

Southeast Polk

COMMUNITY SCHOOL DISTRICT



Elementary Staff Handbook 201#Z#\$

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OUR BUSINESS IS LEARNING

The mission of the Southeast Polk Community School District
is to be an innovative, educational organization
committed to providing learning experiences of superior quality
which enable ALL students to successfully meet challenges now and in the future.

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Southeast Polk Community Schools
ELEMENTARY STAFF HANDBOOK

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I. SOUTHEAST POLK COMMUNITY SCHOOL DISTRICT POLICIES

The policies established by the Southeast Polk Board of Education govern the scope, formulation and implementation of all policies and procedures at the school building level. A copy of all Board of Education policies is on file in the school office and may be inspected for information and reference during normal office hours. Office copies of those policies may not be removed from the building without the consent of the building principal.

All Building Policies and Procedures are subject to modification, additions or deletions. They are intended as a guide designed to provide a reference for consistency in operating at the building level.

Each of the elementaries is part of a large school district, and a decision in one building could have an impact in all buildings. The entire school district must be considered when decisions are being made. Any time a decision must be made which may impact general school policy or another teacher, please contact the building principal.

II. BUILDING POLICIES

EQUAL OPPORTUNITY — NOTICE OF NONDISCRIMINATION

The Southeast Polk School District does not discriminate on the basis of race, color, age (except students), socioeconomic status, (except students), religion, creed, national origin, marital status, sex, sexual orientation, gender identity, disability, physical attributes, physical or mental ability, ancestry, political party preference and political belief in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), or Iowa Code 280.3 is directed to contact Dr. Stephen Miller, Affirmative Action Coordinator, Equity Coordinator and Title IX Coordinator, Southeast Polk District Office, 8379 NE University Ave., Pleasant Hill, IA 50327, (515) 967-4294.

Or, contact the director of the Region VII Office of Civil Rights, Department of Education, Kansas City, MO

Any persons with inquiries concerning the district's compliance with The Americans with Disabilities Act (ADA) or Section 504, please contact: Keri Steele, ADA and Section 504 Coordinator, Southeast Polk Community School District Office, 8379 NE University Avenue, Pleasant Hill, IA 50327, phone 515-967-4294, who has been designated by the Southeast Polk Community School District to coordinate the district's efforts to comply with the regulations implementing the ADA and Section 504.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a disability in any program receiving federal financial assistance. In order to fulfill obligations under Section 504, the Southeast Polk Community School District has the responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability should knowingly be permitted in any of the program and practices of the school system.

The Southeast Polk Community School District assumes the responsibilities under Section 504, which include the obligations to identify, evaluate, and, if the student is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, she/he has a right to a hearing with an impartial hearing officer. The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent or guardian the right to:

- u inspect and review his/her child's educational records;
- u make copies of these records;
- u receive a list of the individuals having access to those records;
- u ask for an explanation of any item in the records;
- u ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's rights
- u a hearing on the issue if the school refuses to make the amendment.

If there are questions, please feel free to contact the Director of Special Education, Keri Steele, Section 504 Coordinator for the Southeast Polk Community School District, at the District Office, 967-4294, extension 1028, or directly at 957-3428.

III. GENERAL OPERATIONS

A. Access to Buildings by Employees

Southeast Polk policy states: “There will be minimum distributions of building keys.” All personnel are responsible for the security of the building and the safeguarding of their keys, insuring that such keys do not fall into the hands of students or other unauthorized persons.

Employees who leave the building after it has been secured for the day are responsible for seeing that the exit used is properly latched. All inside lights not used for security purposes should be shut off, all windows closed, and security system activated.

B. Hours of Operation

1. School Day (Times differ with each building.)

The school day for grades kindergarten through five shall be from _____ until _____. Students riding buses will be dismissed at _____.

Exceptions

School will normally be dismissed at _____ P.M. each Wednesday for staff development. Bus students will be dismissed at _____.

In the event of any other planned early dismissal, the time will be included in a note to parents. Emergency early dismissals will be announced on the broadcast media.

2. Other Hours of Operations

The school building will be open from 8 a.m. until 4 p.m. Monday through Friday, except those holidays when all employees are excused from duty and during school vacations when neither the school secretary nor the building principal is on duty.

The school building will be open for additional hours or days as required for school related activities or events. The school gymnasium, or those parts of it required for a particular activity, will be open such additional hours as may be requested by organizations or community service groups within the school district in arrangement with and upon the approval of the building principal as provided in school policy.

C. Confidentiality - For All Staff Members

A public school is a very busy place. Hundreds of people - children, staff members, volunteers, parents, community members - come and go in a school building and on the grounds each day.

- u What you see or hear or discuss in school stays in school.
- u Discussions about a child need to be directed to persons directly working with that child. Beyond that, those discussions become gossip.
- u There are many direct ties to the community within a building. Staff members live in the community. Parent volunteers are frequently in the building. Some are in the building so much that we forget they are not members of the staff.
- u There is a definite distinction between “need to know” and “want to know.”
- u Don’t discuss child issues and child behaviors in the presence of the child, unless the child is involved in the discussion. Be sensitive to how a child might interpret (or misinterpret!) an adult’s words.
- u Remember that e-mail is NOT a secure format. This is especially true for sending messages to multiple people at the same time. A better practice is still face-to-face contact, which has the benefit of being able to check for understanding.
- u As with much of our work, a great deal of confidentiality comes down to respect, caring, and responsibility.

D. Staff Relations

1. Building a Cohesive Staff

Southeast Polk policy states that personnel should go through the proper channels in registering complaints. Nothing can destroy a staff as quickly as poor relations among staff members. The normal procedure for registering a complaint relating to a school matter or individual is to go directly to the person involved, i.e. staff member or principal. Your influence extends beyond the students in your classroom. Working in harmony with others on the staff, offering your cooperation and assistance when needed will result in a cohesive, united staff.

2. Staff Relations to Students

Southeast Polk policy states: "In general, students are the responsibility of the certificated staff," but at times they may come under supervision of classified personnel.

- u A bus driver is responsible for the students on the bus when he or she alone is in charge of the students.
- u The secretaries, library clerks, teacher aides, cooks and custodians may supervise students for such specific periods of time or purposes as directed by the building principal.
- u A custodian in a building supervises students if no certified person with assigned authority in the building is present.
- u Both certified and classified staff members should be prepared to take action to prevent or stop students or others from being destructive of public property.
- u When students are involved in an activity which may be injurious to them or others, both certified and classified staff

3. Staff Relations with the Public

a. Visitors

Since all staff members represent the school to the public, it is expected that all visitors will be met and accommodated cordially and helpfully. In accordance with the school's responsibility to parents and students, it is necessary that visitors be identified and their purposes determined. All visitors must obtain a visitor's badge from the office. Visitors without badges will be escorted to the office by school personnel.

b. Security of Students

No student should be taken from the school without permission from the office. All parents and guardians are asked to notify the office of the need to take a child from the premises. Arrangements will be made from the office with the child's teacher for the child to be available at the office. In case there is not time for advance notice to the office, parents and guardians are asked to come to the office to arrange to take a student from the school. The office has a sign-out sheet to include signature, date and time. If circumstances appear to justify it, the district office or law enforcement may be contacted for advice or assistance.

The building principal, school secretary, guidance counselors, nurse and teachers should be aware of any legal restrictions regarding the custody of students. If a student is taken from the school premises without permission or against the express instructions of his or her custodial parents or guardians, the principal or secretary should be notified immediately.

E. Emergencies

All staff members are responsible for the safety of students during an emergency. Fire and tornado safety procedures and routes to safety areas are provided to all staff members, and all rooms are posted with diagrams and instructions. Instructions are to be posted beside the classroom door at the teacher's eye level. They should be easily seen for quick reference.

In cases where students are separated from a teacher's supervision during an emergency, the staff member on hand is charged with the responsibility for getting the children to safety. Students are to follow the instructions posted in their immediate area. In case of an emergency, the custodian or other designated employees are responsible for shutting down gas and electricity into the building, and for clearing all rest rooms, offices and hallways in case of fire, or all classrooms and offices in case of tornado.

Refer to building crisis plans for other emergency situations.

F. Emergency School Closings

Classes may be cancelled or dismissed due to unsafe weather and road conditions; contagious diseases; loss of power, water or heat; the condition of the building, or other causes. If the building is habitable, the principal and custodians will attempt to report for duty or remain on duty.

The general public and staff members will be informed through local television and radio stations. Families and staff may also sign up for Iowa School Alerts (log on to the district website at www.se-polk.k12.ia.us and click on **Iowa School Alerts** on the bottom of the home page) to receive instant e-mails or text messages with information about school closings, early dismissals, late starts, etc.

G. Intra-district Mail

Messages and materials sent to or from the district office or other school buildings in the district will be picked up and delivered on a schedule set by the district, or as frequently as transportation is available. The secretary will be in charge of sending, receiving and sorting district mail.

H. Telephone Calls

No personal calls will be charged to the school telephone number. Long distance phone calls for school-related business should be approved by the main office. Personal cell phones shall be turned off during the school day except during free time or except in the case of an emergency. No personal calls may be made or received during the school day except during a staff member's free time.

I. Pets

Pets, except those approved for classroom use, are not welcome inside the school building, for reasons of allergies and other health-related factors, safety, cleanliness, and order. The only exception should be in cases where a pet is brought to school for the express purpose of instruction. Classroom pets are not allowed, with the exception of fish and fish tanks.

Permission must be granted by the teacher or principal before any pet may be brought to school. Pets and other living creatures (besides kids!) are not allowed on the bus, so other transportation arrangements must be made. With approval, pets may be brought for a short sharing period and then returned home.

J. Field Trips (NOTE: Field trips have been cancelled for the 2010-11 school year due to budget constraints.)

1. Curriculum Related

Board policy requires a curriculum basis for any field trip. When planning a field trip, complete a Transportation Request form and any necessary Request for Purchase forms, and submit to the principal for approval. No field trips will be scheduled the final two weeks of school.

Keep in mind the following questions when planning a field trip:

- u How does the trip relate to the instructional program?
- u What are your expected outcomes?
- u What steps of preparation need to be considered?
- u What preparations need to be made with the students?
- u How will you assess what students have learned?
- u What instructional follow-up will be used after returning?
- u The classroom teacher's obligation is to send notes home describing the field trip and what students will learn.

2. Parent Permission

Since the school is responsible for students at all times during the school day, permission slips from parents will not be used for field trips. Each trip should be described to parents in a note sent home. Written objection from parents will excuse a student from a trip, and other arrangements will be made for that student while the class is away from the building.

3. Walking Trips

The principal and secretary must be notified in advance, so the whereabouts of a class are always known.

4. Transportation

Trips requiring transportation must be arranged at least two weeks in advance. NCR transportation request forms must be used. After approval and assignment of driver(s) by the district office, one copy will be returned to the teacher(s). All bus trips are restricted to leaving no earlier than 9 a.m. and returning to the school no later than 2 p.m. (1:15 p.m. on Wednesdays). No field trips are allowed during the last two weeks of school unless prior approval is given from the director of Transportation.

5. Supervision (when field trips are allowed)

Teachers are responsible for supervising students during field trips. Room parents and other adults may be invited to accompany the class, but may be required to provide their own transportation. School personnel are responsible for discipline on the school bus. Since some youngsters do not ride the bus to and from school, please review the following rules prior to the field trip:

- u No excessive noise.
- u Pupils are not to move from seat to seat or stand in the bus while it is in motion.
- u Pupils must not, at any time, extend arms or heads out of the bus.
- u Pupils must not throw things on or from the bus.
- u Pupils must not be rude or abusive to persons they pass on their trip.
- u Teachers should check at the trip's end to see that students have not left any personal belongings or trash on the bus.

6. Lunch Provisions

The school cooks are to be notified as soon as possible that a class will be absent from the hot lunch program. This must be a minimum of two weeks in advance.

On field trips lasting through the noon hour, sack lunches are recommended. If students are permitted by their teacher to purchase lunch while on a field trip, a maximum amount of money each student may take along should be established by the teacher(s).

K. Purchase of Educational Materials and Supplies

All purchases must have the prior approval of the principal.

The majority of purchases are requested (on a "Request for Purchase" form) in the spring of a school year for ordering after July 1. Other requests may be made at other times of the year. A request does not automatically result in an approved purchase.

The building secretary maintains a small petty cash fund for miscellaneous expenses under \$20. Such expenses include stamps, inexpensive items needed for science or math activities, etc. The receipt is to be taped to a full sheet of paper. The staff member is to write the date, the reason for the purchase, and include a signature. Prior notification to the principal is needed.

On occasion, a staff member needs to spend more than \$20 for items purchased at a discount store or other outlet. Per district policy, a "Request for Check" form must be completed and approved by the principal. **NOTE: Sales tax can not be reimbursed with district funds.**

L. Activity Fund

An activity fund is maintained at the district office with which to purchase supplementary equipment and supplies such as: decorations or other accoutrements to enhance the building in special areas or for special programs or celebrations; award materials for student recognition; safety patrol equipment; and other such items that will supplement the regular program of instruction or positively affect the morale and spirit of students and staff. Revenue will accrue to the activity fund from authorized fund-raising activities.

Items paid for from this fund should be requested through the building principal who, with the school secretary, will administer the fund in accordance with district bookkeeping procedures.

M. Outside Fund-raising

Southeast Polk policy states, in general, that all fund-raising projects must be approved by the school administration. The principal may grant permission to another school in the district, or a student organization sponsored by another school in the district, to sell and collect for fund-raising items in the building. Community service organizations who wish to extend fund-raising activities into the school must have the consent of the district office. Private organizations or individuals will not be granted access to the school to raise funds among the staff or students, either through selling or the solicitation of contributions.

N. Outside Communications

Communications from outside of the district must be approved through District Office.

O. Student Insurance

Student accident and dental insurance plans made available through the school will be sold through, and records kept in, the school office. Forms for these plans are provided at registration.

Money received in payment for the insurance will be receipted by the school secretary. The school secretary will complete the record keeping and submit the forms and money for those wishing the insurance.

IV. TEACHERS' DUTIES AND RESPONSIBILITIES

A. Hours of Duty

Staff members are to be on duty from 8 a.m. until 4 p.m. each work day supervising students or engaged in the professional responsibilities required of them.

1. Exceptions

- a. In case unforeseen circumstances cause a late arrival, the staff member should notify the building principal or school office, personally or by message through another, so that supervision of students can be arranged.
- b. Staff members may leave the building during scheduled planning or free time, with the permission of the building principal. The secretary should be notified when the staff member leaves and returns.
- c. Staff members may be excused early by the building principal unless such an early departure involves arranging for supervision of students. In an emergency, supervision will be provided; but routine needs and appointments should not be scheduled during hours when a teacher is responsible for the instruction or supervision of students.
- d. On Fridays or the day before a vacation or holiday, unit employees may leave after the students have been dismissed.
- e. When school has a one- or two-hour delay, staff members are obligated to get to school as quickly as safety will allow. Depending upon the circumstances, that will mean that most will arrive by 8 a.m. for a one-hour delay, and 9 a.m. for a two-hour delay. If extraordinary circumstances occur, the staff member should notify the school.

2. Staff Development

The Southeast Polk Board of Education has provided two hours of staff development time each Wednesday for elementary staff. Staff members are expected to remain on duty until 4 p.m. unless dismissed earlier from a staff development meeting, and they should not ask permission to leave early on a Wednesday.

B. Absence

Staff members are responsible for notifying the building principal when they must be absent from work. Leave of absence will be handled through the building principal in accordance with district policies. All absences except illness are to be written on a leave of absence form, initialed by the principal, and approved or denied by district office in advance.

C. Teacher Preparation for Substitute Teacher

The following guidelines are recommended to allow a smooth transition from the regular teacher to the substitute (guest) teacher:

- a. Have clear, concise lesson plans. All books used should be listed with page numbers. Project work should be clearly defined. When the weekly plan book is an outline, the unit plan including activities and assessments should be readily available.
- b. The following information should be available for the substitute:
 1. location of materials, manuals, etc.
 2. attendance and lunch procedures
 3. seating chart — student identification
 4. procedures for inclement weather
 5. supervising duties
 6. daily schedule
 7. fire and tornado drill procedures
 8. list of any children that have special problems
 9. list of students leaving for special instruction
 10. student groupings
 11. special instruction
 12. emergency procedure flip chart

c. Substitutes are to correct all worksheets and tests given, unless otherwise requested by the teacher. The regular teacher is responsible for furnishing the answer keys and procedures.

d. Please discuss with your class its role and behavior when a substitute teacher is in charge.

e. Include your discipline guidelines in the substitute folder, so the sub can follow them as much as possible. This continuity helps students.

f. If you are dissatisfied with the job a substitute has done, please report it to the building principal.

On occasion, the principal will ask various staff (Title I, Extended Learning, Counselor, Gifted, Music, Art, PE, Band, Health) to substitute in a regular classroom.

D. Information for Substitute Teachers

The following has been developed for substitute teachers at the elementary level in the Southeast Polk Community School District. It is hoped this will make for better communications and uniformity throughout the system. For complete details on instructions for substitute teachers, see the Substitute Teacher Handbook.

- a. All substitutes are to maintain duty hours of the regular staff members (8 a.m. to 4 p.m.) Any changes to work hours must be approved by the building principal.
- b. If possible, all worksheet pages, tests and workbooks are to be checked by the substitute within the normal working day. Grades are not to be entered in the grade book.
- c. Leave a note or comments indicating whether work was accomplished, whether class needs further drill on a concept, and any behavior problems.
- d. Substitutes must remember that information learned at school is confidential and must not be discussed.
- e. Discipline is a prerequisite to learning. Remember that discipline must be maintained at all times. The building principal will assist in this matter.
- f. Substitute teachers are expected to fulfill the regular teacher's extra duties.
- g. Other teachers at the same grade level will be happy to give further assistance.
- h. When arriving in the morning, report directly to the office and then go to the classroom.
- i. If the room is not in satisfactory order, please notify the building principal.

E. Planning and Instruction

Each teacher is responsible for planning and implementing instructional activities for the courses of study prescribed by the Southeast Polk Board of Education and the State of Iowa, as assigned by the school district administration.

1. Instruction

Teachers are expected to develop an instructional program based on the needs of children within the framework of the curriculum guides and the district mission and outcomes. All district teachers must be trained in the Dimensions of Learning concepts.

2. Planning

It is expected that each teacher will plan, individually or with other teachers, from district-approved unit plans, educational activities designed to achieve district grade-level outcomes. Every teacher is expected to have plans ready and available at all times. Daily lesson plans should be completed before each work day begins.

Teachers may be asked to furnish the building principal with a copy of lesson plans and objectives in advance of instruction. This may apply to a period of time for all subject areas (e.g., a full week's planning), or to the plan and schedule for a particular subject area (e.g., a trimester's plan for science or social studies).

Plans may need to be adjusted during a trimester to accommodate the progress of students in meeting their grade-level objectives, but at least a skeleton plan is needed in organizing and directing the various subject area activities.

The unit plan is developed cooperatively with the other building (or district) teachers of the grade level and does not rely totally on a textbook. It incorporates textbook material and other resources to meet all the learner outcomes, activities, and integrated areas in the district curriculum guide.

The weekly outline and schedule should always be completed before the week prior to it ends. Although it need not be in a standard plan book (or even in the same format), it should be readily available to anyone who might need it to begin the week — or any time during that week when the regular teacher is absent. If not in a plan book, the week's outline and schedule should be in a notebook or folder, or on a chart, where it may be immediately located.

Daily plans should be detailed and always up to date. Lessons should be described, even if briefly, specifically in terms of objectives, activities, and resources needed. If this information is provided in a teacher's manual, there is no need to copy it onto lesson plans; but the unit plan or manual pages should be included in the lesson plan and the location of the manual clearly indicated. A substitute teacher should be able to see what is intended, who will participate, and where all necessary materials are located.

An alternate suggestion should be included with lesson plans if a teacher does not want a substitute to introduce, carry on, or conclude a unit. Keep two to three prepared activities in your sub folder. There should also be information regarding the structure and procedures of the class and students' responsibilities. What are students responsible for? Are classroom duties and responsibilities listed for the substitute's reference? Do the students know what they are to do, and who will do it? Has there been any review or role playing in class, so the students understand and can perform their responsibilities if someone else takes over the class?

3. Usage of Videos/DVD's from AEA, our District, or our Media Center

- u The content should be tied directly to the curriculum you are teaching.
- u All media should be previewed.
- u Students should have “before viewing” activities; “during viewing” activities (when logical); and “after viewing” activities to follow up.
- u Teachers should consider the K-6 curriculum as a whole in choosing videos for a topic area.
- u In elementary schools, there are very few occasions in the classroom setting when anything other than a “G” rated film should be used.
- u There are very few, if any, occasions when it is appropriate to run a feature-length movie. On occasion, clips from a film might fit into the curriculum, but the entire film would not.

4. Library/Media Center

A visit to the library/media center is a time for book checkout and some activities. When the media specialist is in the building, times are assigned according to classroom activities in research and skills in collaboration with the media specialist and are attended by the classroom teacher in order to provide practice and follow-up to the activities when the media specialist is in other buildings.

5. Officer Friendly/D.A.R.E.

Law enforcement curricula is available to support instruction K-5.

6. Recess Note for All Grades

When P.E. falls in the half day of a scheduled recess, recess is not taken.

7. Homework and Study Time

Classroom assignments provide essential practice in developing skills. Students are given time in class to complete assignments. If they do not finish during that time, they are expected to complete it for the next day. Study methods should be taught in every subject area.

Homework should have specific objectives. It should be planned and not haphazardly assigned or given for “busy work.” The quantity of homework should be reasonable. Recommendations are listed here as a guide.

- u K-2 - Homework on occasion
- u Grades 3-5 - Homework two or three times weekly

For long-term class projects, assign the project in smaller chunks of time; provide class time for some work (and keep track of the amount of time provided each day); expect the rest to be completed as homework. All homework should involve some type of follow-up and evaluation. It should be evaluated, corrected and returned to the student.

All homework should reflect or reinforce materials already previewed and explained. Homework should be the follow-up to lesson presentations, not the introduction to future lessons. Homework should encourage the application of skills acquired in class. Reading, creative composition, problem solving, and home and community involvement are important factors in planning homework activities.

Differentiation should be utilized. Care should be taken to ensure that homework is done by the student and not by the parent. In assigning homework, the teacher should consider the individual student's need, ability, home situation, and the availability of resources in the home environment.

F. Co-Teachers in Classroom

The following guidelines regarding co-teaching in the classrooms evolved as programs became possible in the district. Co-teaching times are not extra planning periods to be out of the classroom. At some point in a 20-30 minute period, teachers may take the opportunity to go to the restroom. For the most part, however, teachers are to be in the classroom.

1. Purposes for Co-teaching

- u To be aware of these co-teaching lessons as they apply to the students this year. Classroom makeup varies each year.
- u What can be learned from observation will differ each year.
- u To be able to integrate the concepts taught into the entire teaching day.
- u To be an observer so the teacher can get to know the students' strengths as well as needs better by watching how they listen and participate with another teacher.

G. Non-Instructional Duties

Staff members are expected to fulfill any non-instructional duties assigned to them that may be necessary to the overall welfare of the school and its students. School programs, group conferences, open house, parent-teacher meetings, and other activities which may be developed to further the total school's program and function may require the assistance, support, and participation of staff members. Additional duties may also be required within the school building during the course of the school day.

H. Supervision of Students

The staff is responsible for the supervision of students during school hours and at special events or activities where staff members are on duty, unless students are in the charge of their parents. If the staff member responsible for any student or students is not present, any staff member who is present will be expected to exercise the school's authority over student activities and conduct.

Students should not be left unsupervised during a recess as a disciplinary measure, to finish school work, at the student's request or discretion, or in the media center during the noon hour.

I. Abuse of Students

Iowa legislation has specific guidelines pertaining to what will be considered acts of physical or sexual abuse by school employees. This includes inappropriate as well as intentional sexual behavior towards students. All such activities are clearly in violation of the policies of the Southeast Polk Community School District.

To ensure compliance, the director of Programs/Human Resources (957-3403) has been appointed as the district's level-one investigator. If the complaint is found to be without grounds, the level-one investigator can cause the complaint to be dropped. If legal action is required, or the incident comes under the auspices of the Department of Human Services, then the appropriate agency is notified. The investigator may also refer the case to the level-two investigator, as can another person if they disagree with the level-one findings.

J. Discipline

Discipline is not synonymous with punishment. Discipline means teaching or learning. To discipline is to teach acceptable behavior and self-discipline to all students. Teachers are responsible for establishing and maintaining acceptable behavior in their classrooms and for supporting the guidelines of student behavior throughout the school. Behavior problems among students should be handled, ordinarily, by taking as many of the following steps as the situation demands.

1. Teacher-Student

Misconduct or refusal to cooperate are to be dealt with by the staff member directly responsible at the time. Measures taken are to be reasonably and rationally applied, never in a state of anger or emotion. The teacher should initiate parent communication by written note, e-mail, mail or phone call.

2. Teacher-Student-Principal

Behavior that requires a student's removal from a class or activity should be brought to the attention of the principal. Anecdotal notes should be kept and added to, should other incidents occur. This is also desirable in the case of constant misbehavior. If misbehavior becomes consistently or increasingly frequent, the teacher should confer with the principal to plan a course of action.

If a student's conduct is such that he or she must be removed immediately from class, the student should be sent to the office with an office referral form briefly describing the problem and a request to wait until the teacher can also be present. If possible, the office should be notified that the student is being sent there.

Occasionally, a student may have an episode in which behavior is completely out of control. A student who is kicking, biting, and violent is a danger to self and others. The staff should implement the action plan developed by the building.

3. Teacher-Student-Principal-Parent (may include counselor and AEA staff)

The principal will arrange a conference with parents in cases that warrant such action. The staff member will be included and, if necessary, the student. If the principal is not present at a disciplinary conference between the staff member and parents, s/he should be told of the reason for the conference, the discussion which takes place, and its results, including the planned course of action at home and/or at school.

In order to be prepared for behavior which goes beyond a regular discipline plan, the staff and principal should use a problem solving format to develop appropriate and effective strategies to use in extraordinary situations. An action plan and clearly defined steps will take the emotion out of a volatile situation and help the staff to react calmly without intensifying the situation.

K. Progress Reports

Student progress is formally reported to parents at the end of each 12-week trimester. Art, music and P.E. are reported twice a year at the end of each semester. However, reports to parents regarding their children's progress may be made any time at the discretion of the teacher or building administrator, or at the request of parents.

A committee of teachers, administrators and parents has designed the standards-based reporting system which indicates student progress toward district grade level outcomes.

In addition to assessments/scoring on grade level curriculum outcomes, students are assessed by a four-point scale on a set of grade-appropriate learner behaviors which impact academic success.

L. Parent Conferences

On time set aside by the district for parent conferences, teachers are expected to meet with parents to keep them informed of each child's progress, attitudes, and behavior in school. Teachers are also expected to make reasonable efforts to accommodate parents' schedules in order to maintain maximum positive communication between school and home.

Additional individual conferences may be held at the discretion of the teacher or at the request of a parent. Students may be included in any conference when, in the teacher's judgment, it would be beneficial. After the parent conferences, the parents are asked to fill out a parental opinion survey consisting of ten questions. Teachers are asked to hand parents the survey and encourage them to fill it out and drop it off before they leave the building.

M. Disclosure of Information and Records in Divorced Families

Many students have a dual family situation — custodial parent, non-custodial parent, stepparents in either the custodial or non-custodial situation, visitation rights, no-contact situations — which must be dealt with effectively and legally by school personnel.

When a family situation warrants, the district needs to have a copy of the court documents which specify parental rights, visitation and contact in the cumulative folder. The school cannot take the word of the custodial parent alone. Documentation is essential to protect the child's rights and the parents' rights. It is the responsibility of the classroom teacher to become informed about these situations at the beginning of the school year.

Situations which arise may include:

1. Conferences:

Whenever possible, divorced parents are encouraged to attend their child's conference together. If the family situation makes a joint conference impossible, other arrangements will be discussed.

2. Communications:

Students receive a variety of newsletters, announcements of special events, and report cards which need to be shared in both the custodial and the non-custodial homes. It is important for both families to be informed of what is going on. Non-custodial parents may request information through the office.

These procedures should assure that families are informed of a child's activities and progress in school. Active participation by parents is encouraging and motivating for children.

N. Record Keeping

Teachers are responsible for maintaining current, accurate records for the students assigned to them.

1. Cumulative Record Folder

Teachers are responsible for keeping students' cumulative records up-to-date including final progress report, final DIBELS report and test stickers. This could include other pertinent information. Teachers are responsible for the confidentiality of students' records while in their possession, as well as seeing that information of a judgmental nature is neither entered nor kept in the record folder.

When a student transfers out of the district, it is the teacher's responsibility to complete and update the permanent and cumulative records. When the cumulative record folders are not needed by the teacher, they should be kept locked in the office fire file.

Special education working files are kept in the special education teacher's locked file. Originals of those records are kept with the cumulative folder.

2. Attendance

Teachers are responsible for recording the absence and tardiness of students assigned to them and for reporting that information to the building principal as directed. The teacher is responsible for accurate daily and weekly reports to the school secretary.

A student is considered absent if s/he arrives more than 30 minutes after the start of the day or leaves more than 30 minutes before the end of the day.

3. Other Records

Teachers are responsible for keeping any other records as requested by the building principal.

O. Student Records

Students' cumulative record folders, health records and attendance records will be kept securely in the school. Individuals outside our district, who may have proper reasons to review student records, must receive permission from the principal. No other access will be granted without the written permission of the student's parents or guardians, which will be filed in the cumulative record folder.

Contents of students' records will be made available to parents or guardians for their information, but will remain the property of the school and will be retained in the school's possession. Examination of a student's records by parents or guardians will be in the presence of the building principal.

Students' permanent cumulative folders will be retained in the school files when students transfer to a school outside this district. All records will be forwarded when a student transfers to another building within the district or is promoted to seventh grade to attend Southeast Polk Junior High.

P. Student-ordered Books (supplementary reading)

Many elementary students order paperback books from one or more of several reputable book clubs, from time to time during the school year or summer vacation. Teachers accommodate their requests by collecting for their selections and sending in orders. The teachers take care of all financial details regarding collection of book order money. The office secretary is not responsible for this.



V. PUPIL PERSONNEL

A. Attendance Area

Students will be assigned to buildings and classrooms according to School Board policy.

B. Enrollment and Transfer of Pupils

Each student will be properly enrolled by parent or guardian by completing the standard registration material with the Registrar at District Office and signing a release for the transfer of records from the student's previous school, if any. Enrollment cards will be kept on file in the school office. Students transferring from this district, upon notice to the school by parent or guardian, shall be provided with a transfer card on the last day of attendance.

C. Promotion - Retention Policy

Outcome: To insure that definitive procedures are followed with each student when considering the possibility of grade retention to secure mastery of important basic skills.

Research Summary: A majority of educational research about retaining a student in the same grade indicates that this practice rarely provides any positive benefits to the child. Evidence seems to suggest that retention in earlier grades is somewhat more desirable.

Therefore, retention should be considered as a last resort and only in extreme cases.

I. Before Beginning Retention Procedure:

1. Attempts will be made to determine other appropriate educational options for the child instead of retention including (not in priority order):
 - u Entitlement in existing programs such as Title I, special education, or ESL
 - u Referral to the Reading Specialist
 - u Use of peer or parent tutoring in the classroom
 - u Development of transitional or restructured classrooms (i.e., early childhood classroom with five-, six-, and seven-year-olds).
 - u Seeking creative solutions to the child's learning difficulties

Students with special education or ELL services should not be retained except under special conditions.

Believing that the professional staff are advocates for the child's success, retention is usually not recommended:

- (1) if retention is not believed to be in the best educational interest of the child
- (2) if anticipated that retention will create other significant problems outweighing the child's educational interests.

II. Criteria to be Considered

A. For the purpose of identifying goals and needs of all students, minimum outcomes are established at each grade level in the following areas:

- u Reading/Language Arts
- u Mathematics
- u Social Studies
- u Science/Health

B. Minimum standards will function only as an informal guide for teachers' retention referrals. Standards are not intended to function as the sole criteria for retention decisions. Other considerations are (not necessarily in priority order):

1. Mastery of the district's grade level outcomes
2. Classroom assessments
3. Learner behaviors
4. Attendance
5. Maturity (physical, emotional, social, chronological age)
6. District-wide standardized assessments
7. Attitude toward self and school
8. Previous retentions
9. Family transience
10. The student's total environment during the current year
11. Results of interventions due to instructional modifications, behavior management plans, diagnostic teaching
12. Modifications which will be made to instruction during the retained year
13. Mental ability

III. Timetable and Guidelines for Implementing the Retention Policy

Given the identified considerations, the following timetable and guidelines are recommended:

- u September - January — The teacher determines the skill levels and readiness for the curriculum of all students. These can be informal assessments based upon work samples, individual work with students, or teacher developed assessments. The teacher documents progress and flags those who are not proceeding at an expected rate.
The teacher contacts a child's parent to express the specific concerns. Interventions or modifications are made after the child's progress is documented for a specific period of time.
The fall parent-teacher conference gives the parent and teacher an opportunity to further discuss the interventions. Parent ideas and involvement are elicited. A successful decision becomes possible when parents are fully involved.
- u January - March — The teacher and principal consider a specific child. The teacher is responsible for the documentation of deficit skills and the modifications / interventions that were attempted. During the winter parent-teacher conference, a student's teacher should inform parents of the referral to the committee and provide written notice. The principal informs the district's Director of Curriculum and Instruction.
- u March - April — The principal, classroom teacher(s) and school counselor will confer with the parents to review the criteria used for promotion / retention.
- u May - June — The principal and teacher will outline the student's strengths; the student's weaknesses; and how the student will benefit from another year in the same grade.

The teacher meets with the parents (or guardians) or reviews the documentation on the phone. The teacher gives the documentation to the principal and any additional information learned during the parent meeting. The principal writes a letter recommending retention, secures a signature of parental agreement, and forwards it to the Director of Curriculum and Instruction for review and action.

D. Attendance - Absence and Tardiness

The School Law of Iowa requires that all children attend school regularly. The Southeast Polk Board of Education has established a policy to encourage and enforce regular attendance . Reasons for absence or tardiness should be provided to the school by parents when the student is absent.

Every day at school is important. After the student has missed 7-10-15 days, the school office will send a letter to parents informing them of the policy and their child's attendance. Whenever absence or tardiness becomes excessive appears to be following a pattern, or is continually unexplained by parents, the family will be contacted by the teacher, principal or school nurse to determine the reasons for the situation and any action necessary on the part of the school.

Classroom teachers are responsible for accurate record-keeping and for the assignment of make-up work missed in class. Special arrangements may be made in the case of prolonged absence. It is the student's responsibility to obtain the make-up work from the teacher, complete it, and turn it in in a timely fashion. The student has a make-up time equal to the time out of school.

Absence and tardiness will be recorded and reported to the school office by homeroom teachers.

E. Suspension and Expulsion

1. Suspension

- a. The building principal may suspend a student under the provisions of district policy for misconduct and/or violation of school district policies, in accordance with the standards of due process.
- b. Prior to suspension, parents will be informed. The student will be given oral or written notice of conduct warranting suspension and will be given an opportunity to present his/her side of the story.
- c. The student will be told the basis for the accusation of misconduct and will be given an explanation of the evidence. The person who observed the misconduct will be present, if necessary.
- d. A parent meeting may be held immediately following the notification of alleged misconduct.
- e. A student may be immediately removed from the school when the student's presence poses a continuing danger to persons or property or an on-going threat of disrupting the academic process. In case of immediate removal from school, the necessary notice parent meeting will follow.
- f. In-building suspension, wherein the student is detained at school after removal from class or other activities, may be necessary in the case of a student whose parents are not home or cannot be contacted, or when transportation cannot be arranged. It may also be used in lieu of at-home suspension. Parents will be notified.
- g. Following the suspension of a student, the student's parents or guardians will receive written documentation of the action.

2. Expulsion

A student may be expelled from school only by action of the Board of Education, as prescribed in district policy, and only the Board of Education may then re-admit the student to school.

F. Student Conduct

Teachers will help students understand the purposes of the school’s rules. It is expected that the students will abide by these rules and act with courtesy toward adults and other students. If a student defies the rules of safety, good behavior, and consideration for others, he or she will be corrected by the teacher, principal, or other staff member responsible at the time.

If a student continues to demonstrate misbehavior, to disregard the rules of the school, or to defy the authority of those responsible for correcting him or her, the student will be referred to the principal for correction. Parents will be notified of consistent and/or serious misconduct, and suspension may result.

G. Respect Code

“At Southeast Polk Community Schools, we respect ourselves, others, property, and class time.”

- u We strive to be and do our best.
- u We treat others the way we want to be treated.
- u We respect the property of the school and others.
- u We respect the right of teachers to teach and learners to learn.

H. Student Materials

Textbooks and other instructional materials are furnished to students for a fee. At no time, however, should these materials be considered the property of the student. Students should be expected to give them proper care. At the beginning of the school year, as books are distributed, teachers should record the identification number of each textbook given each student. Materials without identification numbers may be assigned a number by the teacher and recorded as distributed. The teacher and student should also note the condition of the item. Fines may be levied for damaged materials. Students furnish their own supplies. School supplies are available from Central Place Family Resource Center (967-7806) for children whose families need assistance to provide them.

I. Testing

Standardized district-wide tests administered during the school year include:

- DIBELS – Dynamic Indicators of Basic Early Literacy Skills Grades K-2
- BRI - Basic Reading Inventory..... Grades 3-5
- CogAT – Cognitive Abilities Test Grades 1, 3 & 5 (and new students 2,4)
- ITBS – Selected Response Test Grades 3-5
- ITBS Constructed Reponse Test..... Grade 5

VI. HEALTH AND SAFETY

A. District Health Policy (see Appendix A)

B. Child Abuse (see Appendix B)

C. Gym Safety (shoes)

Each student is required to wear a pair of gym shoes in physical education classes. This is not only a good health practice but also provides the safety of good traction and control in physical education activities. Students are not permitted to take part in gym classes in stocking feet, street shoes, wet or muddy gym shoes, or barefooted. Students with casts may be restricted from participating in some p.e. activities, for their own safety as well as that of other children. A doctor’s note will dictate what a student can and can’t do in p.e. class.

D. Bus Safety

1. The driver is in charge of the bus, and students must obey the driver.
2. Students who have to walk some distance along the highway to or from their bus stops must walk on the left-hand side of the highway, facing oncoming traffic.
3. Students should never stand in the road while waiting for their school bus.
4. All persons should clean excess mud or snow from their footwear before entering a school bus.
5. No pupil will sit in the driver’s seat, nor will any pupil sit to the right or left of the driver so as to interfere in any manner.
6. Students must refrain from unnecessary conversation with the driver.
7. Students will not move from seat to seat or stand in the bus while it is in motion.

8. Students must have nothing in their possession that might cause injury to themselves or others, such as: sticks, any type of firearm, straps or pins extending from their clothing, glass containers, or animals.
9. Students will not throw rubbish or wastepaper on the floor of the bus, nor spit on the floor. No food or beverages are to be consumed on the bus.
10. Students will keep books and personal belongings out of the aisle.
11. Damage to seats or other equipment will be paid for by the pupils causing the damage.
12. Students must not, at any time, extend their arms or heads out of the bus.
13. Students must refrain from throwing or snatching caps, books, lunches, etc., while on the bus.
14. Students must not be rude or abusive to persons whom they pass on the route.
15. When leaving the bus, all students will remain seated until the bus has come to a complete stop.
16. Students who must cross the highway after leaving the bus must go to the right front of the bus and wait for the driver to signal before crossing. The driver must see that the way is clear before signaling pupils to cross. Pupils must look both ways before stepping out from in front of the bus. Pupils must never cross behind the bus.
17. Bus evacuation drills are conducted twice each year so that students know what to do in an emergency.
18. Possession or use of a controlled substance or tobacco and/or fighting while on a school bus are cause for suspension on the first offense.
19. Good discipline should be maintained on the bus at all times.

For details of bus policies and discipline procedures, contact Dan Schultz, Transportation Director, at 967-3793 or 967-8998.

E. Crisis Plan (see Appendix D)

VII. SPECIAL SERVICES & SUPPORT STAFF

Teachers and parents may request assistance in a team approach to solve individual problems which seem to be affecting a student's performance. The first step in the problem-solving process is for the teacher and parent to work together to assist the student.

A. Support Staff Members: Duties and Responsibilities

1. Reading Specialists

Students in the regular classrooms have needs which require specialized reading help. The Reading Specialists provide diagnosis and/or remediation for K-6 students needing extra support as struggling readers.

2. Gifted Education

Southeast Polk provides a gifted and talented program to serve those students who, because of exceptional general intellectual ability, need additional intellectual challenge. This is accomplished through a variety of services available for students, parents, and teachers.

3. Title I Reading/Math

Title I is a federally funded intervention program with specialists at qualifying schools. Schools qualify based on the percentage of free and reduced lunch students compared with the district's percentage. Title I teachers provide intensive instruction to a roster of students most in need of assistance.

4. School Nurse

The nurse arranges for hearing, vision, and other tests of a physical nature. Hearing and vision screening tests by grade levels are also scheduled by the school nurse, who is available in every elementary school on a regularly scheduled basis to deal with day-to-day student health problems. The nurse is on call for emergencies in any building and is responsible for maintaining the health records of all elementary students. The school nurse can be part of the team that writes 504 plans and emergency procedures for medically fragile children and students with special needs.

5. Level I-II-III Resource Teacher

These teachers carry out the special education instructional plans developed by a team of parents, school staff, and intermediate agency support personnel for those students assigned to their program. They can also collaborate with classroom teachers to provide support and interventions for students before they reach a stage of entitlement for special education.

6. Elementary Counselor

The counselor assists teachers and parents on behavior problems in the classroom, adjustment to family problems, and to social and peer problems. The counselor has a curriculum for large group, small group, and individual counseling to help students have positive social skills.

7. AEA Support Staff

a. Speech and Language Pathologist

This specialist arranges for testing and diagnosing speech and language development problems and screens students by grade levels to detect real or potential speech difficulties, as well as administering speech therapy to students in need of additional support.

b. School Psychologist

The psychologist assigned to the elementary level arranges for testing, interviews, and interventions for students. When a student is entitled to special education, the psychologist may carry out all of the steps required for successful program initiation.

c. School Social Worker

The social worker assists teachers, parents, students and the principal on problems of student attitudes, behavior and other special needs, and provides counselling and assistance to families upon request.

d. Educational Consultant

The educational consultant provided by Heartland AEA is the liaison between the AEA and the LEA (local education agency). The consultant assures that the student's rights are considered in all steps of the process.

B. Employee Assistance Program (EAP)

The Employee Assistance Program (EAP) provides free and confidential counseling services for families and individual family members. Regardless of the problem (marital, family, or other relationship, substance abuse, financial, legal, emotional, or other problems) help is available. Please tell your family about the EAP. Each school office has posters and other informational material as well as telephone numbers.

C. Student Assistance Program (SAP)

The Board of Education provides a counseling service for students and their families who may be having problems affecting the students' behavior and performance at school. The service is confidential and available to students and their parents at no charge.

This service provides students with the opportunity to obtain appropriate assistance in evaluating and dealing with problems. Parents are encouraged to call 271-6150 if they perceive a problem or desire more information about the service.

D. Tobacco-Free Workplace (Board Policy)

To provide a healthy, safe and productive environment in which to work and learn, all district buildings, grounds, and vehicles are to be tobacco-free.

E. Substance Free Workplace (Board Policy)

EMPLOYEES ARE HEREBY NOTIFIED it is a violation of the Substance Free Workplace Policy for an employee to unlawfully manufacture, distribute, dispense, possess or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in Schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 and Iowa Code Chapter 204.

"Workplace" is defined as the site for the performance of work done in the capacity as an employee. This includes school district facilities, other school premises or school district vehicles. Workplace also includes nonschool property if the employee is at any school sponsored, school approved or school related activity, event or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

Employees who violate the terms of the Substance Free Workplace Policy shall be subject to discipline up to and including termination.

EMPLOYEES ARE FURTHER NOTIFIED it is a condition of their continued employment that they comply with the above policy of the school district and will notify their supervisor of their conviction of any criminal drug offense for a violation committed in the workplace, no later than five days after the conviction.

VIII. ADULT VOLUNTEERS/CHAPERONES

Adult volunteers will be sought and recruited for those staff members requesting such assistance. Staff members should request volunteers through the building principal, who will make all such assignments. Adult volunteers will be utilized as described in the guidelines set down in the Southeast Polk Board Policy 606.7R2 (see Appendix H) . Frequency and duration of volunteers' schedules will be worked out between the staff member and the volunteer, with the assistance of the building principal when necessary.

The building principal will endeavor to initiate and develop compatible relationships among staff members, students and adult volunteers. Should problems arise from any part of such relationships, efforts will be made to resolve them to everyone's satisfaction, without resentment on anyone's behalf. This understanding must be clear to everyone from the outset. Personalities, duties and capabilities are expected to vary from one individual to another, and no stigma should be attached to the inability of one person to work with another under this arrangement, or for desired tasks or accomplishments to be adjusted. This will be made clear to every volunteer and every staff member by the building principal in establishing each assignment, and adjustments will be made whenever necessary for the benefit of all concerned.

Volunteers and staff members should continually evaluate their efforts to be certain the needs are being met effectively.

X. DISTRICT WEB SITE

Southeast Polk maintains an Internet website, with links that include information about Human Resources, Health Services, and Library Services, as well as information about individual schools, e-mail contacts, sports and activities, lunch menus, school board meetings, etc. Log on to www.se-polk.k12.ia.us. If you wish to post information or photos, make changes or ask a question, contact webmaster Nicole Lawrence at 957-3430 or web@se-polk.k12.ia.us.



APPENDIX A

SCHOOL HEALTH POLICIES AND PRACTICES, STANDING ORDERS FOR FIRST AID IN EMERGENCY ILLNESS OR ACCIDENT

A copy of school health policies and practices may be found in the health office of each building. These policies are approved and signed by the Polk County Medical Director of Public Health. Judgments regarding accidents or illnesses should be made entirely from an assessment of symptoms, observations, and complaints from the student. For your own protection, follow these guidelines and consult the parent(s) when necessary. Parents have the primary responsibility for the health and welfare of their children.

I. Accidents or sudden illness: school's responsibility

A. Giving immediate care

1. The health office in each building will be provided with health coverage by either a nurse or a health assistant. Health assistants will be certified in approved courses in First Aid, CPR, and medication administration. The health assistant will provide emergency care for the ill and injured, administer medication, and assist with other nursing duties under the supervision of the school nurse.

2. Any child or adult with a health concern should be directed to the health office. All injuries and illnesses need to be taken care of by an individual trained in first aid. Any child who is to leave the school for illness or injury must follow procedure as outlined in the health policies in the health offices.

3. There should be no delay in calling 911 if it is determined that an emergency exists by the principal or staff responsible for student.

B. Notifying parent, guardian, or spouse

1. The appropriate designated person should be immediately, but tactfully, notified of the individual's sudden illness or serious accident.

2. There should be on file for each child a telephone number where parent(s) or other designated responsible person would be contacted in an emergency. This should be updated annually.

C. Getting pupils home in case of serious illness or accident

1. When it is not possible for the parent to arrange transportation, the principal should make this arrangement after ascertaining that the parents or a responsible party designated by the parents will assume care for the child.

2. No child, sick or injured, should be sent home unless accompanied by a responsible adult or unless a parent has otherwise specified by telephone.

3. Parents or their designee must be notified before a student is dismissed. Parents may be asked to secure a medical release for students with identified health needs prior to those students being allowed to participate in some school activities.

II. Communicable Diseases

A. Exclusion

1. SEP will follow recommendations from the Iowa Dept. of Public Health in regard to exclusion from school for communicable diseases.

B. Universal Precautions

1. Universal Precautions apply to blood and all other potentially infectious body materials. SEP will comply with all recommended Occupational Safety and Health Administration, Center for Disease Control, and State Dept. of Health guidelines for Universal Precautions.

2. Good handwashing should be observed when handling any body fluids or administering health care to any individual. Disposable gloves will be located in each nurse's station, and all staff will be asked to keep gloves in their area.

3. Call housekeeping to clean up any soiled surfaces involving body fluids.

4. Blood or body fluid soiled items should be disposed of in sealed plastic bags. Regulated waste, as defined by OSHA regulations, will be double-bagged and disposed of in the district's regulated waste container.

5. All employees will receive training on OSHA standard 1910.1030 regarding Bloodborne Pathogens.

6. The Communicable Disease Policy is available to all employees.

III. Medication Administration in SEP Schools

1. Medications are to be administered to students in school only by the school nurse or qualified designated school personnel (non-health professionals who have completed a school medication course). Medications will only be given according to the School Medication Policy (see Elementary Family Handbook, page 12).

2. Only medicines prescribed by a physician will be given in school. *This means over-the-counter medications, such as aspirin, cold and stomach remedies, cough drops and syrups, or any other drug purchased without a physician's prescription, cannot be given unless a physician orders it.*

APPENDIX B

SOUTHEAST POLK COMMUNITY SCHOOLS

CHILD ABUSE (REVISED 1989)

It is the policy of the Southeast Polk Community School District that any employee who believes or has reason to believe that a student under the age of 18 has been abused, as defined by law, shall see that such child abuse or suspected child abuse is reported to the Department of Social Services. *Legal Reference: Chapter 232.67 - 232.70 The Code of Iowa*

The following information is furnished to keep you informed.

I. Definition

The State of Iowa provides protection for children through reporting and investigation of child abuse. The three types of abuse covered under the law are:

1. Any non-accidental physical injury which is at variance with the history given of it, suffered by a child as the result of the acts or omissions of a person responsible for the care of the child.
2. The commission of any sexual abuse with or to a child by any person.
3. The failure on the part of a person responsible for the care of a child to provide for the adequate food, shelter, clothing or other care necessary for the child's health and welfare when financially able to do so or when offered financial or other reasonable means to do so.

A parent or guardian legitimately practicing religious beliefs who does not provide specified medical treatment for a child for that reason alone shall not be considered abusing the child; however, this provision shall not preclude a court from ordering that medical service be provided to the child where the child's health requires it.

Note: A "child" means any person under the age of 18 years.

II. Mandatory Reporter

The law (Chapter 232.69 of the Code of Iowa) makes it mandatory for every health practitioner (physician, registered nurse), every social worker under the jurisdiction of the Department of Human Services, any social worker employed by a public or private agency or institution, public or private health care facility, certified psychologist, certified school employee, employee of a licensed day care facility, members of the staff of a mental health center, or peace officer, who examines, attends, counsels, treats a child, and reasonably believes a child has suffered abuse, to make a report to the Department of Human Services.

The law provides that the County Department of Human Services shall make an appropriate investigation promptly after receiving either an oral or written report. The primary purpose of the investigation shall be the protection of the child.

III. Mandatory Training

The law requires mandatory reporters as described above to complete two hours of training relating to the identification and reporting of child abuse within one year of initial employment. The person then shall complete at least two hours of additional child abuse identification and reporting training every five years thereafter.

IV. Penalty for Failure to Report

Any person required by this law to report a suspected case of child abuse who knowingly and willfully fails to do so, is guilty of a misdemeanor and, upon conviction, will be fined not more than one hundred dollars or be imprisoned in the county jail not more than thirty days. Any person required by this law to report a suspected case of child abuse who knowingly fails to do so, is civilly liable for the damage proximately caused by such failure.

V. Immunity from Liability

A person participating in good faith in the making of a report or photographs or x-rays pursuant to this chapter or aiding and assisting in an investigation of a child abuse report pursuant to Section 232.71 shall have immunity from any liability, civil, or criminal action, which might otherwise be incurred or imposed. The person shall have the same immunity with respect to participation in good faith in any judicial proceeding resulting from the report or relating to the subject matter of the report.

VI. Reporting Procedures

When any school employee has reason to believe that a child has been abused, the employee shall report such information in writing, using the abuse report form. The employee will then make the necessary oral and written reports to the Department of Human Services and the Department of Educational Services as outlined below.

- A. The oral report shall be made by telephone as soon as possible, but no later than 24 hours to:
- Iowa Department of Human Services
 - Child Protective Investigation Unit
 - Telephone: 281-8880 (24-hour number)

Write down the name of the worker who receives the call. If immediate protection is advisable, request the Department of Human Services to notify an appropriate law enforcement agency or Polk County Juvenile Court. Plans for the investigation as they pertain to the school should be discussed with the protective service worker whose name is to be entered on the written report form.

- B. The written report, "Report of Child Abuse" (2 copies), shall be made within 48 hours of the oral report. (See attached copy.) One copy should be sent to:

- Iowa Department of Human Services
- Child Protective Investigation Unit
- 1200 University Avenue
- City View Plaza
- Des Moines, Iowa 50314

Make a second copy for individual filing (not to be filed in school).

- C. Report of Investigation: If a follow-up report from the Child Protective Agency has not been received, the reporter should call the worker who received the oral report.

VII. Child Abuse Investigation

Administrators of all public and nonpublic schools subject to the authority of the Department of Public Instruction shall cooperate with the investigators by providing confidential access to the child named in the report, and to other children alleged to have relevant information, for the purposes of interviews. The investigators shall determine who shall be present at the interview. The school administrators are under no duty to report the investigation or interview to the child's parent or guardian. The immunity granted by Section 232.73 applies to such administrators and their school districts.

VIII. Investigations at School

- A. Verify that the investigator is authorized by the Child Protective Agency.
- B. Cooperate with the investigation as per paragraph VI.
- C. A law officer (police, sheriff, or juvenile court officer) may take a child from school to facilitate the investigation.

(**See report form on next page)

INSTRUCTIONS FOR COMPLETING THE REPORT OF SUSPECTED CHILD ABUSE #470-0665

- u This form is prepared by the Mandatory Reporter who has made the initial oral report to the Dept. of Human Services.
- u Submit this form WITHIN 48 HOURS to the Child Protective Unit which will be conducting the investigation of the oral report.
- u If the oral report was not accepted for investigation, this form is not necessary.
- u If your agency has a report form or letter format which includes all the information requested on this form, the agency format may be used in place of the form 470-0665.

COPY THE FORM AND USE THE SPACE ON THE BACK IF THERE IS NOT ENOUGH SPACE FOR ALL PERTINENT INFORMATION ON THE FRONT OF FORM 470-0665. COLLATERAL REPORTS OR OTHER INFORMATION MAY BE ATTACHED TO THE FORM.

REPORT OF SUSPECTED CHILD ABUSE

This form may be used as the written report which the law requires all mandated reporters to file with the Department of Human Services following an oral report of suspected child abuse. If your agency has a report form or letter format which includes all of the information requested on this form, you may use the agency format in place of this form.

Fill in as much information under each category as is known. Submit the completed form to the local office of the Department of Human Services within 48 hours of oral report.

FAMILY INFORMATION		
Name of child	Age	Date of birth
Address	City	State
Phone	School	Grade level
Name of parent or guardian	Phone (if different from child's)	
Address (if different from child's)		
OTHER CHILDREN IN THE HOME		
NAME	BIRTH DATE	CONDITION
INFORMATION ABOUT SUSPECTED ABUSE		
<p>In this section, indicate the date of suspected abuse; the nature, extent and cause of the suspected abuse; the persons thought to be responsible for the suspected abuse; evidence of previous abuse; and other pertinent information needed to conduct the assessment. Use the back of this form if necessary to complete the information requested above and to identify individuals who have been informed of the child abuse report, such as building administrator, supervisor, etc.</p>		
REPORTER INFORMATION		
Name and title or position		
Office address		
Phone	Relationship to child	
Names of other mandatory reporters who have knowledge of the abuse		
Signature of reporter		Date

APPENDIX C

DISTRICT FORMS

School offices have the following forms:

- u Certified/Classified Leave Request
- u Transportation Request
- u Request for Permission to Take College Course for Credit
- u Child Abuse Reporting Form (included here as Appendix B)
- u Staff Emergency Form
- u Request for Purchase
- u Request for Check
- u Semester Plan Forms
- u Transfer Forms for Students Who Move
 - a. Kindergarten Form
 - b. Grades 1-5 Form
- u 504 Accommodation Plan
- u Mileage and Expense Report
- u Insurance Forms

APPENDIX D

District Crisis Plan

See separate notebook and flip chart in each building.

APPENDIX E

Southeast Polk Staff Evaluation Plan

This plan is a continuing document not reproduced each year. Staff members should each have his/her own copy kept in a handbook notebook. See your principal for further information.

APPENDIX F

District Attendance Policies

Code No. 501.9

Revised 1995-96

Regular attendance by students at school is essential for students to obtain the maximum opportunities from the educational program. 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.

Student absences approved by the principal shall be excused absences. Excused absences shall count as days in attendance for purposes of the truancy law. These absences include, but are not limited to: illness, family emergencies, recognized religious observances, and school-sponsored or approved activities.

Students whose absences are approved shall make-up the work missed and receive full credit for the missed school work. It shall be the responsibility of the student to initiate a procedure with the student's teacher to complete the work missed.

Students who wish to participate in school-sponsored activities must attend school a full day the day of the activity unless permission has been given by the principal for the student to be absent.

It shall be the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school on that day. The superintendent may request evidence or written verification of the student's reason for absence.

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

Legal Reference: Iowa Code §§ 294.4; 299 (1993).
281 I.A.C. 12.2(4).

Cross Reference: 501.3 Compulsory Attendance
503 Student Discipline
504 Student Activities
506 Student Records

Code No. 501.9R1

STUDENT ATTENDANCE REGULATION

I. Philosophy

Students will be expected to attend classes regularly and to be on time in order to receive maximum benefit from the instructional program, to develop habits of punctuality, self-discipline and responsibility, and to assist in keeping disruption of the educational environment to a minimum. While it is possible for an absent student to make up much of the school work missed, it is impossible to completely compensate for absence from classes. It is our belief and expectation, supported by educational research, that any student missing more than ten days in any single school year jeopardizes and potentially forfeits their ability to effectively use the school program and opportunities presented to our students.

Absences always cause some disruption in the educational progress of the student who was absent. In order to maintain interest and understanding in a program of instruction, students should not expect to be absent any more than is absolutely necessary. Students who fail to make up work missed may not understand what the teacher is currently presenting and may also become discouraged with the double burden of keeping current and making up missed work. Irregular attendance or tardiness by students not only retards their own studies but also interferes with the progress of those pupils who are regular and prompt in attendance.

Students who have good attendance records are most likely to achieve higher grades, enjoy school life to a greater degree and have more employment opportunities after leaving school. Prospective employers expect promptness and regular attendance from employees and are reluctant to hire persons who have not established good habits of responsibility and self-discipline. Regular attendance and promptness which are fostered by attention given them during the years of school attendance.

There are times, however, when school officials may determine that the problems associated with absence from school are outweighed by the advantages of an activity in which the student participates, and they may endorse or sponsor an activity or trip. Attendance at such approved trips and activities will not be considered an absence from school.

II. Attendance Notification

A. Whenever a student is absent from school and notification has not been received from the student's parents, school authorities will attempt to contact the parents by telephone to confirm the need and reason for absence.

B. Level One:

Whenever a student is absent from school for more than seven days, a school truancy team from the building where the absences occur will determine if the absences constitute a reason to believe that avoidance of school (truancy) is involved. If the majority of the absences fall within defined "excused" absences, the determination will be that truancy is not involved. In this case, no action will be taken. If the majority of the absences fall outside defined "excused" absences or constitute a consistent pattern of avoidance of school, based upon the student's cumulative school attendance record, a notice shall be sent by the principal. The notice will inform the student's parents of the dates of absence, the reasons given therefore, and an invitation to visit the school to discuss the attendance of their child.

C. Level Two:

Whenever a student is absent from school on more than ten days, a school truancy team from the building where the absences occur will determine if the absences constitute a reason to believe that avoidance of school (truancy) is involved. If the majority of the absences fall within defined "excused" absences and the team determines that avoidance of school is not involved, a specific plan will be reviewed to assure that the student is able to continue his or her educational program. If the majority of the absences fall outside defined "excused" absences or constitute a consistent pattern of avoidance of school (truancy), based upon the student's cumulative school attendance record, a required parental meeting will be held to discuss the attendance of their child and potential future consequences of avoidance of school (truancy).

The truancy team will have the authority at level two to initiate alternative make-up programs, to include after school and alternate day (Saturday) student attendance. Refusal to participate in prescribed level two programs will cause the attendance issue to be moved to level three "...outside defined 'excused' absences" response.

D. Level Three:

Whenever a student is absent from school on more than fifteen days, a school truancy team from the building where the absences occur will determine if the absences constitute a reason to believe that avoidance of school (truancy) is involved. If the majority of the absences fall within defined "excused" absences and the team determines that avoidance of school is not involved, the specific plan will again be reviewed to assure that the student is able to continue his or her educational program. If a consistent pattern of avoidance of school (truancy), based upon the student's cumulative school attendance record, a complaint will be filed with the county attorney's office within three business days. Action will be accompanied by notice to the superintendent and the board.

The truancy team will have the authority at level three to recommend to the board that a student's education program be interrupted, by suspension or expulsion, until such time as the student and parents are willing to have the student return to school and commit to attendance on a regular basis. If expulsion is recommended and implemented, the earliest date of return would be the start of the next semester. Expulsion will prohibit credit award for subjects taken during the semester of expulsion.

III. Tardiness

Tardies may be excused upon the same reasonable grounds as those considered for absences. Unexcused tardies shall cause notification to be sent to parents. Tardies will be dealt with through procedures described in board-approved student handbooks. Repeated instances of late arrival or early departure from school will be treated as absences and subject to provisions of II.B.

IV. Absences

A. Absences from school will be considered “excused” for the following reasons:

1. Personal illness;
2. Death or serious illness in the immediate family or household;
3. Medical or dental appointments which cannot be made other than during school time;
4. Short-term suspension from school;
5. Other reasons which can be justified from an educational standpoint.

B. Reasons for absence from school which can be justified from an educational standpoint may be approved by the principal of the attendance center. Permission for such absences should be obtained in advance of the absence from school. Failure to obtain prior permission will result in the absence being considered “unexcused.” The principal should document the reasons for excusing or refusing to excuse such absences.

C. School work missed due to any absence must be completed to the satisfaction of each teacher whose class or classes were missed.

1. When students can anticipate absences, every effort should be made to see that school work is made up in advance of the absence. The principal may determine that the completion of school work in advance be a prerequisite to allowing the absence to be excused.

2. When an absence was not anticipated, all school work must be made up within the number of school days which are equal to the number of days absent plus one. Absences of more than five days must be made up as arranged with the principal.

3. Students shall receive full credit for school work made up due to absences.

D. Students who anticipate an absence, especially when the absence must have the principal’s prior approval, shall give timely notice to the school office in advance of the anticipated absence. When time permits, such notification shall be in writing and signed by the student and the parents or guardian of the student. Failure to notify the school in advance may result in the absence being considered “unexcused.”

E. All students who were absent from school for any reason shall submit, in written form (if prior notice has not been provided through phone contact and accepted by the principal’s office), the specific reasons for their absence, the specific days or times they were absent, verification by the doctor or dentist, if appropriate, and the signature of the student and a parent or guardian.

Parents and guardians should be encouraged to phone the school regarding a student’s absence on the day of the absence. Only when a student of majority age (eighteen years or older, or married) is not residing with the student’s parents or guardian, may the student present his or her own excuse for absence without parental verification. The principal should be notified in advance of any such circumstances.

F. In the event that the principal determines that it is advisable to verify an excuse given for an absence, the principal may take appropriate steps to do so.

G. No later than four weeks following the close of each school quarter, the principal in charge of each attendance center will report to the board regarding average daily attendance for the previous quarter period. Such report will include an explanation of the data presented.

V. Unexcused Absences

A. Students who are absent from school or class without a reasonable excuse shall be subject to disciplinary measures. Reasonable excuses are those which are acceptable reasons as provided in Section IV. A. and B. of these rules.

B. Each day or portion of a day of absence from school or class shall be considered a separate violation of these rules.

C. Students who are found to be absent without a reasonable excuse may be subjected to one or more of the following disciplinary measures:

1. Probation;
2. After-school detention;
3. Nonteaching day attendance;
4. In-school suspension;
5. Removal of school privileges;
6. Short-term suspension from school;
7. Long-term suspension from school;
8. Recommendation for expulsion from school.

VI. Reduction of Grades Prohibited

Reduction of grades shall not be used as a disciplinary measure against a student because of absence from school.

VII. Review

A. Teacher's Decision

Students and parents wishing to have a review of a teacher's decision regarding make-up work rendered under the absence rules, may do so by filing a written request for review with the principal within five school business days after the teacher's decision was rendered. The principal will determine a mutually agreeable time, place and date for the review and notify the students, parents and teacher accordingly. At the appointed time, the parties attending the review will meet to discuss the matter informally. Following the review, the principal shall affirm, reverse or modify the teacher's decision.

B. Principal's Decision

Students, parents and teachers may obtain a review of the principal's decision under this absence rule by filing a written request for review within five school business days with the superintendent. The superintendent or designee will determine a mutually agreeable time, place and date for the review and notify the interested persons accordingly. At the conclusion of the review, the superintendent or the superintendent's designee shall affirm, reverse or modify the principal's decision.

VIII. Truancy Officer

A. Appointment

The board shall appoint one or more persons, currently designated as building principals, as truancy officers for the purpose of enforcing state laws regarding truancy.

B. Truancy

The truancy officer shall be notified of all instances of absences. When a student has accumulated five absences from school, the truancy officer shall provide written notice with the student's parents consistent with requirements of II.B.

APPENDIX G

CODE OF ETHICS

Preamble

- u Educators are members of a profession which stresses service and leadership within the community.
- u Educators, whatever their positions within the profession, subscribe to a code of ethics designed to stimulate exemplary performance.
- u Educators, sharing the same burden as other professionals, should be self-policing. They are expected to act wisely for the benefit of their students, their colleagues, and their community.
- u Educators agree that resolution of their problems should be made through deliberate exercise of reason, with equity always foremost, and with reference to law and the rules and regulations of the institution wherein the problems arose.

Statement of Ethics

1. The educator's primary interests are student learning and discovery of truth. The educator is objective in examining and presenting evidence and respects students' and colleagues' opinions.
2. The educator is obligated to help students become well-informed and to think for themselves. The educator stimulates the free pursuit of knowledge within the fields of study to which qualified and assigned. The educator rejects the persistent intrusion of material which is judged to have no relation to the subject matter of the courses.
3. The educator recognizes the sometimes sensitive nature of relationships with students and colleagues and accepts the principle of confidentiality. Furthermore, the educator avoids exploitation of students and colleagues for private gain and/or partisan interest.
4. The educator, by the nature of the educational endeavor, has considerable power over others and exercises that power prudently, knowing the capacity to affect the lives of students and colleagues.
5. The educator abides by the reasonable rules and regulations of the employing institution and works in an orderly manner to effect changes which are judged by the profession and the institution to be desirable. The educator accepts the responsibility to cooperate with colleagues in the community of scholars and in the equitable governance of the employing institution.
6. The educator subscribes to principles of academic freedom for students and colleagues alike and recognizes that academic freedom is a sham if denied to anyone and if practiced without responsibility.
7. The educator accepts responsibility for explaining and interpreting personal professional principles and actions when reasonable questions arise, whether from colleagues, students, community, or the profession as a whole.
8. The educator recognizes that personal actions may easily reflect credit or discredit upon the employing institution and the profession and conforms to accepted standards of conduct. The educator is free to act, write, and speak in accordance with constitutional rights and personal beliefs but is careful to distinguish between activities as a private citizen and as a representative of the employing institution.

APPENDIX H

Code No. 606.7R2

VOLUNTEERS/CHAPERONES

Citizen Assistance to School Personnel

The Board of Directors encourages the use of community resources and citizens to assist in furthering the educational program of the school system. One of the greatest resources available may be found in the citizens of the community who have special knowledge and particular talents to contribute to the educational program.

The use of outside personnel and resources will be under regulations approved by the Superintendent of Schools.

Community Resource Persons and Volunteers

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

Recruitment, training, utilization and the maintenance of records for the purpose of insurance coverage and/or recognition of school district volunteers is the responsibility of the superintendent.

Transporting Students in Private Vehicles

Generally, transporting students for school purposes shall be done in a vehicle owned by the school district and driven by a school bus driver. Students may be transported in private vehicles for school purposes. It shall be within the discretion of the superintendent to determine when this is appropriate.

Individuals transporting students for school purposes in private vehicles must have the permission of the principal. A background check on driver's license records must be completed prior to transporting to ensure volunteers have no driving history that would compromise the safety of our students. The school district assumes no responsibility for those students who have not received the approval of the principal and who ride in private vehicles for school purposes.

This policy statement applies to transportation of students for school purposes in addition to transporting students to and from their designated attendance center. It shall be the responsibility of the superintendent to develop administrative regulations regarding this policy.

Legal Reference:

Cross-Reference:

Approved 2/16/06 Reviewed 4/29/04 Revised _____

VOLUNTEERS/CHAPERONES

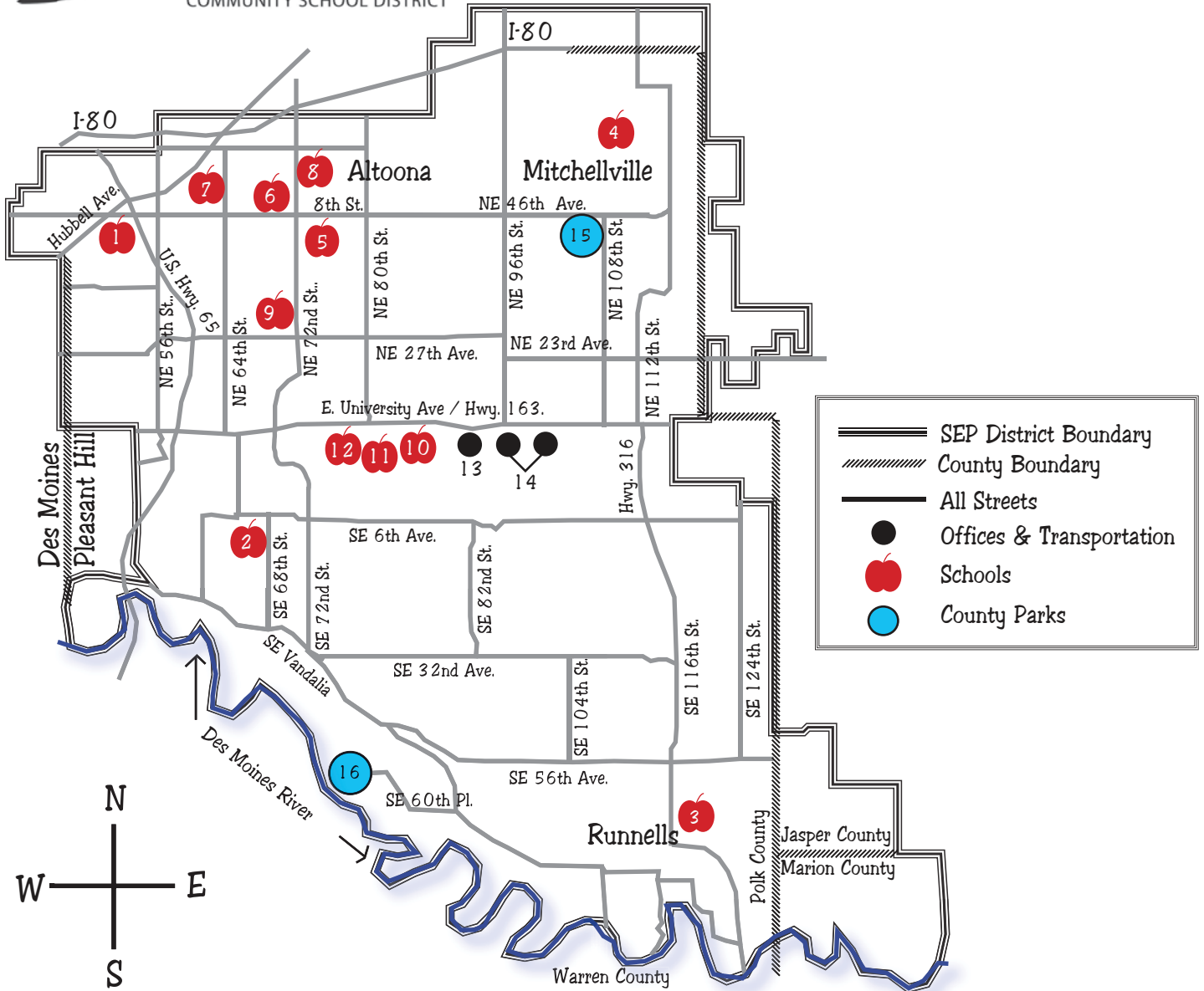
VOLUNTEER STATEMENT

I am providing volunteer/chaperone services to Southeast Polk Community School District (the "District") subject to the following terms and conditions:

- 1. The District will notify me of the types of services, expectations, rules, and regulations that are required and the dates, times, and locations for the provision of services.
- 2. At all times that I am providing volunteer/chaperone services to the District, I will be a guest of the District following the directions of District's appointed staff, and using the facilities or vehicles of the District subject to its discretion.
- 3. At all times that I am providing volunteer/chaperone services to the District, I will be subject to the expectations, rules, and regulations applicable to District's employed adult staff. [Adult supervisors of Southeast Polk students set, by example and enforcement, appropriate levels of conduct consistent with the expectations, rules, and regulations of the District.]
- 4. As a volunteer/chaperone, I am not an employee of the District, and I am not eligible for and will not receive any benefits which are provided by the District to its employees.

Date: _____

Volunteer/Chaperone



- | | | |
|--|---|--|
| <p>1. DELAWARE ELEMENTARY
4401 E 46th St, Des Moines
262-3197</p> <p>2. FOUR MILE ELEMENTARY
670 SE 80th St, Pleasant Hill
265-1972</p> <p>3. RUNNELLS ELEMENTARY
6575 SE 116th St, Runnels
966-2068</p> <p>4. MITCHELLVILLE ELEMENTARY
308 Elm Ave NW, Mitchellville
967-4274</p> <p>5. CENTENNIAL ELEMENTARY
901 7th Ave SE, Altoona
967-2109</p> | <p>6. ALTOONA ELEMENTARY
201 6th St SW, Altoona
967-3771</p> <p>7. WILLOWBROOK ELEMENTARY
300 17th Ave SW, Altoona
967-7512</p> <p>8. HARBOR ALTERNATIVE
1301 1st Ave N, Altoona
957-8811</p> <p>9. CLAY ELEMENTARY
3200 First Ave, So, Altoona
967-4198</p> <p>10. JUNIOR. HIGH SCHOOL
8325 NE University Ave, Pleasant Hill
967-5509</p> <p>11. SPRING CREEK SIXTH GRADE
8031 NE University Ave, Pleasant Hill
967-5533</p> | <p>12. SENIOR HIGH SCHOOL
7945 NE University Ave, Pleasant Hill
967-6631</p> <p>13. DISTRICT OFFICE
8379 NE University Ave, Pleasant Hill
967-4294</p> <p>14. TRANSPORTATION DEPARTMENT
8415 NE University Ave, Pleasant Hill
967-3793</p> <p>15. THOMAS MITCHELL PARK
10509 NE 46th Ave, Mitchellville
967-4889</p> <p>16. YELLOW BANKS PARK
6801 SE 32nd Ave, Des Moines
266-1563</p> |
|--|---|--|



Aesop is the substitute automated service that has been implemented within our district. You can record an absence by going on the Aesop web-site or dialing the 800#. **The web-site offers training material as well as training videos on the home page (lower left corner).**

800-942-3767 OR <http://www.aesoponline.com/login2.asp>

Key points to remember:

- If you are going to miss a day or half day for any reason it is your responsibility to put your absence in Aesop.
- When recording an absence on Aesop, make sure to complete the paper leave form as well.
- To schedule a personal day you must get the date approved from your building's principal before entering it into Aesop. After the date has been approved, it will be your responsibility to add it into the system.
- If recording an absence within an hour of your contract time, call Aesop first, and then call your building's principal. It is important to call Aesop first because Aesop will begin looking for the substitute as soon as you call the absence in.
- Please put the Aesop (800-942-3767) and your building principal's phone numbers on your cell phone.
- You can record an absence up to a year in advance on the web-site and one month in advance using the 800#.