Louisa-Muscatine Elementary
Parent/Student Handbook



2026-2027

LOUISA-MUSCATINE Parent/Student Handbook
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Louisa-Muscatine Community School District

We Value, We Challenge, We Prepare - Every Student Every Day

Louisa-Muscatine Elementary School

Letts, Grandview, Cranston, Fruitland, and other surrounding areas consolidated into the Louisa-Muscatine Community School District in 1959. The Louisa-Muscatine campus is located in a rural setting between the towns of Grandview and Letts and serves the students in the entire district.

Louisa-Muscatine Elementary is a school, serving students in Preschool through 6th grade. The student population is approximately 450 students. We also offer before and after school care. The elementary building is a modern, beautiful facility to learn and work.

Louisa-Muscatine Elementary has dedicated teachers that, although they bring varied backgrounds to their jobs, they are dedicated to the children they teach. They are involved with the district's professional development and bring best practice learning strategies into each and every classroom.

The Louisa-Muscatine Elementary staff would encourage you to come to school and see for yourself the work we do, the eagerness of the students we teach, and the progress we make with them in the time that they are with us.

Contacting Us

Elementary Principal	Aimee Wedeking	Office 726-3634, Ext. 270
Secretary	Amie Ayers	Office 726-3634, Ext. 272
School Nurse	Megan VandeZandschulp	Office 726-3634, Ext. 274
Office/Health Associate	Elizabeth Lamb	Office 726-3634, Ext. 273
Transportation Director	Tyler Hinkhouse	Office 726-3634, Ext. 186
Busy Hands Daycare Director	Aimee Wedeking	Office 726-3634, Ext. 270

Student Absence Reporting..... 726-3634, Press 1

School Website..... www.louisa-muscatine.k12.ia.us

Student Learning Beliefs:
Students graduating from Louisa-Muscatine CSD will be able to:

- Accept responsibility for their roles as good citizens in the school and community.
- Apply knowledge gained in all disciplines to effectively solve problems.
- Use technology as a tool to effectively gather, organize, analyze, and communicate information.

- Develop a desire to pursue lifelong learning in a variety of disciplines including the arts, humanities and vocational areas.
- Communicate in a clear, culturally sensitive way in the school and within the diverse community.

Louisa-Muscatine District Goals

Goal I: Increase the number of students performing in the Proficient and Advanced levels on the Iowa State Assessment of Student Progress (ISASP)

Goal II: Equip students to graduate with the skills and mindset for college and career readiness.

Goal III: Increase school, family and community relationships with the common focus of improving student learning in a safe and supportive environment.

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES (School Board Policy 104)

The Louisa-Muscatine Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "Harassment" and "bullying" shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
    1. Places the student in reasonable fear of harm to the student's person or property.
    2. Has a substantial detrimental effect on the student's physical or mental health.
    3. Has the effect of substantially interfering with a student's academic performance.
    4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

- "Trait or characteristic of the student" includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- "Volunteer" means an individual who has regular, significant contact with students.

Filing a Complaint
A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent's designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 90 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation
The school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or the superintendent's designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent's designee shall also be responsible for developing procedures regarding this policy.

Decision
If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have

retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Discrimination, Anti-Bullying and Anti Harassment Complaint Form—-Addendum (Page 37)

Attendance Policy

Process/Procedure

We expect students to be in class and make attendance a top priority. Regular attendance and being well prepared for class helps students succeed in school and helps prepare them for adulthood. Participating in class discussions, developing an appreciation for the views and abilities of other students and forming the habit of regular attendance are legitimate class objectives. The learning lost due to an absence can never be replaced.

Addressing Chronic Absenteeism: (Senate File 2435, 277 House File 870)

Iowa's new law on school attendance and student absenteeism introduces several key changes aimed at improving attendance and addressing chronic absenteeism.

Major changes include: mandatory letters to parents, mandatory parent meetings, and mandatory letters to the county attorney.

Chronic Absenteeism

This Senate File defines **Chronic Absenteeism** as: missing **10%** of school days or hours in a grading period. (**This is 9 days per semester.**)

When a student becomes chronically absent, the school district must notify the county attorney and send a notice to parents of their child's absences.

When a student is absent for **15%** (**14 days per semester of school days**), a meeting with the student, parent, and school official is required if a student is not meeting academic expectations. The meeting will identify barriers to attendance and interventions to improve attendance.

Truancy

This Senate File defines **Truancy** as: missing **20%** (**18 per semester**) of school days or hours in a grading period.

Truancy is filed with the county attorney when a parent does not attend the School Engagement Meeting, does not enter into an Absenteeism Prevention Plan, or violates the terms of the Absenteeism Prevention Plan.

Open Enrollment: The bill reinstates the March 1 deadline for open enrollment requests. There are still good cause exceptions. If an open enrolled student is deemed truant, the receiving district can prohibit the student from remaining enrolled and prohibit them from enrolling.

Absence Categorization

Parents and guardians will still contact their child's building to notify them of any absence, but in alignment with the state's new law, the state has changed how we must record absences and how districts can categorize those absences. **The new legislation does not differentiate between excused and unexcused absences with the exception of:**

- Completed requirements for graduation or obtained a high school equivalency diploma.
- Excused for sufficient reason by any court of record or judge.
- Attending religious services or receiving religious instructions. (this includes weddings and funerals)
- Unable to attend school due to legitimate medical reason(s).
- Individualized Education Program (IEP) that affects attendance.
- Section 504 plan under the Federal Rehabilitation Act that affects attendance.
- Military applicant undergoing military processing.
- Engaged in military service.
- Traveling to attend a funeral.
- Traveling to attend a wedding.

Reporting an absence

For each day or classroom period a student is unable to attend, a parent/guardian must phone the Elementary Office at 319-726-3634 before 8:45 a.m. You can call the school attendance line 24 hours a day. When you do, please leave your name, student name, grade, homeroom and specific reason for absence.

Leaving the building during the school day

If a student must leave school during the school day a note or phone call prior is appreciated.
A student who becomes ill during the school day must see the nurse or designee for assessment and must not call or message a parent. **If a student is ill, the office staff will contact the parent/guardian. Students are not to independently contact parents when not feeling well.**

Make-up work

If a student has been absent they will be held accountable to complete make up work. Some of the assignments may be sent home or recess time may need to be used to get caught up. Know that some work will need to be completed at school as instruction will need to take place for the learning your child missed.

If you know you are going to be absent please give the teacher as much notice as possible to gather some work to help stay caught up. Know that some work may need to be done upon returning to school.

Tardiness

Tardiness may result in consequences assigned by teachers and/or administration. This may include owing recess or afterschool time. Students are considered tardy if they are not at school and in their classroom when school starts at 8:17. Students who arrive late to school must be signed in by a parent or guardian at the elementary office. Students not completing a full day of school (8:17 AM until 3:25 PM) will not be eligible for perfect attendance awards.

Behavioral Expectations for Every Student

LOUISA-MUSCATINE Elementary has set the following expectations for student behavior. Each student is expected to be responsible for his/her own actions and should recognize the relationship between achieving academic success and developing positive social and interpersonal skills. Louisa-Muscatine School District will teach and focus on the Character Counts, Pillars of Success as a guide and expectation for appropriate behavior. These will help to create a positive school atmosphere.

We believe that all adults who work or visit our school have the responsibility to model the same expectations that we are developing in our students. They look to us for examples of how to be positive citizens through our actions, behavior, language, and dress. We, as adults, must teach by example.

Pillars for Success:

Trustworthiness

- Be honest.
- Keep your promises.
- Be reliable - do what you say you'll do.
- Be loyal - stand by your family, friends, and country.

Respect

- Treat others with respect and follow the Golden Rule.
- Be tolerant and accepting of differences.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults, and disagreements.

Responsibility

- Do what you are supposed to do.
- Persevere.
- Do your best.

- Use self-control.

Fairness

- Play by the rules.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

Caring

- Be kind and compassionate.
- Express gratitude.
- Forgive others and show mercy.
- Help people in need.

Citizenship

- Do your share to make your home, school, community, and world better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.

School Rules Against Bullying

- We will not bully others.
- We will try to help students who are bullied.
- We will include students who are easily left out.
- When we know somebody is being bullied, we will tell an adult at school and an adult at home.

Assertive Discipline

In effort to provide a safe and orderly learning environment, Louisa-Muscatine uses an Assertive Discipline Approach. This includes teaching expectations so that all children know what appropriate behavior should be. A system in each classroom will be in place where there are consequences balanced with positive interactions. Students will be given a verbal warning for misbehavior and then have specific consequences in place for each incident following. These will vary by grade level and subject area. Consequences may include, but are not limited to: Verbal or written warning, owe recess time, lunch detention, after school detention.

Incidents more severe may result in immediate removal from the classroom.

Behavioral Consequences

There are times when children have an office referral. This is generally due to the frequency or severity of the action(s) taking place. The rubric (located on page 38) is a guide for consequences which are determined using the details of the situation. Consequences may be altered from the rubric if needed based on the situation. The school administrative manager (SAM) and the building principal handle the office referrals. The school counselor assists with referrals as needed. The building principal and superintendent of schools are the only faculty members able to assign a suspension.

Please refer to the addendum for grade level consequence charts. (page 38)

Birthdays

In order for invitations or announcements of private birthday parties to be distributed at school, every student (or every boy or every girl when applicable) in that classroom must be invited. This is to avoid hurt feelings. Our elementary school does not provide addresses and/or phone numbers of our students.

If birthday treats are brought, we recommend they be nutritious. If you are sending a treat that requires plates, silverware etc. please send those along with the treat.

Please do not send balloons, flowers and gifts to school to be delivered. These typically cause a distraction and are difficult for the children to handle at dismissal.

Book Rental Information

Book rental fees are determined each summer for the following school year. This fee will be adjusted for students qualifying for free and reduced lunch. If books are abused or lost during the period of use, a fine will be assessed based on the replacement value of the text.

Bringing and Picking up Students

Arrival: Students should not arrive at the school before 8:00 AM. Adult supervision is available at 8:00. Students brought to the school by parents are to be dropped off at the main entrance to the building. If you need to bring your child earlier, Busy Hands Daycare is available. Please call the elementary office for information at 319-726-3634.

Mid-Day Pick Up: If your child needs to leave school before the day is over, please send a note telling the office of your instructions.

Dismissal: When picking up your child please come to the main office and tell the secretaries that you are here to pick up your student. The office will call students to the office where parents may pick them up. From 8:00-8:25 and 3:10 to 3:30, please park in the parking lot to avoid blocking bus traffic. If you are picking up your child at the end of the school day, the children will meet you in the cafeteria. **Please exit the building through the cafeteria doors rather than going back out the front entrance.**

If your child needs to go home on a different schedule or bus than usual, please send a permission slip on the day of the change. If you are calling to make this change, please do so before 2:00. This would include, but is not limited to, students staying for sports practices, girl scouts, boy scouts, etc. If we receive no written or phone notice, we will assume that your child will go home via his usual plan.

Bus Behavior Policies

Students are responsible for their behavior on the bus. Due to safety concerns, students may lose bus privileges if their behavior endangers the driver or other students. Behavioral problems will be reported, and disciplinary action may be taken in accordance with district guidelines.

A. Parent Responsibilities

Parents/guardians are expected to support proper behavior on the bus. They are also expected to support disciplinary actions necessary to help correct inappropriate behavior.

B. Student responsibilities while waiting and loading the bus

1. Respect private property at and around the bus stop.
2. Be at the bus stop at least five (5) minutes before the scheduled pickup time. Buses may arrive up to five minutes before or five minutes after the scheduled time.
3. Stand at least ten (10) feet from the roadway unless directed otherwise.
4. Wait for the school bus to come to a complete stop and the door to open before approaching.
5. Board the bus in a single-file line.
6. Board the bus only at your assigned stop.
7. Ride the bus assigned by the route schedule unless a note from the office authorizes a change.

C. Student responsibilities while riding the bus

Trustworthiness

- Stay seated while the bus is moving
- Do not give, trade or sell items on the bus

Respect

- Use kind words
- Use an inside voice volume
- Keep all body parts and belongings inside the bus
- Choose school-appropriate music and videos

Responsibility

- Follow all bus rules
- Go directly to your assigned seat
- Put on your seatbelt
- Keep the aisles clear
- Keep your area clean

Fairness

- Think about others
- Treat others the way you want to be treated

Caring

- Follow the bus driver's directions
- Be kind and safe on the bus and at the bus stop
- No mean comments

Citizenship

1. Tell the bus driver if there is a problem
2. Take care of Louisa-Muscatine buses

D. Student responsibilities during and after unloading the bus

1. Depart the bus only at designated stops.
2. Remain in your seat until the bus has come to a complete stop.
3. Move away from the bus promptly after exiting.
4. Cross in front of the bus only when directed by the driver.

E. Items on the Bus

1. Drivers should be notified in advance if a student needs to bring a large or cumbersome item on the bus.
2. Show-and-tell items such as live animals or bulky or fragile items should be transported to and from school by parents whenever possible.
3. Musical instruments or large parcels must be stored as directed by the bus driver.
4. Firearms, knives, and other potentially harmful items are not allowed on school buses.

F. Driver Responsibilities

1. The bus driver is responsible for the bus, the conduct of the students, and the safe transportation of all riders. The driver has the authority to assign seats.
2. The driver will report behavior infractions using the district's bus conduct Google Form. Reports will be reviewed by the Student Administrative Manager (S.A.M.) and the building principal, and parents will be notified when necessary.

Bus Cameras
(Policy 711.02)

The Louisa-Muscatine Community School District Board of Directors has authorized the use of video cameras on school district buses. The video cameras will be used to monitor student behavior to maintain order on the school buses to promote and maintain a safe environment. Students and parents are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. The content of the videotapes are confidential student records and will be retained with other student records. Videotapes will only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view videotapes of their child if the videotapes are used in a disciplinary proceeding involving their child.

If you have questions about this program, please contact the Transportation Office at 726-3541, x186.

Inappropriate Bus Behavior Due Process Progression

Level 1 Referral (Bus Driver)

Possible Consequences

- Warning
- Assigned seat
- Lunch/recess detention
- Up to one-day removal from the bus
- Other applicable consequences

Substitute bus drivers will submit referrals to the Transportation Director.

Level 2 Referral (Transportation Director, SAM or Designee)

Possible Consequences

- Warning
- Assigned seat
- Lunch/recess detention
- After school detention
- Conference with parent, student, and driver
- Up to 10 days off the bus
- Other applicable consequences

Level 3 Referral (Building Administrator or Designee)

Possible Consequences

- Warning
- Assigned seat
- Lunch/recess detention
- Afterschool detention
- Conference with parent, student, driver, and building administrator
- Maximum of 30 days off the bus
- Saturday detention
- In-school suspension
- Out-of-school suspension
- Other applicable consequences

Level 4 Referral (Superintendent)

Possible Consequences

- Loss of riding privileges for up to one year from date of infraction.
- Expulsion
- Other applicable consequences

Athletic and Activities and Inappropriate Bus Behavior Due Process Progression -

When a student has had his/her bus riding privileges suspended, the loss of privileges will apply to both the activity route and the regular route. The loss of riding privileges do not impact the student riding the bus for field trips or activities/athletic trips unless deemed necessary by the building principal.

Busy Hands Preschool/Childcare

Our Busy Hands Preschool serves children ages three through five, is licensed by the Department of Human Services and operates under the guidelines of the Statewide Voluntary Preschool Grant. The Statewide Voluntary Preschool Grant provides preschool, including transportation, at no cost for students who are four years old by September 15. In addition to preschool, Busy Hands also offers before and after school care for students, grades preschool through sixth grade. The goal of the Busy Hands Program is to develop pre-academic skills, positive self-concepts and socialization skills, laying the foundation for a positive and productive school career.

Cell Phones/Electronic Devices

Cell phones, smart watches of any kind, and electronic devices may be brought to school, but must be turned off and kept in the child's locker or school bag. All parent communication needs to go through the teacher or school office. Violations of this policy will result in confiscation for the day and possibly until parents come to pick it up. Lost, stolen or broken electronic equipment is the responsibility of the student and parent.

School Board Policy 503.09

In order to promote the best educational experience, students should feel connected to their educational environment and to others in the school community. Building meaningful connections can occur in a variety of ways. Technology has advanced peoples' ability to connect with one another across a variety of virtual platforms, and when used appropriately, adds value to the learning environment. However, it is vital to the developmental health and growth of students that the district provides opportunities for students to connect with peers and other members of their school community in-person whenever possible. In-person learning and interactions teach vital life and social skills that students will need for their continued success in the community.

For this reason, student use of personal electronic devices during instructional time is prohibited. Students have access to district-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building administrative office.

Instructional time is defined to mean periods of classroom instruction from the beginning of the class bell until the end of the class bell; including lunch, recess, and passing periods.
Personal electronic devices means any device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. This may include, but is not limited to, electronic communication equipment, mobile phones, smartphones, video game devices and portable media players. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

Parents or guardians of students may request to building level administration that a student retain access to the student's personal electronic device during instructional time if the parent or guardian can establish there is a legitimate reason related to the student's mental or physical health for the student to retain access during instructional time. This reason must be tied to the student's multi-tiered system of support framework. Any denials may be appealed to the Superintendent, who will be the final decisionmaker on the request.

Students who choose to use personal electronic devices outside instructional time but while on school property, at school-sponsored events, or in a manner that may impact the educational environment must use these devices in accordance with all applicable laws, board policies, and the student handbook. Students who violate this policy may face disciplinary consequences up to and including suspension or expulsion. The Superintendent, in conjunction with building level administration, will develop administrative regulations in accordance with this policy.

Classroom Placement

During the spring semester, teachers in each grade, along with the principal and support staff, work to create balanced classroom groups for the following school year. It is essential that each group be composed of students with an even distribution of gender, cognitive and developmental levels, academic abilities, social and leadership qualities, work habits, cultural and socioeconomic backgrounds, and behavioral attributes. Individual and group relationships among students are also taken into consideration.

Due to the complexity of balancing classes, we do not take teacher requests. In the event that you have a unique situation please contact the elementary principal prior to April 20.

Counseling Program

Our comprehensive school counseling program supports the academic, behavioral, and personal development of each and every student. Using data-driven practices, the program provides a range of services designed to help students build essential life skills and experience success in school.

The counselor delivers developmentally appropriate classroom lessons to Pre-K-6th grade classrooms regularly throughout the school year. Lessons focus on teaching foundational skills such as communication, problem-solving, relationship-building, and conflict-resolution strategies. Lessons also strengthen executive-functioning skills and introduce early college- and career-readiness concepts (among other items). These school-wide supports help create a positive and predictable learning environment.

Some students may benefit from additional support beyond classroom instruction, and data collected (through attendance, self-report measures*, universal screeners*, behavioral referrals, staff observations, etc.) indicates when extra help is needed. Small-group counseling provides opportunities for students to develop new skills and learn effective ways to manage everyday challenges.

**Universal screeners and (some) self-report measures require active consent by parents/guardians prior to administering the assessment(s).*

In addition, our counselor also provides short-term individual counseling to students navigating a variety of circumstances including (but not limited to), family changes, grief, emotional regulation, friendship concerns, or school-related difficulties. The counselor collaborates closely with families, teachers, outside providers with permission (such as outside therapists, psychiatrists, occupational therapists, etc.), and school staff to ensure each child receives the level of support that best meets their needs.

Families are encouraged to contact the school counselor at any time to learn more about the supports available for their child.

Daily Schedule

8:00 AM - Students enter the building.
7:55 – 8:17 AM - Students may eat breakfast.
8:17 AM - Classes begin.
10:55 - 12:50 PM - Lunch is served (class times vary).
3:20 PM – Students prepare for dismissal.
3:25 PM - Students are dismissed.

FRIDAY Dismissal is at 2:00.

Directory Information

Student information is kept confidential. Occasionally, student information may be given to outside groups for specific reasons. Please refer to school board policy or contact the principal with questions about releasing information about your child.

Dress and Grooming

We have simple dress suggestions for our elementary school students. The following guidelines have been established:

1. Students are expected to dress appropriately for the school environment. Please be aware of what your student is wearing to school.
2. If a students' attire will create an educational distraction as determined by the school staff they will be asked to modify their clothing and parents will be notified.
3. Undergarments cannot be revealed. (This includes not wearing volleyball spandex shorts or cheer spankies as shorts.)
4. Shoulders must be covered with straps wide enough to cover undergarments.
5. Please make sure that tops and blouses cover a student's midriff while walking or sitting.
6. Student's shorts/skirts need to be appropriate in length. The clothing should be no higher than approximately ½ way between the knee and hip bone.
7. Any student whose clothing or grooming creates a health hazard, is vulgar, advertises cigarettes, alcohol, or drugs will need to replace it, turn it inside out, or cover it.
8. Hats, sunglasses, bags/purses and hoods are not to be worn in the building during the school day (unless given specific permission).

Field Trips

Field trips are an excellent extension of students' academic and social learning. In order to participate, students will need a Field Trip Permission Form, filled out by a parent, before leaving campus. Field trip permission forms are available at registration. If you have not filled one out, please contact the school and one will be provided. In rare cases, phone calls between 8:00-8:30 the morning of the field trip giving verbal permission will be accepted. Students are encouraged to ride to and from the field trip with their class and grade. Information about the trip, expectations and educational supporting information may be shared during the ride to and from the trip site. Students will not be allowed to bring cell phones or other devices on school field trips. (Teachers and bus

drivers will have phones for emergency purposes.) Parent/guardian volunteers may attend and help on field trips when needed, but may be asked to provide their own transportation. No younger or older siblings (school age) will be allowed to attend field trips. Please refer to the Chaperone Letter attached at the end of the handbook for details.

Food Service

School lunches may be purchased or cold lunches may be brought from home. Our school uses a computerized payment program. Your child will have a meal account that allows the student to purchase breakfast, lunch, and extra milk from this account. Please keep in mind the following guidelines:

1. Deposits are made into the account at the main office or through our school website by clicking on pay school fees/meal balance. For deposits made at the office, a receipt will be provided to your child.
2. Student prices:
    a. Breakfast - $2.15
    b. Lunch - $3.15
    c. Extra milk – $.55
3. Adult prices:
    a. Breakfast – $2.25
    b. Lunch - $5.00
4. You may deposit any amount into your child's account, but daily deposits are discouraged.
5. The food service program can allow your child's account to be blocked from having breakfast or extra milk if you so choose. Contact the office for details.
6. It is our expectation that all students will eat lunch. Students may eat either school lunch or cold lunch brought from home.
7. The drinking of soda pop or caffeinated energy drinks (Red Bull, Monster, etc.) in the lunchroom is not allowed. (Per federal mandates.) This includes adults that are visiting for lunch.
8. Parents are welcome to come and eat lunch with their student. Please notify the school if you are interested in having lunch with your student. You will need to sign in at the office upon arrival and sign out following the lunch period. A reminder that classroom/recess visits are to be pre-arranged as per page 28 in this handbook.)
9. Families are asked to bring in food only for their child. We ask that you do not bring in for other students due to allergies.
10. Parents who drop off fast food for their child to eat at lunch may do so, but please remember the soda pop rule above.
11. Students may purchase extra milk for their lunch. Extra entrees are not available.

Free or Reduced Prices for School Food Service

Free or reduced lunches are available. Parents wishing to apply for free or reduced prices may receive an application form at the main office. Qualifications are based on USDA guidelines.

Nutrition Education Goal:

The school district will provide nutrition education and engage in nutrition promotion that:

- Provides K-12 students with the knowledge and skills necessary to promote and protect their health.
- Nutrition education will include one or more of the following:

Elementary	Intermediate	High School
Accepting body size difference	Dietary Guidelines for Americans	Dietary Guidelines for Americans
Balancing food intake and activity	Eating disorders	Eating disorders
Benefits of healthy eating	Healthy weight control	Healthy weight control
Eating more fruits, vegetables, whole grains and calcium rich dairy foods	Understanding influences on food choices	Understanding influences on food choices
Following food safety practices	Following food safety practices	Following food safety practices
My Pyramid**	My Pyramid**	My Pyramid**
Making healthy food choices for meals and snacks	Making healthy food choices for meals and snacks	Making healthy food choices for meals and snacks
Using food labels	Using food labels	Using food labels

Cafeteria Expectations

Goal: Our goal is to provide a safe and clean dining environment where people interact in a respectful and responsible way.

Cafeteria Expectations:

Trustworthiness

- Stay in your personal space
- Eat YOUR own food

Respect

- No talking in the food serving area
- Listen to cafeteria workers
- Use appropriate voice level as directed by the lunchroom staff
- Clean up your area

Responsibility

- Make food choices quickly
- Get what you need the first time (avoid 2nd trips)
- Raise your hand for assistance

Fairness

- Stay in your seat
- Wait to be dismissed

Caring

- Stay in your line order
- Use caring words to self and others

Citizenship

- Use manners with cafeteria staff and each other
- Leave a clean table, chair, and floor
- Keep hands on your tray only

Gum

Gum will not be allowed in common areas (hallways, library, cafeteria, playground, etc.). Gum may be used in specific classrooms for special occasions at the discretion of the teacher. The teacher will be responsible for proper disposal.

Homeless
(Board Policy 501.16)

The Louisa-Muscatine CSD believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and young people have equal access to the same free, appropriate public education as other children and youth.

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
    - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as "doubled up");
    - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
    - Living in emergency or transitional shelters; or
    - Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

If you need further assistance/information, please contact the building principal, counselor, or the superintendent of Schools, 14478 170th Street, Letts, Iowa 52754.

Insurance

Optional health and/or dental insurance application forms for the students are available at all times. Information will be made available to the parents at registration. Otherwise, it is available from the school secretary.

Insurance (HAWK-I) for Children

Parents can apply for low- or no-cost health insurance for their children through the state's Healthy and Well Kids in Iowa (HAWK-I) program. Children birth to 19, who meet certain criteria, are eligible. The coverage includes doctor's visits, hearing services, dental care, prescription, immunizations, physical therapy, vision care, speech therapy and hospital services to name a few. Parents are urged to call 1-800-257-8563 (toll-free)or go to the web site at https://hhs.iowa.gov/hawki for more information.

Internet Acceptable Use Policy

(Board Policy 605.06)

The district recognizes the importance of developing students into agile learners who are capable of addressing the complex needs of our future workforce. For this reason, the district has prioritized making available technology and programs that teach students to embrace modern technology and tools while fostering a secure learning environment for students to the extent reasonable. Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. Students may be permitted to use district-issued email addresses and Internet-based collaboration software to send and receive messages at school.

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

The school district will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote

the school district's commitment to:

- The standards and acceptable use of Internet services as set forth in the this policy and regulation;
- Student safety with regard to:
    - safety on the Internet;
    - appropriate behavior while online, on social networking websites, and
    - in chat rooms; and
    - cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

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

Student technology violations can be found in the behavior rubric located on page 38 of this handbook.

If you have any questions concerning this policy, contact your building principal or Mr. Junior Lantigua, Technology Supervisor.

Locker Policy
(Board Policy 502.05)

Student lockers are the property of the school district. Students will use the lockers assigned to them by the school district for storing their school materials and personal belongings necessary for attendance at school. It is the responsibility of students to keep their assigned lockers clean and undamaged.

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

Lost and Found Items

All found items are brought to the main office. Items may be claimed there or are located on the lost and found table/cabinet. Items left in the lost and found at the conclusion of each semester are donated.

Learning Supports

A variety of extra supports are available for students who qualify. Programs include Title I reading and math, special education, and gifted and talented. Contact your child's teacher or the principal for more information.

Non—Discrimination Policy Statement

(Board Policy 102)

It is the policy of the Louisa-Muscatine 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 the district's Equity Coordinator, Amy Lantigua, 14478 170th St. Letts, Iowa 52754, (319) 726-3541 ext 354, alantigua@lmcsd.org

Nurse and Health

If your child is sick:

When a child is at school and complains of being sick, the child's temperature will be taken. A fever above 100° and complaints of illness will usually merit a call to parents. If the health complaint occurs late in the day, the child may stay in the infirmary until the end of the day.

When should your child not be sent to school?

If your child has a temperature of 100° or above prior to the beginning of school, please keep him/her home. If he/she has vomited and/or had diarrhea the night before, please have the child spend the next day at home. Students should remain 24 hour fever and diarrhea free without medication before returning to school.

Medication Policy

As per School Board of Education policy, under no circumstances will the school supply medications to students. It must be supplied by parents and sent with the student.

Prescription medications, required to be taken during the school day, shall be administered when the following are on file at school:

1. A parent's signed and dated authorization including name of medication, dosage, administration route, time to be given at school, and reason receiving.
2. The medication shall be in the original packaging and labeled as dispensed by the prescriber or pharmacist and shall identify the medication, strength, and time interval to be administered. Two labeled containers may be requested: one for home and one for school. If necessary, the physician may be contacted for clarification on medication administrations.
3. Students with asthma and allergies frequently have the sudden onset of symptoms. Students whose parents and physicians judge that they have sufficient maturity to control the use of inhaled medications are allowed to retain these inhalers in their possession. The student who needs to carry their inhaler will need a written statement from their physicians.
4. Non-prescription medications required during school which cannot be managed otherwise

are to be sent to school with a signed permission slip from the parent stating what the medication is, why the student must take it at school, dosage, and time to be administered. Non-prescription medications must be in the original container.

Administering Medications at School

All medications are administered in the nurse's office. A variety of medications are administered daily to students there. With the large volume of students taking different medications, the nurse is better able to make sure all of the students who need school-administered medications receive them. If you have questions or concerns, please contact the school nurse.

Illness or Injury at School

Minor first aid and health care will be administered by school personnel and recorded. A note will be sent home to parents for all minor visits to the nurse. Parents will be contacted in instances of any questionable or more serious injury or illness. If an emergency should arise at school your child will be transported to the nearest emergency room (Muscatine).

Health Record and Screenings

Your child's kindergarten physical and dental exams are the beginning of your child's school health record. This record will accompany him/her through high school graduation. It will include your child's immunization record, records of vision and hearing screenings, and any special health concerns.

Health Screenings

1. Hearing - Students in kindergarten, and 2nd grade have their hearing evaluated free by the AEA. Parents of students who have hearing abnormalities will be notified. If you don't want your child to participate in the hearing screening program, please contact the school with this request.

2. Vision – Students in 1st and 5th grades or by a teacher referral will receive a vision screening by our nurse during the first semester. Notification is sent to parents with vision concerns.

Special Health Concerns

Please talk with the school nurse or your child's teacher if you have any special health needs or concerns. Examples may include blood sugar testing for diabetic students, inhalation therapy for students with asthma, etc.

Food Allergies

We are food allergy conscious. Please talk with the school nurse if your child has any food allergies that would impact their safety or learning. We will work to meet the special dietary needs of your child and take precautions as necessary.

Communicable Diseases

Periodically, children are exposed to communicable diseases such as strep, chicken pox, impetigo, etc. If there is a significant outbreak of a communicable disease in your child's classroom, you will be notified through a note sent home with children and/or an email.

Head Lice

Head Lice is an on-going issue in every community. You may assume that your child is always vulnerable. When necessary, the nurse will notify specific parents and work with them to correct the problem.

Medical Excuses for Recess/Physical Education

Students who have extended injuries or illnesses that would keep them from participating in physical education and recess will need a doctor's note. If a student is excused from physical education, we will also follow the same restrictions during recesses. In addition, the school will need a doctor's note that releases them back to full PE and recess.

Orientation to 7th Grade

Our 6th grade students spend time each spring preparing for junior high. Junior high staff orients students to junior high in collaboration with our school counselor and their 6th grade teachersRegistration for classes is conducted at the elementary school. A visit to the junior high, along with a follow-up questionnaire to help answer remaining questions alleviates many students' concerns. For more information, contact the junior high school office.

Outside Recess Procedures

It is important that students have a break from their schoolwork periodically to stretch, move around, do large motor muscle movement, and work some "wiggles" out. We believe that fresh air is important and try to take students outside when possible to achieve that purpose.

Temperature Criteria for Outdoor Recess

Weather permitting; students will go outside for recess. On days when the temperature becomes a factor in deciding to stay inside or go outside, we will use the following criteria: If the temperature is 0 degrees or above (including wind chill), outside recess will be held. If the weather is below 0 degrees, inside recess is held and students will stay in their classrooms.

It is important that your child comes prepared for the weather. Please make sure that your child comes with a warm coat, something on their ears, boots, and gloves to wear. Anyone not dressed appropriately will stay inside with adult supervision or given clothing to go outside (pending what is available and the frequency of need.). If you are in need of assistance for winter clothing, please call the elementary office and we will connect you with resources. Unless your child is under a doctor's care or has been absent due to illness, we will be sending your child out for recess.

In effort to have consistency for recess expectations the following guidelines are used. This is determined by the "real feel" temperature rating based on the staff member on duty's device.

- If the temperature is 39 degrees or below students need to wear a coat
- If the temperature is 40-49 degrees students need to have skin covered (long sleeves, sweatshirt, long pants etc.)
- If the temperature is 50 degrees or above, coats are student decision

On the PLAYGROUND, Follow the CHARACTER COUNTS Guidelines:

Trustworthiness
- Being honest
- Keeping promises
- Line up when directed, voice level 0
- Level 0 voices when entering back into the building

Respect
- Listen to adults
- Reporting, not tattling
- Avoid violence at all times (both in anger and in play)
- Play safely

Responsibility
- Pick up the equipment
- Line up when the whistle/bell sounds
- Leave rocks and snow on the ground
- Walk to and from recess
- Only go down the slide, feet first
- Stay off of any ice

Fairness
- Listen and be open to ideas
- Follow rules to be fair
- Treat people equally
- Be careful not to judge others
- Give personal space to people when they need it

Caring
- Include others
- Take turns
- Be helpful
- Set a good example
- If someone is on the Buddy Bench- invite them to play

Citizenship
- Help keep the playground clean

- Use equipment properly
- Stay in the playground area

Parent—Teacher Conferences

There are four quarters within our school year. Two personal conferences will be scheduled per school year. Conference dates are:

Fall Conference - Monday, Oct. 12: 4:30 - 8:00 PM
Wednesday, Oct. 14: 4:30 - 8:00 PM
Spring Conference - Tuesday, March 2: 4:30 - 8:00 PM
Thursday, March 4: 4:30 - 8:00 PM

Families will be notified of the dates and times with notes sent home and on the school website. If you wish to schedule an extra conference at any time, please contact the office or your child's teacher.

Pay Online

We are able to accept many payments online. These include:

- Book Fees
- Busy Hands Daycare Fees
- Meal Deposits
- Field Trip Donations

E-checks (which directly debits your bank account), Visa, Mastercard or Discover cards will be acceptable methods of payment. PaySchool uses Secure Sockets Layer (SSL) software, requires passwords throughout the program and does not store personal bank or credit card information to ensure privacy and security for users.

We are unable to take payments over the phone.

Pets at School

It is possible for pets to come to school for a show and tell activity. If you wish to do so, please receive prior approval from your child's teacher. Large animals need to be viewed by students outside. Some classrooms will require a certificate of health from a licensed veterinarian prior to the visit.

P.T.O.

The Parent-Teacher Organization (P.T.O.) is an active group of parents and teachers whose goal is to provide financial support to the schools and educational information to all. The P.T.O. is a preschool-12 organization. New members are always welcomed and encouraged. Contact the school for more information. You can contact the PTO at: lmpto@lmcsd.org The PTO also has an active Facebook Page: Louisa-Muscatine PTO.

Report Cards

Report cards are administered four times during the school year. These are either sent home or

given out at conferences. The fourth quarter report card is mailed home at the end of the school year.
Children in grades 4-6 have grades posted on their PowerSchool Account. In addition, there is a PowerSchool App. If you need your child's log in information please contact the elementary office.

School Closing Information

Official announcements regarding Louisa-Muscatine Community School District's operation during inclement weather will be broadcast over the following television stations:
Television:

WHBF Channel 4	KWQC Channel 6
WQAD Channel 8	KLJB Channel 18

Also, check our website: www.Louisa-Muscatine.k12.ia.us There is a message and a link to Channel 6, KWQC, entitled "School Closing Information."

Pre-recorded messages and text messages are sent to individuals' phones for school announcements. Contact the central office for more details.

School Parties

Three school-sponsored parties occur during the school year: Halloween, Winter and Friendship/Valentine. A gift exchange might occur during the winter party with a price range of $3.00-$5.00. If you prefer your child not participate please let your child's teacher or the office know and we will make arrangements for your child during those times.

School Pictures

Individual and group pictures will be taken in the fall. Spring casual pictures will be taken in the spring. A yearbook will be available for purchase in April and/or May and will be delivered the following fall.

School Visitation Procedures for Parents, Volunteers & Guests

In order to keep our school safe, we have established procedures for visiting school. When visitors come to school, they must use the main entrance (or parking lot entrance). You must be buzzed in at the entrance and sign in and pick-up a visitor's badge. Visitors may be asked to show identification. Visitors without badges will be asked to go back and check in at the office.

- If you are coming to visit your child's classroom/recess we ask that you schedule a time in advance to visit so that we avoid causing distractions in learning.
- We ask that visits be an hour or less.
- We ask that you do not take pictures while you are here as some parents have requested their child not be in photographs.

The School Volunteer Program exists to enhance the effective use of the teachers in the classrooms, to broaden the educational experiences of our students, and to generate greater community involvement and good will in the school. We need adults who are willing to donate time, and talents to strengthen our educational system. A background check is required for all volunteers. To learn more information or volunteer, contact your child's teacher or the office.

Search and Seizure
(Board Policy 502.08)

School district property is held in public trust by the board. School district authorities may, without a search warrant, search students or protected student areas based on a reasonable and articulable suspicion that a school district policy, rule, regulation or law has been violated. The search is 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, employees and visitors to the school district facilities. The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, will not create a protected student area and will not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include, but are not limited to, nonprescription controlled substances, marijuana, cocaine, amphetamines, barbiturates, apparatus used for controlled substances, alcoholic beverages, tobacco/nicotine, weapons, explosives, poisons and stolen property. Such items are not to be possessed by a student while they are on school district property or on property 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; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action including suspension or expulsion and may be reported to local law enforcement officials. The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

Standardized Tests

In order to meet the unique needs of every student, Louisa-Muscatine Elementary administers a variety of standardized tests, including the Iowa Statewide Assessment of Student Progress, the Cognitive Abilities Test (CogAT) and FAST. Results of these assessments are available and shared with parents.

Students Moving into Adolescence

Once yearly, our nurse provides information to intermediate aged students about their changing bodies. The 4th, 5th and 6th grade boys see an educational film and have discussion time. The 4th, 5th, and 6th grade girls see an educational film and have discussion time. Parents- Please direct questions about the content of this material to the nurse.

Talented and Gifted Program

Mission: The mission of the Louisa-Muscatine Community School District Talented and Gifted (TAG) Program is to provide academic support for TAG students, promoting higher levels of learning throughout each student's day.

Three primary areas of focus for TAG include Goals:

1. Identify approximately 5-10% of the student body to receive "intensive" TAG services. Other tiers of the TAG model include supplemental and universal instruction.
2. As a collaborative partner with the regular classroom teacher, provide challenging academic

learning opportunities in specific academic areas, including cognitive and affective learning, in a 3-Tier model.

3. Develop student's language and understanding that allows them to articulate the purpose in being identified for TAG.Create a culture in which teachers understand and support TAG students in various settings throughout their school day and promote higher achievement.

Although it is the goal of the program to select approximately 5% of the student populations for direct services, it is the intent of the program to also identify talented students for monitoring and development through the 3-tier model.

The following identification criteria will guide **committee selection** for considering TAG students:

- Multiple data points of 95% or higher on standardized tests in a single content area (IA Assessment, CogAt)
- Single data point of 95%+ and multiple data points of 90%+ on standardized tests in a single content area.
- Single or multiple data points 90%+ along with supplemental data evidencing student need (per Iowa code) Examples include: portfolio, teacher nominations, exceptionalities, observation data, and evidence of student early mastery on grade level standards
- *Talented students not meeting the above criteria will still be reviewed, monitored, and serviced through the 3-Tiered Program Model.

Title 1

The Title 1 program is an intervention program aimed to reach students that need some extra teaching in the area of reading and/or math. See the addendum at the end of the handbook for the complete, school board approved policy.

Tobacco-Free Environment

(Reference section 905.2 of the School Board Policy): School district facilities and grounds, including school vehicles, are off limits for tobacco or nicotine use, including the use of look-a-likes where the original would include tobacco or nicotine. This requirement extends to students, employees and visitors. This policy applies at all times, including school-sponsored and nonschool-sponsored events. Persons failing to abide by this request are required to extinguish their smoking material, dispose of the tobacco, nicotine or other product or leave the school district premises immediately. It is the responsibility of the administration to enforce this policy.

Virtual Learning/Technology

Students at Louisa-Muscatine Elementary regularly use technology for learning both in the classroom as well as guided learning for home instruction. To ensure quality learning as well as the safety of the students, the children will be expected to use the following guidelines.

1. Use only school issued devices while at school. Devices brought from home will be expected to be turned off and in lockers or backpacks. This includes during recess, lunch, and field trips.
2. If a student needs to contact parents/family they will go through the classroom teacher or school office.
3. Students will stay on school appropriate websites or teacher directed sites and search appropriate topics.
4. Students will report to staff should they accidentally land on a website with inappropriate content or that they feel is inappropriate for school. The district monitors our website filtering and we need to ensure that inappropriate sites are blocked.
5. Students will use technology for school assignments and learning. Inappropriate messaging with friends is not allowed. Sending unkind messages and using inappropriate language will have disciplinary actions.

At times Zoom Meetings or other platforms for class gatherings will be used. The following are the Character Counts Student Expectations during online learning sessions:

STUDENTS DURING ONLINE MEETINGS WILL:

- Wear school appropriate clothes.
- Use school appropriate language.
- Contribute to the class meeting in a positive way.
- Be a respectful listener to their classmates and teachers.
- Find a quiet place so others can hear from you and for you to hear from them.
- If possible, locate yourself in a place where there is a wall behind you or an appropriate background so others are not interrupting your meeting.
- Stay in one place during the meeting. (Do not be walking around with your device.)

Youth League/Youth Sports Foundation

Youth League and Youth Sports Foundation are not part of the school system, but work closely with the school. Their Facebook Page is titled: Lil' Falcon Youth League

Youth League Sports: falconyouthleague@yahoo.com

- Tee Ball
- Coach Pitch Baseball
- Minor/Major Baseball
- Minor/Major Softball
- Volleyball
- Basketball

Youth Wrestling: Facebook Page: Future Falcons Wrestling

Youth Sports Foundation: Jim Miller 563-288-2541

- Football (3rd-6th) - Craig Hartman
- Track- LM Coordinator varies each year. If interested in coaching please contact Jim Miller.

Weapons Policy

(Reference Policy 502.06 of the School Board Policy)

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

School district facilities are not an appropriate place for weapons, dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons or dangerous objects will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing firearms to school or knowingly possessing firearms at school will be expelled for not less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for students on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

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

Wellness Policy

(Reference section 507.9 of the School Board Policy)

The board promotes healthy students by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The school district supports a healthy environment where students learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of students. Improved health optimizes student performance potential.

Louisa-Muscatine Elementary Field Trip Contract for Parents

Thank you for your support!

At Louisa-Muscatine Elementary we believe that field trips provide a valuable educational experience for students. The children encounter "being there" and they are better able to connect their current learning to past and future experiences.

In order to help ensure that our field trips remain safe and rewarding, we have prepared these guidelines for volunteering as a field trip chaperone.

Guidelines for Volunteer Chaperones

1. All school rules apply on field trips. Chaperones are expected to comply with school policies, follow the directions given, and work cooperatively with other volunteers and staff members and model appropriate behaviors for students. The chaperone will follow the trip plan developed by the teacher.
2. In order to comply with the school policy, before or during the trip, chaperones:
   - may not use or possess alcohol or other drugs (this includes chewing tobacco, smoking and vaping)
   - may not administer any medications, prescription or nonprescription, to students (other than their own)
3. Chaperones may be supervising a small group of students, helping them learn and making sure they behave appropriately. Students must stay with you at all times. Please account for all group members regularly.
4. Chaperones must be at least 18 years of age.
5. Eating and drinking are not permitted outside of designated areas and times.
6. For the protection of both student and adult, chaperones should not place themselves in situations in which they are alone with a student.
7. No younger or older siblings (school age) will be allowed to attend.
8. Please refrain from the use of your cell phone, unless there's an emergency. (Including not letting your child play on your phone during the trip.)
9. Please do not take pictures of any children other than your own child. This is to honor the permissions given by parents.
10. Please be courteous to the speakers. Do not have side conversations when presentations are happening.
11 Please do not purchase items for any children while on the trip. This includes, but is not limited to: concession stand foods, gift shop items, and rides/additional experiences.

With proper planning and supervision, we hope that the field trip will be an enjoyable experience for all! Thank you again!

_____ I agree to follow the guidelines listed above while attending the field trip with my child/relative.

Signature: _____

Parent and Family Engagement Policy
Louisa-Muscatine Community School District

It is the policy of Louisa-Muscatine Community Schools that parents and family members of participating children shall have the opportunity to be involved jointly in the development of the district plan and in the district's review process for the purpose of school improvement. Recognizing that parental involvement is the key to academic achievement, we seek to involve parents in an effective home-school partnership that will provide the best possible education for our students. The district provides coordination, technical assistance and other supports necessary to aid in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports this partnership through providing information about standards and assessments; providing training and materials for parents to help their children; educating school personnel about involving parents and the value of parent contributions; and developing roles for community organizations and businesses to work with parents and schools.

1. This jointly developed and agreed upon written policy is distributed to parents and family members of participating Title I children through the Parent Handbook which is distributed to every family at the time of registration. In school wide buildings, this will include all parents. (ESSA Section 1116(a)(2))

2. The district will provide technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully. (ESSA Section 1116(a)(2)(B))

3. The district will work to find ways to work cooperatively with other Federal, state, and local programs. The Title I program will work with local public preschool programs, Headstart programs, local library programs, and special education programs (IDEA). Our homeless education program coordinates with the local backpack program to offer support to students that are food insecure, especially over the weekends. (ESSA Section 1116(a)(2)(C))

4. The district conducts an annual evaluation of the content and effectiveness for the Parent and Family Engagement Policy. The evaluation includes parents in a meaningful manner. In addition to surveys, the district uses focus groups and open discussion groups for this evaluation. Parents and families have a voice. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs of parents and families have to better support and assist their children in learning. The evaluations will target at least three key areas: barriers, ability to assist learning, and successful interactions. (ESSA Section 1116(a)(2)(D)(i-iii))

5. The district uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement. The evaluation results will help uncover best practices that are working and adapt those ideas to the district and individual school needs. (ESSA Section
1116(a)(2)(E))

6. The district involves parents and family members in activities of the school. The district has established a parent advisory committee comprised of a sufficient number and representative group

of parents or family members to adequately represent the needs to the population, revised, and reviewed the Parent and Family Engagement Policy. (ESSA Section 1116(a)(2)(F))

7. At least one annual meeting will be held to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The meeting shall be for parents of both public and private school. Notification will be sent in the district and building newsletter. (ESSA Section 1116(c)(1))

8. Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and family engagement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions. (ESSA Section 1116(c)(2))

9. The district will involve parents in the planning, review, and improvement of the school's Title I program through participation in stakeholder groups and in-person meetings where parents give input and feedback. (ESSA Section 1116(c)(3))

10. In a schoolwide program plan, parents are asked to be involved in the joint development of the building's schoolwide plan through in-person meetings, surveys and electric feedback as appropriate. Applies only to Title I schools operating a Schoolwide Program. (ESSA Sections 1116(c)(3) and 1114))

11. Parents and family members of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings and parent- teacher conferences, the school will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and family members receive an explanation of the school's performance profile, the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards. (ESSA Section 1116(c)(4)(A) & (B))

12. If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (ESSA Section 1116(c)(4)(C))

13. If the schoolwide plan under Section 1114(b) is not satisfactory, parents of participating students may comment. Comments may be made in writing to the school principal. (ESSA Section 1116(c)(5))

14. A jointly developed school/parent compact outlines how parents and family members, the entire school staff, and students all share responsibility for improved student achievement. The compact also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed in the parent handbook and is reviewed at the annual meetings. (ESSA Section 1116(d))

15. Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy will be provided in English and Spanish and will be free of educational jargon. (ESSA Section 1116(b)(1))

16. In order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency shall:

1. Provide assistance to parents in understanding challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

2. Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

4. Coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

6. Provide such other reasonable support for parental involvement activities under this section as parents may request. (ESSA Section 1116(e)(1-14))

17. The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports required under Section 1111 in a format and language the parties can understand. (ESSA Section 11116(f))

Policy 104: Anti-Bullying/Harassment Policy

Status: ADOPTED

Original Adopted Date: 02/16/2015 | **Last Revised Date:** 12/17/2018 | **Last Reviewed Date:** 11/18/2024

The Louisa-Muscatine Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed. Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

For the purposes of this policy, the defined words shall have the following meaning:

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "Harassment" and "bullying" shall mean any electronic, written, verbal, or physical act or conduct toward a student based on the individual's actual or perceived age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status, and which creates an objectively hostile school environment that meets one or more of the following conditions:
    1. Places the student in reasonable fear of harm to the student's person or property.
    2. Has a substantial detrimental effect on the student's physical or mental health.
    3. Has the effect of substantially interfering with a student's academic performance.
    4. Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Trait or characteristic of the student" includes but is not limited to age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- "Volunteer" means an individual who has regular, significant contact with students.

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent's designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 90 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment. The superintendent or the superintendent's designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment. The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment. The superintendent or the superintendent's designee shall also be responsible for developing procedures regarding this policy.

Suggestions for administrative procedures regarding this policy include:

- *Developing procedures for reporting acts of bullying and harassing behavior (see IASB sample regulation 104.R1);*
- *Organizing training programs for students, school employees, and volunteers regarding how to recognize bullying and harassing behavior and what to do if this behavior is witnessed; and*
- *Developing a process for evaluating the effectiveness of this policy in reducing bullying and harassing behavior.*

Decision

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include

termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

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

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

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's web site,
- And a copy shall be made to any person at the central administrative office at 14478 170th Street, Letts, IA 52754.

Code No. 104.E1

COMPLAINT FORM
(Discrimination, Anti-Bullying, and Anti-Harassment)

Date of complaint: _____

Name of Complainant: _____

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else): _____

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)? _____

Date and place of alleged incident(s): _____

Names of any witnesses (if any): _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

_____

_____

_____

_____

_____

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

Signature: _____ Date: _____

Grades K-1

Behavior	1st Offense	2nd Offense	3rd Offense
Inappropriate Language (minor)	Warning Conference with student to teach appropriate language for school	Recess Time Parent/Guardian Notified	Recess/lunch detention Parent/Guardian Notified
Inappropriate Language (major) This includes racial, ethnic, religious, sexual or cultural slurs and derogatory or disrespectful statements, images or acts.	Recess Time Parent/Guardian Notified (Amount determined by severity of situation)	Recess/Lunch Detention Parent/Guardian Notified (Amount determined by severity of situation)	Loss of "fun" things (recess, specials, lunch with peers) Parent/Guardian Notified (Amount determined by severity of situation)
Physical Aggression Without Injury (ex- rough play)	Recess Time	Recess and/or break from aggressive game/activity (Example- no football for a week) Parent/Guardian Notified	Recess/lunch detention and loss of "fun things" and Break from game/activity (Example- no football for a week) Parent/Guardian Notified
Physical Aggression Without injury, but was in anger/frustration. Physical Aggression with Injury	1-2 Recess Times Parent/Guardian Notified	Loss of "fun" things (recess, specials, lunch with peers) Parent/Guardian Notified	Multiple days losing "fun" things (recess, specials, lunch with peers) *Other possible consequences such as after school time or ISS. Parent/Guardian Notified
Threats This includes words (verbal or written) and/or actions/gestures towards peers, staff, and guests. *All consequences dependent upon severity and intent.	1-2 Recess Times *Other possible consequences such as after school time or ISS. Parent/Guardian Notified	Loss of "fun" things (recess, specials, lunch with peers) *Other possible consequences such as after school time, ISS, OSS. Parent/Guardian Notified	Multiple days losing "fun" things (recess, specials, lunch with peers) *Other possible consequences such as after school time, ISS, OSS. Parent/Guardian Notified

Grades K-1

Behavior	1st Offense	2nd Offense	3rd Offense
Theft	Recess Time Parent/Guardian Notified	Multiple Recesses Session with Counselor Plan created (clear backpack, bag checks etc.) Parent/Guardian Notified	Loss of "fun" things (recess, specials, lunch with peers) Plan Revisited (clear backpack, bag checks, building escort.) Conversation with School Resource Officer Possible after school detention and/or ISS Parent/Guardian Notified
Drugs, Alcohol, Controlled Substances, Look-Alikes, and Drug Paraphernalia.	Conference with Principal Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS School resource officer will be notified. Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified
Possession and/or use of weapons. (A reminder that toy weapons are not allowed at school.)	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified

Grades 2-3

Behavior	1st Offense	2nd Offense	3rd Offense
Inappropriate Language (minor)	Recess Time (including conference with student) Parent/Guardian Notified	Recess Time (multiple) Parent/Guardian Notified	Recess/lunch detention Plan created Parent/Guardian Notified
Inappropriate Language (major) This includes racial, ethnic, religious, sexual or cultural slurs and derogatory or disrespectful statements, images or acts.	Recess Time Parent/Guardian Notified (Amount determined by severity of situation)	Recess/Lunch Detention Parent/Guardian Notified (Amount determined by severity of situation)	Loss of "fun" things (recess, specials, lunch with peers) Parent/Guardian Notified (Amount determined by severity of situation)
Physical Aggression Without Injury (including rough play)	Recess Time (Amount determined by severity of situation)	Recess or break from aggressive game/activity (example- no football for a week) Parent/Guardian Notified	Recess/lunch detention(s) and loss of "fun things" for a day Break from game/activity (Example- no football for two weeks) Parent/Guardian Notified
Physical Aggression without injury (but was in anger/frustration.) Physical Aggression With Injury	Recess Time(s) Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, ISS) Parent/Guardian Notified	Loss of "fun" things (recess, specials, lunch with peers) Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, ISS) Parent/Guardian Notified	Multiple days of loss of "fun" things (recess, specials, lunch with peers) Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, ISS) Parent/Guardian Notified
Threats This includes words (verbal or written) and/or actions/gestures towards peers, staff, and guests. *All consequences dependent upon severity and intent.	Recess Time(s) Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, ISS) Parent/Guardian Notified	Loss of "fun" things (recess, specials, lunch with peers) *Other possible consequences such as after school time, ISS, OSS. Parent/Guardian Notified	Multiple days of loss of "fun" things (recess, specials, lunch with peers) *Other possible consequences such as after school time, ISS, OSS. Parent/Guardian Notified

Grades 2-3

Behavior	1st Offense	2nd Offense	3rd Offense
Theft	Recess Time(s) Parent/Guardian Notified	Multiple Recess Times Session with Counselor Plan Created (clear backpack, bag checks, building escort.) Parent/Guardian Notified	Loss of "fun" things (recess, specials, lunch with peers) and/or afterschool detention Possible ISS Plan Revisited (clear backpack, bag checks, building escort.) Session(s) with Counselor and/or School Resource Officer Parent/Guardian Notified
Drugs, Alcohol, Controlled Substances, Look-Alikes, and Drug Paraphernalia.	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified
Possession and/or use of weapons. (Real, look-alikes, or toys)	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified	Conference with Principal and School Resource Officer. Based on situation consequences could include: Recess time, lunch/recess detention, after school time, ISS, OSS Parent/Guardian Notified

Grades 4-6

Behavior	1st Offense	2nd Offense	3rd Offense
Inappropriate Language (minor)	Owe Recess Time	Recess/Lunch Detention(s) Parent/Guardian Notified	Recess/lunch Detentions (multiple days) or afterschool detention Parent/Guardian Notified Plan Created
Inappropriate Language (major) This includes racial, ethnic, religious, sexual or cultural slurs and derogatory or disrespectful statements, images or acts.	Recess and Lunch Detention (could be multiple days depending on severity) Possible after school detention or ISS Parent/Guardian Notified	Recess and Lunch Detention (multiple days) and/or after school detention. Loss of any fun activities during the day. Possible ISS Parent/Guardian Notified	After school detention(s) or ISS (could be multiple days) Parent/Guardian Notified
Physical Aggression Without Injury (could be rough play)	Recess/Lunch Detention Possible loss of aggressive game (if applicable)	Recess/Lunch Detention (multiple days) and/or after school detention. Possible loss of aggressive game (if applicable) Parent/Guardian Notified	After school detention Loss of fun activities during the day. Possible loss of aggressive game (if applicable) Parent/Guardian Notified
Physical Aggression Without injury, but was in anger/frustration.	Minimum: Recess/Lunch Detention Other consequences such as after school detention or ISS possible pending situation. Parent/Guardian Notified	Minimum: Recess/Lunch Detention (multiple days) Other consequences such as after school detention or ISS possible pending situation. Parent/Guardian Notified	ISS Meet with School Resource Officer. Parent/Guardian Notified

Grades 4-6

Behavior	1st Offense	2nd Offense	3rd Offense
Physical Aggression With Injury	After school detention(s) or ISS, OSS (As determined by severity of the situation) Parent/Guardian Notified	ISS, OSS (As determined by severity of the situation) Parent/Guardian Notified	ISS (multiple days), OSS (As determined by severity of the situation) Parent/Guardian Notified
Threats This includes words (verbal or written) and/or actions/gestures towards peers, staff, and guests. *All consequences dependent upon severity and intent.	Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, Saturday detention, ISS/OSS Parent/Guardian Notified	Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, Saturday detention, ISS/OSS Parent/Guardian Notified	Based on situation, consequences could include: Recess time, lunch/recess detention, after school time, Saturday detention, ISS/OSS Parent/Guardian Notified
Theft	Minimum: Recess/Lunch Detention(s) and/or after school detention Parent/Guardian Notified	Minimum: Recess/Lunch Detention (multiple days) and/or after school detention Plan Created (clear backpack, bag checks, building escort.) Session(s) with Counselor and/or School Resource Officer Parent/Guardian Notified	After School or ISS Plan Revisited (clear backpack, bag checks, building escort.) Session(s) with Counselor and/or School Resource Officer Parent/Guardian Notified

Grades 4-6

Behavior	1st Offense	2nd Offense	3rd Offense
Drugs, Alcohol, Controlled Substances, Look-Alikes, and Drug Paraphernalia.	ISS (up to 5 days) School Resource Officer Contacted/Involved Student, parent, principal conference. Behavior Plan Created Parent/Guardian Notified	ISS (up to 7 days) School Resource Officer Contacted/Involved Refer to the plan created or have conference and review/modify plan. Parent/Guardian Notified	ISS or OSS (up to 10 days) School Resource Officer Contacted/Involved Parent, student conference, and superintendent hearing. Parent/Guardian Notified
Possession and/or use of weapons. (Real, look-alikes, or toys) *All consequences dependent upon severity and intent.	ISS or OSS (up to 5 days) School Resource Officer Contacted/Involved Student, parent, principal conference. Behavior Plan Created. Parent/Guardian Notified	ISS or OSS (up to 7 days) School Resource Officer Contacted/Involved Refer to plan created. Parent/Guardian Notified	ISS or OSS (up to 10 days) School Resource Officer Contacted/Involved Parent, student conference, and superintendent hearing Parent/Guardian Notified