

North Butler Elementary
2023-2024
Student Handbook



Mark Olmstead, Superintendent
Mrs. Shellee Bartlett, Business Manager/Board Secretary
319-267-2205

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319-267-2212

It's Great to Be a Bearcat!

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North Butler Strategic Plan

VISION

Education to meet tomorrow's challenges

MISSION

The mission of the North Butler Community School District is to ensure a safe, positive, and student-centered learning environment which empowers all students to achieve lifelong personal excellence.

CORE VALUES

- The Bearcat Way - Be kind, be respectful, be responsible, and be safe
- Integrity - Follow the Bearcat Way even when it's difficult
- Excellence - Strive to be your best and continue to grow
- Empathy - Understand and be sensitive to others' backgrounds and feelings

CORE BELIEFS

- Students learn better in a safe, positive, and collaborative learning environment.
- Student learning is maximized by using data and research-based practices.
- Differentiating instruction, individualizing interventions, and providing enrichment are keys to high levels of learning.
- Learning is enhanced by a high level of engagement.
- A guaranteed and viable curriculum based on the Iowa Core ensures high levels of learning at each grade level.
- The school board, administration, staff, parents, students, and community members all play a critical role in the educational process.
- Learning is a lifelong process requiring a growth mindset.

NORTH BUTLER ELEMENTARY COLLECTIVE COMMITMENTS

- We will model kindness, respect, responsibility, and safety
- We will provide a safe, welcoming, and supportive environment
- We will use evidence to inform instruction and decision making
- We will cultivate relationships to provide high-quality learning experiences
- We will strive to inspire and draw out the best in each other to reach our full potential
- We will celebrate growth and successes
- We will never give up

GOALS

- To improve student achievement in math and reading in each grade level as measured by performance on district, state, and other assessments.
- To improve the learning environment by following the Bearcat Way as measured by performance on The Conditions for Learning Survey.

School Song: Go, North Butler! (Tune: Ohio State Fight Song)

Go, North Butler, fight you Bearcats,
Loyal fans are here.
Set the earth reverberating with a mighty cheer.
Go Bearcats!
Coaches players, we're back of you;
Win or lose we'll always be true.
Hail! Hail! North Butler High,
We will stand by the Gold and Blue.

School Colors: Navy Blue and Maize
School Mascot: Buddy Bearcat

North Butler Elementary Faculty and Staff

Board of Education

Laurie Shultz, President
Eric Bixby, Vice President
John Endelman
Amanda Hewitt
Heather Shook

North Butler Elementary Office Personnel

Mark Olmstead	Superintendent
Shellee Bartlett	Business Manager/Board Secretary
Jordan Stirling	Business Office Assistant
Tiffany McConnelee	Elementary Principal
Jodi Tanner	Elementary Secretary
Celsey Kelley	Elementary Guidance Counselor
Billie Buss	Curriculum Director
Emily Ascher	Health Para
Lindsay Landers	School Nurse

Transportation

Carol Cole	Bus Driver
Ken Dralle	Van Driver
Doug Bacheldohr	Bus Driver
Travis Holm	Director of Transportation/Grounds
Kevin Hummel	Bus Driver
Amanda Davis	Van Driver
Charlie Mosher	Bus Driver
Casie Stroberg	Bus Driver
Alanna Eberline	Bus Driver
Amanda Willadsen	Bus Driver

Custodians

Brad Hansen	Custodian/Maintenance
Kristi Anderson	Custodian
Deb Friedman	Custodian

Food Service

Holly McBurney	Nutrition Staff Manager
Abby Strickler	Head Cook
Robin Jacobs	Nutrition Staff
Rachel Pierce	Nutrition Staff

Associates

Emily Ascher
DeAnn Borglum
Amanda Davis
Rhonda Edeker
Rhonda Miller
Mystie Hummel
Deanne Martzahn
Bethani Shaul
Deb Friedman

Classroom Teachers

Kayla Schwarck	Four-Year-Old Preschool
Stacey Uhlenhopp	Transitional Kindergarten
Wendy Hansen	Kindergarten
Jamie Osterbuhr	Kindergarten
Taylor Salge	First Grade
Cassie Vieth	First Grade
Patti Hagen	Second Grade
Christie Ubben	Second Grade
Camie Crawford-Miller	Third Grade
Crystal Crawford-Miller	Third Grade
Janet Rinken	Fourth Grade
Ryan Black	Fourth Grade
Laura Ball	Fifth Grade
Jordan Vanderloop	Fifth Grade
Kirk Clark	Sixth Grade
Jocelyn Krueger	Sixth Grade

Specials Teachers

Susan Brackett	Band
Mary Junker	Media and Technology
Jo Purdy	Art
Corrine Thompson	Physical Education
Beth Trulson	Vocal Music

Special Education

Angie Christensen	TK-3 Special Education
Kristin Sherburne	K-6 Special Education

Special Programs

Melissa Lindaman	Student Success Coordinator
Melissa Vorhes	Instructional Collaborator/Title I
Gail Moyer	TAG

AEA Support Services

Kirstey Ewald	School Improvement Consultant
Sue Longcor	Reading/Language Arts Consultant
Amie Smith	Math Consultant
Amanda Sanderman	Science
Amanda Sanderman	TAG Consultant
Keith Halverson	Social Studies Consultant
Annalisa Miner	ELL Consultant
Allyssa Pape	Early Childhood Consultant
Mardith DeGroot	Early Childhood Special Educator
Lori Sojka	Team Representative
Natalie Derifield	Speech Language Pathologist
Jane Bohnenkamp	Audiologist
Jill Kraai	Itinerant Teacher of Deaf and Hard of Hearing
Ashley Jenn, Vivian Ramsey	Itinerant Vision Teacher
Kim Sommermeyer	Occupational Therapist
Melissa Sadler	Orientation & Mobility Specialist
Alison Moses	Physical Therapist

Academics

North Butler Elementary has adopted the Iowa Core Standards for instruction. Visit <https://www.educateiowa.gov/iowacore> for more information.

School Supplies

School supply lists for North Butler Elementary School are available at local vendors, newspapers, our school website and social media. Donated school supplies are available to families upon request by contacting the elementary office or school counselor.

School Fees-Waiver of Fees

The school district may charge fees for certain items as provided by law. Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the Business Manager, Shellee Bartlett (319-267-2205), for a waiver form. This waiver does not carry over from year to year and must be completed annually.

Curriculum

Reading/Writing/Language Arts: North Butler Elementary School is implementing the Iowa Core Curriculum in Literacy. The Core focuses on reading, writing, listening and speaking, as well as foundational skills. NBE is using Amplify CKLA which incorporates research based instructional strategies to meet the rigorous expectations of the Iowa Core. Within the content areas students are encouraged to read and write like historians, mathematicians, or scientists.

Mathematics: North Butler Elementary School is implementing the Iowa Core Curriculum in Mathematics. The Core focuses on both mathematical understanding and procedural skill. To meet the rigorous expectations of the Iowa Core, NBE is using Everyday Math, along with other various supplemental resources to provide rich mathematical and problem-based instructional tasks. Considerable time is given to the application and use of math skills, problem solving, and quantitative reasoning.

Social Studies: North Butler Elementary School uses MacMillan McGraw-Hill Social Studies in grades K - 4 and Pearson in grades 5-6, along with various supplemental resources for instruction.

Science: Grades K-3 use Mystery Science units which are aligned to the Next Generation Science Standards along with various supplemental resources for instruction. Science units from STEMscopes are used in grade 4-6. Use of inquiry and investigation techniques help students develop science concepts for themselves.

Physical Education and Health: Physical education is a basic requirement for all elementary students. Physical development and body control are basic to the instructional program. Fitness and skills are stressed through organized units featuring individuals as cooperative games and movement activities. If a physician feels that a student should not participate or should only participate on a limited basis, parents/guardians must obtain a note from the physician with all restrictions noted and give this to the elementary office. Once the student is cleared by their physician to return to all activities, a clearance note must be given to the elementary office. In the case of an unexpected injury or illness, the school nurse or health para may determine if a student is unable to participate in PE activities.

Art: North Butler Elementary's art program foster's creative expression, artistic development, development of critical skills and the appreciation of art through various mediums. Students learn the historical and cultural contexts for works of art. They develop their skills in producing art. They enrich their understanding of the nature of art. They develop their ability to analyze, problem solve, critique and make informed judgments about art. Students are exposed to many forms of visual art, including painting, drawing, designing, printmaking, and constructing three-dimensional artwork.

Media: North Butler Elementary's library media program is an extension of the classroom. Information skills are taught and learned within the context of classroom curricula and encourage learning through active participation. Skills taught include locating, analyzing, evaluating, interpreting, and communicating information and ideas. Technology skills and digital citizenship are also incorporated into instruction.

Book and library materials checkout:

Students may check out books for a 1 week period. Titles may be renewed twice.

- Prek & K-1 book limit
- 1st through 6th grade-2 book limit
- Books must be brought back before new ones are checked out. The elementary library does not charge daily fines for late books. Reminders will be sent home for late books.
- Library headphones are reserved for testing purposes only and are not intended for personal use. A student and their family will be charged for any headphones they have not returned.
- If a book is damaged, bring it to the library and let us fix it (we use special materials).
- If the book is not repairable, the student and their family will be charged a replacement cost.
- If a book is lost, the student and their family will be charged a replacement cost.
- In the event of an unusual flu season, pandemic, or other events, the protocol for checking out books may be stopped or modified for a time.
- Return and handling of books and library materials:
 - Books and library materials that are returned may be placed in the designated area within classrooms or placed in the Media Center Drop Box.
 - If off-site learning is required, please watch for announcements concerning procedures for returning library books and materials.
 - During times of pandemic, books must be placed in a plastic sack and remain in a quarantined area for the appropriate amount of time.

Music: Vocal music is taught in preschool through grade six. This is a progressive program that builds throughout the elementary years. Students learn about rhythm, language, movement, ensemble and instrument playing. Musical concepts are explored through singing, playing rhythms, listening, moving and performing on rhythm instruments. Concepts and skills taught in one grade are the foundation for learning in the next grade. Throughout the school year, each grade level is showcased in musical performance. These fine arts performances are an opportunity to demonstrate what students are learning. Each child plays an important role in the performance. Please check the school's calendar for the dates of fine arts performances.

Band: North Butler School District offers instrumental music for grades 5-12. Interested students can select an instrument in the spring of their 4th grade year. Students who enroll, should plan to follow through with their decision to participate, for the duration of the school year. If circumstances indicate a need to drop band before the school year ends, the student, parent/guardian, band instructor, and principal will meet to discuss the situation and make a decision.

Recess

Exercise and recess offer numerous academic and wellness benefits. For this reason, recesses are scheduled several times during the day. Students will go outdoors for recess unless the temperature or wind chill factor is below zero degrees, it is raining, storming, or the playground is extremely wet or icy. When these situations occur, children will play in the gym or have recess in their classrooms. Staff on duty will make the decision if students need to come in early. Children will need weather-appropriate outerwear for outdoor recess.

Homework

Most school work is completed during the school day. However, there are times when homework will be assigned to reinforce and extend skills taught in school. Homework may involve preparing for a test, working on a piece of writing, reading a book, reviewing math problems, or another task. If homework questions or concerns arise, reach out to your child's teacher.

Field Trips

Field trips are extensions of the curriculum. To participate, a permission form, signed by a parent/guardian is required. From time to time, parent volunteers may be needed. Volunteers will need to have school background checks completed prior to the trip. No younger (preschool) or older siblings (school age) will be allowed to attend field trips.

Assessments

In order to meet the unique needs of every student, teachers use a combination of tools to monitor student progress (i.e. observations, student work samples and projects, anecdotal notes, student self-assessments, rubrics, quizzes, traditional tests, and more). Other assessments include:

Teaching Strategies GOLD® (for preschool) is an authentic observation-based assessment system which blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success including, Social–Emotional, Physical, Language, Cognitive, Literacy, Mathematics, The Arts, Science and Technology.

FastBridge Assessments (for grades K-6) address three critical areas of learning -reading, math, and behavior. The assessments, given in the Fall, Winter, and Spring, help identify how students are progressing. FastBridge places student scores into four categories:

- College Pathways - students who are on-track for college and career success.
- Low Risk - students who are at low risk of falling behind their peers.
- Some Risk - students who are at some risk of falling behind their peers.
- High Risk - students who are at high risk of falling behind their peers.

FastBridge Assessments used by NBE include:

earlyReading (for TK-1): This assessment is designed to assess skills associated with kindergarten and first-grade reading achievement. It is intended to enable screening and progress monitoring across four domains (Concepts of Print, Phonemic Awareness, Phonics, and Decoding). It provides domain-specific assessments of these component skills, as well as a general estimate of overall reading achievement.

aReading (for grades 2-6): This assessment is a simple, efficient, computer adaptive measure of reading skills. Students take this test on their Chromebooks. aReading is a computer adaptive measure of broad reading ability individualized for each student.

CBMreading (for grades 1-6): This is an evidence-based assessment used to screen and monitor student progress in reading competency. Students read aloud for one minute from grade – or instructional -- level passages. The words read correctly per minute (WRCM) functions as a robust indicator of reading development and as a sensitive indicator of intervention effects.

earlyMath (for TK-1): This measure is designed to screen and monitor early numeracy skills. Early numeracy skills are measured within three domains (number, relations and operations) and include: naming numerals, using the mental number line, counting with one-to-one correspondence, understanding the relation between numerals and quantities, composing and decomposing numbers, basic verbal fact fluency, an understanding of place value, and knowledge of symbols in story problems.

aMath (for grades 2-6): This assessment is a simple, efficient, computer adaptive measure of math skills. Students take this test on iPads or Chromebooks. It is designed to identify students with deficits in math achievement and predict performance on state accountability measures. Used for universal screening and instructional leveling, it provides skill-based diagnostic reports of strengths and weaknesses.

MAP Suite: The assessments in the MAP Suite are used K-6 to show student progress toward mastery of standards in literacy, math, and science. They provide a measure of student growth, what they're ready to learn, and the specific skill gaps they need to master.

The Iowa Statewide Assessment of Student Progress (ISASP): The ISASP is a series of assessments in Reading, Language and Writing, Math, and Science developed by Iowa Testing Programs at the University of Iowa for the state of Iowa. Students in grades 3-6 take these assessments once a year (typically in the spring). Tests are aligned with the Iowa Core standards and designed to provide a clear and accurate assessment of student learning outcomes.

Grading

Students will receive progress reports at the end of each trimester. North Butler Elementary uses standards-based grading. Traditional grading averages all of the work and other subjective factors that a student has done over a grading period. The primary goal of standards-based grading is to better communicate what each student knows and is able to do according to district and state content standards and to separately assess the influence of positive and consistent work habits on student learning. For this reason, we will report proficiency and work habits/social skills separately in order to give a more accurate report of student progress. Standards-Based Grading:

- Clearly communicates expectations ahead of time
- Solely focuses on what students know and are able to do.
- Assesses a student's overall work and their most recent work so it really tells us what a student has learned and what they now know rather than what they knew walking into the class.
- Measures a student's progress toward mastery of a grade-level benchmark. For example, a score of (3) is defined as meeting or exceeding a grade level standard and indicates that a student has demonstrated mastery of the skill/concept.
- Individualized feedback is an essential component of standards-based grading. Narrative comments will be included on the student report card.

Grading Key
3 = Meets or exceeds grade level expectations for this standard
2 = Is approaching mastery of the standard
1 = Requires more time and experience; shows limited mastery of the standard
NA = Standard has not been assessed (Will be taught/assessed by the end of the year)
Work Habits and Social Skills
S = Satisfactory W=Working to improve

North Butler Elementary MTSS Process

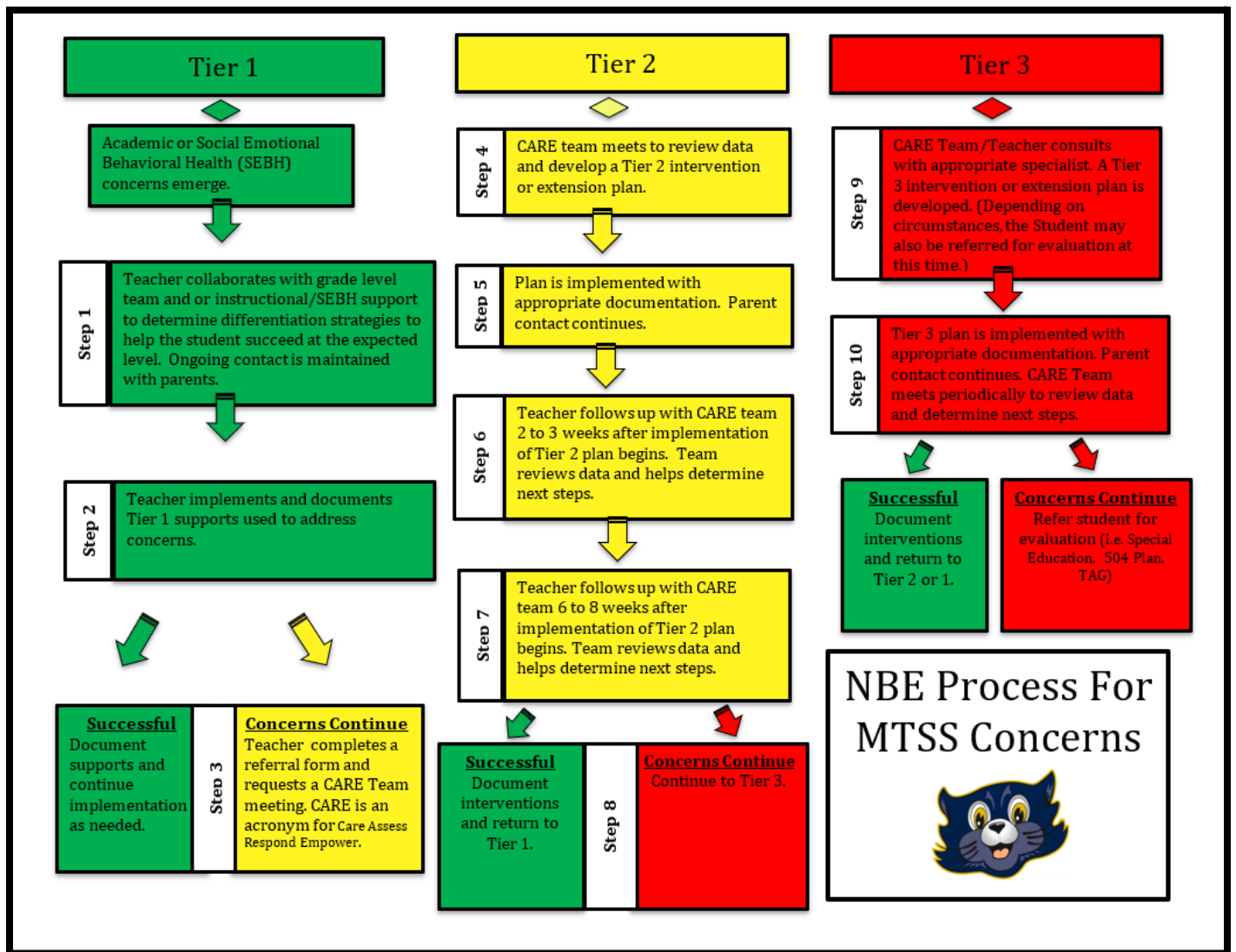
NBE utilizes a Multi-Tiered System of Supports (MTSS), a decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students. NBE educators study school assessment data and use the MTSS framework to plan and differentiate instruction. The MTSS framework offers three tiers of support.

Tier 1: NBE strives to maintain a healthy learning environment grounded in differentiation and effective instruction. Tier 1 instruction, provided to all students, is differentiated as needed with flexible small groups, reteaching, and enrichment. Universal screenings are used to monitor progress. NBE's goal is to have 80% or more of enrolled students demonstrate grade-level proficiency within this tier.

Tier 2: Five to twenty percent of students may need supplemental interventions (extra help) or extensions (acceleration or enrichment). This help, provided in addition to Tier 1 support, is guided by NBE's Care, Assess, Respond, Empower (CARE) team, includes instruction within a small group of 6 or fewer members aligned to specific needs/skills with weekly progress monitoring. (i.e. Title I reading groups, social skills groups, enrichment groups, Checking In and Out with a teacher mentor.)

Tier 3: One to five percent of NBE's Bearcats may need intensive interventions or extensions. This help, guided by NBE's CARE Team and specialists, provided in addition to Tier 1 and 2 supports, includes intensive instruction within a small group of 3 or fewer members aligned to specific needs, with weekly progress monitoring (i.e. may include but is not exclusive to special education, TAG, or a 504 plan).

NBE has a process to assist students experiencing academic, social, emotional, or behavioral health (SEBH) concerns. Initially, teachers employ a variety of teaching tools and strategies to help the student to perform at expected levels. Parents are contacted to inform them of the concern and are invited to provide additional support at home to assist their child. If concerns continue, the teacher will bring the concern to the building CARE team, consisting of the building principal, guidance counselor, resource teachers, Title I teacher, AEA personnel, and other grade level teachers. This team assists with the process of providing interventions when students need interventions or extensions. The process involves scheduled monitoring of student progress in the area of concern. The team reconvenes to determine whether the intervention or extension has been successful. In some situations, students may be considered for support outside of general education (i.e. special education TAG, or a 504 plan). Home/School communication will be maintained for progress updates, planning, and decision-making purposes. The flowchart and illustration below help illustrate the process:



Learning Supports

Guidance and Counseling Services: NBE’s guidance and counseling program is designed to meet the unique needs of the elementary-age student. NBE’s counselor offers a number of guidance services aimed at personal development and school adjustment. This includes large and small group instruction related to social emotional behavioral health as well as individual counseling. Butler County Pathways counseling services are also available on site. Parents/Guardians wishing to refer a student for Pathways services should call Butler County Pathways at 319-267-2629.

Homelessness: Homeless children and youths have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. Preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act. Please contact NBE’s homeless liaison, Samantha Ward for more information by calling 319-267-2212.

Limited English Proficiency: The North Butler Community School District will identify, assess, and place students with limited English proficiency in age-appropriate environments with an individualized plan and support systems until they are able to speak, read, write, and comprehend English according to state guidelines.

Special Education Services: NBE has resources to meet students’ needs. Special education teachers, in cooperation with parents, classroom teachers, and related area education agency members, identify children having special needs and develop individualized education plans (IEPs) appropriate for each individual child. Some students’ special needs are met in the regular classroom on a consultative basis with the special education teacher while others are served in a collaborative classroom and/or receiving pullout services.

Speech-Language Services: One of the special services available at NBE is speech/language therapy. The speech-language pathologist who is assigned to our buildings by Central Rivers Area Education Agency is available to provide consultation, evaluation and direct service in all areas related to speech, language and communication skills. These services are available at no charge for children from birth to age 21.

Talented and Gifted Learning Program: NBE's TAG program supports the strengths and needs of gifted learners by helping them develop their talents, promote self-direction, and encourage life-long learning. Students can be recommended for TAG by a classroom teacher, parent/guardian, or the principal.

In alignment with best practices for identification, multiple criteria are examined to determine students in need of additional differentiation through NBE's gifted and talented programming. The following criteria are examined:

- Documentation from student, teacher, parent interview/referral are evaluated for evidence of upper level thinking skills and problem solving skills.
- Student work samples are evaluated for evidence of upper level thinking skills and problem solving skills.
- Achievement data - Measure of Academic Progress (MAP) assessment for K-6 and the Iowa Statewide Assessment of Student Progress (ISASP) for grades 3-6 are evaluated for evidence of advanced achievement.
- Ability Data - Cognitive Abilities Test (CogAT) results are evaluated for evidence of high ability.

NBE's Multi-tiered System of Support Process (MTSS) is used to identify students that need acceleration beyond grade level core instruction and/or involvement in TAG programming. In general, this is how the process works:

- The classroom teacher provides core instruction, including opportunities for differentiated small groups and varied independent practice based on student needs.
- The teacher records or documents student evidence demonstrating a need for enrichment beyond core concepts and skills. Parents/guardians are contacted and two-way communication is maintained throughout the process.
- If the classroom teacher, in collaboration with other members of the NBE teaching staff, determines that the student needs further acceleration opportunities, the teacher makes a referral to NBE's CARE Team.
- The CARE Team analyzes data to determine the type of acceleration best suited to meeting the student's needs.
- A plan is developed to determine when and who will implement the acceleration plan, a follow-up meeting is scheduled, and the plan begins.

Title I: Title I is a federally funded program for children needing extra support in reading. NBE's program, taught by a specially trained reading teacher, provides supplemental small group instruction for students in grades K-6. In alignment with best practices for identification, multiple criteria are examined to determine students in need of additional differentiation through NBE's Title I reading program. The following information is considered:

- Documentation from Teacher and/or Parent Referral/Interview
- Classroom observations, work samples, and assessments
- District assessment data (FastBridge Assessments, Measure of Academic Progress (MAP) Assessment)
- Title I Teacher screening results (Fountas and Pinnell Benchmark Assessment, Phonemic Awareness and Phonics Assessments)

NBE's Multi-tiered System of Support Process (MTSS) is used to identify students that need support in reading beyond grade level core instruction. In general, this is how the process works:

- The classroom teacher provides core instruction, including opportunities for differentiated small groups and varied independent practice based on student needs.
- The teacher records or documents student evidence demonstrating a need for extra reading support. Parents/guardians are contacted and two-way communication is maintained throughout the process.
- If the classroom teacher, in collaboration with other members of the NBE teaching staff, determines that the student needs extra support, the teacher makes a referral to NBE's CARE Team.
- The CARE Team analyzes data to determine the type of support best suited to meet the student's needs.
- A plan is developed to determine when and who will implement the intervention plan, when the follow-up meeting will occur, and the plan begins. In some situations, participation in a Title I reading group will be recommended.

Admission, Attendance, and Enrollment

Admission Requirements

Children who turn four on or before September 15 are eligible to enroll in NBE's four-year-old preschool program. Proof of date of birth, a current physical, and proof of immunizations, (or valid certificate of religious or medical exemption) will be needed for fall registration.

A child enrolling in kindergarten or transitional kindergarten must be at least 5 years old on or before September 15th of the year in which they wish to enroll. Evidence of age in the form of a birth certificate or something comparable must be provided before students can begin classes. It will be within the discretion of the superintendent or the superintendent's designee to determine what is satisfactory evidence for proof of age.

Prior to enrollment, the child must provide the administration with a completed health and immunization certificate. These forms are available in the school office. Iowa law requires that all students have on file a record of immunizations, developmental physical exam, blood level screening for lead, dental screening, and birth certificate. Students transferring to Iowa from out of state have two weeks to meet the requirement. Iowa law indicates that those who fail to have such a record or who fail to secure a waiver for either medical or religious reasons are to be excluded from attendance until such time as the record is on file. Community action provides a dental screening for NBE students twice a year, AEA 267 provides hearing tests, and the Lions Club provides vision tests.

Additional information required for enrollment includes a current home address, telephone number, place of employment, language spoken at home, medical information, medication taken at home or at school, and emergency telephone numbers. If any of this information changes during the school year, please notify the office, so accurate information is on file.

Attendance Expectations

A child who has reached the age of six and is under sixteen years of age by September 15th is of compulsory attendance age. It is important that children attend school daily and arrive on time. Schools are held accountable for student attendance. We recognize that children do get ill, have appointments, and have family obligations from time to time. Parents and students alike are encouraged to ensure an absence from school is a necessary absence. Students shall attend school unless excused by the principal of their attendance center. Truancy is the act of being absent without a reasonable excuse. In the case of excessive absences (15 unexcused absences or more), the school district will consider it truancy and will be obligated to contact the County Attorney and/or the Department of Human Services. It is a parent's responsibility to see that children attend school regularly and the school's responsibility to notify public officials if those requirements are not being met. The district will be in contact with parents/legal guardians concerning unexcused absences through phone calls and letters. It is our hope to assist with improving attendance prior to contacting county officials.

Custody Information

In situations where child custody and parental contact are of concern, documentation of the most recent court order addressing the custodial concerns must be on file in the office. The rights of each parent in regards to their child/children's educational program and ability to make contact with them before, during, or after school while in the care of school employees, will be determined from the contents of the documents provided. Unless a court order is on file with us, we must provide equal rights to both parents

Legal Status of a Student

If a student's legal status, such as the student's name or the student's custodial arrangement, should change during the school year, the parent or guardian must notify the school district. The school district needs to know when these changes occur to ensure that the school district has a current student record.

Open Enrollment

Iowa's open enrollment law allows students residing in one school district to request a transfer to another school district upon the parent's request. The parent/guardian must complete an application form that is available in the superintendent's office. The completed form must be filed with both the resident and receiving district by March 1 of the year preceding the school year for which open enrollment is desired for students entering grades 1 through 12 unless there is good cause. The deadline for kindergarten students is September 1. Open enrollment may result in loss of athletic eligibility for students open enrolling. The general rule is that the parent/guardian is responsible for transporting the student to and from the receiving district. Please contact the Superintendent's office for more information or questions.

Student Transfers

The school district automatically transfers a student's records to a new school district upon receipt of a written request from the new school district for the student's records. Parents notified that the student's records have been sent are given an opportunity to view the student's records that were sent and the right to a hearing to challenge the content of the students' records that were sent. Parental consent is not necessary to forward a student's records to a student's new school district or for the school district to request them from a student's previous school district. When a new student transfers into the school district, the student's records are requested from the previous school district.

Behavioral Expectations

North Butler Elementary uses a behavior management system called PBIS (Positive Behavior Interventions and Support) to create a safe, positive learning environment. It is our goal to create an atmosphere for learning by setting clear expectations and directly teaching students expected behaviors. Students will be encouraged to understand the impact of their behavior, take responsibility for their actions, and take steps toward making things right. The emphasis will always be on learning and developing the belief that with effort we can grow and expand our capabilities.

PBIS (Positive Behavior Interventions and Supports) is a system of tools and strategies for defining, teaching, and acknowledging appropriate behavior, as well as correcting inappropriate behavior.

- PBIS methods are research-based and have been proven to significantly reduce the occurrence of problem behaviors.
- Staff members model and role-play in order to teach, re-teach and reinforce expected behaviors. Students are provided with multiple practice opportunities.
- NBE's PBIS team has developed a behavior matrix which outlines expected behaviors called "The Bearcat Way" (Be Kind, Be Respectful, Be Responsible and Be Safe.) Each expectation is broken down into different categories along with an explanation of how each expectation should look within a specific setting.
- NBE's PBIS team has developed a voice level chart showing how loud students/staff should talk in school settings.

0 =No talking

1 = whisper (one person can hear you)

2 = normal voice (a small group can hear you)

3 = loud voice (everyone can hear you)

Bearcat Way Expectations					
Setting	Voice Level	Be Kind	Be Respectful	Be Responsible	Be Safe
Cafeteria	0 - 2	*Stay in your own space *Use kind words *Use manners *Say please/ thank you *Be helpful *Welcome others to table	*Use appropriate words *Keep table/floor clean *Eat from your own plate *Say please/thank-you *Use utensils correctly *Look at the food service worker to say what you want/need *Listen to adult in charge *Follow guidelines	*Clean up your area table and floor. *Wait your turn in line *Put away utensils and empty and stack tray carefully and neatly *Use time wisely *Use line basics	*Walk *Hold tray with 2 hands *Stay in your own space *Keep food on plate *Sit correctly *Leave room between people *Take first milk and utensil that you touch
Setting	Voice Level	Be Kind	Be Respectful	Be Responsible	Be Safe

Playground	0 - 3	<ul style="list-style-type: none"> *Invite others to play *Use kind language *Take turns *Report if someone needs help *Be friendly 	<ul style="list-style-type: none"> *Use kind words/actions *Include others *Play fair and be a good sport *Take turns and share *Bullying is NEVER ok, if you see it get help *Listen to all adults in charge *Use equipment appropriately 	<ul style="list-style-type: none"> *Line up right away when recess is over *Bring in all equipment *Be a problem solver *Be weather ready *Use line basics *Put outdoor items on before you go outside 	<ul style="list-style-type: none"> *Walk to and from class and playground *Hold all playground equipment while walking back to class *Leave rocks/snow on the ground *Use equipment safely *Report problems and injuries to nearest adult *Follow the golden rule
Hallway	0 - 1	<ul style="list-style-type: none"> *Pick up items off the floor *Use "line basics" for a line with a purpose; for other passing acknowledge others you meet 	<ul style="list-style-type: none"> *Be aware of others *Be quiet *Acknowledge someone passing. *Keep an arm length between you/others *Keep arms at your side & stay in your own space 	<ul style="list-style-type: none"> *Stay in line *Listen to adult in charge *Follow guidelines *Keep arms side and stay in your own space *Manage your own locker area 	<ul style="list-style-type: none"> *Always walk *Keep to the right *Keep hands at your sides *Stay in your own space
Assemblies	0 - 2	<ul style="list-style-type: none"> *Be open to sitting by new people *Make appropriate choices 	<ul style="list-style-type: none"> *Enter and exit quietly and orderly *Listen to the speaker *Sit appropriately *Sit quietly in your own space with your class *Keep feet still/quiet 	<ul style="list-style-type: none"> *Pay attention to the speaker or performance *Be patient 	<ul style="list-style-type: none"> *Walk *Show a calm body *Wait and follow adult directions
Setting	Voice Level	Be Kind	Be Respectful	Be Responsible	Be Safe
Bus	0 - 2	<ul style="list-style-type: none"> *Invite others to sit with you *Use manners *Follow bus drivers' expectations 	<ul style="list-style-type: none"> *Follow driver and adult directions *Use appropriate language *Share seats *Be kind *Find your seat and sit right away 	<ul style="list-style-type: none"> *Sit back to back and seat to seat *Keep feet on floor *Keep bus clean *Keep body inside the bus 	<ul style="list-style-type: none"> *Keep feet out of aisle *Stay in your seat at all times *Enter bus in a single file line *Get permission to open windows/don't draw on or play with windows *Listen to your driver *Wait to eat/drink until after the bus ride *Report problems/danger *Keep belongings in your bag or to yourself *Make eye contact with driver before crossing
Restroom	0 - 1	<ul style="list-style-type: none"> *Flush *Use a soft voice *Wait your turn *Use kind words *Use time wisely 	<ul style="list-style-type: none"> *Give people privacy *Take turns and wait patiently *Use bathroom materials properly 	<ul style="list-style-type: none"> *Flush toilets *Dispose of trash properly *Wash hands *Use 1 pump of soap and 3 towels 	<ul style="list-style-type: none"> *Walk *Keep water/soap in the sink and off the floor *Report problems *Put paper towels in the trash

Classroom	0 - 2	<ul style="list-style-type: none"> *Listen when others are speaking *Be encouraging to others *Be happy for others *Offer to help *Use kind words 	<ul style="list-style-type: none"> *Be kind to classmates *Raise your hand and wait for a turn to speak *Listen when others speak and seek to understand what is being said *Listen to all instructions and directions *Accept differences 	<ul style="list-style-type: none"> *Complete all assigned tasks *Be on time *Be prepared and have all necessary materials 	<ul style="list-style-type: none"> *Keep hands and feet to self at all times *While seated keep 2 feet and 4 chair legs on the floor *Walk at all times *Manage work area
Remote Learning	0 - 2	<ul style="list-style-type: none"> *Use kind words *Listen when others are speaking *Offer to help 	<ul style="list-style-type: none"> *Listen to others and seek to understand what is being said *Accept differences *Politely ask for help *Ask for permission from parents or trusted adults before sharing any pictures or videos. *Respect copyright rules 	<ul style="list-style-type: none"> *Take good care of learning materials and devices *Participate and strive to learn *Be prepared: <ul style="list-style-type: none"> • Begin with device fully charged. • Have needed materials ready and organized *Stand or sit with a wall behind you to protect family privacy 	<ul style="list-style-type: none"> *Complete work with a trusted adult close by. *Keep login information and other personal information private. *When online, only visit approved sites *Tell a trusted adult right away if something seems unsafe or causes uncomfortable feelings
All Settings	Voice Level	Be Kind	Be Respectful	Be Responsible	Be Safe
	0 - 2	<ul style="list-style-type: none"> *Acknowledge others in a positive way. *Treat others the way you want to be treated. *Cover your cough and sneeze *Help someone before they ask. 	<ul style="list-style-type: none"> *Treat others the way you want to be treated *Include others *Use friendly language *Use good manners *Cover your cough and sneeze 	<ul style="list-style-type: none"> *Stand up for what you know is right *Tell when others are in danger *Take responsibility for your choices and attitude *Follow adult directions *Treat property of self and others with care 	<ul style="list-style-type: none"> *Settle conflicts peacefully with kind words *Keep bodies and feelings safe *Stay where an adult can see you *Cover your cough and sneeze

Bullying Prevention

North Butler Schools uses the Olweus (pronounced OI-VAY-us) Bullying Prevention Program (OBPP) as a tool to (1) reduce and prevent bullying behaviors among students, (2) to prevent the development of new bullying behaviors and (3) to improve peer relations at school. *The “Olweus Bullying Prevention Program is the most researched and best-known bullying prevention program available today. With over thirty-five years of research and successful implementation all over the world, Olweus is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting.” (OWLEUS Bullying Prevention Program Schoolwide Guide, printed and distributed by Hazelden, Center City, MN, copyright 2007)*

Olweus definition of bullying:

Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself. *Bullying is classified as a Major behavior.

1. Bullying is aggressive behavior that involves unwanted, negative actions.

2. Bullying involves a pattern of behavior repeated over time.
3. Bullying involves an imbalance of power or strength.

Bullying can take on many forms:

1. Verbal bullying including derogatory comments and bad names
2. Bullying through social exclusion or isolation
3. Physical bullying such as hitting, kicking, shoving, and spitting
4. Bullying through lies and false rumors
5. Having money or other things taken or damaged by students who bully
6. Being threatened or being forced to do things by students who bully
7. Racial bullying
8. Sexual bullying
9. Cyber bullying (via cell phone or Internet)

Bullying is Not Teasing

It might be hard to tell the difference between playful teasing and bullying. Teasing usually involves two or more friends who act together in a way that seems fun to all the people involved. Often they tease each other equally, but it never involves physical or emotional abuse.

Four Anti-Bullying Rules

1. We will not bully others.
2. We will try to help students who are bullied.
3. We will try to include students who are left out.
4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.

On-the-Spot Bullying Interventions:

- Step 1: Stop the bullying
- Step 2: Support the student who has been bullied
- Step 3: To the student(s) who bullied: Name the bullying behavior and refer to the four anti-bullying rules.
- Step 4: Empower the bystanders with appreciation if they were supportive to the student who was bullied or with information about how to act in the future.
- Step 5: Impose immediate and appropriate consequences for the student(s) who bullied.
- Step 6: Take steps to make sure the student who was bullied will be protected from future bullying.

*If bullying is suspected, it should be reported to the classroom teacher, NBE's at-risk teacher, school counselor, or building principal. The school counselor, at-risk teacher, and/or principal will investigate the situation. If the investigation reveals bullying is occurring, the offender will be issued a bullying contract which outlines behavior expectations, a possible instructional plan, and consequences. Parents will be notified of the plan for their child. Plans and consequences for other students will not be shared.

Class Meetings

Class meetings, together with class expectations, are among the most important components of the Olweus Bullying Prevention Program. Class meetings can vary a bit in structure but are typically conducted at least once a week, for 10 to 30 minutes. The purpose of these meetings is to

- build a sense of class cohesion and community
- teach the rules and consequences of bullying
- help students understand their role in bullying situations and how they can help students who are being bullied
- address issues about bullying as they arise
- address a variety of other issues

Documenting and responding to inappropriate behavior:

NBE uses a computer application called SWIS for documentation of behavior issues. Through documentation, we are able to target needs and plan lessons for students. Inappropriate behavior is classified as either minor or major.

- Minors - Inappropriate behaviors that are low in intensity and non-serious
Students receiving minors will be given opportunities to review and practice appropriate behaviors. The teacher may offer some additional supports or classroom consequences.
- Majors - Inappropriate behaviors that are serious, intense and potentially dangerous.
Students receiving majors will be directed to administration. The principal or designee will investigate the issue. The student will have the opportunity to tell his/her side of the story.

Major/Minor Behavior Matrix

Minor Teacher Managed	Major Administration Managed
Inappropriate Language	Inappropriate Language
Student engages in low-intensity instance of inappropriate language <ul style="list-style-type: none"> • Negative talk • Name calling • Swearing 	Verbal messages that include swearing, name-calling or use of words in an inappropriate way. <ul style="list-style-type: none"> • Blatant swearing • Offensive/harassing language Student delivers disrespectful messages (verbal/non-verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Messages include negative comments based on race, religion, gender, age, and/or national origin, disabilities or other personal matters.
Disruption	Disruption
Student engages in low-intensity, but inappropriate disruption <ul style="list-style-type: none"> • Making noises • Excessive talking/Talking out • Bothering others • Hands/feet not in control 	Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior. <ul style="list-style-type: none"> • Screaming/yelling/excessive unnecessary noises • Loss of ability to manage own behavior/emotions • Teacher cannot teach • Students cannot learn • Leaving school setting without permission
Physical Aggression	Physical Aggression
<ul style="list-style-type: none"> • Mild unnecessary physical contact of any kind (pushing, shoving, bumping, play fighting, mild body contact, etc.) • Invading personal space purposefully 	Actions involving physical aggression with high potential for injury: <ul style="list-style-type: none"> • Hitting, shoving, kicking, hair pulling, scratching, spitting, fighting, biting, etc.
Defiance / Disrespect / Noncompliance	Defiance / Disrespect / Noncompliance
<ul style="list-style-type: none"> • Student engages in brief or low-intensity behavior • Failure to respond to adult requests/Uncooperative • Not working/Unfinished work • Not participating in group work • Making faces, rolling eyes, huffing, sighing etc. • Arguing-Inappropriate response to teacher request • Cheating/Lying 	Repetitive minor incidents that typical classroom/recess consequences are not addressing <ul style="list-style-type: none"> • Blatant insubordination • "F-you" flipping off, etc. • Blatant cheating, plagiarism • Refusal to follow directions • Leaving the classroom without permission
Teasing / Taunting	Harassment / Bullying
<ul style="list-style-type: none"> • Repeated remarks of a demeaning nature (name calling, spreading rumors, embarrassing someone, shaming, etc) • Intentionally blocking the path of others • Threatening to hurt others through actions or words 	<ul style="list-style-type: none"> • Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim (demeaning jokes, repeated demeaning remarks, stories, activities, etc.) • Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim • Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment

	<ul style="list-style-type: none"> Remarks about race, ethnicity, or religion directed at oneself or one's own race ethnic group or religion
Property Misuse/Damage	Property Misuse/Damage
<p>Student engages in low-intensity misuse of property Minor vandalism (writing on school property, leaving trash, ect.) Taking minor items</p> <ul style="list-style-type: none"> Spitting (objects/ground) 	<p>Student is in possession of, having passed on, or being responsible for removing someone else's property (Stealing major items) Student deliberately impairs the usefulness of property. Student participates in an activity that results in substantial destruction or disfigurement of property.</p> <ul style="list-style-type: none"> Vandalism (breakage) Defacing property
Possession of a Controlled Item	Possession of a Controlled Item
<ul style="list-style-type: none"> Possessing picture or graphic of questionable content 	<ul style="list-style-type: none"> Possessing a gun, knife, other weapon, matches, lighters, combustible items, or any item capable of causing bodily harm or property damage Possessing pornographic material Possessing or using alcohol, tobacco, tobacco products, e-cigarettes, any vaping materials, drug paraphernalia, or other unapproved items on school grounds
Technology Violation	Technology Violation
<ul style="list-style-type: none"> Inappropriate use of school issued computers devices (photos, messaging, social media) Watching inappropriate videos Playing video games with violence/adult content/etc. Unauthorized downloading Cell phone is out and/or in the hands of the student during the school day (8:05 AM - 3:20 PM) 	<ul style="list-style-type: none"> Using computer/device to threaten, bully, harass, or intimidate another Using technology to access inappropriate sites Refusing to give up the cell phone/device

Note: The list above is not intended to be an all-inclusive list of behavior issues or violations. The list serves as a guide for administration to determine consequences for actions.

Consequences for both minors and majors will be individualized to meet student needs and provide:

- ★ Teaching opportunities that target the function of the behavior and help the student learn appropriate behavior.
- ★ Opportunities for the student to reflect on the choices they made and the impact on themselves and others.
- ★ Opportunities for the student to restore relationships between themselves and stakeholder(s) they have affected due to the behavior incident.

Matrix of Office Managed Consequences

Major (Administration Managed)	Possible Consequences Note: The list below serves as a guide for administration to determine consequences for actions. Adjustments and modifications may be made to meet the needs of individual students. Disciplinary actions for the violations listed or any other violations not listed are at the discretion of the North Butler Administration.
Inappropriate Language	<ul style="list-style-type: none"> Verbal messages that include swearing, name-calling or use of words in an inappropriate way Blatant swearing Offensive/harassing language <p>Student delivers disrespectful messages (verbal/non-verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Messages include negative comments based on race, religion, gender, age, and/or national origin, disabilities or other personal matters.</p>

<p>First or Second Offense</p>	<p>Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened, take a role in defining the problem, identifying stakeholders, and determining next steps.</p> <p>While accompanied by principal or designee, the student will complete a task to explore the impact of using inappropriate language:</p> <p>Ideas: *Interview others around school on how hearing someone else use inappropriate language makes them feel. Afterwards student will discuss and interpret the collected data. *Create a list of school appropriate words or phrases for expressing an intended message. *Practice using school appropriate phrases. Parents will be contacted. If possible, the student will participate in a phone conversation with parents/guardians.</p> <p>*If the principal feels the situation warrants it, the consequence may be moved to that of a second or third offense.</p>
<p>Third Offense</p>	<p>Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened.</p> <p>Student will meet with appropriate staff members and/or principal to make a plan with a goal, a series of age appropriate instructional sessions with practice for replacing inappropriate language with school appropriate language. The student will participate in monitoring his/her own progress toward the goal. The positive effects of meeting this goal will be discussed and the student will choose a way to acknowledge achievement.</p> <p>Every time a student uses inappropriate language, he/she will spend time practicing a school appropriate way to express the message.</p> <p>At the conclusion of instruction, the student will complete a task demonstrating evidence of learning.</p> <p>Parents will be contacted. If possible, the student will participate in a phone conversation with his/her parents/guardians.</p>
<p>Fourth Offense</p>	<p>Student will be referred to NBE's CARE team for more support.</p> <p>A meeting with parent/guardian, principal, and appropriate staff members will be planned. A draft of the intervention plan prepared by the CARE team will be shared for further development. If deemed appropriate, the student will participate in the meeting.</p> <p>Depending on circumstances, the student may lose school privileges (i.e. a chance to participate in a field trip or a school event and so on). Discipline could also include an after school detention, in school suspension, or out of school suspension.</p>
<p>Disruption</p>	<p>Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</p> <p>*Screaming/yelling/excessive unnecessary noise *Loss of ability to manage own behavior/emotions *Teacher cannot teach/Students cannot learn *Leaving school setting without permission</p>
<p>First or Second Offense</p>	<ul style="list-style-type: none"> ● If warranted, NB's law enforcement liaison may be contacted. ● If student safety is being compromised, CPI trained staff members will use approved de-escalation techniques. ● Student will be given time to regain control in a quiet reset area. ● Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened, take a role in defining the problem, identifying stakeholders, and determining next steps. ● The student will take responsibility for making restitution for damaged items, feelings that have been hurt, a mess that has been made, missed work, learning or schedules have been disrupted and so on—whether accidentally or intentionally. Restitution will be carried out at a time deemed appropriate by the principal and those involved. ● The student will deliver a written or verbal apology to those who were impacted. ● The student will complete a reflection on the impact of his/her behavior on him/herself and

	<p>others. The student will make a list of appropriate behaviors for next time.</p> <ul style="list-style-type: none"> ● Parents will be contacted. If possible, the student will participate in a phone conversation with a parent/guardian.
Third Offense	<ul style="list-style-type: none"> ● If warranted, NB's law enforcement liaison may be contacted. ● If student safety is being compromised, CPI trained staff members will use approved de-escalation techniques. ● Student will be given time to regain control in a quiet reset area. ● Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. ● The student will take responsibility for making restitution for damaged items, feelings that have been hurt, a mess that has been made, missed work, learning or schedules have been disrupted and so on—whether accidentally or intentionally. Restitution will be carried out during a time deemed appropriate by the principal and those involved ● Student will meet with principal or designee and appropriate staff members to make a plan with a goal, a series of instructional sessions on managing behavior and a self-assessment for a period deemed appropriate by the teacher and principal. ● The positive effects of meeting this goal will be discussed and the student will choose a way to celebrate achievement of his/her goal. ● Parents will be contacted. If possible, the student will participate in a phone conversation with a parent/guardian.
Fourth Offense	<ul style="list-style-type: none"> ● If warranted, NB's law enforcement liaison may be contacted. ● Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. ● Student will be referred to NBE's CARE team. ● A meeting with parent/guardian, principal, and appropriate staff will be planned. A draft of the Intervention plan developed by the CARE team will be shared. Parent input will be encouraged during this meeting. If deemed appropriate, the student will attend. ● Depending on circumstances, the student may lose school privileges (i.e. a chance to participate in a field trip or a school event and so on). Discipline could also include an after school detention, in school suspension, or out of school suspension.
Physical Aggression	<p>Actions involving physical aggression with high potential for injury:</p> <ul style="list-style-type: none"> ● Hitting, shoving, kicking, hair pulling, scratching, spitting, fighting, biting, etc.
First or Second Offense	<ul style="list-style-type: none"> ● If warranted, NB's law enforcement liaison will be contacted. ● If student safety is being compromised, CPI trained staff members will use appropriate de-escalation techniques. ● Student will be given time to regain control in a quiet reset area. ● Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened, take a role in defining the problem, identifying stakeholders, and determining next steps ● The student will take responsibility for making restitution for damaged items, feelings that have been hurt, a mess that has been made, missed work, learning or schedules have been disrupted and so on—whether accidentally or intentionally. Restitution will be carried out during a time deemed appropriate by the principal and those involved. ● The student will deliver a written or verbal apology to those who were impacted. ● The student will complete a reflection on the impact of his/her behavior on him/herself and others. The student will include a list of appropriate behaviors for next time. <p>Parents will be contacted. If possible, the student will participate in a phone conversation with a parent/guardian.</p> <p>*If the principal feels the situation warrants it, the consequence may be moved to that of a third or fourth offense.</p>
Third Offense	<ul style="list-style-type: none"> ● If warranted, NB's law enforcement liaison will be contacted. ● If student safety is compromised, CPI trained staff members will use appropriate de-escalation techniques. ● Student will be given time to regain control in a quiet reset area. ● Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. ● The student will take responsibility for making restitution for damaged items, feelings that have been hurt, a mess that has been made, missed work, learning or schedules have

	<p>been disrupted and so on—whether accidentally or intentionally. Restitution will be carried out during a time deemed appropriate by the principal and those involved.</p> <ul style="list-style-type: none"> • The student will deliver a written or verbal apology to those who were impacted. • Student will be closely supervised by a staff member during transitions and/or undergo daily check-ins to help ensure school safety. • Student will meet with principal and/or appropriate staff members to make a plan with a goal, a series of instructional sessions where he/she will learn and practice school-appropriate strategies for dealing with emotions and conflict. He/she will then take and pass an exit assignment demonstrating evidence of learning. Before regaining full privileges, student will undergo daily check-ins where support will be offered. • The positive effects of meeting his/her goal will be discussed and the student will choose a way to celebrate the achievement of his/her goal. • Parents will be contacted and may be invited to a meeting. If possible, the student will participate in a phone conversation with parents/guardians.
Fourth Offense	<ul style="list-style-type: none"> • If warranted, NB's law enforcement liaison will be contacted. • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. • Students will be referred to NBE's CARE team to further develop an intervention plan and seek appropriate help. • A meeting with parent/guardian, principal, and appropriate staff will be planned. A draft of the Intervention plan developed by the CARE team will be shared. Parent input will be encouraged during this meeting. If deemed appropriate, the student will attend. • Depending on circumstances, the student may lose school privileges (i.e. recess, a chance to participate in a field trip or a school event and so on). Discipline could also include an after school detention, in school suspension, or out of school suspension.
Defiance/Disrespect/Noncompliance	<p>Repetitive minor incidents that typical classroom/recess consequences are not addressing</p> <ul style="list-style-type: none"> • Blatant insubordination • "F-you" flipping off, etc. • Blatant cheating, plagiarism • Refusal to follow directions • Leaving the classroom without permission
First or Second Offense	<ul style="list-style-type: none"> • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened, take a role in defining the problem, identifying stakeholders, and determining next steps. • The student will complete a reflection on the impact of his/her behavior on him/herself and others. This will include making a list of appropriate behaviors for next time. • The student will deliver a written or verbal apology to those who were impacted. The student will also complete community service to compensate for time lost by those having to deal with the student's defiance, disrespect, and/or noncompliance. • With close supervision from a designated staff member, the student will complete any unfinished work outside of regular class time. If child has cheated on an exam, he/she will be given an • extra assignment to complete and an opportunity to retake the exam outside of regular class time. • Parents will be contacted. Depending on circumstances, the student will participate in a phone conversation with parents/guardians. <p>*If the principal feels the situation warrants it, the consequence may be moved to that of a third or fourth offense.</p>
Third Offense	<ul style="list-style-type: none"> • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened.

	<ul style="list-style-type: none"> • The student will deliver a written or verbal apology to those who were impacted. • The student will complete community service to compensate for time lost by those having to deal with his/her defiance, disrespect, and/or noncompliance. • Student will meet with principal and/or appropriate staff members to make a plan with a goal, a series of instructional sessions where he/she will explore reasons he/she is choosing to be defiant, disrespectful, and/or noncompliant and ways to address these in school appropriate ways. The student will work with the counselor or at risk teacher to learn and practice school appropriate strategies for addressing this issue (i.e. Work or study habits, Work on strategies for asking for help or recognizing/expressing frustration, Setting up a work area in the classroom that will address learning needs, and so on.) He/she will then complete an assignment demonstrating evidence of learning. Before regaining full privileges, student will undergo daily check-ins offering self assessment and support toward their goal. This will continue for a period of time deemed appropriate by the principal and those involved. • The positive effects of meeting his/her goal will be discussed and the student will choose a way to celebrate the achievement of his/her goal. • Parents will be contacted and may be invited to a meeting. If possible, the student will participate in a phone conversation with parents/guardians.
Fourth Offense	<ul style="list-style-type: none"> • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. • Student will be referred to NBE's CARE team to further develop an intervention plan and seek appropriate help. • A meeting with parent/guardian, principal, and appropriate staff will be planned. A draft of the Intervention plan developed by the CARE team will be shared. Parent input will be encouraged during this meeting. If deemed appropriate, the student will attend. • Depending on circumstances, the student may lose school privileges (i.e. A chance to participate in a field trip or a school event and so on). Work sessions outside of regular classroom hours may be required. If the student has not completed enough of required class work, there is also a chance he/she will need to repeat a grade level or participate in some form of alternative instruction.
Harassment / Bullying	<ul style="list-style-type: none"> • Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim (demeaning jokes, repeated demeaning remarks, stories, activities, etc.) • Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim • Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment • Remarks about race, ethnicity, or religion directed at oneself or one's own race ethnic group or religion
First Offense	<ul style="list-style-type: none"> • The reported incident will be investigated by the school counselor, at risk teacher and/or principal. If founded, those involved in bullying will sign a bullying prevention contract. This will be kept in a file in the counselor's office. • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. • If the investigation reveals harassment or bullying occurred, the student will participate in a series of instructional sessions on the impact of bullying, bullying prevention, scenarios, and application strategies. He/she will complete associated assignments and complete a final project to demonstrate understanding and application of learned skills. After the final project is completed, the student will check in once or more each week with the principal or designee to ensure the bullying has stopped. • The principal or designee will regularly communicate with parents of impacted students to monitor the situation to ensure bullying is no longer taking place. • If warranted, the student will be closely supervised by a staff member during unstructured

	<p>times and/or undergo daily check ins to help ensure school safety.</p> <ul style="list-style-type: none"> The student being bullied will be protected. He/she will be given the opportunity to put a safety plan into action. <p>*If the principal feels the situation warrants it, the consequence may be moved to that of a second or third offense.</p>
Second Offense	<ul style="list-style-type: none"> The reported incident will be investigated by the school counselor, at risk teacher and/or principal. If founded, those involved in bullying will sign a bullying prevention contract. This will be kept in a file in the counselor's office. Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. If the investigation reveals harassment or bullying occurred, the student may receive an in school or out of school suspension or be expelled. If warranted, NB's law enforcement liaison will be contacted. After returning to a regular schedule, the student will participate in a second series of instructional sessions on the impact of bullying, bullying prevention, scenarios, and application strategies. He/she will complete associated assignments and complete a final project to demonstrate understanding and application of learned skills. After the final project is completed, the student will check in daily with the principal or designee until the end of the school year to ensure the bullying has stopped. The principal or designee will regularly communicate with parents of impacted students to monitor the situation to ensure bullying is no longer taking place. If warranted, the student will be closely supervised by a staff member during unstructured times and/or undergo daily check ins to help ensure school safety. The student being bullied will be protected. He/she will be given the opportunity to put a safety plan into action.
Third Offense	Administration will make a decision on how to best proceed.
Property Misuse/Damage	<p>Student is in possession of, having passed on, or being responsible for removing someone else's property (Stealing major items)</p> <p>Student deliberately impairs the usefulness of property. Student participates in an activity that results in substantial destruction or disfigurement of property.</p> <ul style="list-style-type: none"> Vandalism (breakage) Defacing property
First or Second Offense	<ul style="list-style-type: none"> Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened, take a role in defining the problem, identifying stakeholders, and determining next steps. The student will complete a reflection on the impact of his/her behavior on him/herself and others. This will include making a list of appropriate behaviors for next time. If the student took someone else's property, the student will return the stolen item(s) and complete an oral or written apology. If the item cannot be returned, the student will work out a plan to replace or compensate for the loss of the stolen item. If the student deliberately damaged property. He/she will complete community service or restitution aligned to the cost to repair, or replace the damaged items. Parents will be contacted. The student may also participate in a phone conversation with parents/guardians. If the principal feels the situation warrants it, the consequence may be moved to that of a second or third offense.

	*If the principal feels the situation warrants it, the consequence may be moved to that of a third or fourth offense.
Third Offense	<ul style="list-style-type: none"> • Student will meet with principal or at risk teacher to be interviewed on his/her perspective on what happened • If the student took someone else's property, the student will return the stolen item(s) and complete an oral or written apology. • If the student deliberately damaged property. He/she will complete community service or restitution aligned to the cost to repair, or replace the damaged items. • Student will attend a series of instructional sessions on appropriate ways to manage and care for property, and/or check out, rent, or earn wanted/needed items. The student will write/dictate/draw about the importance of trust with evidence demonstrating learning from this experience. • For a predetermined length of time, the student will be closely supervised by an adult during unstructured times and/or undergo before school and after school check ins to ensure no items that belong to others have been taken. • Parents will be contacted. If possible, the student will participate in a phone conversation with parents/guardians.
Fourth Offense	<ul style="list-style-type: none"> • Student's case will be referred to NBE's CARE team to further develop an intervention plan and seek appropriate help. • The student will lose locker and backpack privileges through the end of the school year. • For the remainder of the school year the student will be provided with close supervision during unstructured times and undergo before school and after school check-ins to ensure no items are damaged or taken. • Law Enforcement may also be contacted. • Parents/Guardians will be contacted.
Technology Violation	<p>Using computer/cell phone/device to threaten, bully, harass, or intimidate another</p> <p>Using technology to access inappropriate sites</p> <p>Refusing to give up the device</p>
First or Second Offense	<ul style="list-style-type: none"> • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened, take a role in defining the problem, identifying stakeholders, and determining next steps. • The student will complete a reflection on the impact of his/her behavior on him/herself and others. This will include making a list of appropriate behaviors for next time. • Student will lose technology privileges for a period of time deemed appropriate by the principal. The student will complete assignments with paper and pencil or if use of technology is essential, under close supervision of designated staff members. • If a cell phone was used inappropriately, the student will check the phone in at the office or other designated spot and retrieve it at the end of the school day or assigned time period. <p>*If the principal feels the situation warrants it, the consequence may be moved to that of a third offense.</p>

Third Offense	<ul style="list-style-type: none"> • Student will lose technology privileges for a period of time determined by the principal. The student will complete assignments with paper and pencil or if use of technology is essential, under close supervision of designated staff members. • If a cell phone was used inappropriately, the student will check the phone in at the office or other designated spot and retrieve it at the end of the school day or assigned time period. • Student will participate in a series of instructional sessions on digital citizenship. He/she will complete associated assignments and an exit task demonstrating application of learned skills. • After the exam is completed, and the device is returned, the student will undergo a daily check-in and check-out period to ensure there have not been any inappropriate searches or use.
Possession/Use of a Weapon or Controlled Item	<p>Possession is defined as, but not limited to, having a weapon/controlled item on one's person or in an area subject to one's control in a school environment. Possessing any object, device, instrument, or substance designed as a weapon or through its use capable of threatening or producing bodily harm, or which may be used to inflict self-injury. This includes articles designed for other purposes such as pencils or scissors but used to inflict bodily harm or intimidate others. Toy weapons are also not allowed including cap guns, squirt guns, Nerf guns, knives, etc.</p> <ul style="list-style-type: none"> • Possessing pornographic material • Possessing or using alcohol, tobacco, tobacco products, e-cigarettes, any vaping materials, drug paraphernalia, or other unapproved items on school grounds
Any Offense	<ul style="list-style-type: none"> • Student will meet with the principal or designee to participate in an interview. He/she will have an opportunity to share his/her perspective on what happened. • The student will complete a reflection on the impact of his/her behavior on him/herself and others. This will include making a list of appropriate behaviors for next time. • Possession of a controlled item may result in one or more of these consequences: confiscation of the item; notification of the police, in school or out of school suspension, recommendation for expulsion or exclusion from school for up to one year. • A student's age and extenuating circumstances will be taken into careful consideration when determining consequences. • Parents/Guardians will be contacted. • Students with disabilities who violate the policy will be disciplined in accordance with the requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.

Bus

General Bus Rules:

- School bus and van route transportation is an extension of the school day. School expectations are to be followed.
- Only approved passengers are allowed to ride on the school bus. A student visiting another student must get permission from the driver the day or night before riding and bring a note from their guardian. More than one student visiting another student requires a note from the guardian, two days in advance. Students riding a different route or having guests riding with them on the bus must have notes signed and dated by a parent/guardian or other communication approved through the office.
- Bus passengers are to be picked up or dropped off only at the designated school area
- The driver is responsible for the bus, the immediate conduct of the students, and the safe transportation of the riders. He/She has authority to assign seats.
- The driver will report behavior infractions to the building principals and parents as necessary. Discipline may include being denied the privilege of bus transportation, in-school suspension, or out of school suspension depending on the severity of the violation.
- Passengers are held liable for any willful damage to the bus.

Bus Passenger Expectations

School transportation is provided to rural students who qualify and to a few stops within the communities. We respectfully ask for the help and cooperation of both students and parents.

DO	DO NOT
<i>Be Kind</i>	

Share seats. Welcome others to sit with you.	Save seats.
Use good manners. Treat others the way you'd like to be treated.	Be rude. Don't say or do something that you wouldn't like done or said to you.
Be Respectful	
Use appropriate language. Use a voice level of 0 - 2.	Call people names or use inappropriate words.
Respond promptly to the driver's instructions.	Ignore what the driver says.
Be Responsible	
Arrive at the bus stop at least 5 minutes early and get to the bus immediately after school.	Arrive late.
Call your bus driver if you won't be riding.	Keep your driver waiting.
Help keep the bus clean. If you drop something on the floor, pick it up. Collect your belongings when you leave.	Make a mess on the bus. Don't leave your belongings on the bus.
Be Safe	
Wait for the bus in a safe location (at least 10 feet back from where the bus will stop to pick up passengers). If you must cross the road, wait for the driver to signal that it is safe to cross. Make eye contact with the driver so he/she knows you are getting on.	Wait near the road.
Enter bus in a single file line.	Crowd others to get on the bus quickly.
Find your seat and sit down right away.	Keep changing your mind about where to sit.
Sit with your back against the back of the seat with your feet in front of you. Stay in your seat.	Put feet and personal items in the aisle.
Stay in your seat the whole time.	Get out of your seat when the bus is moving. If you need to talk to the driver, leave your seat when the bus stops to let someone else on or off.
Stay in your own space. This means keep your hands, feet, and belongings to yourself.	Hit, bite, spit, kick or touch others.
Listen to the driver and follow the driver's directions right away.	Ignore what the driver says.

First Offense - Phone call to parent/s. Student will review and practice bus expectations under the supervision of a designated staff member or bus driver. Student will complete restitution if appropriate.

Second Offense - Student will participate in a phone call to parent/s. Students will review and practice bus expectations under the supervision of a designated staff member or bus driver. The student will complete restitution if appropriate. When riding on the bus, the student will sit in an assigned seat as deemed appropriate by the bus driver.

Third Offense - Phone call to parent/s. A letter will be sent home explaining the citation and rules. Student will lose bus riding privileges for up to 3 days. The student will complete restitution if appropriate.

Fourth Offense - Phone call to parent/s. A letter will be sent home explaining the citation and rules. The student will lose bus riding privileges for up to 10 days. If deemed appropriate, the student may also participate in a meeting with parent(s), transportation director and principal.

Fifth Offense - Phone call to parent/s. A letter will be sent home explaining the citation and rules. The student will lose bus riding privileges for the remainder of the school year.

Note: This list is not intended to be all inclusive. Adjustments, and modifications can be made at the discretion of the principal and/or transportation director when a situation warrants it.

Behavior Expectations - Activities

We welcome our elementary students as spectators at North Butler school-sponsored events. Elementary children must be accompanied to school-sponsored events by a parent, adult, or sibling old enough to be a caregiver and be supervised at all times. Students are expected to remain in the spectator area and watch the event with their parents/caregivers. Students who are outside of spectator areas and are not accompanied by a parent/caregiver will be asked to return to their parents/caregivers to view the event. Please review these behavior expectations with your child before bringing them to activity functions.

Cameras (Video)

The North Butler Community School District Board of Directors has authorized the use of video cameras on school district premises, including the school bus, to enhance safety for students, staff, and visitors. The video cameras will also be used to monitor student behavior to help maintain order and to promote and maintain a safe environment. The content of the videotapes may be used in a student disciplinary proceeding. The contents of the videotapes are confidential student records and will be retained with other student records. Videotapes will only be retained if needed for use in a student disciplinary proceeding or other matter as determined by the administration. Parents may request to view videotapes of their child only if the videotapes are used in a disciplinary proceeding involving their child.

Dress Guidelines

- Students are expected to dress appropriately for the school environment. Please be aware of what your child is wearing to school.
- Clothing should cover undergarments.
- Shoulders must be covered with straps wide enough to cover undergarments.
- Tops and blouses must cover the student's midriff while walking or sitting.
- Students' skirts or shorts need to be appropriate in length. They should be no higher than approximately halfway between the knee and hip bone.
- 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.
- Hats and sunglasses are not to be worn in the building during the school day unless given specific permission.
- Shoes are to be worn at all times (closed-toed shoes are recommended for recess and tennis shoes are recommended for PE). Slip-on or velcro shoes are recommended for students who do not yet tie shoes.

A student could be asked to change the offensive clothing, turn it inside out, or be given an opportunity to go home and change if observed wearing such items during school. If such clothing items are worn at school activities, the student could be suspended from the activity if they participate or not allowed to attend if the student is a spectator. While the primary responsibility for appearance rests with the students and their parents, the administration reserves the right to judge what is appropriate or proper for school and what is not. The preceding limitations are not intended to be all-inclusive. The staff and administration on an individual basis will evaluate each situation. Certain school activities or field trips may have more specific dress requirements in order to participate. Students will be given timely and proper notice of any different dress requirements for any school activity or field trip.

Please have your child dress appropriately for the weather. If students intend to be off of the blacktop/sidewalk during snowy/wet weather conditions, boots and snow pants will be required. Hats, coats, sweatshirts, shoes, mittens, scarves, and other accessories should be clearly labeled with student's' first and last names.

Electronics/Toys

Students are discouraged from bringing electronics and toys and assume the risk of lost or broken items if they are brought to school. Toy weapons should not come to school at all. Students must leave electronics and toys such as cell phones (or any other device that will make or receive one/two way calls), video games, music players, and toys in their bags during the school day, unless special permission was given for use. Any items that cause disruption will be taken to the office for the remainder of the day.

How Parents Can Help

- Remind your child of the Bearcat Way often: Be Kind, Be Respectful, Be Responsible, and Be Safe!
- Use the same language that is being used at school with your child.
- Celebrate the positive behaviors they are showing at school.
- If you are contacted because your child has not followed The Bearcat Way expectations, please review the behavior expectations at home.

Staff Authority

All school employees share responsibility for the proper operation of the school. Therefore, in the absence of an administrator or teacher, custodians, bus drivers, cooks, secretaries, special services personnel, or other staff who find it appropriate to take action or issue directions to students will have full authority to provide leadership. Students are required to show due respect to the entire staff at all times.

Building Use and School Visits

Admittance Into Building

School visitors must use the intercom at the main entrance to identify themselves and request entry. Upon being granted entry by office personnel, doors will be unlocked and visitors will be permitted to enter through the main entrance doors. Visitors will then sign in at the office, and be issued a visitor's pass to wear while in the building. All classroom visitors need to be approved by the building principal prior to the visit. The frequency and duration of visits may be limited to minimize disruption to the learning process.

Lunch Guests

Parents/guardians and extended family members are welcome to visit school to eat lunch with their children. Calling school by 8:30 AM on the day of the visit so the kitchen staff will have time to make extra preparations is appreciated. Guests should stop at the office to pay for their lunches before entering the cafeteria.

Lost and Found

Lost and Found is located in the office and Bearcat Closet. Please print names in jackets, hats, boots, mittens and other personal items that are brought to school so they can be easily returned if found. Unlabeled items not claimed will be donated to charity at the end of each month.

Pets at School

Permission from the teacher and building principal should be granted before bringing an animal on school property. The person bringing the animal must furnish transportation for the animal brought to school, remain with the animal while it is being shared and then immediately take the animal home. Animals will not be allowed to travel to and from the student's attendance center on the school bus. Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals. Staff and children must wash their hands after handling animals. Dogs and cats must have documentation available from a veterinarian or an animal shelter to show they are fully immunized and that the animal is suitable for contact with children.

Requesting use of School Facilities

School district facilities are available during non-school hours to school-sponsored and non-school-sponsored student organizations for the purpose of meetings or activities. To reserve facilities, complete a *Facilities Use* form. The necessary form is available on the district website or school offices. School district policies, rules and regulations are in effect during these meetings/activities. Any private organization that wishes to use any part of the facility, must have proof of insurance coverage. Before leaving, users must return the space to its original condition.

Communication/Family Involvement

Parent and Family Engagement Policy:

It is the policy of North Butler 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.

Reporting an Absence

If your child is going to be absent please call the school before 8:00 am. If you are leaving a message on the school answering machine please be sure to include your name, your child's name and grade level, the name of his/her homeroom teacher, and the reason for absence. You may send an email to the principal, secretary, and classroom teacher instead. If notification of absence is not received, the school secretary will call requesting confirmation of the absence. This process helps to ensure the safety of your child. North Butler Elementary can be reached by phoning 319-267-2212.

Reporting a Change of Address/Phone Numbers

If your address and/or phone numbers (including work and cell phones) change during the school year, please inform the elementary office as soon as possible. It is important school know how to reach parents/guardians at all times for the safety of your child. When a currently enrolled student has a change of address or transfers to the school district, residency must be verified at the business office. There will be no exceptions. All mail will be sent to the previous address, and transportation will not be arranged until proper proof of residency is obtained.

Reporting a Change in How your Child will Travel Home from School

If your child will be leaving school early or going home a different way than usual, send an email to your child's teacher and the secretary. A dated note with parent/guardian signature to your child's teacher is also acceptable. If applicable, also notify your child's bus driver with a note or phone call. Students should also share the note with the elementary office to ensure the change gets communicated to those who need to know. School will send your child home to their regular location unless we receive a note or a phone call explaining otherwise. For unexpected changes, call school by phoning 319-267-2212 (notify school before 2:30 PM unless it is an emergency).

School Closing Information

When weather or other conditions make it advisable, the administration may find it necessary to dismiss school earlier or later than the usual time. No student will be permitted to leave school until all are dismissed, unless in the company of his/her own parents or with written consent from the parent. In the event of bad weather, cancellations will be posted on the North Butler Schools Facebook page and sent out via Infinite Campus. As soon as a decision regarding the cancellation or delay of start for school has been made, the following media will be contacted: radio station- KLMJ and also- KWWL-TV, KCRG- TV and KIMT-TV. There will be no required athletic or fine arts practice when school is canceled or when school is released early due to bad weather.

School Contact Information

Elementary Office: 319-267-2212

Elementary Fax: 319-267-2924

Superintendent's Office: 319-267-2205

JR/HS Office: 641-816-5631

Web: www.northbutler.org

Address:

North Butler Elementary School

PO Box 428

513 Birch Street

Allison, Iowa 50602

Sending Notes, Money or Invitations to School

When bringing money or a note to school, the student should receive clear instruction from a parent/guardian about who the appropriate person is to receive the note or the money. Notes should also be clearly labeled with the name of the teacher, student and a date. A parent signature should also be included. This will help ensure notes get delivered as intended.

In order to maximize instructional time for our teachers and our students, invitations for parties or events held outside of school should be distributed from home. It is the policy of the district that we cannot give out addresses, phone numbers or email addresses of students for any reason, including invitations.

Student Phone Use

Students are allowed to bring cellphones to school. However, all cell phones (and other devices that are able to make or receive one/two-way phone calls) must remain inside his/her assigned locker **with power off**. Students may not have the

phone with them during the school day. This includes breakfast, enrichment, special classes, transitions between classes, recess and lunch times. Should a student choose not to follow this policy, the phone will be kept in the office until the end of the school day. *North Butler Community School District and its staff are not liable for lost or stolen cell phones or other personal property.

If you need to leave a message for your student, call the office rather than calling his/her cell phone. Generally, students receiving telephone calls in the office during school hours are not called to the telephone. The office will take a message and forward it to the child's teacher to give to the student. Only in emergency situations are students removed from class to receive a telephone call

Other Family Involvement and Communication Opportunities

Back to School Open House/Parent Teacher Conferences

Before school begins, families are invited to sign-up for a time to conference with teachers, tour their child's classroom, and tour the school. The focus of the event is to introduce the child to the classroom and allow them to explore and become familiar with their school setting. Staff answers any additional questions families may have in regard to policies and procedures. Families may bring the child's school supplies to help encourage the child to feel ownership of their new classroom.

Parent teacher conferences are scheduled in the fall and spring. During the conference the teacher will share results of classroom assessments and work samples. Progress will be celebrated, next steps will be communicated, and ideas for supporting learning will be shared. To schedule additional conferences during the year, contact the office or your child's teacher.

Bearcat Bulletin- Weekly Newsletter from the Office

School information and updates are shared on Fridays in the Bearcat Bulletin. This communication will be sent directly to families via email, using email addresses submitted to Infinite Campus. Paper copies can be issued upon request.

District Web Page, Infinite Campus and Social Media

School information is also available by visiting North Butler's web page at www.northbutler.org or the school Facebook page. North Butler uses a web-based application called Infinite Campus as its student information system. This will also be used to send email messages and text messages. Parents are encouraged to enable this option when they register their children for school.

Parent Teacher Organization (PTO)

North Butler Elementary School has an active Parent Teacher Organization. The group meets monthly in the NBE media center and conducts multiple projects in support of student learning. New members are always welcome. Contact the school for more information.

Seesaw

Students maintain Seesaw learning journals which parents/guardians can access to witness what their children are learning. Parents/guardians can give their children encouragement and feedback with Seesaw's comments feature. Seesaw's announcement, blog, and messaging features also offer opportunities for two-way communication between home and school. To protect student privacy, only parents/guardians are granted access. Please check with your child's teacher to confirm preferred methods of communication.

Student Photographs/Videoclips

NBE students are featured on NB's Facebook page, newspaper articles, school displays, or school webpages. Photographs or likenesses may be released without written consent unless parents or guardians of students under age 18 indicate within registration forms that they do not want student photographs or videos to be shared.

Visiting School

Parents/guardians can visit their child's classroom and/or eat lunch with their student with the exception of the first two weeks and the final two weeks of the school year. A call/note to the teacher and/or elementary office is requested so that schedules may be coordinated. Children unaccompanied by adults are not permitted to visit.

Volunteering

Volunteers are welcome to assist in the elementary school education programs. Anyone interested in being a volunteer should contact the elementary office. Volunteer activities may include reinforcing learning with students and/or clerical

help for teachers. Clerical activities include: Making bulletin boards, cutting out items, organizing papers, etc. Volunteers will be subject to a background check. Paperwork can be obtained at the business office.

Daily Schedules and Routines

Hours

TK-6: 8:05 AM - 3:20 PM Monday - Friday

Full Day Four-year-old Preschool: 8:05 a.m. - 3:20 p.m T/Th or W/F

Breakfast is available from 7:30 - 8:00 daily

School Schedule

Students in Transitional Kindergarten through grade six operate on a six-day cycle. School days are known as Day 1, Day 2, ... Day 6. Through this system, whenever days of school are canceled because of inclement weather, staff in-service, or holidays, the students do not miss their special subjects because the number of days move to the next day school is in session. A four-day special class rotation, labeled yellow, blue, purple, green is added for students in grades 5 - 6 (Day 1 yellow, 2 blue, 3 purple, 4 green and so on).

7:35 AM: Students enter the building for breakfast or enrichment.

*(For arrival/dismissal grades PK-2 use the preschool entrance, Grades 3/4 use main entrance, Grades 5/6 use door 5)

8:05 AM: Bell rings and school begins.

11:00 AM -12:30 PM: Lunch is served- classroom times vary.

3:20 PM: Greene bus students dismissed

3:25 PM: Students being picked up dismissed

3:30 PM: Walkers dismissed

3:35 PM: Allison bus students dismissed (Busses will leave Allison by 3:45 PM)

*Wednesday night is designated as "family night". School functions will finish by 6:00 PM on Wednesdays.

School Transportation

Bicycles

Parents/guardians must determine if their child is ready to ride a bike to school. Expected behaviors include:

1. Obey all traffic laws.
2. Walk bicycles at all times on the school grounds.
3. Park bicycles in the bicycle rack.
4. Wearing helmets and any related safety equipment is recommended.

If a child fails to obey the above safety rules, the parent/guardian will be notified.

The child will be asked to leave the bicycle at home until he or she makes a commitment to use his/her bicycle safely.

The school is not responsible for lost or stolen bikes and related equipment.

Bringing Students

In the morning, please drop off children between 7:35-8:00 AM. The school day officially begins at 8:05 AM. School doors open at 7:35 AM. **There is no supervision prior to 7:35 AM so students may not be on school grounds until 7:35 AM.**

Picking up Students

Children traveling home by car can be picked up between 3:25-3:35 PM. Children who walk home will be dismissed at 3:30 PM.

As students are brought to and from school, a primary focus for North Butler Schools is safety. Families can help by following these procedures:

- Drivers should remain in a single file line, park in the parking lot, and walk with students to/from door number 5 (near the parking lot) or the main entrance.
- If you pick up your child during dismissal, please wait outside the main entrance for your child.
- Drivers should never: double park alongside buses or other vehicles, drop-off/pick-up students in the middle of the street, drop-off/pick-up students at a stop sign, or park/pick-up/drop-off children in the bus zones.
- Children should never cross through traffic or between buses to enter school or get to a vehicle.
- All doors will be locked at 8:05 AM. Children arriving after 8:05 a.m. will need to enter through the main entrance.
- Allow children to go to their lockers and hang up their materials independently.

All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians must include the use of age-appropriate, and size-appropriate seat restraints. Other than parents or legal guardians, only persons with prior authorization by the parents/legal guardians will be allowed to pick up a child from the school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

School Bus Transportation

North Butler Community School will provide transportation to and from school for students in four-year-old preschool and up. Parents/guardians are asked to keep their information current by reporting changes to the elementary office by calling 319-267-2212. For children requiring specialized transportation, IEPs or health plans will be followed.

Seat Belt Use on School Busses

The District requires that all students riding a school bus equipped with seat belts must wear seat belts while the bus is in motion. All students will receive instruction on the proper use of seat belts. Drivers are not responsible (i.e. liable) for students wearing seat belts while riding. Drivers are responsible for instructing students to put on seat belts prior to the bus leaving the school or the pick up location. Students who may require assistance in using seat belts should ask the bus driver for help, so that all students are safely belted in their seat before the bus is in motion. Drivers will announce prior to the bus leaving that each student needs to be in their seat with the seat belt fastened. Supervising coaches, teachers and chaperones will monitor and enforce seat belt usage. Students refusing to use seat belts create a safety concern for themselves and others, and are subject to school disciplinary actions. Repeated refusal to wear a seat belt can result in suspension from bus riding privileges.

Health Information

If your child is sick:

When a child at school complains of being sick, the child's temperature will be taken. A fever above 100 degrees will result in a call to parents. Parents will be notified if their child has other illnesses which would interfere with them being able to learn. When should your child stay home from school?

- Oral temperature of 99 degrees or higher within 24 hours
- Vomiting or diarrhea within 24 hours
- Earache lasting more than a day
- Persistent cough, croup, or chest congestion
- Labored or painful breathing
- Reddened, mattering or crusty eyes
- Moist, draining lesions on the lips or skin
- Any health condition that in the nurse's/health assistant's judgment is of concern for the child's or other's health

Head Lice:

Head lice is an ongoing issue in every community/school. Parents are encouraged to screen their own children on a weekly basis. If your child contracts head lice, notify school so that the incidence of lice can be monitored and action taken if a rise in incidence is noted. North Butler Elementary's protocol for head lice aligns with the evidence-based practices and recommendations from the Iowa Department of Public Health (IDPH). Staff will refer students with signs and symptoms of head lice to the health office.

The Nurse/Health Associate will:

- a. Screen referred student/s for indications of live lice or nits.
- b. Notify parents/guardians whenever live lice or nits are found.
- c. Suggest families notify other settings the child attends.
- d. Provide instruction and/or resources related to detection and head lice treatment.
- e. Encourage prompt treatment with a medicated shampoo and follow-up plan.
- f. After recommending treatment, may screen the child upon return to school and again at 7 days, 14 days and 21 days.

*Confidentiality of any affected students will be respected at all times.

Informational letters will be sent home to parents several times throughout the school year. These letters are intended only to inform parents and to ask them to screen their own children for head lice.

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.

Health Concerns:

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

Health Records:

Your child's preschool/kindergarten physical and dental exams are the beginning of your child's school health record. This record will accompany them 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:

The school district provides a variety of services which include annual screenings of vision, height/weight, and hearing. Community Action provides dental screening, AEA 267 provides hearing tests, the Lions Club provides vision screening.

Human Growth and Development:

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

Insurance

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, prescriptions, immunizations, physical therapy, vision care, speech therapy and hospital services. Parents can call 1-800-257-8563 (toll free) or go to the web site at www.hawk-i.org for more information.

Medication Policy:

Students may need to take prescription or over-the-counter medication during school hours. Students or parents must bring all medications to the office so they can be administered. A medication log will be maintained. No medication shall be dispensed to any student unless the following rules are observed:

- A licensed medical or osteopathic physician or dentist must prescribe the medication.
- The medicine shall be maintained in the **original prescription container** which shall be labeled with: (a) name of pupil, (b) name of medication, (c) directions for use, (d) name of physician or dentist, (e) name and address of pharmacy, and (f) date of prescription.
- The medication, while at school, shall be kept in a designated place, in a specified drawer or cabinet. When required, refrigeration will be provided.
- In each building housing a less than full-time nurse, access to the medication shall be under the authority of the principal of that building, or a person designated by the principal.
- At the end of the school year/end of a dispensing time, any remaining medication shall be returned to the pupil's parents or destroyed. This action will be noted on the pupil's health record.
- All non-prescription/prescription medication must be kept in the office and administered by parent instruction.
- A medication form needs to be submitted to the office if your child needs medication during school (See page 47).

Nutrition Services

North Butler Elementary School participates in the National School Lunch and Breakfast Programs. Breakfast is served from 7:35 – 8:00 a.m. each morning. Menus are sent home with students monthly. Menus are also posted on the school website.

Prices

Adult Lunch: \$4.85
All Breakfasts \$1.65
Lunch PK-6 \$2.75
7-12 Lunch \$2.90

Snack Milk \$.30

North Butler Elementary uses a computerized payment program. Students will have a meal account that allows the student to purchase breakfast and/or lunch. Deposits can be made into the account at the school office or online through Infinite Campus. Please be sure to keep a positive balance in your lunch account.

When an account reaches a negative balance, purchasing a la carte items will not be allowed. Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Students with outstanding meal charge debt shall be allowed to purchase a meal if the student pays for the meal when it is received.

The school district will make reasonable efforts to notify families when meal account balances are low. Additionally, the school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The school district will coordinate communications with families to resolve the matter of unpaid charges. Families will be notified of an outstanding negative balance once the negative balance reaches or 5 days of meals. Families will be notified via email, telephone and/or letters will be sent home for families without email accounts. Negative balances of more than \$10.00, not paid prior to the end of the school year will be turned over to the superintendent or superintendent's designee for collection. Options may include: collection agencies, small claims court, or any other legal method permitted by law.

Free or Reduced Program:

Free or reduced lunches are available. Parents wishing to apply for free or reduced prices may receive an application at any school office. Qualifications are based on USDA guidelines.* Snack milk is not covered under the free and reduced waiver.

Guidelines for Bringing in Other Food/Beverages:

Students are allowed to bring in their personal lunch and carry a water bottle containing plain water to class. Students are not allowed to add powdered drink mixes or other flavorings to their water unless approved by the principal for medical reasons. Students who bring lunch to school may keep their lunch bag in their locker. All food and beverages (other than plain water) must be consumed in the cafeteria or in class where food is being prepared as part of a classroom activity. Students with food or beverages (other than plain water) in school settings outside of the cafeteria will be directed to place them in their school bag/locker (if the item is deemed suitable for storage) or dispose of the item/s.

Pop, energy drinks, or other unapproved beverages should not be consumed during school hours in any area including buses. Carry-in food (take-out pizza, delivered fast food, etc.) unless packed in a personal lunch may not be consumed in the cafeteria during breakfast or lunch time or stored in lockers.

Parties and Celebrations:

Treats: Birthday treats and treats for parties are allowed in all PK-6 classrooms. Treats should be purchased rather than homemade and still in their wrappers. *Note: Check with your child's teacher before sending treats to determine if any students have food allergies.

Snacks:

Depending on the classroom lunch time, some classrooms have a snack break. Families are often asked to donate items. Non-perishable healthy items are recommended. Check with your child's teacher to see if allergy concerns exist.

Gum:

Gum can be given as a treat. Due to safety concerns, students will be asked to dispose of the gum upon leaving the school setting where the gum was issued. Gum will not be chewed in hallways, bathrooms, gym, auditorium, playground, cafeteria, media center, music rooms, band room or on buses.

School Board Policies

Anti-Bullying/Harassment Policy

Harassment and bullying of students and employees are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by students, school employees, and volunteers who have direct contact with students will not be tolerated in the school or school district.

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

This policy is in effect while students or employees are on property within the jurisdiction of the board; while in school-owned or school-operated vehicles while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

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

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

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

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

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

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc. that have the purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

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

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

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

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or

- Requiring submission to or objection of such conduct as a basis for decisions affecting the student.

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

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

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

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should: (1) tell a teacher, counselor or principal; and (2) write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 1. what, when, and where it happened;
 2. who was involved;
 3. exactly what was said or what the harasser did;
 4. witnesses to the harassment;
 5. what the student said or did, either at the time or later;
 6. how the student felt; and
 7. how the harasser responded.

Harassment Complaint Form

Name of complainant:

Position of complainant:

Date of complaint:

Name of alleged harasser:

Date and place of incident or incidents:

Description of misconduct:

Name of witnesses (if any):

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

Any other information:

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

Signature: _____

Date: _____

Witness Disclosure Form

Name of witness:

Position of witness:

Date of testimony, interview:

Description of instance witnessed:

Any other information:

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

Signature: _____

Date: _____

Complaint Procedure

A student who believes that he/she has been harassed shall notify the building principal and the designated investigator.

The alternate investigator is Renee Salge. The investigator may request that the student complete the Harassment Complaint Form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

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

Code No. 502.10R1

Harassment Investigation Procedures

The investigator shall reasonably and promptly commence the investigation upon receipt of the complaint. The investigator shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

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

Resolution of the Complaint

Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of the appropriate next step which may include discipline up to and including suspension and expulsion.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal shall file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator shall receive notice as to the conclusion of the investigation.

Points to Remember in the Investigation

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

Conflicts

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

Asbestos Notification

Upon inspection of the boiler and heating pipelines in the North Butler Jr/Sr High School, the wrappings were found to contain material, which we shall treat as friable asbestos-containing material. Where wrappings were not tightly sealed, steps have been taken to correct this. Pipes whose wrappings may contain friable asbestos material are located in various parts of the school building. It is important to note that not all friable asbestos-containing materials need to be removed from schools. Once such material has been identified, a program can be implemented to ensure that the material is maintained in good condition and that appropriate precautions are followed when the material is disturbed for any reason. A record of the inspection, a diagram of the locations of friable asbestos containing materials, and a copy of relevant EPA regulations are available in the school office. For further information, please call the school at 816-5631.

Child Abuse Reporting

Iowa Code 290.17 requires that schools must notify parents/guardians of the procedures to be followed when there is reason to suspect abuse of their child by any school employee. Parents/guardians wishing to request an investigation of suspected child abuse by a school district employee should call the building principal at 641-816-5631.

Equal Educational Opportunity and Employment

It is the policy of the North Butler Community School District not to illegally 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.

The board recognizes all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance and equal opportunity.

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities 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. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Harassment or discriminatory behavior that denies civil rights or access to equal educational opportunities includes comments, name-calling, physical conduct or other expressive behavior directed at an individual or group that intentionally demeans anyone based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status or creates an intimidating, hostile or demeaning environment for education. Harassment against employees based upon race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age or disability is also prohibited.

Notice of Non-Discrimination

The North Butler Community School District offers career and technical programs in the following areas of study:

- Agricultural Education
- Business and Marketing Education
- Family and Consumer Sciences Education
- Industrial Technology Education

Applicants for admission and employment, students, parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with North Butler Jr/Sr High School are hereby notified that this institution does not discriminate on the basis of race, color, creed, national origin, gender, religion, sexual orientation, gender identity, age, marital status, disability, or socioeconomic status in admission or access to, or treatment or employment in, its programs and activities.

It is also policy that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and eliminate bias on the basis of race, color, creed, national origin, gender, religion, sexual orientation, gender identity, age, marital status, disability, or socioeconomic status. The curriculum should foster respect and appreciation of the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural, nonsexist society.

Any person having inquiries concerning compliance with the regulations implementing Title VI, Title IX, or Section 504 is directed to contact Elementary Principal at (319-267-2212). The elementary principal has been designated to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Director of the Region VII Office Civil Rights, U.S. Department of Education, Kansas City, Missouri, regarding the institution's compliance with the regulations implementing Title VI, Title IX, or Section 504 or the director of the Iowa Civil Rights Commission, Des Moines, Iowa.

Homelessness

Iowa law provides a free public education to all qualifying children, including those who might be temporarily homeless. North Butler Community School stands ready to provide education services to all qualifying children currently residing in our district.

Chapter 33 of Iowa Administrative Code defines "Homeless child or youth" as a child or youth from the age of 3 years through 21 years who lacks fixed, regular, and adequate nighttime residence and includes the following:

- A. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;

- B. A child or youth who has 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;
- C. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus, train station, or similar setting; or
- D. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs "1" through "3" above.

If you have information regarding qualified children not currently enrolled, please contact Homeless Coordinator Sam Ward at 319-267-2212.

Interferences in School

Electronic devices including, headphones or earbuds, iPods/MP3 players, handheld video games, interactive watches, and other items including, but not limited to, yo-yo's, "skate shoes", can interfere with the educational setting and can be unsafe. These items should not be used during the school day and may be confiscated by a staff member. Staff have the authority to permit the use of non-dangerous items for educationally valid reasons in their classrooms on a case-by-case basis.

Headphones/earbuds are not permitted to be worn/used/in place in the hallways, cafeteria (during lunch), and in the classrooms (unless given permission by the teacher).

On the first offense non-dangerous items will be returned to the student at the end of the school day. Upon the second offense non-dangerous items will be returned to the student after the student has served a 30-minute detention. Upon the third offense the non-dangerous items will be returned to the student after 60 minutes of detention have been served. Subsequent offenses of possession of contraband items will be considered gross insubordination and consequences may include suspension from school and the non-dangerous items will only be returned to the parent.

The school does not accept responsibility for these items if they are lost, misplaced, damaged, or stolen.

Notification of Video Cameras On School Premises

The North Butler Community School District Board of Directors has authorized the use of video cameras on school district premises to enhance safety for students, staff, and visitors. The video cameras will also be used to monitor student behavior to help maintain order and 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 contents 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 only if the videotapes are used in a disciplinary proceeding involving their child.

Searches

School 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 shall be 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, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility.

Reasonable suspicion may be formed by considering factors such as the following:

- Eyewitness observations by employees;
- Information received from reliable sources;
- Suspicious behavior by the student; or,
- The student's past history and school record although this factor alone is not sufficient to provide the basis for reasonable suspicion

A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

- The age of the student

- The sex of the student
- The nature of the infraction
- The emergency requiring the search without delay

Student Abuse by School Employee

The school district does not tolerate employees physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance; to obtain a weapon or other dangerous object; for purpose of self-defense; to protect the safety of others; to remove a disruptive student; to protect others from harm; for the protection of property or to protect a student from self-infliction of harm.

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when submission to such conduct is made either implicitly or explicitly a term or condition of the student's education or benefits; submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or the conduct has the purpose or effect of substantially interfering with a student's academic performance by creating an intimidating, hostile or offensive educational environment.

Statement of intent and purpose.

It is the intent of the North Butler School Board to create a uniform procedure for the reporting, investigation, and disposition of allegations of abuse of students directly resulting from the actions of school employees or their agents. The scope of this policy is limited to protecting children in PreK-12 educational programs.

Definitions.

'Abuse' may fall into either of the following categories:

1. Physical abuse means non-accidental physical injury to the student as a result of the actions of a school employee.
2. Sexual abuse means any sexual offense as defined by Iowa Code Chapter 709, Iowa Code Section 728.12 (1), or any sexual act with or directed toward a student.

Jurisdiction: To constitute a violation of these rules, acts of the school employee must be alleged to have occurred on school grounds, on school time, on a school-sponsored activity, or in a school-related context.

To be investigated, the report must include basic information showing that the victim of the alleged abuse is or was a student at the time of the incident, that the alleged act of the school employee meets the definition of abuse as defined in these rules, and that the person responsible for the act is currently a school employee.

Duties of School Authorities: The board of directors of a public school district and the authorities in control of a nonpublic school shall:

1. Annually, identify at least one designated investigator and alternate investigator at a one public meeting.
2. Adopt written procedures that establish persons to whom the school will delegate a second level of investigation beyond the Level One procedures specifically described in these rules, including law enforcement authorities or the County Attorney's office, personnel of the local office of the Department of Human Services or private parties experienced and knowledgeable in the area of abuse investigation. The Second Level investigator shall not be a school employee, and shall be considered an independent contractor if remunerated for services rendered.

Student Records

The following information may be released to the public in regard to any individual student of the North Butler Community School District as necessity or desirability arises. Any student over the age of eighteen (18), parent, or guardian, not wanting this information released to the public must make an objection in writing within fifteen (15) days of the date of this publication and within (15) days of enrollment should enrollment occur after the date, to the principal or other person in charge of the school which the student is attending. It is desirable to renew this objection at the beginning of each school year.

The following items are examples of information that can be released: Name, address, telephone listing, date and place of birth, Email address, major fields of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, photograph and likeness and other similar information.

Threats of Violence

All threats of violence, whether oral, written, or symbolic, against students, employees, visitors, or to school facilities are prohibited. All such threats will be promptly investigated. Law enforcement may be contacted. Students engaging in threatening behavior will face disciplinary consequences up to and including expulsion.

Tobacco-Free Environment

North Butler Schools are tobacco-free for a healthier environment. The North Butler School Board has approved a policy making all school buildings, grounds and vehicles tobacco free. Tobacco use and E-Cigarette use will NOT be allowed by anyone at any time on the school property or in vehicles.

Weapons or Illegal Items in School or in Student's Possession

Students are prohibited from distributing, dispensing, manufacturing, possessing, using, and being under the influence of alcohol, drugs or look-a-like substances; and possessing or using tobacco, tobacco products, e-cigarettes, or look-a-like substances.

Weapons are not allowed on school grounds or at school activities including hunting rifles even if unloaded and locked in cars with the exception of weapons in the control of law enforcement officials or those being used for educational purposes and approved by the principal. Students bringing firearms to school or possessing firearms at school will be expelled for no less than one year and be referred to law enforcement officials. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of the portion of the policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Wellness Policy

The board promotes healthy students by supporting wellness, good nutrition and regular physical exercise 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. (Reference section 507.9 of the School Board Policy.)

School Safety

Admittance Into Building

School visitors must use the intercom at the main entrance to identify themselves and request entry. Upon being granted entry by office personnel, doors will be unlocked and visitors will be permitted to enter through the main entrance doors. Visitors will then sign in at the office, and be issued a visitor's pass to wear while in the building.

All classroom visitors need to be approved by the building principal prior to the visit. The frequency and duration of visits may be limited to minimize disruption to the learning process. Per Iowa Law, visitors serving as volunteers need to have background checks completed prior to volunteering. Paperwork can be obtained at the business office.

Emergency Drills/Procedures

Each teacher has information/training that addresses the following situations: intruder or dangerous situation such as a weapon, flood, power failure, structural damage, health hazard, bomb threat, or chemical spill. Specific information is given about lockdown procedures, evacuation procedures, fire procedures or tornado procedures. Each teacher has a folder which has current class lists, parent phone numbers, and cell phone numbers of administrators and other faculty members. An administrator will be notified immediately if any student is unaccounted for when roll is taken at the designated area by the teacher or class escort.

In an intruder situation, North Butler Elementary will follow ALICE protocol (Alert, Lockdown, Inform, Counter, Evacuate).

The command center will alert everyone of the situation, get information and directions to staff as quickly as possible, and get into lockdown locations. In the case of an active shooter, this protocol allows teachers to make informed decisions on how to react (counter or evacuate) based on the threat and the location of the intruder. In a crisis, the alert can come from anyone using the all call feature on the classroom phone. Any messages to the media will be delivered by North Butler's superintendent.

Fire and tornado drills are held several times a year to assure safe passage of building occupants to the safest place. Teachers will instruct all of their classes on procedures and routes to use.

Students Leaving the Building Without Permission

It is our desire that all students remain safe and make good choices while at school. In the event a student leaves the building and/or school grounds without permission, it will be standard protocol for the school to alert local law enforcement.

Video Cameras On School Premises

The North Butler Community School District Board of Directors has authorized the use of video cameras on school district premises to enhance safety for students, staff, and visitors. The video cameras will also be used to monitor student behavior to help maintain order and 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 contents 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 only if the videotapes are used in a disciplinary proceeding involving their child.

Technology/Internet Use

North Butler Elementary uses technology as a tool to teach the skills, knowledge and behaviors students will need as adults and life-long learners. Students in grades 2 - 6 will be issued Chromebooks to use from year to year. Students in preschool through grade one will have access to iPads. These devices will remain at school and not be taken home. The North Butler School District retains control and supervision of all technology including mobile devices, computers, networks, and Internet services owned or leased by the school. The District reserves the right to monitor all use of technology. Both parents of students in grades 2 - 6 and students will sign a Chromebook Device Usage Agreement acknowledging they have read and understand the expectations and responsibilities that go along with using this school-issued device, that they will comply with the agreement, and that they also understand the consequences for violating the agreement. A copy of the agreement is on page 32 of this handbook. The building principal or his/her designee shall have the final authority to decide whether a user's privileges will be limited, suspended or revoked based upon the circumstances of the particular case, the user's prior disciplinary record and any other pertinent factors.

Appendix A

North Butler Administration of Medication to Students Form

ABSOLUTELY NO MEDICATION will be dispensed by school personnel unless written permission has been granted by the child's parents. A parent or guardian's signature is required prior to any medication being administered. When medication is brought to school, it should be given to the office secretary immediately upon the student's arrival.

Medication will not be administered unless the following requirements are met:

PROPER LABELING:

Prescription medications shall be maintained in the original prescription container labeled as follows: Name of Student, Name of Medicine, Directions for Use (dosage and frequency), Name of Physician, Name and Address of Pharmacy, and Date of the Prescription.

Over the counter medications shall be maintained in the original container labeled with the following: Name of Student, Name of Medicine, and Directions for Use (dosage and frequency).

Medications should be transported to school by a parent, guardian, or another adult. The school accepts no responsibility for transporting medications back and forth to school. Parents are asked to divide up medications and provide **ONLY** the amount of medication that will be given to a student at school. This will eliminate the need to send medications back and forth. Parents are asked to please check with your physician and try to schedule three times a day medications outside of the school day. ***Ritalin and other drugs considered to be a controlled substance must be delivered to school by you, the parent/guardian or another adult.***

Student Name _____ Grade _____

Medication _____ Times to be Given _____

Reason for Taking Medication _____

Date(s) to be Given: From _____ To _____

Date

Parent/Guardian Signature



Student Chromebook Device Usage Agreement

I will...

Be Kind and Respectful

- Exercise digital citizenship.
- Close my chromebook and focus on the speaker when someone is presenting.

Be Responsible

- Use my chromebook for educational purposes only.
- Treat my chromebook with care.
- Report damage or problems with my chromebook right away.

Be Safe

- Keep my password and login information private.
- Refrain from sharing personal information on the internet.
- Report content that makes me or could make someone else uncomfortable right away.

By signing below, I acknowledge that:

- I have read the above expectations.
- I understand that the chromebook, power supply and case issued to me are the property of North Butler Schools.
- I will use this same device from year to year.
- I understand that technology use is a privilege and not a right and inappropriate use will result in a loss of privileges and possible disciplinary action.
- I understand that my family and I are financially responsible for any damage to a chromebook caused by my misuse/abuse of the device. I understand that NBE's replacement cost for a chromebook is \$230.00. Screen replacement is \$60.00.

Student Name _____

Student Signature _____ Date _____

Parent or Guardian Name _____

Parent or Guardian Signature _____ Date _____

