

ED-CO ELEMENTARY STUDENT HANDBOOK



2023 – 2024

PHILOSOPHY OF EDUCATION FOR THE EDGEWOOD-COLESBURG COMMUNITY SCHOOL DISTRICT

The Board of Directors of the Edgewood-Colesburg School District is committed to a philosophy of service to children; the objective of this philosophy is to help each child develop into a mature individual and a contributing member of society. The Board believes that this objective can best be met through a school program wide enough in scope to encompass the intellectual, physical, civic, social, and aesthetic education of children.

The Board of Directors realizes that an effective public-school program must be directed toward common needs of all children: however, the Board believes the emphasis must lie always on the unique needs of each individual child.

The Board of Directors recognizes that the guardianship of public education is a trust and an obligation – that the goals of education and the goals of democracy are fundamentally the same. For that reason, the Board considers that its philosophy and objectives can best be realized when the educational program is directed through written Board policies, policies that are based on the Constitution, the state statutes, federal and state regulations, and the specific needs of this school district.

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I. ACHIEVEMENT

A. Expectations

1. Students are expected to complete and hand in their assignments as required. Students are expected to take homework home and complete it when necessary and bring it back to school the following day.
2. When students are absent for any reason, they are expected to make up their work in one or two days, except for extended illness. A make-up slip with their assignments will be prepared for them, and they are to complete the make-up work, and have each teacher sign it.
3. When students know they will be absent in advance, they should bring a note from their parent to their teacher no sooner than one week prior to the planned absence. An advance makeup slip will be sent to his/her teachers, and they will give as many upcoming assignments as possible. Students should try to complete as much of this work as possible before the planned absence.

B. Standards-Based Report Cards

Following the end of each 9-week quarter, parents will be informed about their child's performance levels on the standards. At the end of the 1st and 3rd quarter Parent/Teachers conferences will be held to discuss students' learning. At the end of the 2nd and 4th quarter report cards will be sent home with the student and/or emailed through JMC. Final report cards will be sent home the last day of school or emailed to parents.

C. Achievement Difficulties

1. Students who continually have difficulty meeting expectations may be required to carry an organizer to their classes to keep track of assignments and their completion and they may have a staff member assigned to them to check on them daily, or both. Sometimes students are asked to come early or stay after school to help them with assignment completion. Students may be asked to stay in from recess at noon to complete assignments or make-up work. The staff decides which students need these interventions.
2. Students who do not meet expectations may be retained in their grade another year.
3. The Ed-Co Elementary School is using MTSS (Multi-Tiered Systems of Support) in finding student skills and ability levels; developing interventions to address student needs; and determining eligibility for special programs. We use various data sources to make instructional decisions and to develop interventions when students need them. Teachers and staff look at more than just the learner. Instruction, curriculum, and the environment of the child are all considered during the development of plans. This is a process that provides for parent involvement with the school along each stage, either through conferences, written messages, or phone contacts. Keystone Area Education Agency personnel are sometimes involved in the Data Decision Making process, including assessment for the areas of achievement and behavior, and consultations with students, teacher, or parents.

D. Achievement Testing

1. Classroom tests are given at regular intervals throughout the school year to assess student achievement. A variety of testing procedures are used.
2. The Iowa Assessments are given annually to 3rd through 6th grade students each year. Percentile results are sent home to parents. Parents with questions about their child's score should arrange a conference to have them explained.
3. Specialized achievement tests are available throughout special education services. These tests are used to pinpoint specific student difficulties and see if students qualify for special education services. Parent permission is required before students are given these tests, and the special education team must also agree to the testing. Results of these tests must be discussed with the parents, following the testing.

4. FAST Testing for reading is required by the State. It is given 3 times a year to determine if students are meeting benchmark scores. Parents will receive a letter reporting student progress after the fall and winter testing window closes.
5. F&P Reading tests are administered to determine students reading levels and evaluate decoding, encoding, fluency and comprehension. This information is shared with parents.

E. Parent –Teacher Conferences

Parent-Teacher Conferences are scheduled twice each year for parents to discuss their child's progress with the child's teacher(s). Ed-Co Elementary uses a web-based parent-teacher conference scheduling program. A letter will be sent home with the students a few weeks before conferences with information regarding logging into their account to sign up for conferences. Parents are also encouraged to call to arrange for teacher conferences any time they feel a need to have things explained or want to better understand something. Teachers are normally available from 3:20 to 3:45 each day (Monday-Thursday) following school, or other arrangements can be made. Please call ahead to request the conference.

II. HEALTH & SAFETY

A. Immunization

1. All students attending Ed-Co must have proof of the immunizations required by the state of Iowa or have documented medical evidence stating why they are excluded from certain immunizations. Students not having such proof of evidence may not be admitted to school.
2. Required immunizations for the state of Iowa may be obtained by contacting the school nurse.
3. Low-cost immunizations are available in each of the counties the district is located in. Contact the county health department of the county you reside in or ask the school nurse.

B. Student Injury or Accident at school

A student who becomes ill or is injured at school must notify his or her teacher or another employee as soon as possible. In case of serious illness or injury, the school shall attempt to notify the parents according to the information on the emergency form. If the student is too ill to remain in school, the student is released to the student's parents or, with parental permission, to another person directed by the parents.

While the school district is not responsible for treating medical emergencies, employees may administer emergency minor first aid if possible. The school contacts emergency medical personnel if necessary and attempts to notify the parents as to where the student has been transported for treatment.

C. Health Screening

The school district conducts JK – 6th grade health screenings for vision, hearing, height, and weight measurements. Students are automatically screened unless the parent submits a note asking the student to be excused from the screening.

D. Administration of Medication

No medication shall be dispensed to any student unless the following rules are observed:

1. A licensed medical or osteopathic physician or dentist must prescribe the medication.
2. A statement of the physician's directions requesting the specific medicine to be dispensed, and the time at which it is to be dispensed at school must be filed at the school in the building where it is to be dispensed. This statement must be accompanied by the physician's description of the anticipated reactions of the pupil to the medication.
3. The parent or guardian must sign a request to have this prescribed medication dispensed to the child according to the written directions of the prescribing physician or dentist.
4. The prescription and the parent's signed request to dispense the medication are to be kept on file in the office from which the medication is dispensed.

5. The medicine shall be maintained in the original prescription container which shall be labeled with: (A) name of pupil, (B) name of medication, (C) directions for use, (D) name of physician or dentist, (E) name and address of pharmacy, and (F) date of prescription.
6. The medication, while at school, shall be kept in a designated place, in a locked cabinet or drawer. When required, refrigeration will be provided.
7. In each building access to the medication shall be under the authority of the nurse.
8. A written record will be kept on any medication given at school. This record will include the pupil's name, the name of the medication, the amount of medication to be given and the time at which it is to be given. After the medication is given, the person dispensing the medication will initial the medication sheet with his/her initials. The record shall be kept each time the medication is given at school, on the appropriate "Medication List" form.
9. At the end of the school year, or at the end of the dispensing time, any remaining medication shall be returned to the pupil's parents or destroyed. This action, if medication is destroyed, should be noted on the pupil's health record.

E. Head Lice

Parents of students infected with head lice will be notified and advised of treatment options. A note will be sent home with classmates advising parents to check their child for head lice. The school nurse will periodically check students for head lice.

Head lice can happen to anyone. It is not a sign of having poor health habits or being dirty. The most important fact to remember is that the problem should be quickly treated because delays will only spread the infestation throughout your family and community. Listed below are instructions for controlling a lice problem in your home. Signs of Infestation:

Head lice are hard to see but signs to look for are:

- A family member persistently scratching the head or back of neck.
- White specks in the hair. Look for whitish eggs that can be mistaken for dandruff. Dandruff is easily removed from hair or scalp; however, nits (eggs) are glued to the hair shaft and are very difficult to remove.

If lice infestation is confirmed:

Call or visit your family physician or talk to the school nurse. Lice and their nits can survive (for a time) off the body. Even though family may have been successfully treated, immediate reinfestation is possible, or a fresh infestation of other members may occur. Please call the school also, so other families can be made aware of the problem. All calls are confidential.

Treating the environment:

Clean all articles that might have lice or nits. Clothes towels and bed linens should be washed in hot water and detergent or dry-cleaned.

To keep lice from coming back:

Instruct your child not to borrow personal items such as combs, brushes, hats, clothing, and towels from other people. Disinfect combs, brushes, and similar items by washing with a special shampoo. If one member of your family has head lice, you should inspect all family members every other day for at least two weeks.

F. Communicable Diseases

Students who have an infectious or communicable disease are allowed to attend school if they can do so, and their presence does not pose an unreasonable risk of harm to themselves or does not create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class or participate in school activities without their personal physician's approval. Infectious or communicable diseases include, but are not limited to mumps, measles, and chicken pox.

G. Early Dismissals, School Cancellations

Should it become necessary to call off school due to bad weather or other conditions, the announcement will be made over the following stations

FM Radio: KMCH – Manchester – 94.7
KCTN – Elkader – 100.1
TV Stations: KGAN-Cedar Rapids,
Channel 2
KCRG, Cedar Rapids,
Channel 9
KWWL, Waterloo, Channel 7

*Some stations get the information on faster than others. The best advice is to listen to more than one, so our information is not overlooked.

KWWL & KCRG provide a free service that will notify you via your cell phone or email when early dismissals, late starts or cancellations occur. Check their website for details. Families can also register at Iowa School Alerts Program at <https://public.govdelivery.com/accounts/IAEDU1989/subscriber/new>.

Please listen to these radio stations and do not call the school or school officials. Our phones will be very busy calling radio stations, drivers, cooks, and other school personnel.

The elementary office will send a message through Remind and email through JMC.

Parents can sign up for school text alerts by texting “@edcoe” to (515) 393-4079.

H. Fire and Tornado Drills

Periodically the school holds emergency fire and tornado drills. At the beginning of each semester, teachers notify students of the procedures to follow in the event of a drill. Emergency procedure and proper exit areas are posted in all rooms.

Students are expected to remain quiet and orderly during a drill or an emergency.

I. Recesses in Cold Weather

During cold spells, students may not be allowed to go outside for recess. They may also be taken out for brief periods just to get some fresh air. Wind chill, humidity, and cloudiness can also make a difference. Students will stay inside if the wind chill is below 0°. Anytime children are out at recess, there is a supervisor out with them, and they continually evaluate the conditions on the playground. If they feel the conditions are hazardous, they bring the students in immediately.

Please be sure children have appropriate clothing for the season. Students are expected to have snow boots, snow pants, a winter coat, hat & gloves/mittens.

II. STUDENT DISCIPLINE

A. Jurisdiction

The Elementary School Discipline Code applies to activities related to the school day, the school property, and activities related to the school program wherever they are being conducted.

B. Guiding Principles for Success

Respect:

I will show respect when I

- Use good manners
- Take care of all property
- Treat everyone with kindness
- Listen attentively

Positive Attitude: I will show a positive attitude when I

- Come ready to learn
- Give my best effort □ Am optimistic

- Respond pleasantly
- Cooperation: I will show cooperation when I
- Get along with others
 - Help others
 - Make positive comments
- Honesty: I will show honesty when I
- Tell the truth
 - Admit to my actions
- Responsibility: I will show responsibility when I
- Take pride in actions, work, and appearance
 - Monitor my behavior
 - Organize daily homework and materials
 - Follow directions

C. Consequences

Every action has a consequence. Consequences will be designed to help bring about positive changes in behavior. These consequences will be used as opportunities to teach and model appropriate behavior. Consequences for actions will vary based upon the frequency of the action, degree of the action, previous actions and consequences, relation of the action to local, state, and national laws, and the effectiveness of the consequences. Parents will be notified when serious infractions are reported. Below are the consequences for infractions that are used in our school:

Apologies/Make amends	In-house suspension*
Note sent home to parents	Suspension from participating in school activities
Phone call to parents	Short-term suspension from school*
Conference with student	Long-term suspension from school*
Detention after school*	Expulsion from school*
Parent-teacher conference*	Referral to law enforcement agencies*
Suspension from riding school bus*	Suspension from attending school activities*

(* Requires parent notification)

D. Discipline Policy in Response to a Threat or Incident of Violence by a Student

Discipline is designed to promote behavior that will enable student to learn and successfully participate in their educational and social environments. The district discipline policy for student who make a threat of violence or commit an act of violence is developed to help students understand their obligation to others in the school setting, secure the safety of all students, staff, and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (house File 604),sec.7, new section 279.79, subsection 1).

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

Discipline and other responses to threats or incidents of violence by a student with a disability, including removal from a class, placement in a therapeutic classroom, suspensions and expulsions, will comply with the provisions of applicable federal and state laws including, but not limited to, the IDEA, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (2023 Iowa Acts, chapter 96 (House File 604) sec. 7, new sections 279.79, subsection 3).

Reporting a Threat of Violence or Incidence of Violence

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student the teacher will report to the school principal or lead administrator within 24 hours of the incident. The principal or lead administrator will notify the parent or guardian or the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the incident as soon as possible. The classroom teacher may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, chapter 96 (House File 604), sec. 4).

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level, and the context of the incident. The resolution will focus on identifying the cause behind the behavior and appropriate corrective actions (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new sections 279.79, subsection 5).

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage, or who commits an assault, will be subject to escalating levels of discipline for each occurrence. When appropriate, referrals will be made to local law enforcement. The district retains the authority to assign the level of disciplinary measures appropriate of the severity of the threat of violence or incident of violence (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new sections 279.79, subsection 5).

Threat of Violence

Threat of violence means a written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault.

Incident of Violence

Incident of violence means the intentional use of physical force or power against oneself, another person, a group or community or property resulting in injury, property damage or assault.

Injury

Injury means "physical pain, illness or any impairment of physical condition." State v McKee, 312 N.W. 2d 907,913 (Iowa 1981).

Property Damage

Property damage means any destruction, damage, impairment, or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate building or fixture attached to a building or structure and personal property which includes intangible property (Iowa Code section 4.1(21))

Assault

Assault means when, without justification, a student does any of the following:

An act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive coupled with the apparent ability to execute the act: or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the person are voluntary participants in a sport, social or other activity, not in itself criminal, when act is a reasonably foreseeable incident of such

sport or activity and does not create an unreasonable risk of serious injury or breach of the peace. (Following Iowa Code sections 708.1)

Escalating Responses by Grade Band

Grades PK – 2

Level	Escalating Response
Level 1	Requires parent or guardian notification. Requires individualized educational program (IEP) meeting if the student has an IEP. Responses may include any of the following <ul style="list-style-type: none"> • Parent or guardian conference that includes the student when appropriate • When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district • Behavior intervention student agreement coupled with another response(s); • Detention; and/or • Temporary removal from class • Unless the first offense is unusually serious, administrator will avoid permanent removal from class.
Level 2	Requires parent or guardian notification Review of response to prior offense, if applicable, to inform increased level of response. Requires individualized educational program (IEP) meeting if the student has an IEP Responses to Level 2 include those in Level 1 as well as, but not limited to, the following: <ul style="list-style-type: none"> ○ Temporary or permanent removal from extracurricular activities ○ In-school suspension ○ Suspension or transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	Requires parent or guardian notification Review of response to prior offense, if applicable, to inform increased level of response. Requires individualized educational program (IEP) meeting if the student has an IEP Responses to Level 3 include responses in previous levels, as well as, but are not limited to: <ul style="list-style-type: none"> ○ Recommendation for expulsion

Grades 3-5

Level	Escalating Response
Level 1	Requires parent or guardian notification. Requires individualized educational program (IEP) meeting if the student has an IEP. Responses may include any of the following <ul style="list-style-type: none"> • Parent or guardian conference that may include the student, when appropriate • When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district • Behavior intervention student agreement coupled with another response(s): • Detention; and/or • Temporary removal from class Unless the first offense is unusually serious, administrator will avoid permanent removal from class.

Level 2	<p>Requires parent or guardian notification Review of response to prior offense, if applicable, to inform increased level of response. Requires individualized educational program (IEP) meeting if the student has an IEP</p> <p>Responses to Level 2 include those in Level 1 as well as, but not limited to, the following:</p> <ul style="list-style-type: none"> ○ Temporary or permanent removal from extracurricular activities ○ In-school suspension ○ Suspension or transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<p>Requires parent or guardian notification Review of response to prior offense, if applicable, to inform increased level of response. Requires individualized educational program (IEP) meeting if the student has an IEP</p> <p>Responses to Level 3 include responses in previous levels, as well as, but are not limited to:</p> <ul style="list-style-type: none"> ○ Recommendation for expulsion

Grade 6

Level	Escalating Response
Level 1	<p>Requires parent or guardian notification. Requires individualized educational program (IEP) meeting if the student has an IEP. Responses may include any of the following</p> <ul style="list-style-type: none"> • Parent or guardian conference that includes the student when appropriate • When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district • Behavior intervention student agreement coupled with another response(s): • Restitution or opportunities to repair relationships coupled with another response(s): • Detention; and/or • Temporary removal from class
Level 2	<p>Requires parent or guardian notification Review of response to prior offense, if applicable, to inform increased level of response. Requires individualized educational program (IEP) meeting if the student has an IEP</p> <p>Responses to Level 2 include those in Level 1 as well as, but not limited to, the following:</p> <ul style="list-style-type: none"> ○ Temporary or permanent removal from extracurricular activities ○ In-school suspension ○ Out-of-school suspension ○ Suspension or transportation privileges if misconduct occurred in a school vehicle; and/or ○ Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	<p>Requires parent or guardian notification Review of response to prior offense, if applicable, to inform increased level of response. Requires individualized educational program (IEP) meeting if the student has an IEP</p> <p>Responses to Level 3 include responses in previous levels, as well as, but are not limited to:</p> <ul style="list-style-type: none"> ○ Recommendation for expulsion

Definitions (consistent with the Department's Data Dictionary 2022-23)

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee or the building principal disciplining the student.

Expulsion means an action by the board to remove a student from the school environment which includes, but is not limited to classes and activities, for a period of time set by the board.

In-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

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 consecutive school days unless due process is provided as required by federal and state law.

A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Placement in an alternative learning environment means placement of a student in an environment established apart from the regular educational program that includes rules, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district.

Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

E. Bus Expectations

The Board of Education is charged with the responsibility to provide transportation for each entitled student and to properly safeguard the health and safety of the students. Buses are primarily used to transport students to and from school. Students who ride the bus and other school district vehicles to and from school, extracurricular activities or any other destination must comply with school district policies, rules, and regulations. Students are responsible to the driver while on the bus or in another school vehicle, loading or unloading or leaving the bus. The driver has the ability to discipline a student and may notify the principal of a student's inappropriate bus conduct. The privilege of riding on a school bus is at the discretion of the Board of Education. Students can be deprived of this privilege if their continued presence on the bus would be injurious or dangerous. Any student who continually misbehaves may be denied the opportunity to ride a school bus. These rules and regulations always apply to ALL passengers on regular routes, excursions, and school sponsored activities.

Video recorders are in use on school buses for the safety of the students riding the bus. The content of the recordings may be used to discipline students. Students are not informed when the video cameras are or are not in use. Recordings are subject to the protection offered by the Family Educational Rights and Privacy Act and will only be viewed by authorized school personnel or law enforcement.

Students are expected to know and practice the following expectations: all posted bus expectations and follow the driver's instructions.

Bus Expectations (Students)

1. Riders must be at the designated loading point before the arrival time.
2. Wait in an orderly manner, on the shoulder, not on the traveled portion of the highway. Stay out of the way of traffic when boarding the bus.
3. Maintain a safe distance from the bus unloading zone at bus arrival and departure time
4. Caution: All students shall be received and discharged from the right front entrance of every school bus, and if said students must cross the highway, they shall be required to pass in FRONT of the bus only, look in both directions, and proceed to cross the highway only on SIGNAL from the bus driver. Do not cross the road or highway upon discharge or in preparation to board the bus until the bus has come to a complete STOP with the flasher signals in operation and the STOP SIGNAL ARM extended. Repeat: Wait for signal from the bus driver before crossing. ALL traffic (approaching from either direction) MUST STOP. Be sure that it does STOP before crossing the highway. Do not cross the highway behind the bus. Walk on the left side of the highway always facing traffic.
5. Riders must wait until the vehicle comes to a complete stop before attempting to enter.
6. The Emergency Door is to be used only in case of emergency.
7. Board the bus and leave the bus in an orderly fashion.
8. Keep all personal belongings out of the aisle.
9. Stay out of driver's seat and do not play with the bus controls.
10. Always keep all parts of your body and objects in the bus.
11. Talk in tones and appropriate volume that will permit the driver to hear any signals or emergency warnings.
12. Remain seated while the vehicle is in motion.
13. Emergency equipment (First Aid Supplies, Fire Extinguisher, etc.) is for emergency use only. Keep hands off.
14. Students may not have anything in their possession (i.e., sticks, firearms, sharp instruments, water pistols, etc.) that may cause injury to another or distract the attention of the driver.
15. Students should be polite and courteous to persons who they pass on the route.
16. Any student assigned to a permanent seat by the driver or school representative must occupy that seat for the period of time designated.
17. Have respect for the rights of fellow passengers. Keep your hands off one another and off the personal belongings of others.
18. Students shall not use foul language at any time, nor shall anyone make hand gestures considered to be out of place and morally unacceptable.
19. Roughhousing in vehicle is prohibited.
20. Riders who damage seats or other equipment will reimburse the school district for the cost of the repair or replacement.
21. When leaving the bus, all students shall remain seated until the bus has come to a complete stop.

A clean and orderly bus is a safe bus. It is the responsibility of students to maintain a clean bus. The driver is responsible for the orderly conduct of the passengers. While on the bus, the student is under the authority and directly responsibility to the bus driver. Whenever a student's conduct is inappropriate while being transported to or from school, the following disciplinary steps will be enforced.

Expected Usage Guideline for Bus Seatbelt Usage

Edgewood-Colesburg School District has begun the process of adding lap-shoulder belts on school buses. Along with the implementation is the expectation that all students on equipped buses will use the lap-shoulder belts. Any student not in compliance with all school bus rules and guidelines will be handled in accordance with the usual student discipline process.

F. **Bus Discipline Procedure**

In the event a student's conduct is inappropriate while being transported under the school's authority, the following actions could result:

1. A student/driver conference will be held centering on the student's behavior, what the violation was, and the expectations for the future. The school office will be notified of the incident.
2. Any future incidences that occur will require a school representative contacting the parents of the student, either by phone or by letter, to help improve the student responsibilities on the bus. The school may take discipline measures as well.
3. The student may be suspended from riding the bus for repeated offenses, or immediately if the offense jeopardizes the safety of other students or the bus driver.

F. COURTESY AT EXTRA-CURRICULAR EVENTS

We are looking forward to excellent extra-curricular events at Edgewood-Colesburg. We share responsibility with you and your parents for appropriate behavior at the activities.

During sporting events all spectators are expected to:

1. Be respectful and quiet during the national anthem. Hold your right hand over your heart.
2. Watch the game.
3. Visit with your friends.
4. Support the teams, cheer, and clap.
5. Be respectful and courteous to others; don't "Boo" other teams.
6. Demonstrate good sportsmanship.
7. Be a positive credit to your family, school, and community.
8. Leave your seat only between quarters, at half time and between games.
9. During plays and musical events, be as quiet as possible.
10. Offenders will be asked to sit with parents, leave the event, or be suspended from events.

G. CARE OF SCHOOL PROPERTY

Students are expected to treat school property with care and respect. Students found to have deliberately damaged or destroyed school property will be required to reimburse the school district, as well as being subject to additional discipline. In the discretion of the administration, such students may be turned over to local law enforcement officers.

H. DRESS CODE

Hats will not be worn during the school day. Clothing or other apparel promoting products, which are illegal for use by minors, such as alcohol, tobacco or drugs, or clothing displaying obscene material, profanity, or reference to subversion, is not appropriate. Neither are items of clothing that reveal too much of a student's body, such as halter tops, strapless tops, or those tops that show a student's midriff. These items are not appropriate for a school setting and the student may be asked to change into something more appropriate and less distracting. While the primary responsibility for appearance rests with the students and their parents, school personnel reserve the right to judge what is and is not proper.

Additionally, students are expected to wear tennis shoes for PE class. Tennis shoes are designed to allow for easy movement and to protect the feet and ankles from injuries that could occur while participating in physical activities. Sneakers with platform soles, lounging shoes, (Crocs, flip-flops, slides), open backs or are designed to look more like a dress shoe, (Hey Dudes), do not stay secured on your child's feet. This can lead to injury and are also hard on the gym floor.

If your child wears sandals, boots, or dress shoes to school, please have them bring their tennis shoes to school in their backpack or make sure they leave a pair of tennis shoes at school in their locker.

I. CONTROLLED SUBSTANCES

The use or possession of tobacco, liquor, or controlled substances on school property is strictly forbidden. This prohibition applies at all school activities and on all school vehicles. Violation of this rule will result in suspension from school for one to ten days.

Students involved in extracurricular activities are also subject to the Code of Conduct, Board Policy 503.9.

J. DANGEROUS WEAPONS

Possession of dangerous weapons is prohibited on school premises. This includes school grounds and any school vehicle. Students found in possession of a weapon are subject to immediate disciplinary action, which may include suspension or expulsion, and notification of parents and police.

Weapons defined under this policy are all types of arms, explosives (including fireworks), bows, sling shots, knives of any size, brass knuckles, or any other object or mechanism that may do bodily harm.

K. CORPORAL PUNISHMENT

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, 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 school employee’s 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 child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child’s parent. If you have any questions about this state law, please contact the elementary office. The complete text of the law and additional information is available on the Iowa Department of Education’s website: www.iowa.gov/educate.

L. GYM, LOCKER ROOM, AND KITCHEN AREA

Elementary students are not to be in the gym or locker room and kitchen areas unless they are accompanied by a staff member or have a pass in hand from a teacher.

IV. CURRICULUM

The Ed-Co Community Schools have a detailed and extensive curriculum. The district is working towards full implementation of the Iowa Core. It is available for your inspection. Please contact the principal if you have questions about it or would like to view it.

A. Preschool

Students’ experiences are designed to develop healthy emotional and social habits, language arts and communication skills; the capacity to complete individual tasks; and the ability to protect and increase physical well-being. Manipulative or “hands on”, play-orientated activities are a part of the program.

B. Grades Kindergarten through Sixth

The following subjects are taught grades one through six:

Reading, Language Arts, Mathematics, Science, Health, Physical Education, Social Studies, Music, and Visual Art, Guidance, Computer Skills, and Library Skills.

C. Co-curricular and Extra-Curricular Programs

Instrumental Music

Students may begin instrumental music at the end of 4th grade and continue through high school. Students typically purchase their own instruments, but a few school instruments are available to be rented. These are usually the less common instruments. Individual or small group lessons are scheduled for each student. Performances are scheduled several times during the year.

Attendance at Vocal and Instrumental Concerts

As class time is spent preparing for concerts, students are expected to attend concert performances unless ill or under unusual circumstances. A note from parents explaining a concert absence will be needed.

D. Ed-Co Behavior Initiative

Ed-Co Elementary will be focusing on several social skills, based on the Positive Behavior Interventions and Supports (PBIS) and Leader in Me programs, over the course of the school year.

E. MULTI-CULTURAL NON-SEXIST PROGRAM

The Edgewood-Colesburg Community School has a multi-cultural non-sexist policy and program that has been adopted by the Board of Education.

V. HOME/SCHOOL COMMUNICATION

A. KINDERGARTEN

Ed-Co policy Kindergarten states that children must be five on or before the 15th of September to enter school that year.

B. ENROLLING YOUR CHILD

1. To enroll your student, contact any of the school offices for registration papers. You will be given forms to fill out regarding your child, your address and home and work telephone numbers, an emergency person to contact if we can't get you, and information regarding your child's last school district (if applicable) to send your child's previous school records.
2. The appropriate registration fees will need to be paid.
Students, parents, guardians, or foster parents may request a student fee waiver for full relief or partial relief of student fees charged by the school district. Students whose families meet the income guidelines for free and reduced 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. Applications are available at registration or at any school office. Applications for free/reduced priced meals are available at the offices in either center.
3. Parents should share with the staff any special services their child may have received prior, or any special health information.
4. Applications will be given for our federally funded free and reduced lunch program. Forms should be filled out by those who qualify and returned to the school office for possible approval in the program.

C. REGISTRATION

Registration is scheduled in August. Please attend to complete proper paperwork and pay fees.

D. WITHDRAWING YOUR CHILD

1. Your child should bring a note from you several days in advance before withdrawing your child from school. It is helpful if you have the name and address of the school, you will be going to.
2. To help your new school prepare for your child, you may come in and sign a release to have your child's records sent ahead to the new school.
3. Ensure that all books are returned, band equipment returned, and lunch account settled. Book rent and meal account refunds will be granted on a pro-rated basis, after all school materials are handed back in.

E. COMMUNICATIONS WITH SCHOOL

1. When you want to share information with the school, a written note is preferred. Therefore, we have a record of your request.
2. When calling the school for emergency information or changes, try to call at least one hour before dismissal. This will help assure that your message will be delivered before students are dismissed.
3. Contact the office when your child is going to be absent, picked up early or late for school. Teachers are busy and this ensures we have accurate attendance records for your child.
4. When you have changes in your address, telephone (home or work), place of work, emergency person, babysitter, or any other information, please notify the school immediately. We don't want to discover that we can't reach you when an emergency comes up.
5. **ALL STUDENTS WHO ARE NOT GOING TO THEIR OWN HOME AFTER SCHOOL, OR THAT PLAN TO LEAVE THE SCHOOL GROUNDS DURING THE DAY, MUST HAVE A NOTE FROM THEIR PARENTS EXPLAINING AND GIVING PERMISSION.**

F. Entering the Building

All students and visitors will be asked to use the front main door(s) on the south side of the building when entering or exiting the building. No one may leave any door that accesses the outside propped open unattended unless express written permission is granted ahead of time by the building principal. External school doors that are left open, unattended, and unlocked present a serious security risk to students and staff by allowing unauthorized individuals access to the school building. Students who are determined to have left an external door open, unlocked, and unattended without permission from the building principal may be subject to discipline, up to and including suspension, as circumstances warrant.

G Visiting the School

Parents are welcome to visit during the school day. For the health and safety of our students the district has installed cameras and locks. Our doors remain locked beginning at 8:30 every day. All visitors will need to push the button to the right of the main entrance and request to enter the building. Once inside you will need to sign in as a visitor in the office before going to your child's classroom. We request that you notify the teacher prior to your visit and limit your visit to one hour. This will assist the school in ensuring the fewest disruptions to our educational programming. Younger children including relatives, are not encouraged to visit school. Visitation is discouraged during the first two and last two weeks of school. If a relative a student of the same age would like to visit the school, please contact the principal at least a day in advance to see if this is possible.

H. SCHOOL ARRIVAL

For the safety and well-being of the children, Ed-Co students are not to arrive before 7:45 A.M. Upon arriving students that plan to eat breakfast need to enter through the gym entrance. Other students are to wait at the front entrance where staff supervision is available. Students will not be allowed to enter the classrooms before 8:00 A.M. On the 3rd Monday of the month, teaching staff has mandatory meetings and students will not be allowed in their classrooms until 8:15 A.M.

Student conduct and safety on the way to and from school should be a matter of concern to the parents. The school will cooperate with parents on these matters. Parents should discuss the safest route to school, emphasizing the use of sidewalks and not trespassing on private property.

I. ATTENDANCE

Regular attendance and being well prepared for class help students in school as well as prepares students for adulthood. Only through regular attendance and class participation can students achieve the benefits of an educational system.

Attendance Policy: All absences will be classified as excused or unexcused.

Excused absences shall count as days in attendance for purposes of the truancy law. This type of absence shall include illness, doctor appointments, family emergencies, recognized religious observances, and school sponsored or approved activities. Reasonable excuses may also include family trips or vacations if approved in advance. A maximum of 5 days will be allowed for family trips per year.

Truancy is the act of being absent without a reasonable excuse. It is the failure to attend school for the minimum number of days established in a school calendar by the school board (40 days each quarter set by The Ed-Co School Board). These absences shall include, but not be limited to tardiness, shopping, hunting, concerts, preparation/participation in parties and celebrations, and employment or working at home. Extenuating circumstances will be dealt with on a case-by-case situation. Students shall also be considered truant for excessive absences (more than two consecutive days) due to illness if a doctor's verification is not provided to the principal.

Unexcused absences are also if a student is absent without parent permission, or a student leaves school or misses a class without prior approval by the principal. Unexcused absences may result in no credit for the day in the classes missed and may result with in-school suspension being assigned.

Students who have **five or more** unexcused absences and his or her parents will need to meet with administration and developed a plan is to improve attendance.

Tardiness:

Students will be expected to be on time for school and classes. Tardiness is disruptive and a waste of valuable class time. Teachers may assign a detention for three or more tardies. Students should arrive at school before 8:40 AM.

VI. MISCELLANEOUS REGULATIONS

A. LOST AND FOUND

Articles that are found should be taken to the office. If you have lost something, please check at the office as soon as possible. Lost and found articles will be placed in the hallway three to four times a year. Please put your name on all personal articles that can be misplaced or lost such as boots, coats, ball gloves, etc. After 30 days, lost and found materials may be donated to a charitable organization.

B. SCHOOL PHONE and CELL PHONES

A phone is available in the office for student use if the need arises. Cell phones and other electronic devices are to be turned off and kept out of sight during the day. If a student wishes, the item may be kept in a locker/purse or stored in the office. Students run the risk of having them taken away if the phones are visible during class periods unless the teacher gives permission for educational class use.

Communication with parents/guardians during class time can be facilitated through the office. Students may not be called out of the classroom to take a telephone call. In cases of extreme emergency, calls will be referred to our guidance counselor. Important messages will be given to students at appropriate times.

The use of cell phones in locker rooms, restrooms, and shower facilities is strictly prohibited. In addition, to encourage social interaction and physical activity, cell phones will not be allowed during recess. Cell phone use by students on buses or other school vehicles is at the discretion of the bus driver. Distracting behavior that creates an unsafe environment will not be tolerated.

If a student cell phone is taken during class time, the following procedures may occur:

First Offense: The phone is taken and returned at the end of the day (after 3:15)

Second Offense: The phone is taken and returned at the end of the day (after 3:15), a 30-minute detention is given, and parents are notified about the offense and the policy.

Third Offense: The phone is taken and released only to a parent/guardian and further disciplinary actions will be discussed with a parent or guardian.

C. SCHOOL DIRECTORY

Information given by parents at the beginning of the year regarding addresses, phone numbers, and emergency contact persons is compiled and printed in a student directory. For effective communication, please inform the school office and your child's teacher, when your address, telephone number, or emergency person's telephone number changes.

D. LOCKERS

Students in Ed-Co Elementary are provided individual lockers. These lockers are for coats, boots and books. These lockers are offered to the student as a convenience and are not to be considered personal.

E. TEXTBOOKS

Textbooks issued to you are the property of the Ed-Co School District. They should be used with care and returned in good condition. Students are responsible for books that are lost, stolen or damaged beyond use.

F. STUDENT PICTURES

In the fall all students will have individual pictures taken. Notification of the day pictures will be taken, and price lists will be sent home in advance of the day set for picture taking. Pictures will be taken of each student for the class composite.

In the spring, pictures will be taken for spring casual portraits.

G. CLASS PARTIES

Parties for students in kindergarten through third grade are: Halloween, Winter, and Valentine's Day. At these parties, parents are requested to furnish food, beverage, and treats. Teachers and students will be responsible for games to be played during the parties. Parents will receive a letter early in the fall from each teacher explaining their classroom party needs. **Please do not bring non-school aged children to parties.**

H. MONEY BROUGHT TO SCHOOL

Students are discouraged from bringing money to school. Students who have to bring money to school should bring it in a sealed envelope, with the student's name on the envelope and the purpose. Valuables of any kind should not be brought to school to be kept in lockers or carried around the building.

I. PERSONAL PROPERTY AT SCHOOL

Children are discouraged from bringing extra money, cell phones, MP3 players/iPods, radios, toys and other objects from home unless the teacher has given them permission. Items that are brought from home should be marked so they can be easily identified. The school cannot assume responsibility for the loss or breakage of things brought from home. The school provides playground equipment.

Please do not bring any toys from home unless they are needed for a classroom activity.

J. GIFTS, FLOWERS, BALLOONS, ETC.

Please refrain from having items delivered to the school for your child. Transportation of these items on a bus is often quite difficult. Items delivered to school will be distributed at 3:00 when students depart.

K. PETS

Children are allowed to bring pets to school only with permission from the teacher. Pets cannot be transported to and from school-on-school buses. Any animal brought to school must be housed in a proper cage, or container, or restrained in somewhat that they cannot harm anyone.

L. FIELD TRIPS

Field trips are planned as educational experiences. We urge and encourage all students to attend school on days these trips are scheduled. As these field trips are an extension of our approved curriculum, student behavior is expected to be as normal as possible. Before each field trip, a letter of information will be sent home. This letter will include information concerning, dress, lunch and a list of activities included in the trip. The building principal must give prior authorization for all field trips and/or excursions.

At various times students leave the school property for short trips in Colesburg. These activities include Meals on Wheels, fire station & post office tours, nature walks, etc. If you do not want your child to participate in these off-campus activities, please contact the office.

M. IMC

The IMC and its materials are intended for student and staff use. The center and its materials should be accessible to all. To accomplish this goal a system of accountability is necessary to avoid abuses. Unless change is announced otherwise, the following rules will be in effect:

1. Material will be checked out for a one-week period.
2. Fees for lost material (books, magazines, etc.) will be assessed as per replacement cost.

N. STUDENTS RECOGNIZED IN PUBLIC MEDIA

Ed-Co Elementary classes periodically recognize students by name and picture in publications such as local newspapers school newsletters and/or school website, for activities or accomplishments in their classes. If parents do not want their child recognized by name or picture in these types of publications, they should notify the school each year in writing.

O. INTERNET ACCEPTABLE USE POLICY

The Ed-Co School District acknowledges the importance of the Internet as a resource for information and communication. To facilitate student use of this resource, the school has provided high-speed, multiple Internet access at its elementary center. The Ed-Co School District also concedes that use of the Internet requires skill development and awareness that some sites on the Internet contain content that is inappropriate, especially for young people. To ensure a positive educational experience for the students of Ed-Co Elementary School, the following policies have been established regarding Internet use at Ed-Co Elementary School.

3. Ed-Co Elementary students will receive appropriate instruction on the responsibilities and strategies involved in the use of the Internet.
4. The Ed-Co School District's Internet resources will be used only to support the curricular work of the school district.
5. Ed-Co Elementary students will be allowed to use the Internet only when they are under the direct supervision of faculty or staff. This means that a faculty or staff person will be in the room with the student using the Internet, monitoring the student's progress.
6. Ed-Co Elementary students who violate this policy by using the Internet without faculty or staff supervision may be denied access to Ed-Co's computer resources for up to one year.

7.

VII. SPECIAL PROGRAMS AND SERVICES

A. CHILD NUTRITION PROGRAM

Students may bring sack lunches, or they may participate in the hot lunch program. Afternoon milk may be purchased for students in preschool – Gr. 3. Afternoon milk does not qualify under Free and Reduced Lunch guidelines.

Ed-Co Schools uses a JMC lunch system. Safeguards are built into the machine to prevent abuse of the regulations covering free and reduced-price meals. Confidentiality will be insured for students on free and reduced lunch.

The JMC lunch system offers flexibility to the parent. Whatever amount of funds you send for your child's lunch or breakfast will be credited to his/her account. Each meal or extra milk will then be deducted from the child's account. Notice of low or negative balances will be sent home as using email unless there is not an email address then a paper copy will be sent home with your child. We encourage you to send checks for payment of lunch rather than cash. Elementary students are asked to turn lunch money into their homeroom teacher as soon as they arrive at school.

B. OPEN ENROLLMENT

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parent's request. Students wishing to open enroll to another school district must apply for open enrollment by March 1st of the school year preceding the school year in which they wish to open enroll. Open enrollment date for kindergarten is September 1st. Students interested in open enrolling out of the school district must contact the central administration office for information and forms.

C. SPECIAL SERVICES

SCHOOL COUNSELOR

1. Ed-Co Community Schools employ a full-time elementary counselor.
2. Whole group preventative, special interest groups, and individual counseling are given.
3. The counselor takes referrals from school personnel, students, parents and other persons expressing concern.
4. The counselor can be reached by calling the elementary school office.

SPECIAL EDUCATION

1. The Ed-Co Community Schools offers special education services in cooperation with the Keystone Area Education Agency.
2. Students experiencing difficulties or developmental delays in a number of areas may be referred for individual testing. Parents must give permission for this testing to take place. The results of the testing are discussed with the parent shortly following the testing. Results are used to help teachers work with those difficulties, or to see if the student qualifies for placement in a special education class.
3. Assistance is offered to eligible students in learning disabilities, behavior disabilities, speech, hearing, preschool developmental delays, physical therapy, and other areas. Most students in our special education program are handled here in one resource, one self-contained with integration, and various regularly scheduled consultants. Moderate and severe students are sometimes sent to other schools or institutions where their special needs can better be met. In any special education placement, parents are actively involved in the decision.
4. To find out more about these services, contact the school office.

SOCIAL WORK SERVICES

1. Ed-Co Community Schools provide school social work services through Keystone Area Education Agencies.
2. To explore these services please contact the school office.

504 PLANS

The Edgewood-Colesburg Community School District has a plan to comply with Section 504 of Public Law 93-112 dealing with the rights of citizens who have disabilities. The Edgewood-Colesburg Plan can be viewed at any school office, and information may also be gathered by contacting either of the district's 504 Coordinators, who are the elementary and high school counselors.

FAMILY AND OUTSIDE OF SCHOOL AGENCIES

The school keeps a list of special outside school service agencies available to families. Information on this list and recommendations may be obtained by contacting the school counselor or principal.

TITLE 1

Students with deficiencies in Reading and Math are given remedial instruction in a program partially funded by the National Government. The Iowa Assessments are used to help screen students for these services. For more information, call the school office.

The most basic statements that can be made about parent and family involvement in education is that when it happens, everyone benefits. Research has shown us conclusively that parent involvement in education benefits students, parents, teachers and school, whether the program is at preschool, elementary or high school level. Parents will be involved in decision making about the type of program we will have and how it will operate, by being volunteers and observers, by participating in adult and parent-oriented activities which they have planned and by being encouraged to be prime educators working with their own children in learning activities at home and at school.

ENRICHMENT PROGRAM

Students with high ability in specific areas may be eligible for our Talented and Gifted Program. The Iowa Assessments and Cognitive Abilities Tests are two of the assessments used to qualify students for this program. For more information, contact the school office.

PRESCHOOL SCREENINGS

Parents of individuals with concerns about preschool children may have them screened through cooperation with the Keystone Area Education Agency. Regular screenings are held alternating years in Edgewood and Colesburg. Screenings may also be requested at any time on an individual basis.

D. VOLUNTEERS

We encourage and welcome parent volunteers to help in the classroom, special classes and library. If you are interested in helping at school on a volunteer basis, please notify the office or your child's homeroom teacher.

E. ED-CO PARTNERS

Ed-Co Partners is a service organization of community members, parents, and educators dedicated to enriching the educational program at Ed-Co Elementary. The Partners raise money and fund activities at the school. They also provide volunteers and facilitate programs. You can pick up information at the Elementary office.

F. LUNCHMATES

In cooperation with Ed-Co Partners, students may have a positive adult from the community come and eat lunch with or visit them at school in a supervised setting. Because several positive adult relationships can improve a student's success, parents will be asked to sign a permission slip for their child to have a lunch mate at school.

VIII. PARENT INFORMATION

A. NOTICE OF NONDISCRIMINATION Code No. 102.E1

Students, parents, employees, and others doing business with or performing services for the Edgewood-Colesburg Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion, national origin, sex, marital status, sexual orientation, gender identity or disability in admission or access to, or treatment in, its programs and activities.

It is the policy of the Edgewood-Colesburg Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Karla Trenkamp, 409 East Street, Colesburg; (563) 856-2415; theying@edge-cole.k12.ia.us.

The superintendent has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and *Iowa Code* § 280.3 (2007).

B. STUDENT RECORDS

To facilitate the educational process of the student, records on each student are kept in the building in which the student is currently attending. The custodian of the records is the building principal. Questions regarding student records should be directed to the principal's office. The records contain information about the student and the student's education and may include but are not limited to the following types of records: identification and attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings, observations, and external agency reports.

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.

1. School officials, teachers and AEA personnel with a legitimate educational interest.
2. Officials of other schools in which the student proposes to enroll.
3. Representatives of state and local government when auditing and evaluating Federal education programs.
4. Officials connected with a student's educational financial aid applications.

5. Governmental officials to whom information is to be reported under state law adopted prior to November 19, 1974.
6. Organizations that process and evaluate standardized tests.
7. Accrediting organizations for accrediting purposes.
8. Parents and legal guardians of dependent children, regardless of child's age.
9. Appropriate parties in a health or safety emergency.

Information from student's educational records, designated as directory information by the school district, may be released without the consent of parents. Parents will have an opportunity to deny the release of directory information without their consent in a notice stating their rights under federal law. This notice will be distributed annually. Directory information includes, but is not limited to, the student's name and address, telephone number, date and place of birth, major field or study, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, and other similar information.

Student records are reviewed, and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to middle school level and from middle school 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 transfers out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance. Parents of student under 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 an invasion of privacy, and to have the records explained.

C. SEARCH AND SEIZURE

School authorities may, without a search warrant, search a student, student lockers, desks, work areas or student automobiles base on a reasonable suspicion under the circumstances and in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students and school personnel. School authorities may also seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include but are not limited to non-prescription controlled substances, such as marijuana, cocaine, amphetamines, barbiturates, apparatus used for the administration of controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons, and stolen property. Possession of such items will be grounds for disciplinary action and may be grounds for reporting to local law enforcement agencies.

D. INTERROGATION BY OUTSIDE AGENCY

As a general rule, individuals outside the school district may not interrogate students. If an individual, such as a law enforcement officer wishes to interrogate a student, the request must come through the administrative office. Such a request will be granted only when, in the discretion of the administration, such action is in the best interest of the student's welfare, when a child abuse investigator makes the request, or when such interrogation request is supported by a court order. Prior to allowing the interrogation, the administrator shall attempt to contact the parent or guardian of the child and inform them of the request and ask if they wish to be present.

E. HARASSMENT

1. It is the policy of the Edgewood-Colesburg Community School to maintain a learning and working environment that is free from harassment. No employee or student of the district shall be subjected to harassment on the basis of race, color, creed, religion, national origin, gender, age, disability, marital status or sexual orientation.
2. It shall be a violation of this policy for any member of the Edgewood-Colesburg Community School staff to harass another staff member or student through conduct of a sexual nature or conduct designed to reduce the dignity of that individual with respect to race, color, creed, religion, national origin, gender, age, disability, marital status, or sexual orientation.
3. It shall also be a violation of this policy for students to harass other students or staff through conduct of a sexual nature or conduct designed to reduce the dignity of that individual with respect to race, color, creed, religion, national origin, gender, age, disability, marital status, or sexual orientation.
4. Staff and/or students who feel they have been harassed or who feel they have witnessed incidents of harassment are encouraged to contact the principal or any other staff member. Employees and students are advised that all reports will be kept as confidential as is possible and that retaliation will not be tolerated.

F. DUE PROCESS

As part of your school life, students have responsibilities:

1. To become informed and/or adhere to reasonable school regulations
2. To respect other people's rights
3. To refrain from libelous remarks and unnecessary obscenities
4. To be present and punctual
5. To maintain a good level of academic achievement
6. To respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline.

These responsibilities go hand in hand with students' rights to due process, which includes the following basic concepts:

1. Rules and regulations are fair and reasonable
2. Rules and regulations don't infringe on Constitutional rights
3. Procedural fairness is exercised when disciplinary action is taken, including the following steps:

PROCEDURAL DUE PROCESS....

1. Adequate publishing of policies and rules, changes, penalties, etc.
2. Adequate notice to students (and parents, if appropriate) of an accusation
3. Elements of a fair hearing:
 - A. Presence of the student(s) (and others, if appropriate)
 - B. Chance to refute charges, present evidence and witnesses
 - C. Chance to view evidence and cross examine accusers
 - D. A hearing before an impartial tribunal with decisional powers
 - E. A record of the proceedings (transcript or tape recording)
 - F. Opportunity for an appeal to a higher authority
4. The formality of the hearing should be commensurate with the seriousness of the charges.

ASBESTOS

The Ed-Co Community Schools have building materials in some areas that contain asbestos. Asbestos in the school has been identified, and either removed or protected from contaminating persons. Regular inspections are held, and the custodial staff is trained in safety precautions. The district has an Asbestos Abatement Plan, and parents may view it by visiting any of the school offices. The head custodian is our asbestos program manager, and questions and concerns should be directed to him.

H. HUMAN GROWTH & DEVELOPMENT

The school district provides students with instruction in human growth and development. Parents may review the human growth and development curriculum prior to its use and have their child excused from human growth and development instruction. Parents should contact the principal if they wish to review the curriculum or to excuse their child from human growth and development instruction.

I. FREEDOM OF EXPRESSION

Iowa Code 2870.22

Students at the public schools have the right to exercise freedom of speech, including the right of expression in official school publications.

Students shall not express, publish, or distribute any of the following:

1. Materials, which are obscene.
2. Materials, which are libelous or slanderous.
3. Materials which encourage students to do any of the following:
4.
 - A. Commit unlawful acts.
 - B. Violate lawful school regulations.
 - C. Cause the material and substantial disruption of the orderly operation of the school.

J. ABUSE OF A STUDENT

If a school district employee or other member of the school district community believes a child has suffered abuse, which shall include sexual and physical abuse, by a school district employee in the course of their employment, it shall be reported to the Building Principal immediately. The elementary counselor shall be designated investigator for child abuse complaints against school district employees. However, complaints regarding child abuse by school district employees may also be reported to the school nurse, who shall be the alternated designated investigator for such complaints. Board Policy Code No. 402.3A; Iowa Code 280.17 281 Iowa Admin. Code Chapter 102.

MANDATORY REPORTERS

Child Abuse Law (235A.1 of the Code of Iowa) states that certified employees such as teachers and administrators are mandated or legally required to report whenever in the course of employment the reporter believes or has reason to believe a child has been injured because of abuse.

K. COMPLAINTS DEALING WITH INSTRUCTIONAL MATERIAL

Parents with complaints about instructional materials should notify the teacher involved or the building principal. The school has specific procedures for addressing those concerns, and the school office will provide you with the necessary information.

L. PARENT CONCERNS OR QUESTIONS

If you have a question or concern about a situation at school, you are asked to contact the teacher or student's supervisor to receive an explanation of what happened. If after discussing it with the teacher or supervisor you still have a concern, you should contact the principal to discuss the question or concern. Sometimes parents do not want to contact the teacher or supervisor, and in

those cases the principal should be contacted. If after discussing the question or concern with the principal you still have a concern, you should contact the superintendent of schools.

M. USE OF SURVEILLANCE MONITORS ON SCHOOL BUSES

Surveillance cameras on the buses will routinely monitor student behavior. Since video and audio tape records are considered confidential only persons with legitimate need to know, such as school officials, transportation director or the bus driver involved will be authorized to view the video tapes.

N. STUDENT FEES

Book Rent & Meal Costs – determined annually by the Board of Education

The following school supplies are available for purchase in the elementary office:

Pencils, erasers, saxophone & clarinet reeds

Ed-Co Elementary Staff Roster

Superintendent: Dave Hoeger
Principal: Patty Briggs
Counselor: Trevor Heying
Nurse: Tangee Sills
Secretary: Michele Errthurm
Preschool: Dawn Askeland
Mary Streicher
Jr. Kindergarten: Emily Fain
Kindergarten: Kaelyn Popenhagen
Emily Streicher
1st Grade: Adrianna Allen
Linda Tegeler
2nd Grade: Taylor Huber
Amy Priem
3rd Grade: Kim Bonert
Laura Brady
4th Grade: Matt Beatty
Hayle Kruse
5th Grade: Claire Rausch
Kattie Schulte
6th Grade: Kayla Lawrence
Kristy Mather

Technology: Megan Johnson
P.E.: Rob Fankhauser
Art: Karen George
Vocal Music: Abby Flint
Instrumental Music: Kari Pierschbacher
Media: Diane Meyer
Instructional Coach: Eden Gaul

Teacher Associates

Lori Glawe – Library
Jayne Tibbott – Preschool
Amanda Voss – Preschool
Gwen Bries
Carrie Funke
Tammy Funk
Joy Gaul
Kelly Grawe
Kelley Henricksen
Rebecca Hansel
Meghan Meyer
Emma Pape
Candy Zittergruen

Title:

Megan Bonert
Shelly Wiskus

Special Education

Hilary Anderegg
Robin McCool
Jenna Wieneke

Arrival and Dismissal Expectations

Safety:

- Walk directly to and from the bus.
- Use the sidewalks.

Respect:

- Treat others the way you want to be treated.
- Greet others pleasantly.
- Remove your hat as you walk into the building.

Responsibility:

- Keep hands, feet, and objects to self.
- Be responsible for your belongings.

Bus Expectations

Safety:

- Stay seated in your seat.
- Keep hands, feet, and objects to self.
- Keep your possessions with you.

Respect:

- Follow directions of adult supervision.
- Treat others the way you want to be treated.
- Use appropriate tone, volume, and language.

Responsibility:

- Be on time and wait in designated area.
- Know and follow safety rules.
- Keep the bus clean.

Bathroom Expectations

Safety:

- Wash your hands.
- Use bathroom appropriately.

Respect:

- Allow for privacy.
- Take turns.
- Use appropriate language and quiet voices.

Responsibility:

- Report problems to an adult.
- Help keep bathroom area clean.
- Be quick.

Hallway Expectations

Safety:

- Walk in hallway.
- Stay in line to the right of the hallway.
- Hands and feet to yourself.

Respect:

- Quiet in hallways.
- Respect people and property.

Responsibility:

- Stay together as a class.
- Use hallway pass when needed.
- Use lockers quietly.

Lunchroom Expectations

Safety:

- Hands and feet to self.
- Wait your turn.
- Walk.

Respect:

- Use inside voices.
- Use table manners.
- Use kind words.

Responsibility:

- Clean up after yourself.
- Tell an adult if you spill.

Playground Expectations

Safety:

- Use equipment safely.
- Play safely in designated areas.
- Leave the playground only with permission.

Respect:

- Treat each other nicely – the way you would like to be treated.
- Use kind words.
- Everyone can play in organized games.

Responsibility:

- Bring in what you take out and return the items where they belong.
- Follow playground rules – stop all play and line up quickly when the whistle blows.

Edgewood-Colesburg

Concussion Policy and Protocol

The Edgewood-Colesburg Community Schools will follow guidelines outlined by the Iowa High School Athletic Association Concussion Management Protocol, Iowa Code Section 280.12C regarding brain injury policies.

If an Edgewood-Colesburg Community School staff member, coach or contest official observes any signs, symptoms or any behaviors consistent with a concussion or brain injury in a school activity (recess, in the classroom, during a competition or practice), the student shall be **immediately removed from participation**. If injury occurs during the school day, the student should be sent to the nurse's office, where the school nurse or other designee will assess the student, for symptoms of a brain injury, and notify parents/guardians. If it happens during a practice or game, the coach is responsible for notifying parents immediately, and notifying the athletic director and school nurse in a timely manner (if not that evening, first thing the next morning). A student who has been removed from participation shall not return to such participation until a licensed health care provider who is trained in the evaluation and management of concussions and other brain injuries has evaluated the student. A student must then receive a written clearance to return to participation from the same health care provider who evaluated and/or diagnosed the concussion and other brain injury.

A school activity includes any physical education or weightlifting course, recess, extracurricular interscholastic activity contest or practice, including sports or dance.

A licensed health care provider includes: a physician, physician's assistant, advanced registered nurse practitioner, chiropractor, physical therapist, registered nurse or licensed athletic trainer.

Parents will be notified and signed off on the concussion fact sheet at the beginning of the student's first season of the school year (see attached "Heads Up: Concussion" form). The bottom portion will be returned notifying the school that parents have read and understand the signs to look for in a possible concussion.

Preseason baseline neurocognitive testing will be done for **all 7-12 athletes** and may be repeated at the discretion of the athletic director, coaches, school nurse and administrative staff. This may be used during the school year to help identify the effects of an injury and the student/player's readiness to return to school and/or activities.

The school team will identify needs and plan for ways to promote the success of a student with a brain injury and/or concussion as they are progressing through "return to learn" and "return to play". The team will consist of our school principal, athletic director, school nurse and any other individuals needed to support the individual student's needs. These team members will work closely with the student and parents/guardians to manage the student's needs at school and during extracurricular activities.

Brain Injury Protocol During School Hours

1. A student will be sent to the school nurse or designated licensed staff member for assessment after any significant bump, blow or jolt to the head which occurs during the school day
2. The school nurse or designee will observe the student for signs and symptoms of a concussion or other brain injury.

3. The student's parent(s) will be notified of the injury by the school nurse during the school day, or by a coach if it occurs before or after school during an extracurricular.
4. If signs or symptoms of concussion are not immediately present, the student may remain in school but should be reevaluated at the end of the school day in order to determine if the student can participate in any sports or recreational activities that evening. Staff will observe student and if signs or symptoms develop, then parents will be notified, and the student will need to be evaluated by an outside healthcare provider.
5. The classroom teacher will be notified and will consult with the school nurse if any signs or symptoms of concern are identified during class.
6. The student will return to the school nurse immediately if symptoms of concussion occur at any time after the injury, and the student will not be allowed to drive home.

Brain Injury Protocol Outside of School Hours

1. The student will be removed from the activity immediately.
2. The coach/sponsor will assess and monitor for signs and symptoms of concussion.
3. Coach or sponsor must attempt to notify a parent/ guardian of the potential head injury right away, before the student leaves practice or event.
4. The student should not drive home unless parent approval is given, and other arrangements can be made to send student with other adults when parents are not available.
5. An email will go to the AD, principal, nurse, and secretary making them aware of the incident and that parent may be taking the student to get checked by a medical professional.

Diagnosed Concussion: Return to Learn

Returning to school should be determined by the school team, parents, and healthcare provider, and should be based on each individual student's symptoms. A plan will be devised and may include accommodations such as: no school, shortened school days, allotted rest periods, decreased assignments, or no screen time throughout the healing process. If symptoms reoccur after returning to school, brain activity should be decreased (rest time, school day lessened, etc.) Students should be performing at their normal academic ability level (symptom-free) before returning to athletics.

Academic adjustments will be made once a concussion comes to the school's attention. Initially, the adjustments will be heavy and as the weeks progress, the teachers will fade the academic supports given. (See Symptom Wheel attached).

If concussion symptoms reappear at any time during return to learn and/or play, the student should cease activity and be re-evaluated by the school nurse, licensed athletic trainer and/or other healthcare professional.

Diagnosed Concussion: Return to Play

1. A student athlete should never return to play (competition or practice) on the same day of a diagnosed or suspected concussion.
2. A licensed healthcare provider (defined above) should evaluate the student on the same day the injury occurs, whenever possible.
3. A post injury test may be completed by the student athlete and healthcare provider.
4. A student may return to activity once they are asymptomatic for concussion at rest, asymptomatic for concussion with exertion (physical and mental) and must have written

clearance from a licensed healthcare provider. (Iowa Code requires clearance by a licensed medical professional)

- Step 1: Complete physical and cognitive rest ◦ No exertion activity until asymptomatic; potentially no school
- Step 2: Limit school hours as needed
- Step 3: Return to school full time
- Step 4: Low impact, light aerobic exercise
- This step should not begin until student is no longer having any concussion related symptoms and has been cleared by the treating licensed healthcare provider.
- Student may begin brisk walking, light jogging, swimming, or riding an exercise bike at less than 70% maximum performance heart rate
 - No weight or resistance training permitted at this time.
- Step 5: Basic exercise, such as running in gym with a use of a helmet/equipment
- Step 6 Non-contact, sport-specific training drills; ◦ Includes dribbling, ball handling, batting, fielding, running drills, etc. ◦ Weight training can begin
- Step 7 Following medical clearance, full contact practice or training permitted
- Step 8 Normal activity or competition in a contest is permitted
- Once all criteria above are met, the student should be back to normal activity unless otherwise defined by provider.

Once a concussion is known, please notify the school principal.

The principal of the building will then disseminate the information to:

- All teachers involved
- Any coaches involved
- The school secretary for attendance purposes
- The athletic director if not already known
- The school nurse for documentation purposes (any known concussion will be documented in the health history portion of JMC).



Symptom Wheel

Much attention has been placed on "symptoms" with a concussion. It makes sense, we know now that symptoms are crucial in knowing when the cells have healed enough to be able to put an athlete back to the game. We know that symptoms tell us that calculus is more taxing to a particular student's brain while physics is harder for another student.

PHYSICAL:
Remove from school sports, PE, physical recess, & dance classes without penalty until medically cleared
 Provide "Strategic Rest" – scheduled 15 to 20 minute in clinic/quiet space (1X mid-am &/or 1X mid-pm &/or pm). Schedule and take breaks preventatively to avoid symptoms flaring.
 Allow sunglasses (inside and outside) &/or headphones/earplugs.
 Provide quiet room/environment, quiet lunch, quiet recess. Allow quiet passing in the halls.
 Allow option to sit out (without penalty) of music, of orchestra, band &/or computer class if symptoms are provoked or try headphones. Attempt return to class ASAP &/or when symptoms subside.

EMOTIONAL:
 Allow student to have "signal" to leave room.
 Understand that mental fatigue can manifest in "emotional meltdowns" (often anger/frustration with adolescents; sad/ crying with younger children).
 Allow student to remove him/herself to de-escalate &/or visit with supportive adult (counselor, nurse, advisor).
 Watch for secondary symptoms of depression and anxiety due to social isolation and **concern over "make-up work"** or slipping grades. These extra emotional factors can delay recovery.

SYMPTOM WHEEL
 Suggested Academic Adjustments
 McAvoxy, 2011
 Read "Return to Learning: Going Back to School Following a Concussion" at nasponline.org/publications/cq/40/6/return-to-learning.aspx

Physical:
headache/
sick to stomach
dizziness/
balance problems
light sensitivity/
blurred vision
noise sensitivity
neck pain

Cognitive:
trouble with:
concentration
remembering
mentally "foggy"
slowed processing

Emotional:
feeling more:
emotional
nervous
sad
angry
irritable

Sleep/Energy:
mentally fatigued
drowsy
sleeping too much
sleeping too little
can't initiate/
maintain sleep

COGNITIVE:
REMOVE non-essential work. Is it essential for mastery or grades? If not, consider removal without penalty or make-up.
REDUCE workload in the classroom/homework. Consider only requiring 10% to 33% of work in Week 1; 33% to 66% of work in Week 2; 66%+ of work in Weeks 3 and 4.
REDUCE repetition of work; go for quality not quantity.
 Adjust "due" dates if work is deemed essential; allow for extra time if needed.
 Do not penalize for work not completed during recovery. Grade on work completed.
 Allow student to "audit" classwork (listen, learn, discuss) with little to no written output.
 Exempt/postpone large test/projects; alternative testing (quiet testing, one-on-one testing, oral testing).
 Allow for "buddy notes" or teacher notes, study guides, word banks, open book.
 Allow for technology (tape recorder, smart pen) if tolerated. "Pace" time on computers.

SLEEP/ENERGY:
"Pacing" = Allow for 5 to 10 minute breaks in classroom (eye/brain/water breaks = eyes closed, head on desk, bathroom breaks) after periods of mental exertion.
 Allow late start or early dismissal, for a short time or prn.

The development of the Symptom Wheel denotes:

- Certain symptoms lend themselves to certain interventions.
- Especially in the acute phase of the concussion, the first 1 to 4 weeks, interventions can and should be applied generously in the general education classroom. Generous interventions should be slowly weaned away as weeks progress.
- Cognitive recovery is not linear; it is 2 steps forward and 1 step back; symptoms flare in some classes and not in others; symptoms flare at certain times of the day and not all day.
- Low level symptoms: ie. tolerable/manageable/intermittent are OK to have in the classroom.
- In the acute phase of the concussion (first 1 to 4 weeks), the Symptom Wheel is not intended to be prescriptive: General education teachers are encouraged and empowered to apply any and all interventions that are needed for a particular student based upon:
 - o Symptoms of that student
 - o Time of day of the class and the subsequent fatigue level
 - o Type of class you teach – taking into account your teaching style and your content area
- General education teachers are encouraged and empowered to remove any and all interventions when they feel they are no longer needed.
- **There is no such thing as "medical clearance" for academic interventions.** The classroom is the domain of the teacher, not the doctor. It is the teacher that may decide when to apply and when to remove interventions.
- In the protracted phase of recovery (after 4+ weeks) and/or if a Section 504 Plan needs to be implemented, the Symptom Wheel is intended to be prescriptive: the one or two most problematic symptoms should be identified and the most promising interventions should be applied, progress-monitored and adjusted.

