

GMG

Preschool and Elementary Parent / Student Handbook 2023-2024



GMG Elementary School
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Green Mountain, Iowa 50632
Phone: (641) 474-2251

Mrs. Kym Stein, Superintendent
Mrs. Stacey Busch, Elementary Principal
Mrs. Kerry Gill, Secretary

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GMG ELEMENTARY STAFF

			<u>Phone extension</u>
Preschool		Lacy Rose	252
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Preschool Aide		Julie Stahl, Autumn Sash, Lilian Harris	
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Welcome

The staff of GMG Elementary School welcomes parents, families and children to the GMG Community School District for another year. We are pleased that your children are part of our family at GMG and look forward to providing them with an excellent educational experience. We strive to develop leaders in our students.

Introduction

The purpose of this Parent-Student Handbook is to provide general information about GMG Elementary School and to explain specific policies, regulations and general procedures that apply to the elementary school and to all students in the district. Although every effort will be made to update the handbook on a timely basis, the district reserves the right and has the sole discretion, to change any policies and procedures without notice, consultation, or publication, except as may be required by law. The district reserves the right and has the sole discretion, to modify or change any portion of this handbook at any time.

Goals and Objectives of the Educational Program

The GMG School Board's objective in the design, contents and the delivery of the educational program is to provide an equal opportunity for all students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, or disability.

In providing the education program of the school district, the board shall strive to meet its overall goal of providing all students with a learning environment of educational excellence and motivation to continue a lifetime of learning.

At GMG Elementary we believe...

- In encouraging students to be independent thinkers and problem solvers.
- In teaching every child, every day, every way.
- Everyone shows and demonstrates RESPECT for themselves, others, and the environment.
- Every day is a fresh start.
- Students are responsible for taking ownership of their learning.

District Statement of Beliefs

- Positive attitudes make the difference.
- Learning is our primary purpose.
- Educational decisions must focus on student learning.
- Students, along with parents/guardians, must share in the responsibility for their own learning through developing a desire, love, and curiosity for learning.
- Students must possess basic skills to develop responsibility, citizenship, and a capacity for change.
- The GMG Community School must have clear visions for future needs.
- The school environment must provide high expectations with all striving for excellence.
- GMG will utilize involved and informed community members.

- The school staff and school board must provide and demonstrate responsible citizenship.
- Clear visions and positive attitudes make the difference.
- A caring, safe and respectful environment for each person promotes a positive learning climate.

Our GMG Students Will Demonstrate...

Responsibility	Technology Literacy	Learner's Mindset
Honesty, caring, empathy Honor commitments	Awareness, adaptable, ethical use of appropriate tools, balance	Embrace curiosity, active Listening, desire to learn, ability to unlearn
Perseverance	Leadership	Critical Thinking
Embrace failure as a path to success. Steadfastness despite opposition	Visionary, leverage strength Create conditions of empowerment	Big picture, analytical thought Apply disciplined thinning, rational

Learning Philosophy

- All students can learn and have a right to succeed in school.
- It is imperative that we identify students who are not achieving and then adequately support their academic needs.
- It is unacceptable to make excuses for students not learning.
- The consequences for students not achieving well in school are too great for the student, the community, and a democratic society to ignore.
- All staff and board must be connected to the improvement work through shared information, shared decision making, shared focus, and a commitment to high expectations for all students.
- The culture of the school must support adult learning as well as student learning. All role groups (teachers, non-certified staff, administrators, board members) must have the opportunity to grow professionally in their understanding of how to improve student learning.
- Improving academic achievement must be focused in the area(s) of greatest student need.
- What we do to improve student learning must be grounded in the current research, theory, and best thinking in the field, and should be continuously studied to determine its effect on student learning.
- All certified staff must be organized into collaborative teams to support their improvement efforts and ensure success.
- Quality instruction is the key factor for improving student learning.
- Quality, focused, ongoing professional development is the key to improving instruction.
- All staff must continuously engage in improving their practice (teaching techniques).
- It is essential for the board to commit time and resources to ensure that professional development results in improved student learning.

- The primary focus of professional development should result in a positive change in academic achievement of students.
- Data about student learning must drive decision making at all levels.
- Partnerships with parents and the community are an important key to improving learning for all students.
- Strong and engaged leadership must exist at all levels of the system in order to guide and protect the school-improvement work.
- The district is committed to using all resources possible to ensure that all students are engaged in and take responsibility for their own learning.
- In order to improve student learning, the board of education provides leadership through
 - *learning as a board team
 - *developing and advocating core district beliefs
 - *setting clear expectations
 - *providing adequate support
 - *ensuring accountability (monitoring progress)

HELP YOUR CHILD IMPROVE

PARENTS/GUARDIANS can help kids get better grades by teaching them to enjoy learning and getting involved in their schoolwork. No matter how good a child's teacher or school is, there always is a need for positive reinforcement at home. Here are some ways parents can help their children get good grades.

READ with a young child for at least 15 minutes each day. If your children are old enough to read, let them take turns reading aloud. Short, regular sessions help develop the reading habit.

DO NOT compare siblings and do not always expect younger children to do as well as older brothers and sisters. All children develop at different rates.

GIVE praise when children's grades show improvement- not only when they are A's.

TALK over the school experiences and review lessons each day.

PARTICIPATE in children's homework by sitting down to listen to them, making helpful suggestions or checking over answers.

PROVIDE an appropriate area for homework (apart from television) and agree with your child on a regularly scheduled time for the task every night.

ELIMINATE factors that interfere with schoolwork. Television is a big culprit. Studies show the average child watches 30 hours of TV per week, and that often cuts deeply into homework time.

SINCE television is not going away, use it creatively to stimulate discussions, introduce new ideas and provide insight.

PLAN family outings to interesting, educational places, such as zoos, museums and historical sites.

PLAY games requiring imagination and thinking- number games, word games, and guessing games.

BE a good listener. When children think their children are “tuning out” when they talk, they soon stop communicating. Take a sincere interest in your child’s school activities and friends. It can help avoid a lot of problems later on.

GET involved in the school through the local parent-teacher organization, school board, or other groups.

TAKE your children to the library once or twice per week. Choose books together. Let them know at an early age that the world of knowledge is important, exciting and entertaining.

CONTACT the teacher early in the year to get to know them in a positive way. Then if a problem arises or grades drop suddenly, it will be easier to resolve with someone you already know.

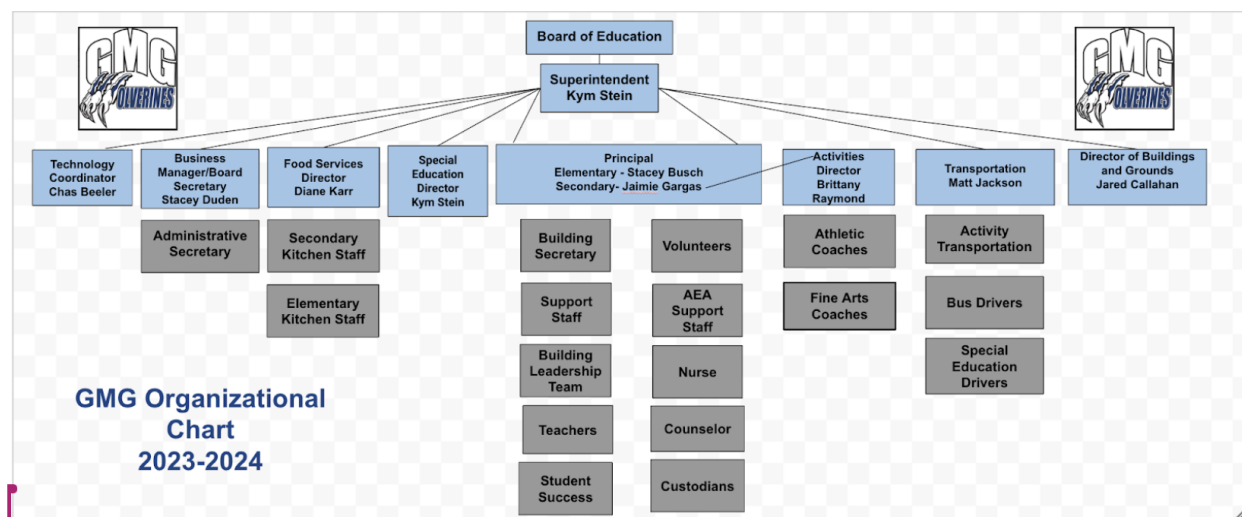
DEFINITIONS

- “The district” means the Green Mountain Garwin Community School District (GMG CSD).
- “Parent” also means “guardian” unless otherwise stated.
- An administrator’s title, such as superintendent or principal, also means that individual’s designation unless otherwise stated.
- “School grounds” includes the school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles, and chartered buses.
- “School facilities” include school district buildings and vehicles.
- “School activities” means all school activities in which students are involved whether they are school-sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.
- “FLSA” stands for the federal Fair Labor Standards Act

District Goals

- Shared responsibility for the education of our future leaders is imperative to success. The student, family, and community all have important roles in achieving this. Effective communication between each of these stakeholders will help us accomplish this and help everyone to grow.
- All students will choose healthy lifestyles and feel safe and connected to school.
- District educators will strive for each student to demonstrate positive growth on ISASP and other screening methods each school year.

GMG ORGANIZATIONAL CHART



EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

The district will provide equal opportunity to employees and applicants for employment in accordance with applicable equal opportunity and affirmative action laws, directives, and regulations of federal, state, and local governing bodies. The district does not discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status in its employment and personnel practices. 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 underrepresented. 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.

Advertisements and notices for vacancies within the district will contain the following statement: *"The district is an EEO employer."* The statement will also appear on application forms.

With regard to education, It is the policy of GMG CSD not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity or socioeconomic status in its educational programs and its employment practices. These programs include, but are not limited to, CTE, fine arts, core curriculum, or other electives.

If you have questions or any concerns related to the [Board Policy 401.1](#). Please contact Affirmative Action Coordinator, Jaimie Gargas, Secondary Principal, 306 Park St, Garwin, IA 50632, (641) 499-2005, jgargas@gmgschools.org.

Inquiries by employees or applicants for employment regarding compliance GMG CSD policies, including but not limited to complaints of discrimination, may also be directed in writing to the Equal Employment

Opportunity Commission, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Ave., Suite 800, Milwaukee, WI., 53203-2292, 1-800-669-4000 or TTY 1-800-669-6820, www.eeoc.gov/field/milwaukee/index.cfm or the Iowa Civil Rights Commission, 400 E. 14th Street, Des Moines, IA 50319, (800) 457-4416, www.state.ia.us/government/crc/index.html. 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.

ADA Compliance

In compliance with the Americans with Disabilities Act (ADA), and the Americans with Disabilities Act Amendments Act (ADAAA), the district will consider a reasonable accommodation to enable qualified applicants or employees with disabilities to perform the essential functions of the position. The district encourages applicants or employees to make suggestions regarding reasonable accommodations to their elected officials, department heads, the district ADA Coordinator. The District ADA Coordinator is Kym Stein, Superintendent.

GINA

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to requests for medical information. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual or an individual's family member's genetic test, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

School Hours

Breakfast available	7:45
First bell	8:15
Shuttle bus dismissal	3:30
Green Mountain area bus route dismissal after recess	3:45

Morning Supervision

Breakfast supervision will begin at 7:45 am. Supervision of students begins at 7:45 am.

Students arriving before 7:45 am will be sent to our before school childcare program and the family will be charged.

Before and After School Program

GMG offers childcare from 7:00-7:45 am before school and 3:45-5:30 pm after school in the elementary building. All students need to be brought into the school from the north door of the lunchroom. Parents MUST check in and check out their children. Cost of childcare is as follows:

- Morning - \$5.00
- After School - \$5.00

- Full day \$10.00

A \$10.00 late fee (First Time) will be charged to families who come after 5:30. The second time for late pickup will be \$20. The third time for late pickup will be \$30.00. The fourth time for late pickup will result in loss of service for the remainder of the year. The late fee will be payable to the school district.

If late fees are not paid within two weeks after they occur, alternative care needs to be found. Parents are asked to take their children inside the building for safety reasons.

If the school dismisses because of weather conditions, the school will not offer child care. Families are asked to have back-up child care in case of winter weather early dismissals or cancellations.

If school is delayed, childcare will not be available.
Daycare will not be offered the day before breaks start.

Newsletter

GMG publishes a monthly newsletter that is put on the school website. The newsletter contains a monthly calendar of events, lunch/breakfast menus, and other items of general interest to stakeholders. If you would like to receive a paper copy of the newsletter, please contact the office so we can make sure your name and address are on the mailing list. Many teachers at the elementary school also send weekly newsletters to parents via Friday folder or email. There are also district social media accounts that can be utilized. The district has Facebook, Twitter, and Instagram.

Student Supervision

Elementary children from other schools may visit a GMG classroom if the teacher and principal are contacted in advance and the visit will not interrupt the instruction plans for the day.

Parent/Family Visitation

Parents/Guardians are welcome and encouraged to visit their child's/children's class any time after the first and prior to the last week of school. **Prior to visiting the class, parents/guardians must notify the teacher ahead of time. Prior to visiting the classroom on the day of visit, parents/guardians must notify the office of their presence upon arrival and be issued a visitor's tag.** Any parents/guardians wanting to visit may do so at any time during school hours, except when a class may occasionally be involved in an activity, such as the administration of standardized examinations, when the nature of that activity is such that the presence of any adult in the classroom, other than the teacher, will be inherently disruptive. On such occasions, the principal shall advise the parent of the special situation and shall, at the time, arrange for a visit at a later date. **Parents/Guardians are encouraged not to bring younger siblings along during the visit unless the visit is to eat lunch.**

Breakfast

Breakfast service will begin at 7:45 a.m. Students will be encouraged to eat as soon as they arrive on campus in the morning. Students, who arrive on the later bus and want breakfast, are to go **immediately** to the cafeteria for breakfast and go to class as soon as possible. **If there is a delay because of weather conditions, breakfast will not be served.**

Lunch Money

Lunch/Breakfast money for grades K-6 should be sent to school in an envelope with the student's name on it and the words "Lunch Money." All envelopes are to be given to the teachers and will be sent to the office.

Food Service Program

GMG Elementary provides a hot breakfast and lunch program that is available to all students. Money can be deposited by bringing a check to the office or through GMG Campus. Students may not carry negative lunch account balances. Parents will be notified by e-mail when the account funds are low. Accounts are checked daily and those that have reached a negative balance will be disallowed from ala carte or extra entrees. If the balance reaches \$5, the parent will be contacted via JMC. **If the balance reaches \$20 negative, the student will be given an alternate meal consisting of a sandwich, fruit, and milk until the balance is brought back above the -\$20 level.** In cases of financial need, free/reduced lunch program application materials are available at registration and from the District Office. **Federal regulations prohibit soda in the cafeteria during lunch time.**

Lunch Information

The lunch system is automated. Each student will be assigned a number and given a permanent account. All students from the same family and in the same building will be debited from the same account. Students' lunches, extra dishes, a la carte items, and extra milk will be debited from this account. Once a family account is more than \$20.00 in arrears, a student will not be allowed to charge any item and will have to bring a meal from home or pay cash until the balance is paid.

Free and Reduced Lunches

Families that meet federal guidelines can qualify for free or reduced lunches. Forms to make an application for free or reduced lunches will be mailed in the August newsletter, or may be picked up in either office after July 31st each year. Any extras will be charged to the student's account.

Meal Charges

The GMG Community School District Food Service Department is a self-operating and self-sustaining program. In accordance with state and federal law, the GMG Community School District adopts the following policy to ensure school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day, prevent the overt identification of students with insufficient funds to pay for school meals, and maintain the financial integrity of the nonprofit school nutrition program.

Negative Account Balances

The school district will make reasonable efforts to notify families when meal account balances are low, which may include telephone, email, or mailed letter. Additionally, the school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The school district will coordinate communications with families to resolve the matter of unpaid charges. Families will be notified when the balance reaches \$5. Families will be notified by email or letter sent home. Negative balances of more than \$20, not paid prior to the end of the semester will be turned over to the superintendent or superintendent's designee for collection. Options may include: collection agencies, small claims court, or any other legal method permitted by law.

Communication of the Policy

The policy and supporting information regarding meal charges shall be provided to:

- All households at or before the start of each school year;
- Students and families who transfer into the district, at the time of transfer
- All staff responsible for enforcing any aspect of the policy.

Records of how and when the policy and supporting information was communicated to households and staff will be retained. The superintendent may develop an administrative process to implement this policy.

Lunchroom Conduct

Students' behavior in the lunchroom should be based on courtesy and cleanliness. Students are to remain in the cafeteria until the lunch period has ended. At no time are students allowed to take food outside of the cafeteria without teacher permission.

Extra food on the trays should be scraped into the buckets, and paper products should be thrown in the garbage.

2022-2023 Prices

PK – 6 Breakfast: \$1.50/Day	\$30.00/20 Day
PK - 6 Lunch: \$2.30/Day	\$46.00/20 Day
PK – 6 Extra Milk: \$.45/Day	\$9.00/20 Day
Adult Breakfast	\$1.90
Adult Lunches	\$4.15

Elementary Lunch Schedules

K-2	10:55-11:20
3-4	11:25-11:50
5-6	11:55-12:20

Parties, Treats, Invitations

Elementary students will have a classroom party for fall, winter, and Valentine's Day. Students may celebrate their birthdays by bringing treats for the students in his/her class. We encourage

parents and guardians to consider healthy alternatives to sweets. Any treats should be store bought.

Students are **not** allowed to distribute party invitations in the classroom unless all class members are receiving an invitation. We have experienced problems with invitations being distributed to only a few children in class, which results in other children feeling left out.

Teachers and staff will not give out addresses and phone numbers of students.

Lost and Found

Articles of clothing such as sweaters, jackets and boots **should be marked with adequate identification**. If children lose articles, please have them check the lost and found. Items left at the end of each semester will be donated to charity.

Taking Students Out of School

We encourage families to make appointments for their children on vacation days or in-service days. It is critical to have students in school consistently to be successful. Students will not be allowed to leave school without parental consent. You must come to the office to sign your child out and the student will then be called from their class.

After School Plans

Please be sure your child is aware of what his or her after school plan is **before** school. If it is something other than the usual plans, please write a note or email your child's teacher and notify the office. While we understand that emergencies happen and circumstances come up during the day, we discourage habitual calling to leave messages with your child. Please get any changes to school by noon so we can get the information out to our students.

Students MUST HAVE A NOTE from a parent or guardian or they will not be allowed to go home with another student or get off the bus at another location. If a note is not written, we need a phone call letting us know what the plan is before school is dismissed.

Special note on homecoming parade and other outings: We must have parent permission slips for those participating in the parade and other outings.

Absences

If it is necessary for your child to be absent, please call the school before 9:00 a.m. If we do not receive a call from parents by 9:00 a.m., we will call you. If you do not have a phone, please send a note the next day explaining the reason for the absence. If the absence is due to illness, we request that you tell us the type of illness since it is necessary to monitor contagious diseases. We will request a doctor's note in cases where absences are prolonged or frequent (3 or more days).

When students miss school, they miss critical classroom instruction. Please have your children at school on time. Parents will be notified by mail if a student accumulates five and seven absences. When your student misses eight days, the family will meet with the

school staff to develop a plan to assist in regular school attendance. When your child misses ten days or more, the county attorney may be contacted for truancy. The students, parents, and school share in the responsibility for student attendance, but the school makes the final decision regarding attendance policies.

Tardiness

Punctuality is an important quality for a student to possess if he/she wishes to succeed in life. As members of the school community, students are expected to be in school, in class, and on time. Parents will be notified by mail if a student has been tardy ten times.

Health and Safety

Health and Immunization Certificates

Within six weeks after a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for immunization for which parents are using religious exemption.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

1. Current information about any health insurance coverage required for treatment in an emergency;
2. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
3. Current emergency contact information for each child, that is kept up to date by a specified method during the year;
4. Names of individuals authorized by the family to have access to health information about the child;
5. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);

6. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; and
7. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be aware of the health of each child, known allergies, or special medical conditions.
- All staff during supervision must be aware of the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children

For the health and safety of all the children, it is mandatory that sick children **not** be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- Fever equal to or greater than 100.4 degrees F
- Vomiting
- Diarrhea

The school's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: Less than 2 episodes in the previous 24 hours

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Families will be asked to pick up their child when they are not able to participate comfortably; if the illness

requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at school, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals can not be exposed.

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures

Policy: The school will administer medication to children with written approval of the parent and an order from a health provider for a specific child. Because administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside school hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right time the medication is given. Checking and recording these five right practices each time medication is given will control medication errors. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

For prescription medications, parents or legal guardians will provide the school with the medication in the original, child-resistant container that is labeled by a pharmacist with the

child's name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal instructions.

For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

Instructions for the dose, time, and method to be used, and duration of administration will be provided to the school nurse in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.

Medications will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions that state that the medication may be used when needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log. Medication logs will be maintained by the school nurse or designated representative.

Copyright

Copyright is a form of intellectual property that protects original works of authorship including literary, dramatic, musical, and artistic works. The copyright laws of the United States make it illegal for anyone to duplicate copyrighted materials without permission. Severe penalties are provided for unauthorized copying of all materials covered by the act unless the copying falls within the bounds of the "fair use" doctrine. Any duplication of copyrighted materials by district employees must be done with the permission of the copyright holder or within the bounds of "fair use."

For additional information about copyright and fair use, please visit the "Frequently Asked Questions about Copyright" section of the United States Copyright Office located at copyright.gov/help/faq/index.html.

Safety

GMG Community Schools is a safe and caring environment for students, staff, and community members. Actions or threat of actions that jeopardize that safety will be dealt with in such a way that the safe environment will be maintained. In today's world not only do we deal with overt

actions, but must consider threats as a direct concern for student and staff safety. The administration will take measures to remove students causing concern for others' safety.

All outside doors will be locked at 8:15 am daily. Visitors must enter the building through the west doors and check in at the front office. There is a doorbell at the North side of that entrance. The school premises are under surveillance. Thank you in advance for your cooperation in this matter.

Safety Concern: Picking Up and Dropping Off Students

Parents/Guardians are to drop off and pick up the students at the north parking lot. We request that you do not drop off or pick up students in the south parking lot. The students may walk through the building to come to breakfast and/or go onto the playground. At the end of the day, students will be dismissed from the lunchroom doors and parents may pick up students from the North Door pick up line. If the student is not picked up after school by 3:45 he/she will be sent to recess and/or daycare until their ride arrives.

Corporal Punishment and Physical Restraint of Students

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. School employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a student. If a student is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent. District employees will receive Chapter 103 training on physical restraint and seclusion prior to using these behavior interventions with students.

Non-employees whose duties could require the individual to participate in or be present when physical restraint or seclusion is being used will be invited to join employee training on this subject.

Failure to comply with Chapter 103 training or requirements shall result in discipline, up to and including termination.

Student Searches

In order to protect the health and safety of students, employees, and visitors to the school district and for the protection of the school district facilities, students and their belongings and school-owned lockers and desks may be searched or inspected without a search warrant.

Employees must adhere to district policy and administrative regulations regarding the search, pat down or inspection of a student and his or her belongings.

Students should have no expectation of privacy in their classrooms, desks, computers, or other school district-provided space or equipment. The school district may look into these items as warranted. Anything on the school district's computers, server, website, etc., and in school

district files, etc. is district property and subject to inspection at any time. If the school district conducts an examination or inspection under the terms of this policy, there will be at least two individuals present at the time of the examination or inspection. Should the school district get a public request to see this information, at that time, a determination will be made whether the information can be withheld as confidential information. The school district assumes no responsibility or liability for any items of personal property which are placed in the desk or workspace which is assigned to employees.

Severe Weather and School Closings

When the superintendent decides the weather threatens the safety of students and employees, he/she will notify local and regional radio/television stations to broadcast a school closing announcement as well as sending notice using the district's JMC telephone/text notification system.

If the school district releases early or starts late, notice will be issued as quickly as possible using email and the district's JMC system, followed by notice on various regional television and radio media outlets. We will have daycare available only on days that require us to dismiss due to heat. We will not offer daycare when we dismiss early due to other weather related conditions. If we are unable to reach a parent/guardian, someone will supervise the child until the parent is reached. If we go below 1080 hours, the state mandated hours need to be made up. Snow days are built into our school calendar to ensure effective communication and following state mandates.

Physical Education

All students are expected to participate in physical education programs. Students will be excused for one day with a written note from a parent/guardian. **Students who expect to be excused for more than one PE class must have a doctor's written excuse.** All students must wear proper shoes and comfortable clothing for exercising and jogging in class.

Outdoor Recess

The students will play outside whenever the weather permits. If we cannot go outside, students will have an opportunity to participate in acceptable indoor activities. We use the Child Care Weather Watch guidelines produced by Health Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor recess. Accuweather will also be used to determine current weather conditions. Typically if the wind chill is 0 or above, students will go outside.

Students need to wear a warm coat, mittens or gloves and a hat (labeled with your child's name). The children must be prepared to wear a light jacket or sweatshirt for days that may be cool early in the day and warmer later in the day. Snow boots are needed for winter weather.

Students may be excused from recess due to illness for one day with a note from a parent or guardian. Students who expect to be excused for more than one day from recess must have a doctor's written excuse.

Assistance Animals

It is the policy of GMG School Community School District to foster an equal education environment for all students, employees, and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria, and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances, miniature horses trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability or a handler of the service or an assistive animal. Under control means harnessed, leashed, or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Miniature Horses as Service Animals

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is housebroken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size, and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for the safe operation of the facility.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service or assistive animal, the superintendent and/or school administrators are permitted to ask the following questions:

- *"Do you need/require this animal because of a disability?"*

If the animal's trained tasks are not readily apparent, the administrator may ask:

- *"What work or task has the animal been trained to perform?"*

Service and Assistive Animals in training

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

Exclusion of Service and Assistive Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The

presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not housebroken; the presence of the animal significantly disrupts or interferes with the educational process, or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service, or activity without having the service animal on district property.

Emotional Support Animals and Therapy Animals

- *Emotional support animals are medically prescribed to provide therapeutic benefits through dedicated companionship. Emotional support animals' sole function is to provide emotional support or comfort.*
- *Therapy animals are involved in an animal-assisted therapy program involving animals as a form of treatment.*
- *Emotional support animals and therapy animals do not meet the definition of service or assistive animals. However, the district recognizes their value in our community. The superintendent shall evaluate the use of emotional support animals and therapy animals on a case-by-case basis. District employees may use therapy animals in the course of their regular duties only after receiving permission from the superintendent.*

Student use of Emotional Support Animals and Therapy Animals

Factors the superintendent should consider in making the determination include but are not limited to:

- a. Whether the animal is housebroken*
- b. Whether the animal has a current vaccination certificate*
- c. Whether the animal has been recommended through an individual education plan (IEP) or a 504 plan as necessary for the student to receive free access to public education*
- d. Whether the facility can accommodate the animal's type size and weight, and*
- e. Whether the animal's presence will not compromise legitimate safety requirements necessary for the safe operation of the facility*

Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

- 1. Proof that the animal is certified to be a therapy animal;*
- 2. An explanation of how the animal will be used, including the research supporting the use of therapy animals;*
- 3. A plan for how the staff member will provide for the care and control of the animal;*
- 4. A plan for how the staff member will accommodate students with allergies to the animal; and*
- 5. A current vaccination certificate for the animal.*

Fundraising

All outside fundraising activities are done at the students' and parents'/guardian's own risk. The school personnel cannot be responsible for fundraising products or for money, which is lost or stolen while on school property.

Media Center

The media center contains many resources for students to check out. Students are permitted to check out books from the school library at selected times which are scheduled for each class. Books checked out of the media center are the responsibility of the student. **The student responsible must pay for books that are lost or damaged.**

Phone Calls

All messages to students are to be delivered from the office or the student's teacher. Students' use of the telephone will be allowed only when deemed necessary by school staff (emergencies). Students are **not permitted** to use their cell phones during school hours.

Electronic Devices:

- Electronic Devices
 - In our modern age, we all depend on technology for much of our lives. However, devices can seriously affect the effectiveness of education and discipline in the school environment. Devices also contribute to incidents of potential safety and social problems.
 - Students shall be allowed personal electronic devices **before and after school hours**. At all other times, students must keep their devices secured in their assigned locker.
 - Students who violate this policy face the following consequences:
 - When a device is surrendered by the student, the staff member will label it with the student's name and deliver it to the secured box in the Principal's office.
 - The student shall not receive the device until the end of the school day.
 - After the third incident of improper device usage, the parent/guardian will be contacted, and the device will only be surrendered to the parent/guardian.
 - A device is any communication device that is not issued by the school district, such as smart watches, mobile phones, personal computers, or tablets, etc.
 - Smart watches may be worn responsibly but may not be used for communication during school hours.
 - **Due to the correlation between telephone usage and wireless headphones/earbuds, no wireless hearing devices shall be used unless specifically medically necessary.**
 - Students who need to communicate with a parent/guardian during school hours are welcome to do so in the Principal's office, if available, or the Main Office.

- Parents who need to communicate urgent information to students may contact the Main Office.
- **No photography, videos, or audio shall be taken at school unless the student has permission of all individuals in the photo, video, or audio.**

Toys

Personal toys are **not** allowed at school. This expectation also applies to any balls brought from home. We encourage the students to run and play on the playground at recess time. Loss or destruction of personal items will **not** be replaced at the schools expense.

Field Trips

In certain classes, field trips and excursions are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school district. If a field trip is required for a course, students are expected to attend the field trip, unless an appropriate reason prohibits attendance. The field trip must be approved by the building principal in advance. The [Field Trip Request Form](#) must be completed and submitted and approved at least one week prior to the proposed activity.

Individuals With Disabilities Education Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) is a federal law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to eligible children. Employees are expected to comply with IDEA. For additional information regarding IDEA, please visit The United States Department of Education website, located at www.idea.ed.gov/. Additionally, employees are expected to follow school district procedures for identifying students who need additional assistance and meet the needs of identified students. For further information, contact the building administrator, district Director of Special Education, or the superintendent.

Student Appearance

Clothing or other apparel promoting products, which are illegal for use by minors such as alcohol, tobacco or drugs, or clothing displaying obscene material or profanity is not allowed. Tops and dresses are to have full backs and cover the torso. No undergarments may be showing. While the primary responsibility for appearance rests with the students and their parents/guardians, the administration reserves the right to judge what is proper and what is not. When apparel is inappropriate, students will be asked to change into something else or to turn the clothing inside out. If students or parents/guardians have questions about appropriate apparel or related issues, they are encouraged to contact the principal.

Elementary Boosters

The Elementary Boosters are a parent/school/community organization formed to work together to assist the school and community to better serve GMG Elementary students. All parents, guardians, teachers, staff, and community members are welcome to attend meetings and

become involved in the various activities planned throughout the school year. This great organization meets once a month for approximately one hour.

Volunteers

The board recognizes the valuable resources it has in the members of the Green Mountain Garwin community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

Any individual interested in volunteering more than 20 hours a week for the district should contact Stacey Duden at GMG Central Office located at 1710 Wallace Avenue in Green Mountain for the appropriate paperwork. A background check will be conducted for all volunteers who want to be more than an average of 20 hours. Volunteers serve at the discretion of building or district level administrators and shall not perform roles equivalent to any district employee. Generally, the assignment will include one or more of the following tasks:

1. Giving individual help to a student or small groups of students under the direction of the teacher.
2. Assisting students with special projects.
3. Preparing classroom materials for students.
4. Sharing resources and talents.
5. Helping with field trips.
6. Assisting in decorating rooms, cutting mats for pictures, changing pictures on bulletin boards, mounting samples of student's work, etc.

We encourage parents and other community members to volunteer. Volunteers do not need to be here on a daily or even weekly basis. Any time you can give is appreciated. If interested, please contact the teacher or the principal at 641.474.2251.

The board recognizes the valuable resources it has in the members of the Green Mountain Garwin community. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

Smoke Free Environment

All school district owned or operated motor vehicles and buildings, including, but not limited to, all school-sponsored events, shall be off limits for smoking, e-cigarettes and/or vaping. This ban extends to all school district personnel and visitors. Persons violating this policy shall be asked to refrain from smoking. Persons failing to abide by this request shall be required to leave the school district premises immediately. Persons attending school activities on school district grounds are requested not to smoke.

Electronic/Technical Devices

GMG Electronic and Technology Devices that allow students to send/receive personal messages or take pictures are not permitted in the elementary school. Any exceptions to the above must have the prior approval of the administration. Students found in violation may be subject to discipline. In cases where a law may be violated, law enforcement may be contacted.

Anti-Bullying/Harassment

502.11 Anti-Bullying, Anti-Harassment, and Hazing Prohibited

The GMG Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Harassment and bullying of or by students, staff, and volunteers are against federal, state, and District Policy and is not tolerated by the board. 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. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, at any school function or school-sponsored activity and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

Definitions

The board prohibits harassment, bullying, hazing, or any other victimization, of students and employees based on any of the following actual or perceived traits or characteristics, including but not limited to, race, color, creed, age (for employment), sex, national origin, religion, marital status (for programs), gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status (for programs) or familial status.

“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.

“Harassment” and **“bullying”** mean any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

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

- Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:
 - Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
 - Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
 - Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
 - Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
 - Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning 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.

“Hazing” occurs when the student intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student [for the purpose of initiation or admission into, or affiliation with, any organization operating in connection with the school]. Prohibited acts include but are not limited to, any act of a physical nature such as whipping, kidnapping, holding another student against his/her will, or any forced activity which endangers the physical health or safety of the student. Students who violate this section could be subject to criminal penalties in addition to school discipline.

“Sexual harassment” may include, but is not limited to, 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.
- The GMG Community School District has a zero tolerance policy for sexual harassment.

“Stalking” and **“hate crimes”** are defined by state and federal law, and are to be reported to the proper legal authorities for prosecution.

“Volunteer” means an individual who has regular, significant contact with students for school purposes, but is not a district employee.

Bullying is Not

Conflict is not Bullying. A conflict is a disagreement or antagonism between two or more people. All parties involved have some responsibility for the encounter. It is not bullying when two or more kids with **no perceived power imbalance**, fight, have an argument or disagree. Conflict resolution strategies can be employed to find common ground when both parties have a vested interest in resolving the conflict. Peer mediation may be appropriate in conflict situations. Bullying is peer abuse and needs to be reported and treated as such. Peer mediation is **not** appropriate in bullying.

The difficulty here is to know when a situation is in conflict and when it can be relational bullying or social bullying. Relational bullying does occur within social groups of “friends.” It is critical for educators to be careful to seek to understand when “friend” behaviors that might have been conflicts turn into bullying. We as educators will be careful to:

- Understand the characteristics of relational bullying
- Educate all staff, students and parents about relational bullying
- Make sure you are addressing social and emotional development for all students
- When bullying is reported NEVER bring those involved together for the interview, *do not intervene and treat the report as a conflict without first investigating and assuring bullying is not occurring.*

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

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

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment or bullying on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status includes conduct of verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons when:

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

Sexual harassment includes, but is not limited to:

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

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

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

The complete School Board Policy Code No. 509 is available in the building office.

Weapons

The district believes weapons and other dangerous objects in school district facilities cause material and substantial disruption to the school environment. It presents a threat to the health and safety of students, employees, and visitors on the school district premises or property within the jurisdiction of the school district.

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

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

In cases where students bring “look-alike” weapons, weapons that look like real weapons, the administrator will recommend action based on the following:

- 1) The student’s use and intent for the “look-alike” weapon.
- 2) Other individual’s perception of the student’s intended use of the “look-alike” weapon.
- 3) Number of times this student has been dealt with regarding weapons and/or look-alike weapons.

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

Employees are prohibited from bringing weapons and other dangerous objects on school grounds. Weapons under the control of law enforcement officials or other individuals specifically authorized by the board are exempt in accordance with law and board policy. For more information, visit the Iowa Department of Education Legal Lesson on Firearms on School Grounds at <https://www.educateiowa.gov/resources/laws-and-regulations/legal-lessons/firearms-school-ground-january-2013-school-leader>.

For additional information, see local board policy 402.25.

TAG

Grade 3-6 students of exceptional ability are provided an opportunity to participate in the GMG Talented & Gifted program. To qualify for this program, they must have meet the following requirements by grade levels:

3rd Grade:

- FAST Testing:
 - Tests: CBMreading and aMath
 - Score in the 90th percentile
- Cognitive Abilities Test (CogAT)
 - Given to all students
 - Score in the 90th percentile

4-6th Grade:

- ISASP Testing
 - Tests: Math and Reading
 - Score in the 90th percentile
- Cognitive Abilities Test (CogAT)
 - Given to all students
 - Score in the 90th percentile

In order to qualify they would need to score in the 90th percentile on 2 of the 3 requirements. Qualified students are pulled out for a 30 minute lesson every four-day cycle.

Title I Reading

Title I is a federally funded program. Eligibility for this help is determined by the eligibility requirements set by the school district. Eligible students will receive additional reading instruction from Title I.

Eligibility is based off of the following:

- Kindergarten and First Grade:
 - Letter and Sound Identification
 - Sight Words
 - PASI and PSI Testing (95% Group)
 - FAST Composite Score
 - Literacy Footprints
 - Guided Reading Level
- Second and Third Grade
 - Sight Words
 - PASI and PSI Testing (95% Group)
 - FAST CMBreading
 - Literacy Footprints
 - Guided Reading

Parents of those children who are eligible to participate are sent a letter asking their permission to allow their child to receive assistance in the program. The student may be leaving the classroom for approximately 20 minutes up to two to five times a week for additional reading instruction. This reading time will not replace the classroom reading instruction.

Testing

In April/May the Iowa Statewide Assessment of Student Progress will be given to all 3rd-6th-grade students. This test will provide families' information on how their children are doing compared to other students in Iowa and across the nation. The results also give GMG School District data to see if our students are progressing and what we need to do to best serve our students to be successful in school. The test scores give the classroom teachers a general indicator of strong skill areas and weak skill areas.

The Kindergarten – 6th grade students will be given the FAST assessment. Students will be assessed in the Fall, Winter, and Spring.

The student's parents, teacher, or principal may request special testing by the Central Rivers AEA personnel. This testing, with parent's permission, is done after the teacher has referred the child to the STAT (Student Teacher Assistance Team) for their support. Classroom teachers will begin an intervention during this time to document and share ideas of what interventions have

been tried already in the classroom. The teacher works with the STAT team to brainstorm interventions, which may also be used to assist this child to become more successful at school.

This testing is done with no cost to the parent. A conference (staffing) is held after the requested evaluation is complete so that all involved with the student are aware of the findings. Some of the testing involves more than one visit, so the testing will not be completed the same week as requested or initiated.

Central Rivers AEA

Central Rivers AEA offices that serve GMG are in Marshalltown and Cedar Falls. This agency makes available to us our speech therapist, psychologist, audiologist, social worker, and other specialists in the educational field. Central Rivers AEA offers testing services to preschool children 0-6 years of age if there is a question about the child's development, speech, or hearing. This service offers home intervention and classrooms for preschool children who have some difficulty in these areas. For more information call the principal.

Inclusion

All children, including those with disabilities and unique learning needs are provided learning opportunities. Modifications are made in the environment and staff patterns in order to include children with special needs. Staff is aware of the identified needs of individual children and is trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. Our facilities meet the Americans with Disabilities Act accessibility requirements.

Support Services

Our intent here at GMG Elementary School is to serve every child in the least restrictive environment possible. Please refer to the publication: GMG Community School Special Education Plan for a detailed explanation of our program. (This publication is available at the patron's request from either the principal or the superintendent.)

Our Resource Program serves students who are challenged academically or behaviorally which may interfere with their educational success.

Our resource teachers will hold staffings (conferences) to:

- 1) admit students to the program
- 2) dismiss students from the program and
- 3) to give parents periodic updates of their child's progress.

As described under Testing, a child's challenge is brought to the STAT (Student Teacher Assistance Team) before any testing for a resource room program is considered. If the STAT members, after having the teacher try several interventions, believe a student should be tested further, they recommend testing.

A request for testing is then filled out. This form states the name and position of each person who will be involved in the testing. The resource teacher and consultants from Central Rivers AEA may do this testing. The parent's signature is necessary for testing.

Once tested, the parents are asked to return for another meeting called a staffing. If the testing indicates the student is eligible for resource room help, objectives for an individualized educational program (IEP) in the resource room can be written.

The parents sign the forms giving permission for placement. An annual staffing for the student in the program must be held each year for the student to remain in the program or to be dismissed from the program.

Parent Notification

Information on professional qualifications for your student's classroom teacher is on file at the central office in Green Mountain.

The information will include:

1. State qualifications and licensing criteria for subject areas and grade level.
2. Degrees and certifications held by teacher and area of discipline.
3. Information about teachers who are teaching with conditional licenses.
4. Qualifications of a paraprofessional who provides services to students.
5. Timely notice of four or more weeks of teaching by a teacher not fully qualified.

Parents must be informed if their child is placed in a Limited English Proficient program.

Parents must receive information on their student's performance level on each state assessment.

-No Child Left Behind Act of 2001

STUDENT PROGRESS REPORTS:

Kindergarten Evaluation

Kindergarten students' progress report reflects their social development, language skills, writing, reading readiness, math skills, work habits, and personal skills.

Grades 1-3 Evaluation

The primary grades (first through third) utilize a letter system for evaluation of student progress. The system is based on grading a student at his/her achievement at their grade level. The letter system reads as follows:

N=Needs more time

I=Improving

S=Satisfactory progress

E=Exceeds requirements

Blank Space means it does not apply at this time

Grades K-3

Parents of K-3 grade students, who are not proficient in reading, will be asked to sign their child's letter stating they are at-risk.

Grades 4-6

The letter grades given in fourth through sixth grades are figured on a percentage basis. There is also a student profile sheet to give information about testing and reading.

Range of letter grades:

100-94%	A
93-90%	A-
89%	B+
88-84%	B
83-80%	B-
79%	C+
78-74%	C
73-70%	C-
69%	D+
68-64%	D
63-60%	D-
59-0%	F

Physical Education, Art, and Music report four times a year.

Profile Sheets

Profile sheets will be provided to parents three times a year (Fall, Winter, Spring) to share assessment scores, goals, and progression of reading standards.

Report Cards and Conferences

Report cards are given quarterly. Parent-Teacher conferences will be held twice a year. Report cards are given to the parents during the first and third quarter conferences and sent home with the student in the second quarter and fourth quarter.

The conference schedule is made with input from you as parents. They are scheduled for **20** minutes. **Please note:** Teachers or parents may request additional conferences. Please contact your child's teacher or the principal if you would like to set up a meeting.

Class Assignment

Students will be assigned to classes by the principal. My responsibility as principal is to work with faculty to create the finest learning environment for **all children**. The following are some criteria I consider when assigning students to a class.

- special education needs
- behavioral needs
- gender
- literacy achievement level
- peer relationships

- cognitive ability level
- current academic achievement level

BEHAVIOR EXPECTATIONS

The staff has developed expectations of our common areas. We have developed guidelines for the students and expectations in which we teach to all students, so there is an understanding by everyone in the school building. The expectations are as follows:

Hallway

PURPOSE:

The hallways of GMG will be safe and quiet places.

EXPECTATIONS:

1. Students will walk.
2. Students will walk using line basics when with a class:
 - a. face forward
 - b. single file
 - c. Silent voices as a class, small group (2-3 students) soft voices
 - d. hands & objects to self
3. Students will stay to the right.
4. Students will be in the hallway only with permission.
5. Hats remain off inside the building

Restrooms

PURPOSE:

The restrooms will be a safe and clean environment.

EXPECTATIONS:

1. Use the restroom quickly and quietly.
2. Flush.
3. Wash.
4. Use only 1 or 2 towels
5. Dispose of towels properly and pick up any that are on the floor.
6. Respect others' privacy.
7. Respect the property of others.

Lunchroom

PURPOSE:

The lunchroom will be a safe and clean environment where students eat and socialize.

EXPECTATIONS:

1. Students will walk safely while entering, exiting, and while in the lunchroom.
2. Students will use manners in the lunchroom. (i.e. say please. thank you, eat with a closed mouth, and wait your turn.)

3. Students will keep hands, feet, food items and other objects to themselves.
4. Students will use conversational voices.
5. Students will take only what they need. (i.e. napkins straws, and food)
6. Students will stay in their seats and raise hands for assistance.
7. Students will be responsible for keeping the lunchroom clean. (i.e. clean up their area, pick up dropped items, and scrape trays.)
8. We are a peanut/tree nut safe school
9. One cup of water can be picked up and refills can be obtained by raising hand
10. Refrigerators and microwaves are not available.

Lunchroom Guidelines

The students are asked not to share or trade food due to health concerns. If your child is bringing a cold lunch from home, we ask that **pop and candy not** to be sent. We discourage bringing fast food to school to eat with your child in the lunchroom.

Outdoor Recess

PURPOSE:

The GMG Elementary Playground will be a safe and clean place where students will be respectful while exercising or socializing.

EXPECTATIONS:

1. Students will respect adults and each other.
 - a. Use polite language
 - b. Keep hands and feet to yourself
 - c. Help each other
2. Students will use and take care of all equipment as it was meant to be used. They will keep the area clean and bring in the equipment taken outside.
3. Students will play by the guidelines as described below.
 - a. Play on the playground equipment as they were intended to be used.
 - b. Balls are not to be thrown against the building.
 - c. Football is touch, not tackle. Flags should be worn if playing football
 - d. Wood chips and snowballs are not to be thrown.
 - e. Ask for permission to leave the playground area.
 - f. Running tag-type games are to be played on the grassy playing fields only.
 - g. Play appropriate playground games. Play fighting is not appropriate play.
4. Students will stay within the boundaries of the playground area.
5. Students will wear appropriate outside clothing. Students will not be able to go back inside.
 - a. Winter coats, snow pants, hats, gloves/mittens, and boots for winter
 - b. Light-weight jackets or sweatshirts needed with the changing temperatures.
6. Students will line up immediately when the bell rings.
7. Students will need to be signed out at the after school recess.
8. Toys and balls from home need to stay at home.

Playground Guidelines

- Play on the playground equipment as they were intended to be used.
- Balls are not to be thrown against the building.
- Football is touch or flag, not tackle.
- Snowballs are not to be thrown at all.
- Ask for permission to retrieve play equipment or to leave the playground area.
- Line up at the marked area during after school recess.

Indoor Recess

PURPOSE:

To provide safe indoor activities for socialization.

EXPECTATIONS:

1. Students need to be engaged in activities in the designated areas.
2. Students will use conversational voices.
3. Students will walk and line up when the bell rings.
4. Students will use materials appropriately and put them away when finished.
5. Students are to ask permission to leave the recess area.
6. Students sit on the floor only.

Bus Guidelines

PURPOSE:

To provide safe and clean transportation.

EXPECTATIONS:

Students will:

1. Respect others and their property.
2. Keep the bus clean.
3. Be on time and let the driver know if not riding.
4. Remain seated while the bus is moving.
5. Wait for the driver's signal before crossing the road.
6. Board and exit the bus as directed by the driver.
7. Appropriate language and conversational voices are expected. Foul language or inappropriate gestures are not acceptable.
8. Keep property and body parts inside the bus.

Students who come to school on the bus should return home on the bus, unless they have a note from their parents which has been sent to the office. **Riding the school bus is a privilege.** Improper conduct on the buses will result in that privilege being denied.

Bus rules will be posted in every bus. Students who have behavior problems on the bus will have notices sent to parents. The general rule for bus behavior notification and expectations are as follows: (By semester)

- 1st offense:** Student warned and a notice is sent to the parent. No other discipline action required.
- 2nd offense:** Student warned, moved to the front for up to two weeks, and notice sent to the parent.
- 3rd offense:** Students not allowed to ride the school bus for two days or a driver, student, or aren't, and an administrator conference will be held to resolve the problem.
- 4th offense:** Students are not allowed to ride the school bus for one week and a notice is sent to parents.
- 5th offense:** Students are not allowed to ride the bus until a meeting with the parent, student, and administration is held (meeting with the board is possible). Students will be allowed to ride the bus only after this meeting and upon administration conditions.

Behavioral Expectations and Disciplinary Conduct



Elementary What do Wolverines do?

1. Respect themselves.
2. Respect their GMG family.
3. Respect their environment.



	"Natural Consequence"	"Minor"	"Major"	
	Level 1	Level 2	Level 3	Level 4
What did the student do?	Academic Dishonesty Forgery Misusing Playground Equipment Physical Contact <ul style="list-style-type: none"> Swinging arms/lunch box Accidentally run into someone Poking/tapping 	Dress Code Violation Refusal Inappropriate Language Property Misuse Social Intimidation Teasing <ul style="list-style-type: none"> Name calling Making fun of someone Intentionally keeping item away from owner 	Bullying Cyberbullying Defiance/Non-Compliance Destruction of Property Disrespect Harassment Intentional Inappropriate Language Physical Aggression Technology Misuse Theft Threat	Alcohol Arson Assault Bomb Threat Drugs-Illlegal Left School Grounds Possession of Weapon Sexual Assault Tobacco/Nicotine
What happens next?	<ol style="list-style-type: none"> Increase positive feedback for demonstration of appropriate behavior. Step aside and re-teach the appropriate behavior. After giving a verbal warning, if an occurrence continues to happen 3 or more times in a quarter this will result in a minor. 	<ol style="list-style-type: none"> Increase positive feedback for demonstration of appropriate behavior. Step aside and re-teach the appropriate behavior. Write up the behavior in JMC (Tier 1 Intervention). Parent/guardian contact within 24 hours if there is a pattern of behavior. <p>Note: When a student reaches 3 minors in a class or 3 of the same behavior across classes, teachers contact the parent/guardian. At 4-5 minors, the student is referred to the Principal.</p>	<ol style="list-style-type: none"> Contact the main office if you need additional support immediately. Indicate the need for student support with a brief, specific description of the need. Document the incident in JMC thoroughly but concisely. The Principal will follow up with the classroom teacher, as well as share parent/guardian communication. 	<ol style="list-style-type: none"> Call the main office. Indicate the need for administrative support, as well as the location and nature of the situation (out of student hearing where possible). Administration will contact law enforcement. Administration will remove the student(s) from the environment if needed. Lockdown or other appropriate actions will be taken. Parent/guardian contacted to meet with law enforcement.

General Expectations

Classroom and school expectations will be established during the first few days of school. We expect students to follow school guidelines as communicated and be respectful to all staff. We will continue to have a strong working relationship with parents and support through any behavior incident.

We consider any adult in the building to be responsible for the good conduct of every student. The teachers and principal are assured of the cooperation of the Board and the administration, with the goal that proper discipline may be maintained. Areas where disciplinary control is to be exercised:

- While on school property
- While on or in school owned and operated vehicles
- While engaged in school related activity
- While at a school sponsored activity
- While away from school grounds, if such conduct would directly affect the good order, efficiency, management, and welfare of the school.

Violations of the discipline standards as set forth herein, and of the rules and regulations of the Board and administration, shall be subject to the disciplinary procedures and/or penalties listed below. These actions are authorized to be taken either individually or collectively by the designated school official. Each teacher is in charge of their own classroom. It is the teacher's

responsibility to maintain a climate conducive to learning. If the student does not cooperate, he/she may be sent to the office, where appropriate action will be taken.

Our school expects students to follow a “hands-off” policy. This includes pushing, pinching, hugging, holding hands, kissing, or any other physical contact. By following a “hands-off” policy, many problem situations can be avoided.

Example of undesirable behavior (not intended to be a complete list): fighting, physical attack, bully-type behavior (verbal and physical), dangerous misuse of an object (including sniffing or “huffing”), excessive tardiness or absenteeism, open defiance or disobedience, truancy, threats to students or teachers, cheating, malicious mischief, assault and battery, unexcused absences, inappropriate classroom behavior, incomplete work assignments, unsuitable language, and behavior deemed socially unacceptable. Examples of how offenses will be handled (not intended to be a complete list): work in the cafeteria, hold students for work during the school day, detention study hall after school, parent notification for conference, suspension, or expulsion. Discipline will be given according to offense.

Disciplinary Guidelines:

Discipline starts with the student and then with the classroom teacher. Any disciplinary issue that goes beyond the classroom level will be dealt with by the Elementary Principal.

Minor Classroom Infractions - Teacher Supervised Detention

At times, unacceptable student behaviors in class may result in the classroom teacher assigning a detention. Detention is held each day from 3:30-4:00 and is supervised by a member of the teaching staff. If a student is assigned detention, the following procedures will be followed:

- The student will be notified by the teacher assigning the detention before they leave class. This notification will be done verbally and will include the reason for the detention and the location of detention.
- The student is given the option of serving the same day or the following school day.
- No student will be permitted to make up time before school unless an unusual circumstance exists. Under these circumstances the student must make arrangements with the principal.
- The teacher assigning the detention will attempt to notify a parent/guardian by phone. If there is no answer, they will attempt to leave a message. If it is not possible to leave a message, they will send an email to an address on file.
- If the student fails to serve the detention within the two-day period, they will be assigned an office detention in addition to the teacher supervised detention originally assigned.
- No cell phone use (music, apps, etc) is allowed while serving detention. School computer use is only for school work.

Office Referral

If a student's behavior is making it impossible for the teacher to teach or for the rest of the class to learn, they will be referred to the office. Any student who is sent out of a class must report to

the office immediately. The student will be allowed to return to class once satisfactory results are reached. Students who are referred to the office will generally be required to serve detention to make up the class time missed.

If a student is sent to the office twice in a semester from the same class, the student will conference with the teacher and principal prior to readmittance to class. This conference will result in a behavior contract being written and shared with the student's parents.

Detention, Suspension, and Expulsion:

Detention

Detention and suspension may be used by the administration as a consequence for violations of the GMG behavioral expectations. Detention will generally be assigned for smaller infractions while suspension will be assigned for more significant violations or repeated violations over time. The ultimate decision to assign a detention or suspension is at the discretion of the administrator. Also, the teacher must notify the parents to arrange a time to serve within a time frame worked out with the teacher and parent.

Students may always make up time after school on Monday through Thursday, and may make up time before school or Friday after school if arrangements are made with the teacher assigning the detention. The student must be studying during detention time. The teacher may also choose another activity for the student to work on during detention. Detentions may also be made up by cleaning tables at noon, with permission and arrangements made through the Principal.

Suspension Guidelines:

Suspension may be in-school or out of school at the discretion of the administrator.

- Students may be suspended from school, school programs, and activities for actions which require disciplinary action. A student may be disciplined by using an in-school suspension, restriction from activities, or out-of-school suspension, for a single offense or for a series of offenses, depending on the nature of the offense and the circumstances surrounding the offense.
- An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under administrative supervision. An in-school suspension will not exceed ten days.
 - In-school suspension lasts from the beginning of the school day (or at the time it is assigned) until the end of the school day on the last day of suspension.
 - Students assigned to in school suspension should report to the office with materials for all of their classes
 - Teachers will be contacted to send down assignment information.
 - Students are not allowed to use electronic devices or use their laptop for anything

unrelated to class assignments or projects while on in-school suspension.

An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days.

- Out of school suspension lasts from the time at which it is assigned until the day the student is allowed to return.
- During the time the suspension is being served, the student is not allowed to be on school grounds or attend school events.
- Teachers will be contacted to send assignments as necessary which can be picked up on behalf of the student. The student should also check assignments online.

The Superintendent and the Principals shall have the authority to suspend students. It shall be within their discretion to utilize suspension for disciplinary purposes. The Principal shall keep records of discipline problems and suspensions.

A restriction from school activities means a student will attend school and classes but will not attend any school activities, including, but not limited to, school-sponsored plays and games. A restriction from activities will not exceed one calendar year. It shall be the responsibility of the Superintendent to develop administrative regulations regarding this policy.

Expulsion:

Expulsion is an action that can be taken by the school board to revoke a student's enrollment and prohibit them from attending school at GMG for a given length of time.

Students may be removed from the school environment for an offense or offenses which require disciplinary action. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school.

It shall be within the discretion of the Board to discipline a student by using an expulsion as a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense.

An expulsion will not exceed one calendar year. (A student may be suspended from school for up to ten days after the student is informed a recommendation for expulsion will be made.) It shall be within the discretion of the Superintendent to recommend to the Board the expulsion of a student for disciplinary purposes. Only the Board may take action to expel a student and to re-admit the student. The Principal shall keep records of discipline problems and of expulsions in addition to the Board's records. The student shall be provided appropriate due process in discipline involving expulsion. It shall be the responsibility of the Superintendent to develop administrative regulations regarding this policy.

1. Coverage: alleged misconduct of students shall be dealt with by the Principal or designee. (Future reference to "Principal" will also refer to any other school administrator to whom authority has been delegated.)
 - a. Whenever a teacher considers a problem of classroom discipline to be serious as to warrant the Principal's attention, or
 - b. Whenever the alleged misconduct constitutes a violation of the rules that govern serious misconduct, or
 - c. Whenever the teacher deems it advisable that the Principal deal personally with the misconduct.
2. Principal's Investigation: in dealing with alleged misconduct, the Principal shall investigate the incident and hear all available accounts of it. The student shall be encouraged to present any defense he/she thinks relevant. If the student requests that other witnesses be questioned, the Principal should talk to them if reasonable and possible. If the student makes a reasonable claim of other defensive matter that, if true, would free him/her from blame but is not immediately available, the Principal should postpone disciplinary action for a reasonable time until such evidence may be presented.
3. Limitations of the Principal's Power to Suspend: if the Principal investigates a student's alleged misconduct and decides to take disciplinary action, the Principal must investigate and take action on all alleged misconduct known to the Principal at that time. The most serious action that the Principal can take on any and all misconduct by a particular student, known to the Principal at one time, is to give a ten-day suspension. If the Principal thinks that additional penalties are appropriate, the Principal may seek the approval of the Superintendent as outlined in number eight below.
4. Summary Suspensions: if the Principal witnesses, or such incident is reported to the Principal, any serious misconduct and if, in the Principal's professional judgment, the removal of the student or students is necessary to prevent material disruption of school, or to restore order to protect persons in the school, or on the school grounds, she/he may immediately suspend the students for three days. In such cases, the Principal will conduct the investigation and decide on any additional disciplinary action, if any, by the end of the school day which follows a summary suspension.
5. Short-term Suspensions: a short-term suspension is a denial to the student of the right to attend classes and to take part in school-sponsored activities for any period of time up to and including ten school days. The Principal may invoke a short-term suspension after investigating the misconduct and only for the following reasons:
 - a. defined in #1 of this policy.
 - b. Misconduct of the same type as prohibited in #1, but which is not, in the Principal's professional judgment, as serious as the stated misconduct.
 - c. Misconduct that is prescribed by rules adopted by the school board covering minor misconduct.
6. Sending a Suspended Student Home During the School Day: when a student is suspended, the Principal shall attempt to reach the student's parent or legal guardian (if the student is under the age of 18) to inform them of the school's action and to request that they either come to school for the student or otherwise provide for the student's departure from school and school grounds. If the Principal cannot reach the parents or

legal guardian, the student must stay in the school or on the school grounds in a place designated by the Principal until the close of the school day.

If, in the professional judgment of the Principal, the continued presence of the student in the school or on the school grounds presents a danger to others or would substantially disrupt the operation of the school, the Principal may cause a student to leave the school and grounds before a contact is made with a parent or legal guardian. However, due consideration shall be given to the age of the student as well as the distance to the home.

7. Notice of Suspension and Provision for Conference:
 - a. Send a statement to the student's parents or legal guardian and the Superintendent of schools, describing the student's misconduct, the action taken and the reason for the action.
 - b. Hold a conference with the student's parents or legal guardians before or at the time the student returns to school.
 - c. Secure and file written documentation of the misconduct.
8. Initiating Long-term Suspension or Expulsion:
 - a. Decision to seek suspension for a period of time over ten days, or expulsion: if the Principal, after investigation, decides that a penalty is more severe than any within the Principal's own authority is warranted, the Principal shall make an appropriate recommendation to the Superintendent before the end of the school day following the day of the alleged misconduct.
 - b. Sanctions before referral to Superintendent: nothing in paragraph a above prohibits the Principal from invoking a short-term suspension or other sanctions within the Principal's powers before referring the student to the superintendent.
 - c. Written notice of the request for long term suspension or expulsion shall be given to the Superintendent and president of the school board. Such notice shall contain the findings of the Principal's investigation, his/her recommendations, and the prior disciplinary record of the student.
9. Chronic Offenders: if a student has been suspended for more than a total of ten school days during a school year, the Principal may refer the student to the superintendent under Number 8 above.
10. DISSEMINATION OF POLICIES: THE BOARD OF EDUCATION SHALL PROVIDE NOTICE OF ALL POLICIES AND REGULATIONS AFFECTING STUDENT CONDUCT WHICH COULD RESULT IN SUSPENSION OR EXPULSION TO BE GIVEN TO STUDENTS AND PARENTS AS WELL AS SCHOOL DISTRICT PATRONS AND EMPLOYERS. PUBLICATION OF SUCH RULES AND REGULATIONS IN STUDENT HANDBOOKS SHALL BE CONSIDERED ADEQUATE NOTICE.

Specific Disciplinary Issues:

The following specific disciplinary issues will be dealt with through either detention or suspension as guided by school board policy and administrative discretion. **This list is not intended to be all inclusive.**

Profanity:

The use of profanity or obscene gestures toward students or school personnel.

Insubordination:

Insubordination is defined as defiance or disrespect of authority. An example would be disobeying a direct instruction from a school employee. Insubordination will generally be dealt with by suspension. Expulsion from school may also be recommended if deemed necessary.

Fighting:

If a fight between students occurs, both parties will normally be suspended. All efforts to avoid a conflict becoming physical should be taken. If a conflict between students is developing please notify a teacher, principal, or school counselor.

Vandalism/Intentional Damage of School/Others Property:

GMG Elementary students take pride in their school. Purposely damaging or defacing school property or the property of others will not be tolerated. Students who damage or vandalize school property will be subject to disciplinary consequences and be liable for the cost of any damage.

Theft:

Theft of school, student, or employee property will be subject to disciplinary consequences and the guilty party may also be subject to criminal or civil charges.

Possession or Use of Alcohol, Drugs, Nicotine Products (Iowa Code Section 279.9)
(including look-alikes, e-cigarettes, and vape products)

At school or school activity or use prior to attending school or a school activity anywhere. A student accused of violating the alcohol consumption rule may request the administration of a law enforcement breath-analyzer test to establish innocence. Consequences of violation include law enforcement notification and suspension of a minimum of 3 days. Expulsion is a possibility depending on the circumstances.

Delivering or intending to deliver any alcohol, drugs, nicotine products, or illegal substance (Iowa Code Section 279.9) If, upon investigation, a student is found to have delivered or intended to deliver any alcohol, drugs, nicotine products, or illegal substances, including look-alikes, on school grounds or at a school activity, law enforcement will be notified, the student will be suspended, and a recommendation for expulsion may be made to the board of education.

Use of Drug Dogs:

Drug dogs may be used in accordance with Iowa Code 808.A. GMG will, on occasion conduct walkthroughs of the building and grounds with the state-certified drug dogs. While the dogs are in the building, students and teachers will be in a lock down and not permitted to leave classrooms.

Weapons and Dangerous Objects:

The board believes weapons and other dangerous objects in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district. Weapons and other dangerous objects shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

By state law, students bringing a firearm to school shall be expelled for not less than twelve months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons under the control of law enforcement officials shall be exempt from this policy. The principal may allow authorized persons to display weapons or other dangerous objects for educational purposes. Such a display shall also be exempt from this policy.

No student may bring weapons of any type to school such as knives, guns, chains, etc. which could be used in bodily harm. If a student does so, he/she may be suspended or expelled depending on the circumstances.

Disruption of School:

A student shall not use violence, force, noise, coercion, threat, intimidation, fear, passive resistance or any other such conduct to intentionally cause the substantial and material disruption or obstruction of any functions of the school if such a disruption or obstruction is reasonably certain to result.

A student shall not urge other students to engage in such conduct for the purpose of causing the substantial and material disruption or obstruction of any functions of the school. If such a disruption or obstruction is reasonably certain to result from his/her urging, the student may be subject to discipline up to and including suspension or expulsion

Celebrating Good Behavior

At the end of a designated period of time the teachers will hold a celebration for the students who demonstrated expected behavior. This will be measured by the number of office referrals your child brings home throughout that period of time. Additional information will be sent home with your child at the beginning of the school year, explaining this in more detail. We look for positive messages going home to you as parents.

Monitoring Behavior

Students will be given majors and minors as misconduct arises. The majors will give the parents information about the behavior being addressed. When a student receives a major they

will meet with the principal and make a phone call and/or email will be made to one parent. We look for positive messages going home to you as parents.

It is impossible to outline specific behaviors for every possible situation. Good judgment, courtesy, and respect should lead to behavior for which we can all be proud. These rules of behavior should apply to your behavior in the classroom, on the school buses, at activities, and any other school-connected situations. The expectations for trips are up to the discretion of teachers and principal.

After School Completion Time (ACT)

Students are expected to complete unfinished work outside of school hours. Students are given time to work on their assignments at school, but when the work is not completed it must be taken home to complete. Each classroom teacher will provide families with the policy they have set for their classroom. An After School Completion Time may be assigned as part of the teacher's policy. Please read the teacher's policy so we can work together to provide the students with the understanding of their responsibility in completing their assignments. **In addition, it will be the responsibility of the parent/guardian to provide transportation for students who participate in after school completion time.**

Internet Access

It is the policy of the District to support access to a rich variety of information resources and to support the development of appropriate skills to analyze and evaluate such resources. The Internet significantly alters the information landscape for schools by opening classrooms to a broader array of resources. With this greater opportunity also comes greater responsibility. Access is a privilege, not a right. Student use of the Internet will be permitted upon submission of permission forms and agreement forms by parents of minor students under eighteen years of age and by students themselves. Also, students are required to be trained before access can be granted.

Students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Use of the computer network and Internet are subject to the same behavior expectations held for students during any classroom or school activity, therefore, general school rules governing students conduct are in effect.

The following are specifically not permitted:

- Using unauthorized passwords.
- Trespassing or altering others' folders, work or files.
- Intentionally wasting limited resources.
- Employing the network for commercial purposes.
- Possession of materials in any form, including electronic, that are unacceptable by board policy or forbidden by the building discipline code. This includes downloading materials, regardless of method of storage.
- The engagement of any conference or forum that advocates violence, racism, anarchy, treason, or discrimination.

- Electronic communications in any form that would be unacceptable by the district or forbidden by the building discipline code.
- Accessing any service via electronic transmission that incurs any cost. Any cost incurred through violation of this expectation will be charged to the student responsible.

Students who access restricted items or communicate in a manner prohibited by the school discipline policy will be subject to the following consequences.

- **First Offense:** Up to nine (9) weeks loss of computer use and/or Internet access. Additional disciplinary action may be imposed, consistent with existing practices regarding inappropriate language or behavior.
- **Second Offense:** Up to eighteen (18) weeks loss of computer use and/or Internet access. Additional disciplinary action may be imposed, consistent with existing practices regarding inappropriate language or behavior.
- **Third Offense:** Permanent loss of computer access privilege during the school day. Additional disciplinary action may be imposed, consistent with existing practices regarding inappropriate language or behavior. In all offenses, when applicable, law enforcement agencies may be involved. Please refer to the Guidelines for Student Access to the Internet and the Board Policy Administrative Code 603.41 for more complete information.

Administration also reserves the right to the use of any forms of discipline depending on the severity of the offense.

Public Complaints About an Employee

The board recognizes situations that may arise in the operation of the school district which are of concern to parents, employees, students, and other members of the school district community. Public complaints about an employee shall be addressed as detailed in board policies.

Child Labor

The district complies with both state and federal child labor laws. Under Iowa Child Labor laws, Iowa Code Chapter 92, minors under the age of 18 are prohibited from working in certain occupations, performing certain duties, and using certain equipment. For more information on federal child labor laws, contact the U.S. Department of Labor, Wage and Hour Division, in Des Moines at (515) 284-4625 or visit www.iowadivisionoflabor.gov/child-labor.

Fire/Tornado Drills and Evacuation:

Fire drills, tornado drills and evacuation drills will be conducted throughout the school year; once each semester. These drills are required of each school district by state law. Students shall follow the instructions posted in each room. These instructions will assist in providing for your protection and safety. Students should consider these drills a serious matter, as fires and

tornadoes destroy school buildings each year in Iowa. Fire drills will be announced by the fire alarm system. If the alarm system is not working, the public address system, a megaphone, or door-to-door notification will be used.

Tornado drills will be announced by public address system announcements. If the public address system is not working, a megaphone or door-to-door notification will be used.

Evacuation procedures will be practiced regarding intruders, shelter in place and any threats.

For detailed information regarding emergency procedures, please refer to the [district flip book](#).

Homelessness

The U.S. Department of Housing and Urban Development (HUD) defines homelessness for their program into four categories. The categories are:

- individuals and families who lack a fixed, regular, and adequate nighttime residence (includes a subset for an individual who resided in an emergency shelter or a place not meant for human habitation and who is exiting an institution where he or she temporarily resided);
- individuals and families who will imminently lose their primary nighttime residence;
- unaccompanied youth and families with children and youth who are defined as homeless under other federal statutes who do not otherwise qualify as homeless under this definition; and
- individuals and families who are fleeing, or are attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions that relate to violence against the individual or a family member.

Some other terms that are typically used when talking about runaway and homeless youth include throwaway youth, runaway youth, street youth, and systems youth.

- Throwaway youth: Youth who have been asked, told, or forced to leave home by parents or caregivers with no alternate care arranged.

For further information please contact Brett Klein, Counselor at GMG Elementary, 1710 Wallace Ave., Green Mountain, IA 50632, phone number 641-474-2251.

Multicultural Gender Fair Equal Opportunity

It is the policy of the GMG Community School District not to discriminate on the basis of race, creed and socioeconomic background, color, gender, religion, age, marital status, disability, or national origin in its educational programs, student treatment, student activities, or employment policies, as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973. The GMG equity

coordinator is Chris Frimml. Inquiries regarding compliance with equal education opportunity should be directed to: GMG Community School District, 306 Park Street, Garwin, Iowa 50632, Telephone (641) 499-2005.

Investigation of Child Abuse By A School Employee:

In compliance with the child abuse policy passed by the State Board of Education, the GMG Schools designate the following as investigators of physical and sexual abuse of students by school employees:

Investigators for Garwin Building

Primary Investigator

Mr. Jaimie Gargas, Principal
306 Park Street,
Garwin, Iowa 50632
(641) 499-2005 (School)

Alternate Investigator

Mrs. Stacey Busch, Principal
1710 Wallace Avenue
Green Mountain, Iowa 50632
(641)474-2251 (School)

Investigators for Green Mountain Building

Primary Investigator

Mrs. Stacey Busch, Principal
1710 Wallace Avenue
Green Mountain, Iowa 50632
(641) 474-2251 (School)

Alternate Investigator

Mr. Jaimie Gargas , Principal
306 Park Street,
Garwin, Iowa 50632
(641)499-2005 (School)

Second level investigators will be an official from outside the district's regular staff. The primary investigator will examine reported incidents of physical and sexual abuse of students by school employees. She/he will review all allegations and determine whether a Level Two referral is warranted. The investigator must notify local law enforcement authorities in cases of proven serious physical and sexual abuse.

The investigator must also give a copy of the report to the employee's superintendent. All proven cases of abuse by certified employees will be reported to the Iowa Professional Teaching Practices Commission. Counseling services for the student will be arranged upon request from the parents or student.

Fee Waivers:

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for fee waivers can pick up waiver forms in either school office. This waiver does not carry over from year to year and must be completed annually.

Central Rivers AEA and GMG Special Services:

The GMG Community School and Central Rivers AEA, with the approval and support from the Iowa Department of Education, offer greater opportunities for teachers and students to receive assistance when educational problems arise. Under the current procedures, Central Rivers AEA staff such as school psychologists, consultants, speech-language pathologists, audiologists, school social workers and early childhood special education teachers will be considered part of the school team. They, together with the special education teachers employed by our school, will have opportunities to provide consultative services to all teachers and to work with any student who is in need of help. If your child is experiencing learning or behavioral problems in school, you as a parent will be involved in the problem solving activities and the planning of interventions for your child. The interventions developed may include direct service outside the classroom. Together we will also discuss what you may do at home to help your child succeed in school.

This is a great opportunity for our school district to increase potential help for all students. If you have questions, please feel free to contact your principal.

Grievance Procedures:

Students, parents of students, employees, and applicants for employment in the GMG Community School District shall have the right to file a formal complaint alleging discrimination under federal or state regulations requiring nondiscrimination in programs and employment.

Level One: Principal or Immediate Supervisor. (Informal and Optional - may be bypassed by the grievant) Employees with a complaint of discrimination based upon their gender, race, creed and socioeconomic background, national origin, religion, age, marital status or disability are encouraged to first discuss it with their principal or immediate supervisor, with the objective of resolving the matter informally. A student, a parent of a student, or an applicant for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, marital status or disability are encouraged to discuss it with the instructor, counselor, supervisor or building administrator.

Level Two: Principal from another building or other district administrator.

If the grievance is not resolved at Level One and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the principal from other buildings or other district administrators. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within fifteen (15) working days from the date of the event, giving rise to the grievance, or from the date the grievance could reasonably become aware of such occurrence. The grievants may request that a meeting concerning the complaint be held with the principal from the other building or other district administrator. A minor student may be accompanied at that meeting by a parent or guardian. The principal from another building or another district administrator shall investigate the complaint and attempt to solve it. A written report from the principal from another building or other district administrator regarding

action taken will be sent to the involved parties within fifteen (15) working days after receiving the complaint.

Level Three: The Grievance Committee

If the grievance is not resolved at Level Two, the grievants may appeal it at Level Three by presenting a written appeal to the Grievance Committee within ten (10) working days after the grievants receive the report from the other building principal or other district administrator. The Grievance committee shall include five persons; one administrator, one instructor/teacher/consultant, one classified/non certified employee, one student, and one parent/community representative. At least two members of the Grievance Committee shall be selected from the current Educational Equity Advisory Committee. The Grievance Committee shall include other men and women and reflect racial/ethnic diversity and persons with disabilities when possible. The grievant may request a meeting with the Grievance committee to discuss the appeal and the Grievance Committee may request a meeting with the grievant. A decision will be rendered by the Grievance committee within ten (10) working days after receiving the written appeal.

Level Four: Superintendent/Administrator

If the complaint is not resolved at Level Three, the grievant may appeal it to Level Four by presenting a written appeal to the Superintendent/Administrator within ten (10) working days after the grievant receives the report from the Grievance committee. The grievants may request a meeting with the grievant. A decision will be rendered by the Superintendent/Administrator within ten (10) working days after receipt of the written appeal. This procedure in no way denies the right of the grievants to file formal complaints with the Iowa Civil-Rights commission, the federal Office of Civil Rights, the Equal Employment Opportunity Commission, the GMG School Board, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Release of Student Information:

The following information may be released to the public in regard to any student of the school district as necessity or desirability arises: Name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous school or institution attended by the student. In addition, photographs or likeness may also be released.

Any student, parent, or guardian not wanting this information released to the public must make an objection in writing to the principal or other person in charge of the school, which the student is attending. It is necessary to renew this objection by September 15th of each school year or within two weeks of the student's enrollment.

Public Law 93-380, regarding the "Release of School Records," has been modified by SC 102, Article 5, Privacy of Pupil Records, 10947 which reads: "A school district is not authorized to permit access to pupil records to any person without parental consent or under judicial order

except that access shall be permitted to the following: officials and employees of other public schools or school systems including local, county, or state 1 2 3 4 5 6 7 correctional facilities where educational programs leading to high school graduation are provided, where the pupil intends to or is directed to enroll, subject to the rights of parents is provided in Section 109391”.

Student Records Policy:

The GMG Community School district 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 information:

Identification data, attendance date, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports.

The records of all students are generally located in the school which they are attending. Any exception will be noted in the student's other records or by the counselor in each building.

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. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- A. School official, teachers, and AEA personnel with a legitimate educational interest.
- B. Official of other schools in which the student proposes to enroll.
- C. Representatives of state and local government when auditing and evaluating federal education programs.
- D. Officials connected with a student's educational financial aid applications.
- E. Governmental officials to whom information is to be reported under state law adopted prior to 11/19/74.
- F. Organizations which process and evaluate standardized tests.
- G. Accrediting organizations for accreditation purposes.
- H. Parents of dependent children, regardless of child's age.
- I. Appropriate parties in a health or safety emergency.

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

Parents of students under age 18 and students over age 18 may exercise the opportunity to review educational records of the student, to obtain copies of the records, to write a response to material in the record to challenge the content of the record on grounds of inappropriateness, inaccuracy, or invasion of privacy, and to have the records explained.

After graduation or leaving school, the student's records will be left at GMG Secondary, 306 Park Street, Garwin, Iowa 50632. Please contact the school office at (641) 499-2005.

Students and parents may file with the Department of Education complaints alleging failures of the school district to comply with federal legislation dealing the student records Correspondence should be addressed to: The Family Educational Rights and Privacy Act Office, Department of Education, Switzer Building, 330 C Street S. W., Washington, D.C. 20201.

Presence of Asbestos Within District Buildings:

The Institute for Environmental Assessment was requested by the GMG Community School District (then Garwin and Green Mountain) to review and prepare an asbestos management plan identifying the presence of asbestos within District school buildings. The initial evaluation and plan was developed in the summer of 1989, with an in-depth inspection and a new building plan developed in the springs of 1992, 1995, and 1998. Federally certified inspectors, planners, public health and engineering consultants worked in conjunction with school administrative personnel to identify asbestos-containing building products.

Asbestos is a mineral fiber associated with increased levels of disease when inhaled. The risk rating procedures which the Institute used in commenting on the asbestos were developed in conjunction with national experts in the area of industrial medicine, toxicology, industrial hygiene and engineering. After reviewing the characteristics of district buildings, the Institute for Environmental Assessment prepared a management plan for each building. This plan was updated in 1992, 1995, and 1998. A copy of the updated plan is maintained at the central district office, and also in the administrative office for each major building, describing the asbestos plan and the intended response.

Asbestos is dangerous only when it is broken loose from building material into fine, dust-like fibers and inhaled. Assuming the District maintains their operations and maintenance procedures and, if asbestos is to be removed or abated, that such removal is done under carefully controlled conditions, the asbestos should not represent a detectable risk to any building occupant. The district implemented their management plans as of July 9, 1989, conduct a periodic surveillance of all asbestos-containing building materials every six months, and have a revised plan developed every three years. Periodic surveillances are conducted to provide a continuous assessment to assure safety conscious management of asbestos-containing materials.

A summary of the district's asbestos activities for the preceding year is detailed in the following information. The detailed plan and updated information for each building, or for the entire district, are open to public review. If you have any questions, please contact the district's administration.

District Asbestos Activity Summary:

We are pleased to inform you that the district has continued to respond to the asbestos in schools issue in a cautious and proactive manner.

The district will continue with the ongoing asbestos operations and maintenance program, including periodic surveillance to be conducted every six months for the school buildings listed below.

With implementation of the District's six-month surveillance conducted in January 2022, we conducted asbestos operations and maintenance in the following building areas:

Response Actions		
<u>Building</u>	<u>Response Actions</u>	<u>Status</u>
Green Mountain Building	Testing/Sampling	Completed January 20, 2022
	Periodic Surveillance	Completed June 14, 2022
	Periodic Surveillance	
	Periodic Surveillance	
3-Year Reevaluation of District	Asbestos Plan	Completed January 2022

Please rest assured that the District's ongoing efforts related to the management and control of asbestos-containing materials is geared singularly toward providing a safe and healthy environment for students, employees, and occupants.

American Asbestos Inc. has been employed to serve as the district's designated person. This company can answer additional questions. The district has entered a contract with a company to serve as the operation and maintenance personnel.

If you have any questions, or would like to review the management plans and update materials, please contact the school superintendent at (641) 474-2254.

Open Enrollment Notification:

The state of Iowa has no set open enrollment period as of the 2023-24 school year. Open enrollment paperwork needs to be completed by parents requesting open enrollment and signed by both districts. This can be found on our GMG website under student and parents.

Parents and guardians of open enrolled 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. Parents should be aware that open enrollment might result in the loss of athletic eligibility.

GMG Community School District is an Equal Employment Opportunity / Affirmative Action (EEO/AA) employer, and does not discriminate on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion, or creed.

In addition to the above policies and procedures, the following policies and procedures apply to the GMG Preschool:

Preschool Mission and Philosophy, Goals & Objectives (IQPPS 10.1)

The GMG Community Preschool will provide a safe and nurturing learning environment while promoting the physical, social, emotional, and intellectual development of preschool aged children.

The GMG Preschool is founded on the philosophy that children, their families and society benefit from high quality early childhood programs. We believe that there is a critical link between a child's early experiences and later success in life.

It is the goal of the GMG Community Preschool to be a high quality early childhood program that provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children. To meet this goal we have developed a program based on research that shows children need the following...

- frequent, positive, warm interactions among adults and children
- planned learning activities appropriate to children's age and development, such as block building, painting, reading stories, dress-up, and active, outdoor play
- specially trained teachers
- many varied age-appropriate materials
- a healthy and safe environment
- nutritious meals and/or snacks
- ongoing, systematic evaluation

To meet these goals it is our belief that there must be regular communication with parents who are welcome visitors at all times.

Curriculum (IQPPS 2.1, 2.2, 2.5)

To ensure positive outcomes for children who attend pre-kindergarten, the GMG preschool has adopted strategies based on Creative Curriculum.

The Creative Curriculum® for Preschool relates directly to the subject area curricula used in elementary schools, so children's learning in preschool forms the basis of all of the learning that will follow. Throughout the year, students will thematically learn about the world around them as they practice core pre-academic skills such as number, letter, social, and self help skills. The Creative Curriculum is flexible and allows for adaptations and modifications to ensure that all students are able to be successful and to build a foundation for learning in the following domains:

- social emotional development
- physical development
- language development
- cognitive development
- key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.

Preschool Assessment Plan (IQPPS 4.1, 4.2)

It is the belief of the GMG Preschool that assessments of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. Formal and informal assessments are used for the planning of developmentally appropriate instruction

[Preschool Assessment Plan](#)

About our Preschool Program

The GMG Community Preschool operates in conjunction with the GMG School District. The program is divided into two sections, a morning section and an afternoon section. The morning session runs from 8:15-11:00 Monday through Thursday and the afternoon session runs from 12:00 - 3:15 Monday, Tuesday, and Thursday. **On Wednesday our afternoon preschool will dismiss at 1:30 pm every week.** Optional Extended Learning and Child Care are offered opposite of the Preschool classes and on Fridays.

Overview of Available Services:			
Service	Hours of Operation	Cost	Due
Before School Child Care	7:00-8:00 AM	Morning = \$5.00	1 wk after billed
Extended Learning	7:45-12:00	AM = \$15.00	1 wk after billed
	11:00-3:45	PM = \$15.00	
	7:45-3:45	ALL Day = \$30.00	
	11:00-1:30	Early Out = \$10.00	
Preschool	8:15-11:00 12:00-3:15	NO Charge!	NA
After School Child Care	3:45-5:30 PM	Afternoon = \$5.00	1 wk after billed
	1:45-5:30 PM	Early out = \$10.00	

Preschool Tuition

GMG Preschool is receiving the Statewide Voluntary Preschool Grant making preschool free for all families. The goal of the grant is to provide all children with access to quality early childhood education.

Class Size and Ratio (IQPPS 10.4)

The maximum class size is 20 children per section for a total of no more than 40 children on the preschool roster. A teaching staff child ratio of 1:10 will be maintained at all times to encourage adult child interactions and promote activity among children. Ratios within group size are maintained during all hours of operation, including indoor time, outdoor time, and during transportation and field trips. Students will be supervised primarily by sight.

Registration (IQPPS 5.1, 10.8)

The children must be at least 4 years old by September 15, or one year from attending kindergarten to register for preschool. Families may register their children at the elementary office. Families who are interested in registering their child after the start of the school year are welcome to do so providing there are still openings available. Registration forms, a physical, updated immunization records, and a copy of the students birth certificate are all required to complete the registration process.

Determining eligibility for GMG Pre-Kindergarten Program

Pre- Kindergarten is reserved for our most needy 5-year-old students who would benefit from another year in the preschool curriculum. Both social and academic needs will be assessed and students will be invited back for another year of preschool. All stakeholders must agree that such a move would benefit said students. Students who repeat preschool will be required to attend afternoon preschool Monday through Thursday and morning Kindergarten Monday through Friday.

Transition Kindergarten Guidelines:

- Preschool roster count
- If a kindergarten student is brought down to Pre-K, Kindergarten class needs to take a student during the school year (this would be a switch of student)
- There will be no more than four TK students to start the school year.
 - Teacher recommendation
 - Data of students abilities (scores)
 - Priority to students with later birthdays (July, August, September)

Attendance Policy

Students who are enrolled for classes in the GMG Schools are expected to be in school for the full session and are expected to be punctual in their arrival and departure. Students are not expected to be absent any more than is necessary for health reasons or appointments. Irregular attendance interferes with the progress of your child and others as teachers find themselves taking class time to repeat information and make adjustments for those students who have been absent. Please call the elementary office with the reason for an absence no later than 8:15 A.M. for the morning session and by 12:15 for the afternoon session. For safety's sake, if a student is absent without notification, the school secretary/teaching staff will attempt to contact the family to verify the child's absence from school. Under state law, preschool is now under the compulsory attendance policy. **If a child is missing more than 15% of preschool days due to tardiness or absences during a quarter, a meeting with the family, classroom teacher, and elementary principal will be set up to discuss attendance. If a child is missing more than 15% of the preschool days due to tardiness or absences during two consecutive quarters, the county attorney will be contacted.**

Transportation (IQPPS 10.9)

Your child will be able to ride the regular bus route and will be supervised until the class begins and/or after it ends without additional cost.

Arrival and Departure Procedures (IQPPS 10.9)

Students who are attending preschool and/or extended learning from 7:45-11:15:

When dropping off and picking up your child, please enter using the most western drive on 170th St. and exit using the most eastern drive. Your child's teacher will meet you and help your child into and out of the vehicle. It is important that your child be dropped off and picked up promptly. If you arrive after the scheduled time, your child **MUST BE ESCORTED** into the building. A child who is more than five minutes late being picked up will be taken to the school's office to wait.

Students who are picked up at 3:30:

When picking up your child after school, please utilize the elementary pick up line on the north side of the lunchroom. An adult will bring your child to your vehicle. If your child isn't picked up by 3:45 they will be placed in after school daycare and you will be charged \$5.00.

Family Communication and Involvement (IQPPS 1.1, 7.1, 7.2, 7.4, 7.5)

Program staff use a variety of formal and informal strategies (including conversations) to become familiar with and learn from families. Although daily in person contact can not be replaced,

preschool staff will also utilize notes to and from home, emails, phone calls, newsletters, and our Facebook page as alternative means to establish and maintain open, two-way communication with families. Families are encouraged to communicate any specific needs your child may have, questions you may have, and any other information so that we can support your child and family.

Classroom Visits: Parents are welcome to stop by and visit the classroom. We ask however, that you do not visit the first two weeks or the last two weeks unless you have made prior arrangements with your child's teacher to do so.

Volunteering opportunities: Volunteering opportunities will arise throughout the year. Parents are encouraged to become involved in any way they can.

Classroom Newsletters - A preschool specific newsletter will be sent home with your child in his or her folder. They are developed by your child's teacher and contain information about recent and upcoming happenings in the classroom as well as other important information. Please check your child's bag for this newsletter.

Conferences: Parent-Teacher conferences will be scheduled twice during the school year. Prior to these conferences, you will be receiving a note asking if you have a preferred date or time. With this information, the secretary will assign you a conference time. These conferences will take place in your child's classroom and will last approximately 20 minutes. During this time, your child's teacher will provide you with a progress report and information regarding your child's performance in the classroom. During this time, you can also ask your child's teacher any questions or bring up any concerns you might have.

Home Visits: To better foster the communication between the home and the school, home visits will be scheduled at your convenience. The focus of these visits will vary depending on need but may include the following topics: student performance, questions or concerns as suggested by the teacher or parent, or may simply be a time to converse with your child's teacher about other relative topics. These visits are not meant to be a hassle for the family and require no prior planning on the family's part.

Family Information Nights: During the year, GMG Preschool will offer family/parent information nights free of charge. The content of these meetings will vary from year to year but may include any of the following topics; reading with your preschooler, what to ask after "How was your Day," and fostering lifelong learners. Additional information will be sent home prior to these nights.

FYI Notes: Random notes will be sent home with your child in his or her folder on an as needed basis. Parents should feel free to communicate with their child's teacher the same way, however to ensure the note is received, the parent should refer to the note at drop off.

Private Facebook Page: After enrolling your child in preschool, you will be invited to join a private Facebook page. This page will be updated often to ensure you are aware of

what we are doing in the preschool classroom. It is also an opportunity for you to connect with the teacher, other parents, and other community resources.

Access to Information: The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats on request, and, to the extent possible, in a language families understand.

Feel free to contact the classroom teacher or associates

Phone – (641) 474-2251 ext 252

Email - lrose@gmgschools.org - I check my email before/after school

GMG Preschool on Facebook messenger - I will respond at my earliest convenience

Parent Feedback (IQPPS 10.15)

GMG Preschool will seek ongoing feedback from parents to help improve our preschool. This feedback will be looked at by the preschool team at least yearly. The following will be used to give parents the opportunity to give feedback.

- [Home Visit Discussion](#) (Done during home visits at the beginning of the year)
- [Parent Survey from the Administrator](#) (Given in December)
- [Parent Survey from the Administrator](#) (Given in May)

Behavior Management Plan (IQPPS 1.3, 1.6, 1.8, 1.9)

At the preschool we have some basic rules for the health and safety of the children. We try to arrange the environment to avoid problem situations. We tailor our expectations to fit the developmental levels of the children to minimize frustrations and inappropriate behavior. Children participate in establishing school rules and policies as appropriate. These rules are posted at the preschool.

We encourage children to develop their own control, autonomy, management of feelings, problem solving, and find their own rewards in cooperative social behavior. However, when a child does act in such a way that is, or could be, harmful to self or another, or destructive to property, we do intervene, we do not use corporal punishment, including spanking. A child is never subjected to cruel or severe punishment, humiliation, or verbal abuse. A child is never denied food as a form of punishment. A child is never punished for wetting, soiling, or not using the toilet.

We understand these moments to be learning opportunities as we model a sense of control in our own touch and voice. We are firm about our limitations when they are appropriate to the situation and the child's ability to understand and comply. We are consistent. We work as a team with

other teachers and with parents. We analyze possible reasons for the behavior problems and make whatever adjustments in the environment that we can. We offer choices, try to redirect activity, point out natural or logical consequences of different behaviors, help the child individually or in a group to problem solve. We give hugs and words of encouragement.

Toilet Training (IQPPS 5.5)

While GMG Community Schools encourage families to have their children toilet trained, children are not required to be completely toilet trained in order to enroll. For children who are unable to use the toilet consistently, a meeting will be scheduled with the family, teacher, and AEA consultant to develop a plan to help meet the child's toileting needs. Families will be responsible for providing their child's toileting supplies. The program makes sure that staff change children's diapers or soiled underwear in the designated changing areas, and that food handling is not permitted in the diapering area. Staff will follow all diapering guidelines as posted in the changing area.

Appropriate School Attire (IQPPS 5.4)

Please have your child come to school in play clothes so she may freely enter into all activities such as art and outdoor play. If the temperature is above 0 with the wind chill factored in, students will play outside. Make sure your child is dressed appropriately for the weather. During the cold months, children should have boots, snow pants, mittens, and a hat as well as shoes to wear in the classroom. **Please mark all personal items with your child's name.**

Daily Schedule

Morning	Activity	Afternoon
8:15	Arrival	12:15
8:15-8:30	Class Meeting (circle time)	12:15-12:30
8:30-9:15	Small Group Centers	12:30-1:15
9:15-9:45	Free Choice Play	1:15-1:45
9:45-10:00	Snack	1:45-2:00
10:00-10:30	Story Time/Large Group	2:00-2:30
10:30-10:50	Recess	2:30-2:50
10:50-11:00	Restrooms	2:50-3:00
11:00-11:15	Music and Movement	3:00-3:15
11:15	Departure	3:15

Daily Classroom Activities (IQPPS 2.3)

- **Class Meeting:** Every day the children will participate in a class meeting. During this time, children will engage in discussion about the day's activities as well as learn about the day's weather and complete a daily calendar activity. A lot of learning takes place during this time, including name recognition, turn taking,

pre-reading skills, counting, pattern identification, pre-writing, number recognition, pre-reading skills (L to R), days of the week, months of the year, rote counting, one to one correspondence, graphing, more/less concepts, color, shape, sound, letter recognition.
<ul style="list-style-type: none"> • Small Group Centers: During this time, children will be divided into small groups and will engage in a variety of carefully selected, thematic learning centers. These centers are developed to stimulate learning through engagement with developmentally appropriate activities and materials. Children will rotate through these centers to ensure all children are actively participating in all areas of the curriculum. During this time, staff will interact with children in small groups in both child initiated and teacher-directed activities. Centers include, but are not limited to, the following: block center, manipulative center, science center, dramatic play center, writing center, reading center, computer center, art center, and sensory center.
<ul style="list-style-type: none"> • Free Choice Time: During this time, children will be allowed to independently select from a variety of learning centers and engage in child directed interactions. By allowing children to make choices with regard to the materials and activities they engage in, young children develop greater independence, as well as decision making and social skills. Staff are available to support children's learning during this time of day by reading individually to students, supporting social dramatic play, and using guided questions to advance thinking.
<ul style="list-style-type: none"> • Snack: Parents will be asked to volunteer to sign up to provide a healthy snack. This is not required, but appreciated. Cups, napkins etc. will be provided. This will be a time for children to develop self-help as well as appropriate social skills.
<ul style="list-style-type: none"> • Outside: Children will play outside for approximately 15 minutes everyday, including during the winter, except in cases of extreme cold. This is a time to develop large motor skills as well as engage in exploration of the world around us. Please be sure your child is dressed appropriately for outdoor play and that all items are marked with his or her name.
<ul style="list-style-type: none"> • Large Group Story/Activity: As a large group, children will explore various themes through literature as well as through related activities and explicit instruction. This will be a teacher-initiated period of the day but will be developed to allow for student participation and engagement. Children will be read to from a variety of nonfiction and fiction books throughout the school year. Themes have been selected based on Iowa's Early Learning Standards as well as with the children's abilities and interests in mind. During this time, children will not only be exposed to a variety of content, but will also be practicing a variety of readiness skills.
<ul style="list-style-type: none"> • Music and Movement: Songs and chants are important in a preschool classroom because they strengthen auditory discrimination, cognitive skills & conceptual development while providing opportunities for creative expression through movement. For these reasons, music will be a part of the daily routine.
<ul style="list-style-type: none"> • Transitions: To support student ability to move from one activity to the next, transitions will be planned for during the school day. With the use of Heggerty early literacy tasks, songs, chants, and finger plays, these transitions will be made part of the daily learning routine.

Snack Procedures (IQPPS 5.10, 5.17)

Snacks are served at regularly established times. Parents are highly recommended to provide snacks through a sign-up form throughout the year. A list will be sent home indicating the number of children in your child class and any allergies that exist. You may choose to send in the snack daily or send in a week's worth of snacks on the first day of your turn. Drinks, cups etc. will be provided. To meet the quality preschool program standards, all foods coming from home that are intended to be shared among students must be either whole fruits or vegetables or commercially prepared and packaged foods in factory sealed containers. This rule applies for foods that are brought to the school to celebrate special occasions as well. Some of the foods recommended to bring could be:

- Graham Crackers
- Cheese and Crackers
- Goldfish
- Granola Bars
- Pudding
- String Cheese
- Whole fruits or vegetables

Health Policies and Procedures

Health Files (IQPPS 10.8)

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request. Parents are encouraged to contact the school nurse for any change in medical status with their child.

In the Event of an Illness

If it is necessary for your child to be absent, please call the school before 9:00 a.m., regardless of which preschool time they attend. If we do not receive a call from parents we will call you. If you do not have a phone, please send a note the next day explaining the reason for the absence. If the absence is due to illness, we request that you tell us the type of illness since it is necessary to monitor contagious diseases. We will request a doctor's note in cases where absences are prolonged or frequent. **All students will be expected to participate in outdoor activities unless the school has a doctor's excuse.**

For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- fever equal to or greater than 100.4 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge

The center's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.

Reporting Communicable Diseases (IOPPS 5.3)

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease in which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented in the program and that the families should implement at home. The program has cooperative arrangements with local health authorities and has made contact with these authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable diseases occur. If 20% of the students who attend the preschool program are diagnosed with a communicable disease, a note will be sent home to notify families.

If your child becomes sick at school

When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other person authorized by the parent will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives. If the child is suspected of having a contagious disease, then until she or he can be picked up, the child is located where new individuals will not be exposed.

Medication Policies and Procedures (IOPPS 5.8)

The school will administer medication to children with written approval of the parent and an order from a health provider for a specific child. A form needs to be filled out to meet

state requirements for dispensing medicine. This form needs to be filed in the office prior to administering medication so it can be referred to when administering medication. The parents are to bring the prescription to school. **Do not** send medication on the bus with the student. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

Medication can be administered at school only if the parent or legal guardian has provided written consent and the medication is available in an original, child-resistant container that is labeled by a pharmacist with the child's name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication's expiration date; and administration, storage, and disposal instructions.

For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child.

Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication.

Injuries at school

When a student becomes ill or is injured at school, the student's parents and/or designated adult will be notified by the school as soon as possible after the incident.

Parents/guardians will be required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. It shall be the responsibility of the parents/guardian to provide the school district with updated information on the medical authorization form.

The school district, while not responsible for medical treatment of an ill or injured student, will have authorized school personnel present to administer emergency or minor first aid if possible. An ill or injured child will be turned over to the care of the parents/guardian, the parents' designee, or qualified medical personnel as quickly as possible. It shall be the responsibility of the teacher, secretary or principal to file an accident report within 48 hours after the student is injured at school.

Allergies (IQPPS 5.13)

Please notify the teacher and school nurse if your child has food or any other allergies that require accommodations or modifications so an individualized care plan can be prepared or supported by the school district when given an individualized care plan by a

medical expert to ensure that children are protected from contact with the problem food or allergen.

Biting Policy

In a group care setting, we recognize that biting may occur, and we are ready to help those who bite learn more appropriate behavior. We intentionally program the day to avoid boredom, frustration, or over-stimulation. We provide a calm and cheerful atmosphere with a mix of stimulating, soothing, age-appropriate activities and multiples of favorite toys. We also work to model acceptable and appropriate behaviors for the children, helping them learn words to express their feelings and giving them tools to resolve conflicts with our help.

Our center does not focus on punishment for biting, but rather on effective techniques that address the specific reason for the biting. We will support your child whether they bite or are bitten. When biting occurs, these are our three main responses:

1. Care for and help the child who was bitten. If the skin is not broken, we apply a cold pack. If the skin is broken, we cleanse the wound with soap and water. We call the child's parents and give them a copy of the incident report, which is filled out by the teacher who witnessed the incident. The incident report is also kept in the child's file. The name of the child who bit is kept confidential.
2. Help the child who bit so that he/she learns other appropriate behavior. We address the child in a firm, calm voice, stating our disapproval of biting. We give the child's parents a note that same day informing them of the biting. In general, we ask parents to keep us informed if their child is biting at home or in other situations. Children who bite in our program do not necessarily bite at home. If your child is biting in other situations, it is important for all of us to correct them consistently. Communication is very important in order to help your child stop biting.
3. Examine our program to stop the biting. The teachers and members of the leadership staff analyze the cause of ongoing biting. We complete in-room assessments to determine the quality of relationship between the caregiver and the child, the environmental influences on the child's behavior, and target the social-emotional support for the child. Then, we develop a plan to address the causes of the biting, focusing on keeping children safe and helping those who are stuck in the biting pattern. After developing this plan, we arrange a meeting with the parents and share the details so you know specifically how we are addressing this problem.

Additional Procedures To Note

Parent Permission

Students MUST HAVE A NOTE from a parent or guardian or they will not be allowed to

go home with another student or get off the bus at another location. If a note is not written, we need a phone call letting us know what the plan is before school is dismissed.

Toys

We ask that toys not be sent with your child to school. Play is important for young learners, therefore the center provides your child with a large variety of play items. Additional toys that are brought to school may get lost or broken and can be distracting for your child as well as the other children in the room.

Weather Related Information:

In case of severe weather and situations that demand that school be closed, the official announcement will be made over radio stations KFJB (AM-1230), KDAO (AM-1190), WHO (AM-1040), KXIA (FM-101.1), and television station KWWL (Channel 7) and KCCI (Channel 8), as well as social media, JMC, and Facebook. If there are rapid changes in the weather on days that students are already in school, we would ask parents to tune in to those stations. We will have after school child care available only on days that require us to dismiss due to heat. We will not offer daycare when we dismiss early due to other weather related conditions. If we are unable to reach a parent/guardian, someone will supervise the child until the parent is reached.

Extended Learning Program

The Extended Learning Program will be offered opposite the preschool program for families who need childcare services. The Extended Learning Program will be a structured learning environment. It will be an extension of the Preschool experience. Our Extended Learning Program will be staffed with a teacher associate, who will provide structured literature time, arts & crafts, play time, rest time, and additional support from the preschool curriculum.

Hours of Operation:

The Extended Learning Program will be offered opposite the preschool program from 7:45-3:45. Before & After School Child Care services are also available. For more information about the Before & After School Program, see the information on page 70.

Cost:

Families will be charged \$15 for each half day they use the Extended Learning Program regardless of the time they arrive or leave. Fridays will be charged at the rate of \$30/day. Wednesday afternoons will be charged at the rate of \$10 until 1:30 or at the rate of \$15 until 3:45.

Payment

Payment for Extended Learning will be due on Tuesdays. Your payment can be made out to the GMG Community School District. It can be mailed, sent to school with your child, paid online, or brought to the elementary office.

Late Fees

A late fee of \$10 will be charged when payments are not received on Tuesdays and an additional \$10 will be charged for every week thereafter until it is paid. Families with accounts that grow to more than \$50 and are not paid for more than one billing period will be asked to seek alternative childcare options. Because slots are in high demand, children with delinquent balances are not guaranteed a spot on the extended learning roster.

Attendance

A child may only attend extended learning on days they attend preschool and on Fridays. If a child is absent from preschool, they are not eligible to attend extended learning that day.

Meals:

If your child is attending the Extended Learning program, you will either need to set up a meal account or send a lunch. You will also have the option of just purchasing milk with their meal account. Breakfast is also available from 7:45 to 8:10, which can be purchased with the meal account. Please contact the office to make these purchases.

Meals from Home

Lunches sent from home should follow USDA guidelines for nutritional lunches. Lunch from home that does not meet these requirements will be supplemented and charged to the child's lunch account.

Rest Time:

If your child is participating in this program, your child will rest on a cot for 30 minutes. Your child may bring a small blanket or a beach towel to use at rest time.

Before & After School Child Care

GMG offers Child Care from 7:00-8:00 before school and from 3:45-5:30 after school in the elementary building for a minimal fee. If the school dismisses because of the winter weather conditions, the school will not offer this program. Families are asked to have Child Care back-up in case of winter weather early dismissals. If you are interested in this program, please contact the elementary office.

3:45-5:30 = \$5.00

1:45-3:45 = \$10.00 per child

Additional Resources (IQPPS 7.7)

To best meet the needs of the children and families we serve, we recognize the need to help link families with a variety of services available in our community. The GMG Preschool will have access to support and services from Central Rivers AEA. Areas that are often addressed by AEA staff include speech and language, hearing screening, physical therapy and occupational therapy. We also have access to an AEA Special Education Consultant to support our classroom when needed. Below are a list of service providers who are available to support your child's development:

Early Childhood/Special Education Support
Speech and Language Pathologist
Occupational & Physical Therapist
Autism Referral Team
Behavior Team

Community Resources

Check out www.unitedwaymarshalltown.org and click on Resource Directory for an extensive list of resources available in the Marshalltown area.

Appendix

ACKNOWLEDGEMENT OF RECEIPT

I acknowledge that I have received or can access a copy of the GMG Elementary Handbook available at **GMG SCHOOL WEBSITE**. I understand the elementary handbook contains important information about the district and my role, responsibilities, and duties as a parent and student. I acknowledge I am expected to be familiar with the contents. I also understand that I should consult the principal with any questions I have about the contents of the elementary handbook or any questions that I feel were not addressed.

I understand that the elementary handbook is a general source of information and may not include every possible situation that may arise.

Student's Signature

Date

Student's Name (Printed)

Parent's Signature

Date

Parent's Name (Printed)

TO BE PLACED IN STUDENT'S FILE

Both Parent/Guardian Names: _____

Email Address: _____

Cell Phone Numbers: _____

Home Phone Numbers: _____

Work Phone Numbers (If Applicable): _____