thanksgiving, Christmas, and on Sundays. School-sponsored student performances to be held on Sundays and holidays should be scheduled on a very restricted basis. All such performances and practices are to be cleared with the administrative staff. An effort should be made to conduct all student performances during the school week.

Public Performance by Students The Board of Education recognizes that worthy and appropriate educational values accrue from students participating in civic and community affairs. As such, the Board encourages the public performances of student groups, when such performances contribute to the educational processes and objectives of the school, and when it does not unduly interfere with the student program.

1. All such performances shall be approved by the principal.
2. The extended use of one particular group should be discouraged.
3. Extended travel by a particular group should be discouraged.

4. Student groups below the senior high level should engage in only limited activity.
5. The Board of Education recognizes Wednesday as activity-free night. The administration shall avoid scheduling activities on Wednesday night throughout the school year.

When the Board of Education and Superintendent determine that the educational gain outweighs any promotional purpose, prior approval can be given by the Board to an activity.

Scheduling of Events In order to avoid conflicts, all practices, meetings, social events, athletic contests, community sponsored activities, etc., must be cleared with the building principal, activities director and the business manager.

District Level Practices

Parent-Student Handbook Teachers shall familiarize themselves with the Parent-Student Handbook. The handbook includes basically the rules, regulations, and recommendations by which the student body will be governed.

Board Meetings Regular meetings of the Board of Directors shall be held monthly at times and dates determined. Items to be placed on the agenda shall be in the superintendent's office one week prior to the scheduled meeting. Teachers are welcome to attend board meetings. Teachers will be invited to make "good news reports" on a monthly basis.

The Open Meetings Law prohibits the Board taking action on an issue unless it is a part of the published agenda or is deemed to be an emergency.

Energy Conservation An effort should be made to conserve all energy resources, including electricity, heating fuels, and gasoline. This is possible with the assistance of each staff member.

Staff members may personally assist as follows:

1. Turn off lights at the end of each day.
2. If natural light is adequate, do not turn on room lights.
3. Turn off lights in gyms between P.E. periods and when not in use.
4. Report under- and over-heating in rooms.
5. Travel only when absolutely necessary.
6. Pull shades in all rooms to the window sill beginning October 15 to April 30, at nights, and weekends.

Dollars we spend for energy cannot be spent for salaries, materials, textbooks, etc. Therefore, when we do not spend dollars for energy, they are available for education. Help save energy dollars.

Indoor Air Quality Good indoor air quality contributes to a favorable learning environment for students, performance of teachers and staff and a sense of comfort, health, and well-being for all school occupants. These combine to assist a school in its core mission - educating children. If there is a concern regarding indoor air quality, that concern should be directed to the superintendent immediately.

Animals in the Classroom Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Policy No. 606.03.

School Lunch Program Meals are available to faculty members. All teachers are to pay for meals unless otherwise notified.

Loaning of Equipment and Use of School Facilities No equipment may be loaned or borrowed by members of the community and staff unless first authorized by the superintendent or designee.

Use of facilities will be cleared and authorized by the superintendent and/or the Board of Education.

Parent-Teacher Conferences Parent Conferences will be planned each year as set forth by the school calendar. The purpose of the parent conference is to convey to the parent the educational progress of the student. Teachers should be well prepared for the parent conference and make it most meaningful for the parent and child. All parents will receive student progress reports four times a year.

This time could be used to enlist the support of parents for the school and encourage their interaction to provide them with a feeling of having been of benefit to their school and their child. Parent-teacher conferences will be held on dates scheduled according to the school calendar.

Mileage GLR will pay 30 cents per mile for authorized school travel. **Travel must be authorized by the superintendent prior to the trip.** If a school vehicle is available, but the employee as a matter of convenience chooses to drive his/her personal vehicle, the district will not pay a travel allowance.

The following paragraph is from School Board Policy Code No. 401.07 - Employee Travel Compensation:

Travel Within the School District

School personnel will be reimbursed at the rate of 30 cents per mile for use of their personal automobile for approved travel on school business within and without the school district, except as follows:

4. *Travel from employees personal residence to first duty location of the day.*
5. *Travel from employees last duty location of the day to his/her personal residence.*
6. *If school vehicles are available, but the employee chooses to drive his/her own car.*

Titles During school hours, teachers will address one another by their proper title of Mr., Miss, Ms., or Mrs. at all times when students are present.

Outside Resource People The Board of Education recognizes that one of the greatest resources of the school system is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. The Board of Education, therefore, encourages the use of community resources and citizens to assist in furthering the educational program. Use of outside personnel and resources for an assemblage of one hundred or more students shall be approved by the building principal.

It is a matter of courtesy as well as a method of providing knowledge of the presence of these outside resource people for the classroom to notify his/her principal at least one week in advance of the expected attendance of the speaker.

If a resource person is scheduled to meet with the entire student body of a school division, the superintendent may require a written text of the material to be presented three days prior to program date.

Teaching Controversial Issues A "controversial issue" is defined as an area of significant academic inquiry about which substantial segments of the citizens of this community, state or nation hold sincere conflicting points of view.

The study of controversial issues should be emphasized in the senior high school, when most students are mature enough to study the significant controversial issues facing our citizens. The study should be objective and scholarly with a minimum emphasis on opinion and a maximum emphasis on facts.

The study of controversial issues should emphasize the rights of students to study issues which have political, economic, or social significance. The student should have free access to all relevant information, and have the right to form and express his/her own opinions on controversial issues without thereby jeopardizing his/her relations with his/her instructor or the school. Moreover, the student should study under competent instruction in an atmosphere free from bias and prejudice.

The teacher in selecting both the content and the method of instruction, should be mindful of the maturity level of the students. The student should be assured that the controversial subject to be discussed belongs within the framework of the curriculum to be covered, that the subject is significant as well as meaningful for the students, and that through the discussion, students will have some opportunity to grow.

The teacher should handle the class presentation in ways which will insure a wide range of information and interpretation for the students' consideration. The teacher should strive to present a balance among many points of view. **The teacher should refrain from using the classroom as a personal forum.** The teacher has the right to identify and express his/her own view in the classroom as long as he/she indicates clearly that it is his/her own. The teacher emphasizes keeping an open mind, basing one's judgment on known facts, looking closely at facts to evaluate them in terms of the subject under discussion, and being ready to change one's opinion should new facts come to light.

The emphasis should always be on the method of forming an opinion as much as the opinion formed. Any conflict between the teacher and student or between the teacher, student and parent arising as a result of teaching a controversial issue shall be reported to the principal immediately.

LEGAL ADDENDUM

Special Education Program The local district and NWAEA share in providing special education services for students who reside in our districts. Students who qualify are eligible for support from special education personnel.

Exclusion from School Program The Board recognizes the existence of various religious beliefs and acknowledges the American tradition of separation of church and state. Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal in writing. The principal shall determine an alternative activity or study for the students.

Equal Education Opportunity Students who attend the George-Little Rock School District shall have an equal opportunity for a quality education. This should take place without discrimination regardless of their race, creed, sex, marital status, sexual orientation, gender identity, national origin, ability or disability. The education program shall be free of such discrimination and provide equal opportunity for all students.

The education program shall foster knowledge of, respect and appreciation for, the historical and contemporary contributions of diverse cultural groups as well as men and women to society. It shall also reflect the wide variety of roles open to both men and women and provide equally to both sexes.

Inquiries regarding compliance with equal education opportunity shall be directed to the Superintendent/Title IX Compliance Officer, P.O. Box 6, George, IA 51237; telephone 712-475-3311.

Review of Instructional Materials Parents and other members of the school district community may review instructional materials used by students. These materials must be viewed on school district premises. Copies of materials may be obtained according to the board policy, "Examination of School District Public Records." Persons who desire to view material should first contact the building principal where the materials are housed or being used.

Hazardous Chemical Disclosure The Board of Education has adopted a hazardous chemical disclosure policy. This was primarily established for the protection of employees. Community members may request information about chemicals being used in the schools. Generally, students do not have access to hazardous chemicals. However, in certain courses (for example, chemistry, biology, physics) hazardous chemicals may be present.

Dispensing Medication in School The school will administer medication under certain prescribed guidelines. Prerequisites to assure that the specified drug is dispensed to the designated pupil in the prescribed amount at the specified time are listed below:

1. The medication is prescribed by a licensed medical or osteopathic physician or dentist.
2. The prescribing physician or dentist signs a request which will include: Name of pupil, name of medication, dosage, times administered, route of administering, and special instruction. The prescription label will contain the above listed information in order for school officials to administer medication.
3. The signed parent or guardian permission form must be on file before school personnel will administer medication according to written directions of the prescribing physician or dentist.
4. File all medication permission slips in the pupils' cumulative health folder.
5. The medication is brought to school and kept in the prescription containers filled by the pharmacist.
6. All medications are appropriately identified for each child, kept in a locked drawer or cabinet and the employee responsible for dispensing the medication has custody of the key. When required, refrigeration will be provided.
7. Record pupil's name and medication(s), the amount given, and the initials of the person dispensing the dose each time the medication is given at school.
8. The amount of medication given at school, plus the amount left in the container (if any) should equal the amount of medication received at school.
9. At vacation time, end of school year, or end of dispensing time, any remaining medication shall be returned to pupil's parents or destroyed. This action should be noted on the health record.
10. Medication may be dispensed by the school nurse or by the child's school secretary if they have been trained in non-parental drug administration.
11. Non-prescribed medicines (over-the-counter) should not be administered by school personnel unless permitted by parents.
12. The school will not be held responsible for monitoring the usage of medications by a child during school hours when the student carries and self-administers his/her own medication.

If, at any time, the medication storage drawer, cabinet, or refrigerator is broken into, an accounting of the medication must be done immediately. The school administration should notify police and parents immediately of any loss.

When parents are unable to bring medication to school, bus drivers may accept and transport medication to school. On these occasions, the bus driver should accept only the prescription containers filled by the pharmacist. A form requiring the signatures of parents, bus drivers, and school building employees responsible for accepting medications will be provided.

Parents may be required to administer medication if prior arrangements have not been made with school officials.

Investigation of Child Abuse When incidents of child abuse, either physical or sexual, by school employees is reported to school officials, the following procedure will be followed:

1. One primary investigator, who will be the building principal/s, will be appointed to investigate.
2. An alternate investigator will be a guidance counselor. The alternate will be used if the building principal is named in the alleged abuse.
3. The second level investigator will be the County Sheriff.

The primary investigator will examine reported incidents of physical and/or sexual abuse of students by school employees. The primary investigator must notify local law enforcement authorities in cases of proven serious physical and/or sexual abuse.

Parents may receive a copy of policy no. 402.02 and 402.02R by contacting the superintendent's office.

Board Support for Student Rights and Responsibilities Policies The Board of Education shall support the district policies that fall within the realm of student rights and responsibilities. This shall include student attendance policies, good conduct policies, co-curricular activities policies, and all other student-related policies.

The Board supports the administration in carrying out these policies. The Board expects the administration to be fair in administering the policies.

Moreover, the policies shall apply to all students equally. The administrators are expected to consider each student discipline situation on the basis of evidence, but within the framework of the policies.

Open Enrollment Parents/guardians considering the use of the open enrollment option to enroll their child/ren in another public district in the state of Iowa should be aware of the following dates:

- | | |
|--------------|--|
| March 1 | Last date for regular open enrollment requests |
| September 15 | Last date for open enrollment requests for entering kindergarten students. |

Parents/guardians of open enrollment students whose income falls below 160% 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.

Articulation Agreement Most of the vocational programs offered at George-Little Rock have articulation agreements with one or more two year post-secondary colleges. An articulation agreement is a tool used to recognize that certain competencies taught in high school do not need to be repeated in the post-secondary setting.

Definition of At-Risk Student Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, ELL students, culturally isolated, in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

George-Little Rock Community School recognizes that students can experience a number of personal, behavioral/medical problems which can have an adverse affect on their behavior, conduct, or academic performance in school. Such problems could include learning disabilities, physical illness or problems, emotional and psychological problems, family or legal problems, alcohol or other drug abuse, social, economic, sexual, or other personal problems, or anything that is a barrier to students to achieving their potential. School interventions may occur if a student or a family member, repeatedly and definitely interferes with a student's school performance, or jeopardizes the health, safety, welfare, educational opportunity, or rights of other students or personnel.

Post-Secondary Enrollment Option Act The Post-Secondary Enrollment Option Act allows 11th and 12th grade students to enroll part-time at an eligible community college, state university or private college or university.

Students may apply to enroll in one or more classes. However, the student must have at least one study hall or a free period during the semester in which the course is taken. A student may not take a "comparable" course at a college. A "comparable" course is one that is offered by:

- * the school district the student attends;
- * the accredited non-public school the student attends; or
- * the school district in which the accredited non-public district the student attends is located.

For public school students, the student's school district pays the college or university for the cost of tuition, textbooks, materials and fees up to \$250 per semester which is equal to one class. Additional information is available in the guidance office.

Collection of Student Fees School districts have little recourse against students or parents for nonpayment of student fees. The only real option available to school districts is to file a small claim court action. The school district cannot withhold grades, transcripts, diplomas, etc. for nonpayment of fees, nor should the school district publish, post or announce the names of students who have not paid their fees. Nonpayment of fees is a student record for which student confidentiality provisions apply. School employees who release the names of students who have not paid their fees expose themselves and the school district to legal liability.

Student Fee Waiver 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's fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty, may be eligible for temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardships, should contact the secretary at registration time for a waiver form. This waiver does not carry over from year to year, therefore, it must be applied for yearly.

Family Educational Rights and Privacy Act of 1974 This act provides for access by parents to permanent school records and an opportunity to challenge any content which may be inaccurate, misleading, or inappropriate.

The George-Little Rock Community School District collects and maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the student. The records contain information about the student and his/her education, and may include but are not limited to the following types of records: Identification data, attendance data, record of achievement, family background data, aptitude tests, education-vocational honors and activities, discipline data, objective counselor of ratings and observations, and external agency reports.

The records of each student are generally located with the high school principal, middle school principal, and the elementary school principal. Any exception will be noted in the student's other records or by the person in charge of maintenance of school records for each school building. The name and position of the person responsible for the maintenance of school records for each building is as follows:

<u>BUILDING</u>	<u>PERSON RESPONSIBLE</u>	<u>TELEPHONE NUMBER</u>
High School	Principal	712-475-3311
Middle School	Principal	712-479-2771
Elementary School (G)	Principal	712-475-3675
Elementary School (LR)	Principal	712-479-2771

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

1. School officials and staff with legitimate educational interest.
2. Officials of other schools in which the student proposes to enroll.
3. U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities.
4. In connection with a student's educational financial aid application.
5. Organizations conducting educational studies and the study does not release personally identifiable information.
6. Accrediting organizations for accrediting purposes.
7. Parents of dependent children as defined in the Internal Revenue Code.
8. To comply with a court order or judicially issued subpoena.
9. Appropriate parties in a health or safety emergency.
10. Interagency agreement between the school district and juvenile justice agencies.
11. As directory information.

Student records are reviewed and inappropriate material removed periodically, but at a minimum when a student moves from elementary school to middle school, and from middle school to senior high, and when a student transfers out of the district. Those records not of permanent importance are destroyed within three (3) years of graduation or discontinued attendance.

The parents of handicapped students, or handicapped students over age 18, will be informed when personally identifiable information in the records is no longer needed to provide educational services, and before the information is destroyed. Parents of students under age 18 and students over age 18 may exercise the opportunity to review educational records of the students, to obtain copies of the records, to write a response to material in the record, to challenge the content of the records on the grounds of inappropriateness, inaccuracy, or invasion of privacy, and to have the records explained.

The procedure to be followed in exercising any of the rights under school policies or rules may be obtained from any of the aforementioned persons responsible for the maintaining of student records in each building.

The principal or person in charge of each attendance center may release the following types of information to the public as he/she sees fit, keeping in mind, the privacy of the student and the student's family, and the totality of the surrounding circumstances: name, address, telephone listing, date and place of birth, e-mail address, grade level, enrollment status, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, student ID number, user ID or other unique personal identifier, photograph and other likeness, and other similar information.

To prevent the public release of such information, a parent must file a written objection with the aforementioned person responsible for maintaining student records.

Students and parents may file with the Department of Education, complaints concerning alleged failures of the school district to comply with federal legislation dealing with student records. Correspondence for FERPA should be addressed to: Family Policy Compliance Office, U. S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-5920.

SCHOOL DISTRICT

Series 100

Policy Title Anti-Bullying/Harassment

Code No. 104.00

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 students, school employees, and 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.

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

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

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

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

SCHOOL DISTRICT

Series 100

Policy Title Anti-Bullying/Harassment (Page Two) Code No. 104.00

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

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

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

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

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

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

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

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

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

SCHOOL DISTRICT

Series 100

Policy Title Anti-Bullying/Harassment (Page Three) Code No. 104.00

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

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

- Inclusion in the student handbook;
- Inclusion in the employee handbook;
- Inclusion in the registration materials;
- Inclusion on the school or school district's web site;
- and a copy shall be made to a person at the central administrative office at 500 E. Indiana Ave., George, IA 51237.

Legal References:

20 U.S.C. §§ 1221-1234i (2010).
29 U.S.C. § 794 (2010).
42 U.S.C. §§ 2000d-2000d-7 (2010).
42 U.S.C. §§ 12001 *et. seq.* (2010).
Iowa Code §§ 216.9; 280.3 (2011).
281 I.A.C. 12.3(6).
Morse v. Frederick, 127 S.Ct. 2618 (2007).

Cross References:

502.00 Student Rights and Responsibilities
503.00 Student Discipline
506.00 Student Records

Date of Adoption: May 13, 2013 (Revised)

Related Administrative Rules and Regulations: _____

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

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

COMPLAINT PROCEDURE

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

The investigator, with the approval of the principal, or the principal has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

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

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

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

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

POINTS TO REMEMBER IN THE INVESTIGATION

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

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall investigate.

ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Code No. 104.00E1

Name of complainant: _____

Position of complainant: _____

Name of student or employee target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents: _____

Nature of Discrimination or Harassment Alleged (Check all that apply).

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other - Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment or bullying, 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

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

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

DISPOSITION OF ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Name of student or employee target: _____

Grade or building of student or employee: _____

Name and position or grade of alleged perpetrator / respondent: _____

Date of initial complaint: _____

Nature of Discrimination or Harassment Alleged (Check all that apply).

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other - Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

Summary of investigation: _____

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

Signature

Date

EMPLOYEES

Series 400

Title _____ Equal Employment Opportunity _____

Code No. _____

401.01

The George-Little Rock Community School District will provide equal opportunity to employees and applicants for employment in accordance with applicable equal employment opportunity and affirmative action laws, directives and regulations of federal, state and local governing bodies. Opportunity to all employees and applicants for employment includes hiring, placement, promotion, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay or other forms of compensation, and layoff or termination. The school district will take affirmative action in major job categories where women, men, minorities and persons with disabilities are under-represented. Employees will support and comply with the district's established equal employment opportunity and affirmative action policies. Employees will be given notice of this policy annually.

The board will appoint an affirmative action coordinator. The affirmative action coordinator will have the responsibility for drafting the affirmative action plan. The affirmative action plan will be reviewed by the board at least every two years.

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 Iowa Department of Education for the position for which they apply. In employing individuals, the board will consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, national origin, religion, age, sexual orientation, gender identity or disability. In keeping with the law, the board will consider the veteran status of applicants.

Prior to a final offer of employment for any teaching position the school district will perform the background checks required by law. The district may determine on a case-by-case basis that, based on the duties, other positions within the district will also require background checks. Based upon the results of the background checks, the school district will determine whether an offer will be extended. If the candidate is a teacher who has an initial license from the BOEE, then the requirement for a background check is waived.

Advertisements and notices for vacancies within the district will contain the following statement: "The George-Little Rock Community School District is an EEO/AA employer." The statement will also appear on application forms.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, will be directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, George-Little Rock Community School District, 500 E. Indiana Ave. PO Box 6, George, IA 51237; or by telephoning 712-475-3311.

Inquiries by employees or applicants for employment regarding compliance with equal employment opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment Opportunity Commissions, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI 53203-2292, (800) 669-6820. <http://www.state.ia.us/government/crc/index.html> or the Iowa Civil Rights Commission, 400 E. 14th St., Des Moines, Iowa, 50309-1004, (515) 281-4121 or 1-800-457-4416, <http://www.state.ia.us/government/crc/index.html>.

EMPLOYEES

Series 400

Title Equal Employment Opportunity (Page Two)

Code No. 401.01

This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

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.

Legal Reference:

29 U.S.C. §§ 621-634 (2010).
42 U.S.C. §§ 2000e *et seq.* (2010).
42 U.S.C. §§ 12101 *et seq.* (2010).
Iowa Code §§ 19B; 20; 35C; 73; 216; 279.8; (2011).
281 I.A.C. 12.4; 14.1; 95.

Cross Reference:

102.00 Equal Educational Opportunity
104.00 Bullying/Harassment
405.02 Licensed Employee Qualifications, Recruitment, Selection
411.02 Classified Employee Qualifications, Recruitment, Selection

Date of Adoption: May 13, 2013 (Revised)

Related Administrative Rules and Regulations: _____

EMPLOYEES

Series 400

Title _____ Employee Complaints _____

Code No. _____
401.04 _____

Complaints of employees against fellow employees should be discussed directly between employees. If necessary, complaints will be brought directly to the immediate supervisor, principal or superintendent and will be made in a constructive and professional manner. Complaints will never be made in the presence of other employees, students or outside persons.

A formal grievance procedure is contained in the master contract between the employee's licensed bargaining unit and the board. This policy will not apply to a complaint that has been or could be filed at the employee's discretion under that formal grievance procedure.

Legal Reference:

Iowa Code §§ 20.7, .9; 279.8 (2009).

Cross Reference:

307.00 Communication Channels

Date of Adoption: _____ October 14, 2009 (Revised) _____

Related Administrative Rules and Regulations: _____

EMPLOYEES

Series 400

Policy Title _____ Licensed Employee Contract Release _____

Code No. _____
407.02

Licensed employees who wish to be released from an executed contract must give twenty-one (21) days notice to the superintendent. Licensed employees may be released at the discretion of the board. Only in unusual and extreme circumstances will the board release a licensed employee from a contract. The board will have sole discretion to determine what constitutes unusual and extreme circumstances.

Release from a contract shall be contingent upon finding a suitable replacement. Licensed employees requesting release from a contract after it has been signed and before it expires will be required to pay the board the cost of advertising incurred to locate and hire a suitable replacement. Upon written mutual agreement between the employee and the superintendent, the costs may be deducted from the employee's salary. Payment of these costs is a condition for release from the contract at the discretion of the board. Failure of the licensed employee to pay these expenses may result in a cause of action being filed in small claims court.

The superintendent is required to file a complaint with the Iowa Board of Educational Examiners against any licensed employee who leaves without proper release from the board.

Legal Reference:

Iowa Code §§ 216; 272; 279.13, .19A, .46 (2009).
1978 Op. Att'y Gen. 247.
1974 Op. Att'y Gen. 11, 322.

Cross Reference:

405.03 Licensed Employee Individual Contracts
405.04 Licensed Employee Continuing Contracts
407.03 Licensed Employee Retirement

Date of Adoption: _____ November 4, 2009 (Revised) _____

Related Administrative Rules and Regulations: _____

STUDENTS

Series 500

Policy Title Student Fund Raising

Code No. 504.05

Students may raise funds for school-sponsored events with the permission of the principal. Fund raising by students for events other than school-sponsored events is not allowed. Collection boxes for school fund raising must have prior approval from the principal before being placed on school property.

The following guidelines for fund raising projects will be followed:

10. All funds raised will be school funds, accounted for in the activity fund and used for organized school projects such as junior/senior banquet and prom.
11. Funds raised shall be reasonably calculated to fund the project or projects but nothing that would be greatly in excess.
12. The activities now authorized are the junior/senior banquet and prom, FFA fruit sales, and minor projects with the administration's approval. However, other major projects shall come before the board for approval.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Legal Reference:

Senior Class of Pekin High School v. Tharp, 154 N.W..2d 874 (Iowa 1967).

Iowa Code § 279.8 (2009).

Cross Reference:

402.09 Solicitations from Outside

502.00 Student Rights and Responsibilities

503.00 Student Discipline

504.00 Student Activities

704.05 Student Activities Fund

905.02 Advertising and Promotion

Date of Adoption: March 16, 2010 (Revised)

Related Administration Rules and Regulations: _____

