

PERRY ELEMENTARY SCHOOL STUDENT - FAMILY HANDBOOK 2023 - 2024



“Ensuring Learning for All”



PERRY ELEMENTARY SCHOOL
1600 8th Street Perry, Iowa, 50220
Telephone: 465-5656 Fax: 465-7769
Website: www.perry.k12.ia.us

Dr. Ryan Marzen
Principal

Mrs. Morgan Rinker
Associate Principal

Bus Garage – 465-5513
Kitchen – 465-8234
Nurse’s Office – 465-8354

Troy.Griffith@g.perry.k12.ia.us
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Grades 1- 5
Transitional Kindergarten/Kindergarten
Preschool

Classes begin:
August 23, 2023
August 24 – 25, 2023
August 28, 2023

PERRY ELEMENTARY SCHOOL

STUDENT - FAMILY HANDBOOK 2023 - 2024

PERRY ELEMENTARY SCHOOL DISTRICT MISSION STATEMENT

Ensuring through best practice & equitable opportunities so that all students learn at their highest emotional, social, and academic level.

August, 2023

Dear Parents and Guardians:

On behalf of the Perry Elementary School administrators and staff, we welcome you to a new school year. We are pleased to have the opportunity to work with your children and we are confident they will have an exciting, challenging and rewarding educational experience in the coming months.

The student handbook you are now about to read presents information regarding legally mandated regulations. These guidelines, rules and regulations are established to ensure a safe and positive school learning environment. These are the expectations that are pertinent to everyday activities during a school year.

Some of the information in these pages refers to situations that are rare in schools. It is your right and responsibility to be informed of these policies and procedures. Please note that while some are more applicable to situations that might arise with older students, we feel obligated to inform all families of all children regardless of age.

If you have any questions about this information, please call (515) 465-5656 where your call can be directed to the person who can respond to your needs. We look forward to working with you!

Sincerely,

Dr. Ryan Marzen
Principal

Mrs. Morgan Rinker
Associate Principal



“Ensuring Learning for All”

SCHOOL LAWS SECTION

**DISTRICT NOTIFICATIONS
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CHILD ABUSE
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ANIMALS ON DISTRICT PREMISES**

It is the policy of the Perry Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Angelica Cardenas-Diaz, 1200 18th Street, Perry, IA 50220-1650, (515) 465-3505, angelica.cardenas-diaz@g.perry.k12.ia.us, or to the Director of the Region VII Office of Civil Rights, Department of Education, Chicago, IL. Questions about ADA (Americans with Disabilities Act) compliance may be directed to ADA Coordinator, Director of Learning Supports (515) 465-5656.

PERRY ELEMENTARY SCHOOL 2023 - 2024 STUDENT-FAMILY HANDBOOK SCHOOL LAWS SECTION

Parents and students should be aware of several laws affecting education, which govern the school's procedures in certain areas. These are as follows:

DISTRICT NOTIFICATIONS

Each year school districts are required by legislative action to make families aware of specified District Policies through a public notice. The following policies are those that are required to be included in this public notice. In some instances, these policies may also be included in the building-level student handbooks.

● ANNUAL NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the district receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student's privacy rights. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to inform the school district that the parent does not want directory information, as defined below, to be released. Directory information can be released without prior parental consent. Any student over the age of eighteen or parent not wanting this information released to the public must make an object in writing by September 1st to the principal. The objection needs to be renewed annually.

NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, E-MAIL ADDRESS, GRADE LEVEL, ENROLLMENT STATUS, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT

PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, STUDENT ID NUMBER, USER ID OR OTHER UNIQUE PERSONAL IDENTIFIER, PHOTOGRAPH AND LIKENESS AND OTHER SIMILAR INFORMATION.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20202-4605. The School District may share any information with the Parties contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the School District to the Parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the District to the Parties after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family. Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian. Information obtained from others shall not be used for the basis of disciplinary action of the student. This agreement only governs the School District's ability to share information and the purposes for which that information can be used. The purpose for the sharing of information prior to a student's adjudication is to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education. The juvenile justice agency requesting the information will contact the principal of the building in which the student is currently enrolled or was enrolled. The principal will forward the records within 10 business days of the request. Confidential information shared between the agency and the District shall remain confidential and shall not be shared with any other person, unless otherwise provided by law.

- **PARENTS'/GUARDIANS' RIGHTS NOTIFICATION (HIGHLY QUALIFIED STAFF)**

Parents/guardians in the Perry Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. Parents/guardians will be informed should their child be taught by a non-highly qualified teacher for a period of four or more consecutive weeks. You may also request the qualifications of a highly qualified instructional paraprofessional who serves at Perry Elementary School. Parents/guardians may request this information from the Office of the Superintendent by calling 465-4656 or sending a letter of request to the Office of the Superintendent, 1102 Willis Avenue, Suite 200, PO Box 69, Perry, IA 50220.

- **OPEN ENROLLMENT POLICY**

Parents requesting open enrollment for their student will notify the sending and receiving school district no later than March 1 in the school year preceding the first year desired for open enrollment. The notice is made on forms provided by the Department of Education. The forms are available at the central administration office. Parents of children who will begin kindergarten in the school district are exempt from the open enrollment March 1 deadline. Parents of children who will begin kindergarten will file in the same manner set forth above by September 1. Parents who have good cause as defined by law for failing to meet the March 1 deadline may make an open enrollment request by September 1 unless another deadline applies. Parents of students whose open enrollment requests are approved by the Board of Education shall be responsible for providing transportation to and from the receiving district without reimbursement unless the parents financially qualify for transportation assistance. For more information on Open Enrollment options, please contact the School Administration Center.

● **ABUSE OF STUDENTS BY SCHOOL DISTRICT PERSONNEL**

Physical or sexual abuse of students, including inappropriate and intentional sexual behavior, by employees will not be tolerated. The definition of employees for the purpose of this policy includes not only those who work for pay but also those who are volunteers of the school district under the direction and control of the school district. Employees found in violation of this policy will be subject to disciplinary action up to and including discharge. The school district will respond promptly to allegations of abuse of students by school district employees by investigating or arranging for the investigation of an allegation. The processing of a complaint or allegation will be handled confidentially to the maximum extent possible. Employees are required to assist in the investigation when requested to provide information and to maintain the confidentiality of the reporting and investigation process. Anyone believing that a student has been abused by a District employee should report the abuse to the Board appointed Level One Investigators, Clark Wicks, 465-4656, or Mel Raskie, 465-8423.

● **HOMELESS CHILDREN AND YOUTH**

The Perry Community School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth. The term “homeless children and youth” means individuals between the ages of 3 & 21 who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up”);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters; or
 - Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above. To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:
 - Designate *Angelica Cardenas* as the local homeless children and youth liaison;
 - Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;
 - Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;
 - Ensure collaboration and coordination with other service providers;
 - Ensure transportation is provided in accordance with legal requirements;
 - Provide school stability in school assignment according to the child’s best interests;
 - Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth’s living situation;
 - Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and
 - Prohibit the segregation of a homeless child or youth from other students enrolled in the district.

Questions regarding homeless children and youth should be directed to the Coordinator, Angelica Cardenas, at 515-465-8391.

● **NON-DISCRIMINATION POLICY STATEMENT**

It is the policy of the Perry Community School District not to discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district’s Equity Coordinator, Angelica Cardenas, 1200 18th Street, Perry, IA 50220-1650, (515) 465-3503, angelica.cardenas@g.perry.k12.ia.us, or to the Director of the Region VII Office of Civil Rights,

Department of Education, Chicago, IL. Questions about ADA (Americans with Disabilities Act) compliance may be directed to the Director of Learning Supports/ADA Coordinator, (515) 465-5656. The Perry Community School District offers career and technical programs in the following areas of study: Agriculture, Food and Natural Resources, Information Solutions, Applied Sciences, Technology, Engineering, and Manufacturing, Health Sciences, Human Services, and Business, Finance, Marketing and Management. The Perry Community School District is an EEO/AA employer.

Code No. 104

ANTI-BULLYING/ANTI-HARASSMENT POLICY

The Perry Community School District is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassment of or by students, staff, and volunteers is against federal, state, and local policy and is not tolerated by the board. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Therefore, it is the policy of the state and the school district that school employees, volunteers, and students shall not engage in bullying or harassing behavior in school, on school property, or at any school function or school-sponsored activity.

Definitions

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

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

Filing a Complaint

A Complainant who wishes to avail himself/herself of this procedure may do so by filing a complaint with the superintendent or superintendent’s designee. An alternate will be designated in the event it is claimed that the superintendent or superintendent’s designee committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 7 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed. School employees, volunteers, and students shall not engage in reprisal, retaliation, or false accusation against a victim, witness, or an individual who has reliable information about an act of bullying or harassment.

Public Complaints

Any concerns should be resolved at the lowest organizational level by those individuals closest to the concern

- (a) Matters should first be addressed to the teacher or employee.

- (b) Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal.
- (c) Unsettled matters from (b) above or problems and questions concerning the school district should be directed to the superintendent.
- (d) If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board for consideration. To bring a concern, the individual shall notify the board president or board secretary in writing, who may bring it to the attention of the entire board.
- (e) Parents, guardians and community members of the district who have concerns about the district or the board may refer to the "Parents, Guardian, and Community Concerns" guidance provided by the Iowa Department of Education.

Investigation

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

Administrative procedures regarding this policy include:

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

Decision

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds. A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the policy adopted pursuant to this section, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report. Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

Once again, bullying is not: a singular conflict, mutual arguments, disagreements, and or social rejection. According to the National Anti-Bullying Alliance, bullying is defined as: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online

● SECTION 504

It is the policy of the Perry Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. Inquiries concerning the school district's compliance with

the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 may be directed to the Section 504 Coordinator, who has been appointed by the Board of Directors as the Section 504 Coordinator, Laura Skeel, at the Elementary School, 1600 8th St., Perry, Iowa 50220 or the Director of the Office of Civil Rights, Department of Education, Chicago, IL.

- **POST SECONDARY ENROLLMENT OPTIONS**

Students regularly enrolled in the Perry Community School District in the eleventh or twelfth grades are eligible to participate in the post-secondary enrollment plan. Students in the ninth or tenth grade who have been identified by the District as gifted and talented students are also eligible to participate in the post-secondary enrollment plan. The students must be enrolled only part-time in the post-secondary institution and must continue to be enrolled in courses at the Perry High School. Students interested in this option should contact their High School Guidance Counselor for additional information.

- **PERIODIC INSPECTIONS-LOCKERS, DESKS AND SCHOOL FACILITIES**

Lockers, desks and other facilities and spaces remain at all times property of the District, even though temporarily assigned as a courtesy to students. These facilities are subject to unannounced inspections, and students have no legitimate expectations of privacy in these facilities even though they may be locked. Written notice shall be given annually to each student and his/her parents, guardians or custodians that the District may conduct periodic inspections without prior notice of all or a randomly selected number of school lockers, desks and other facilities or spaces owned by the District and provided as a courtesy to students.

- **WEAPONS POLICY**

The board believes weapons, other dangerous objects and look-alikes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district. School district facilities are not an appropriate place for weapons, dangerous objects and look-alikes. Weapons and other dangerous objects and look-alikes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district. Parents of students found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons or dangerous objects or look-alikes will be reported to law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

- **HUMAN GROWTH AND DEVELOPMENT**

Students in grade levels kindergarten through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being. The areas stated above are included in health education and the instructions are adapted at each grade level to aid understanding by the students. Parents who object to health education instruction in human growth and development may file a written request that the student be excused from the instruction. The written request will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

- **ATTENDANCE**

- **Compulsory Attendance Law**

Each child between the ages of five and sixteen is required to be in attendance. Failure to do so can result in the child being declared truant and appropriate charges filed with the County

Attorney. It is the parents responsibility (not the schools) in regards to their child(ren) coming to school each day and on time.

- **Repeated Absenteeism**

It shall be within the discretion of the principals to investigate and determine whether special action is necessary for students who are absent repeatedly. Notes from a doctor verifying illnesses will be required when repeated absences are due to illness. It shall be within the discretion of the principals to determine whether a student is “absent repeatedly” on a case-by-case basis (Refer to Board Policy Code No. 501.9).

- **After school activities**

If a student is absent from school due to illness, they will not be able to participate in after school activities such as grade level concerts. Students need to use this time to rest and get better.

- **CHILD ABUSE**

School staff has the responsibility as mandatory reporters under penalty of law to contact the County Department of Human Services of any and all suspected cases of child abuse.

- **EXPULSION**

Only the Board of Directors may remove a student from the school environment on a long-term basis. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school. It shall be within the discretion of the Board of Directors to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense (Refer to Board Policy Code No. 503.2).

- **IMMUNIZATIONS**

Iowa law demands that all school-age children enrolled in public or private educational institutions be immunized against a variety of diseases. Local school officials may refuse enrollment to any child who is not properly immunized. Religious exemptions are available in some cases. Further information is available from the school nurse.

- **VISION SCREENING**

Under the Iowa Code section 135.39D, the Department of Public Health, adopts new Chapter 52, “Vision Screening”, Iowa Administrative Code. This requirement is for incoming Kindergarten and all third grade students. This amendment establishes **new** rules governing vision screening for children.

641--52.5 (135) Timeline for valid vision screening.

52.5(1) Kindergarten. To be valid, a minimum of one child vision screening shall be performed on a child no earlier than one year prior to the date of the child’s enrollment in kindergarten and no later than six months after the child’s enrollment in kindergarten.

52.5(2) Grade three. To be valid, a minimum of one child vision screening shall be performed on a child no earlier than one year prior to the date of the child’s enrollment in the third grade and no later than six months after the date of the child’s enrollment in the third grade.

641—52.6 (135) Proof of child vision screening.

52.6 (1) The parent or guardian of a child enrolled in kindergarten or third grade shall ensure that evidence of a child vision screening is submitted to the school district or accredited nonpublic elementary school in which the child is enrolled either electronically through IRIS pursuant to sub rule 52.6 (2) or in hard copy or electronic form pursuant to sub rule 52.6 (3).

52.6 (2) If the child’s vision screening results were electronically submitted to IRIS, the parent or guardian may notify the school district or accredited nonpublic elementary school of such submission to satisfy the requirement for evidence of a child vision screening.

52.6 (3) If evidence of the child vision screening is not electronically submitted to IRIS, the parent or guardian shall provide evidence of child vision screening in hard copy or electronic form directly to the school. Hard copy or electronic evidence of the vision screening shall include the child’s first name, last name, date of birth and ZIP code; evidence of the vision screening including the date of screening, left eye results, right eye results, vision screening result of “pass” or “fail”, and designation of “yes” or “no” for referral made; and name of the provider who performed the vision screening.

52.6 (4) Submission of a faxed copy, photocopy, or electronic copy of the child vision screening results is acceptable.

52.6 (5) If a parent or guardian chooses for a child to receive a comprehensive eye examination completed by an ophthalmologist or optometrist in lieu of a vision screening, the parent or guardian may submit a completed student vision card to satisfy the requirement of this rule.

641—52.4 (135) Child vision screening components.

52.4 (1) The requirement for a child vision screening may be satisfied by any of the following:

- a) A vision screening or comprehensive eye examination by an ophthalmologist or optometrist.
- b) A vision screening conducted at a pediatrician's or family practice physician's office, a free clinic, a child care center, a local public health department, a public or accredited nonpublic school, or a community-based organization or by advanced registered nurse practitioner or physician assistant.

● **CHAPTER 103B SECLUSION AND RESTRAINT**

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property. State law also limits school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent. If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education's website: www.iowa.gov/educate.

● **ANIMALS ON DISTRICT PREMISES**

For the purposes of this policy, "District premises" refers to school buildings, vehicles, and all other District property. The District shall comply with all state and federal laws, regulations, and rules regarding the use and presence of animals.

Animals Inside Buildings

The District is dedicated to protecting the health and well-being of our students, staff, and visitors. Some animals present issues such as allergic reactions, cleanliness, and unpredictable behavior. Therefore, no unauthorized animals are allowed inside District buildings or vehicles with the exception of those that are necessary for the curriculum of specific classes or as specified in the Board Policy Manual. The building administrator retains discretion to exclude or remove an animal from District premises.

Animals Outside of Buildings

In order to maintain a safe and healthy environment for all students, staff, and community members, the following rules apply to District premises.

- All animals on District property must be leashed and under appropriate control at all times.
- Unauthorized animals are not allowed on District athletic fields or at school events at any time, even if leashed. Any persons found with an unauthorized animal will be asked to remove it from the premises. This procedure complies with the provisions of Iowa Code 216C. As such, a person with a disability or a person training an assistive animal has the right to be accompanied by a service dog or an assistive animal, under control. The person is liable for damage done to any premises or facility by an animal.
- While on District property, the owner must have the means to remove any waste left by the animal.
- The owner is responsible for immediate repair and cleanup of incidental damage caused by the animal (including digging damage). Cleanup and repairs should be thorough enough so as to generate no additional work for District staff, or inconvenience for members of the community or visitors.

Curriculum-Essential Animals

Animals permitted in schools shall be limited to those necessary to support specific curriculum-related projects and activities and subject to approval by the building administrator. Taking into consideration that some animals can cause or intensify allergic reactions or other health concerns and/or cause damage and create a hazard if they escape from confinement, a Building Administrator may permit animals to be present in classrooms to support curriculum-related projects and activities only under the following conditions:

- The staff member seeking approval to have an animal in their classroom will provide a current satisfactory health certificate or report of examination from a veterinarian, when appropriate, for the animal which indicates the animal meets state and county veterinary requirements.
- The staff member seeking approval must identify and exercise precautions deemed necessary to protect the health and safety of students, staff, and visitors.
- The staff member seeking approval must ensure that the animal is treated humanely, ensuring it is in a healthy condition, and that appropriate confinement is properly cleaned and maintained while keeping surrounding areas clean and sanitary.
- The staff member seeking approval takes all responsibility for the animal during any and all breaks from school. All animals shall be removed from the campus during summer break. Animals may remain during Winter and/or Spring breaks as long as appropriate arrangements for care have been made in advance by the staff member and approved by the Building Administrator.

Service Animals on District Premises

A service animal is permitted to accompany an individual with a disability onto District premises. The District shall comply with all state and federal laws, regulations and rules regarding the use of service animals by staff or students with a disability under appropriate circumstances.

Definition of Service Animal

This regulation applies to any dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability as defined by the Americans with Disabilities Act (ADA). Service animals are working animals, not pets. The work or task that a service animal has been trained to provide must be directly related to the person's disability. Animals whose sole function is to provide comfort or emotional support do not qualify as service animals under the ADA.

Procedures/Requirements

Use of service animals by staff or students with a qualifying disability is subject to the following procedures and requirements:

- The Superintendent/designee may ask an individual with a disability or the parent/guardian of a student with a disability if the service animal is required because of a disability. Information about the nature or extent of the disability is not required. The District may request that the individual identify and describe the work or task that the animal has been trained to perform.
- The Superintendent/designee will require documentation that the service animal is properly licensed pursuant to local animal control licensure laws, rules, or regulations, to ensure current vaccinations.
- The use of a service animal on District premises may be subject to a plan designed to introduce the service animal to the school environment, any appropriate training for staff and students regarding interaction with the service animal, and other activities or conditions deemed necessary by the District. However, an individual with a disability who uses a service animal will not be restricted from entry onto District premises prior to completion of any training/familiarization deemed appropriate.
- Service animals must be under the control of their handlers at all times. Service animals must wear proper identification and always be on a leash or other form of restraint mechanism, unless the handler is unable because of a disability to use a harness, leash, or other tether, or the use of such mechanism would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must otherwise be under the handler's control (voice control, signals, or other effective means).
- It is the responsibility of the student (or, if the student is unable, the student's parent/guardian) or staff member with a disability to be the animal's handler. The handler must have the service animal utilize the animal waste and disposal area designated by the Superintendent/designee at all times.
- Service Animals will be allowed in District transportation vehicles only when the service animal is under the control of a properly trained handler, including while entering and exiting the vehicle.
- The District retains discretion to exclude or remove a service animal from its property if:
 - o The animal is out of control and the animal's handler does not take effective action to control the animal's behavior.
 - o The animal is not housebroken.
 - o The animal's presence or behavior fundamentally interferes in the functions of the District.

- o The animal poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.

Liability

The student (parent/guardian) or staff member with a disability is liable for any damage to the District's property, personal property, and any injuries to individuals caused by their service animal to the same extent that a non-disabled individual who caused such damage would be held liable by the District. The student (parent/guardian) or staff member with a disability who uses a service animal on District property will indemnify and hold harmless the District and its officers, employees, agents, and assigns from any such damages.

Therapy Dogs on District Premises

A therapy dog is permitted onto District premises. The District shall comply with all state and federal laws, regulations and rules regarding the use of therapy dogs by staff or students under appropriate circumstances.

Purpose

Therapy dogs can be used to achieve specific physical, social, cognitive, and emotional goals with students or staff. A therapy dog is trained to provide affection and comfort to students or other individuals under the direction and control of a qualified handler who works with the dog as a team. Therapy dogs are not "service animals" as defined by the Americans with Disabilities Act, 28 C.F.R. Part 35.

Procedures/Requirements

- Therapy dogs are required to have one of the following professional certifications on file at the school:
 - o Therapy Dogs International (TDI)
 - o Delta Society Certification (as a therapy dog)
 - o AKC's Canine Good Citizen Program (CGC)
- The dog that is brought to a school building will need to be accompanied by a trained handler who has worked with the dog during the certification process. The handler shall also be certified or licensed as a professional in the State of Iowa (e.g. teacher, counselor, psychologist) and must be either a District staff member or a registered District volunteer. References regarding the handler's certifications and/or licensure should be provided. Therapy dogs must be under the control of their handlers at all times, wear proper identification, and always be on a 4-foot leash, or shorter, or restricted by some form of containment.
- All legal liability will be assumed by the owner of the certified dog.
- Requests for the use of a certified therapy dog will be made by the handler by completing the appropriate form and submitting it to the Building Administrator. The dog must be clean and well-groomed with trimmed nails, clean teeth, free of internal and external parasites, and in overall good health. Any dog with a fresh wound, recent surgery or other injuries must be excused from therapy visits until fully recovered and healed. Female dogs in "season" cannot participate in therapy visits. Up-to-date inoculations and designated veterinarian information must be included.
- An Administrator should submit a summary of expected duties and responsibilities of both the therapy dog and the primary handler to the Office of Learning Supports.
- The owner of the dog must provide a crate for the dog along with an area for the dog to stay if an individual has pet allergies or significant emotional discomfort with any type of animal.
- The primary handler will be solely responsible for any clean up related to the dog ensuring compliance with state and federal regulations.
- Parents must be informed of the presence of a therapy dog in the school building to allow any concerns or questions to be raised.
- The District/Building Administrator retains discretion to exclude or remove a therapy dog from its property for any reason including but not limited to:
 - o The handler does not take effective action to control the dog's behavior.
 - o The dog is not housebroken.
 - o The dog's presence or behavior fundamentally interferes in the functions of the District.
 - o The dog poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.

STUDENT PROCEDURES

ATTENDANCE

Attendance is an extremely important part of your child's education. Every effort should be made toward getting students to school every day and on time. Much of the child's progress depends on his/her regular attendance at school as students who do not attend school on a regular basis develop gaps in their learning. Students with poor attendance patterns are more likely to drop out before graduation from high school. Parents/Guardians should not expect their child to be promoted if skills are not mastered due to excessive absences.

Absences

- **Notifying the School of Absences/Tardiness** - If your child must be absent from or tardy to school it is the parents'/guardians' responsibility to **notify the school by 8:20 A.M.** Please provide your name, student's name, grade, teacher, reason for absence and a number where you may be reached. Contact Perry Elementary in one of the following ways:
 - call the attendance line at 465-8352
 - e-mail chris.aggen@g.perry.k12.ia.us
 - call 465-5656 (after hour's answering machine)
- An effort will be made to contact parents/guardians who have not notified the school concerning their child's absence. Work places, cell phones and emergency contact numbers will be called in an effort to locate the child and feel comfortable they are in a safe environment.
- If possible try to schedule vacations, doctor appointments and other commitments during school breaks (winter break and summer break). If you must pull your child out of class, do the following:
 - Notify the school as soon as possible.
 - Plan to schedule reading time or work time into each day to make up for missed class time.
 - Encourage the completion of all work.
- **Excused Absences** - Absences approved by the principal shall be excused absences. These are absences that cannot be avoided. These absences include, but are not limited to personal illness, death or serious illness in the immediate family or household, medical or dental appointments that could not be arranged other than during school time, reasons which can be justified from an educational standpoint, authorized religious holidays and school-sponsored or approved activities.
- **Unexcused Absences** - Absences including tardiness which are not approved by the principals shall be unexcused absences. These absences shall include, but not be limited to shopping, oversleeping, missing bus, hair appointments, personal errands and truancy.
- **After 3 unexcused absences, parents and students will be informed by mail.**
 1. When a student reaches 15 **total** absences (excused and unexcused) a letter will be sent home to parents/guardians informing them.
 2. When a student reaches 20 **total** absences (excused or unexcused) a letter will be sent home to parents/guardians requiring the student see the doctor and present with a doctor note or see the nurse to be excused. Parents will also be required to meet with administrative personnel or a home visit may be requested.
 3. When a student reaches a 20+ **total** absences (excused or unexcused) students will be referred to the district County Liaison Mel Raske. She will send a letter to the parent/guardian as she feels necessary and a possible referral to the County Attorney for truancy.
- **Repeated Absences** - It shall be within the discretion of the principals to investigate and determine whether special action is necessary for students who are absent repeatedly.
- Notes from a doctor verifying illnesses will be required when repeated absences are due to illness. **It shall be within the discretion of the principals to determine whether a student is "absent repeatedly" on a case-by-case basis (refer to Board Policy Code No. 501.9).**

Compulsory Attendance Law - Each child between the ages of five and sixteen is required to be in attendance. Failure to do so can result in the child being declared truant and appropriate charges filed with the County Attorney.

Tardiness- Students are expected to arrive at school on time.

- A note or a phone call from a parent or guardian when they are late is required, or the student will automatically receive an unexcused tardy.
- All students who are tardy must report to the office and receive a tardy slip. The student presents the tardy slip to the classroom teacher.
- Students arriving after 9:20 A.M. will be counted absent for ½ of the day.
- Excused tardiness shall include doctor, dentist, eye appointments, and funerals.
- Unexcused tardiness shall include, but not be limited to shopping, oversleeping, errands, missing bus, doing homework, and truancy. Unexcused tardiness will result in consequences for the student.
- All tardiness will be dealt with on an individual basis at the principals' discretion.

Leaving School Early

- Call the school if you plan to pick your child up early.
- All changes of **Going Home Plans**: Monday, Tuesday, Thursday, and Friday the office needs to be notified by 2:30 unless in an event of an emergency. On Wednesday, the office needs to be notified by 1:00 unless in the event of an emergency.
- The person who is picking up the child is to present herself/himself in the school office for identification.
- All students leaving school before the end of the academic day are to sign out in the office.
- If any student is to leave the school for any reason with a parent or someone other than the parent, legal guardian, or non-guardian, a phone call or written note from the parent and/or guardian indicating that he/she will be picked up **is required**.
- The note should include the person's name and relationship to the family.
- The child will report to the school office at dismissal time instead of leaving the building and the person who is picking up the child is to present herself/himself in the school office for identification.

SCHOOL HOURS

School begins at 8:20 and is dismissed at 3:30 for students walking or getting picked up and 3:35 for bus students. **Every Wednesday school is dismissed 1 1/2 hours early, 2:00 for students walking or getting picked up and 2:05 for bus students. Supervision by school staff begins at 7:45 A.M.**

Please do not send your child before that time unless they plan to participate in the breakfast program (7:45). It is the parents responsibility (not the schools) to supervise their children on the playground before (8:20) and after school (3:35). Families are responsible for their child's behavior and any conflict during this time the elementary school does not have staff supervision.

Students arriving after the 8:20 bell are tardy. It is the parents' responsibility to pick up their child(ren) on time or make arrangements with a relative or another dependable adult to provide such care in the absence of the parent. Perry Elementary School does not provide an after school daycare center. **If your child has not been picked up at dismissal, The Department of Human Services (DHS), the School Resource Officer, and local police may be contacted for neglect. It is the parents responsibility to pick up their child(ren) at dismissal.**

BICYCLES

Students in Grades 2-5, who ride bicycles are expected to park in the racks located on the east and west sides of the building. Students in K-1 shall not ride bicycles to school. Locking bicycles with an individual lock is highly recommended. The school is not responsible for stolen bicycles. Students, who do not demonstrate knowledge of bicycle driving rules and regulations, practice safe driving or use behavior not conducive to safety, may be denied the privilege of riding their bike to school. Students are also strongly encouraged to wear bike helmets for safety. **Skateboards or any other type of moveable (long, short, etc.,) boards will not be allowed in the building.**

DRESS EXPECTATIONS

Perry Elementary students are expected to display personal cleanliness, neatness and appropriate clothing at all times. The wearing of obscene or unbecoming apparel is not appropriate. Student attire must ensure adequate coverage so as not to be disruptive or distracting. If attire is disruptive or distracting, students will be asked to change to appropriate attire. Clothing considered unacceptable are halter/midriff tops and short shorts. Hats, caps, bandanas, flags, banners worn by

boys or girls are not acceptable in the building. Low hanging pants, mobile shoes such as heelys, and chains are not acceptable. In addition to this, banners and flags are not acceptable to wear for an accessory or garment nor are they allowed into the building. Do not wear clothing that displays alcoholic beverages, tobacco, any controlled substance, profanity, obscene pictures, vulgarity, lewd sayings, etc. (Board Policy 502.1)

For Outdoor Dress:

1. Coat, jacket or snowsuit in cool/cold weather.
2. Boots and snow pants when snow has accumulated and stayed on the ground for more than one day. Or on wet, muddy days. Students who do not have boots will stay on the blacktop.
3. Mittens/gloves and hats when temperatures fall below 32 degrees. Students who do not come in appropriate outerwear for the weather will be reminded what they need to wear. After that, students who have no hat or mittens will be sent outside.

RECESS

Outside recess

Recess is a privilege for students at the elementary school. Academic standards and classroom work need to come first before attending recess since we are measured by the state on academic performance. With the large number of students outside for recess each day, it is necessary to have guidelines, which help minimize problems and accidents on the playground. **See the PBIS Matrix for expectations.**



Students will be expected to go outside for recess each day unless there are individually approved circumstances or inclement weather conditions or if the student has returned after a lengthy illness, he/she will be held in from recess for no more than two days without a doctor's note. During this time, the child will wait in the main office until recess is over unless noted otherwise by the teacher. During the wintertime, we use the local weather service report, and the students are not allowed to go outside for recess if the **WIND CHILL INDEX** drops to "0" degrees Fahrenheit or below. Appropriate clothing for the existing weather conditions at the time is a must. When snow is covering the playground, boots and snow pants are required if your child wants to play in the snow.

Guidelines for indoor/Outdoor Recess

Recess will be held indoors when: (a) temperature combined with wind reaching a wind chill factor of "0" degrees or below; (b) precipitation would cause outdoor activities to be uncomfortable (heavy snow, sleet, rain); (c) when extreme wind and/ or humidity make outdoor recess extremely uncomfortable. Students will be expected to be prepared to go outside for recess all other days. If the students are indoors for a recess, then they will be involved with quieter activities in their classrooms.

TORNADO & FIRE DRILLS & INTRUDER PROCEDURES

Procedures for building evacuations and tornado shelter have been prepared for each classroom. A minimum of four fire and four tornado drills are held each year so that students become familiar with proper procedures. Procedures for a building intruder response including action steps necessary to secure the building and individual classrooms are reviewed with the elementary staff and a response drill is held each year with the students.

PERSONAL ITEMS

Students are to leave all toys, playing cards (including, but not limited to Pokémon) & any hand held games. If students fail to comply, the material will be confiscated and may be returned at a later date. Only equipment approved by school personnel can be used during recess. Any lost items during, before, or after school hours are placed upon the parents responsibilities. This includes personal items, money, or any type of trinket that is brought from home. Lost money or damaged items/ trinkets, will not be reimbursed to families from the school. It is the parents responsibility to regulate what their child brings to school.

DAMAGE TO PROPERTY

- **School Property**- All damage to school property should be reported immediately to the classroom teacher or principal. We acknowledge that accidents can happen regardless of how careful the person is trying to be. With accidental breakage or damage to a piece of equipment or material, reimbursement is usually not required. If something is

damaged or broken because a student was breaking a rule or being careless, or because he/she destroyed it intentionally, restitution and/or reimbursement will be required by those involved at whatever the cost is to the school.

- **Private Property-** Occasionally, incidents occur in which one student's property is damaged or stolen by another student. In those cases the guilty person will be treated in accordance with whatever school rules have been broken. The school will not be responsible for setting the price of damaged or stolen property, nor will it be responsible for collecting the costs for the owner. It will be the responsibility of the students and their parents/guardians to determine how much will be paid and to collect the costs.

HOMEWORK

Homework is work assigned during the regular class period and is expected to be completed outside the regular class time. This allows students the opportunity to practice concepts and skills to increase student understanding. The assigned homework will not only teach skills and concepts but also teach responsibility and foster the development of good study skills, which are important to students' school success.

How Parents/Guardians can help with Homework

1. Providing a regular time, needed materials, and suitable place to study.
1. Supporting the school and the homework policy by reinforcing the value of homework.
2. Conferring with the teacher if there is a question about the purposes or procedures of the homework.
1. Being a guide and resource person, but insisting the child completes the homework.

PARENT/TEACHER CONFERENCES AND REPORT CARDS

Student progress is formally reported to parents/guardians four times each year. Report cards will be issued during these times.

Conferences- **Parent-Teacher Conferences are scheduled twice a year. Our goal is 100% parent attendance at each conference.**

Parents/Guardians or teachers may request conferences at any time between grading periods.

NUTRITION PROGRAM

Nourishing Choices - Flourishing Minds

Perry Schools offers both breakfast and lunch service at the Elementary School. Breakfast is served from 7:45– 8:10 AM; lunch is scheduled into the student's day between 11:00 and 1:10. Breakfast meal choices include: cold cereal & toast, hot breakfast entrée, yogurt & toast, or a pastry (bagel, muffin). All breakfast includes milk and juice. Grades K-2 have 2 entrée choices daily and grades 3-5 have an optional salad/sandwich choice. Menus are posted on the district web page. All lunches include a carton of milk and a choice of a variety of fruits and vegetables. Extra milk can be purchased for an additional \$.50. Students must have money in their accounts to purchase extra items.

- **Nutrition Accounts-** A computerized system is used for breakfast and lunch purchases. Each student has a separate account which is accessed by an individual student PIN number. **Prepayments** for meals are entered into this account and purchases are deducted as made. Our automated phone system calls home when account balances are overdrawn. Overdrawn accounts are discouraged. When a student's account is overdrawn by \$10.00 or more, lunch entrée choice is limited to a cheese sandwich.



Credit card payments to the lunch account can be made using My Lunch Money. Our online lunch account payment is accessible via a link on the front page of the district web site www.perry.k12.ia.us or directly at

www.mylunchmoney.com.

This service provides payment on a one time basis, the option to set up automatic payment when a student's account balance reaches a specific level, a five day history of student purchases and sign up for email notification of low account balances. The district student ID number is used to set up My Lunch Money account, this is not the PIN number your student enters in the lunch line. Please call the Elementary Food Service Office at 465-8234 if you need assistance in finding your students district ID.

- **Reduced/Free Priced Meals-** The district participates in both the National School Breakfast and Lunch programs. These programs provide funding for meal purchases for families that qualify based on income. Applications for reduced/free priced meals must be completed annually and are available at all school offices, the cafeteria, and school administration office and may be returned at any of these locations. Only one application needs to be completed per family. Applications are processed as quickly as possible and become effective as of the date of processing. Therefore it is important to return the completed application as soon as possible. Some families may qualify for free meals. Students eligible for reduced or free meal status may receive one breakfast and one lunch per day at that status. Purchase of extra items will be charged to the students account and allowed only if there is money available in the students lunch account.
- **Snack Juice and Milk-** Students in grades K – 2 have the opportunity to purchase a serving of juice or milk for classroom consumption at the discretion of their teacher. A 20 day ticket will cost \$10.00 and a semester ticket will cost \$42.00.
- **Meal Prices** are printed on the monthly lunch menus and can also be found online at www.perry.k12.ia.us.
- **Cafeteria Expectations-** We want our breakfast and lunch times to be pleasant and give students an opportunity to visit as they take a break from their schoolwork. In order to do this, we use the following four basic cafeteria rules.
 1. Remain seated at the table unless given permission to be up.
 2. Use good table manners, including keeping a clean place.
 3. Keep hands, feet and objects to yourself.
 4. Follow the directions given by the supervisors.



Students will be expected to use proper manners at all times in the cafeteria. Students who choose to use inappropriate behavior while eating lunch or breakfast at school may lose the privilege of eating in the cafeteria.

- **Lunchroom Policy Reminder:**

We absolutely love having parents visiting during lunchtime as the students enjoy having their parents each lunch with them. However, The Healthy Kids Act puts an emphasis on healthy eating at school and our lunch providers follow these regulations carefully. Please observe these guidelines when eating lunch with your child. **Pop is not allowed in the lunch room for students or adult visitors. Restaurant food is not to be brought into the lunchroom.** Thank you for your understanding and interaction with your child while visiting school. **Please refer to PBIS MATRIX found in the appendix.**

BUS TRANSPORTATION

- **Behavior** – Your child is responsible for good conduct while riding in the bus. The bus driver is in charge of the bus and he/she will expect good behavior from each child. Students riding the in-town buses are also expected to follow the guidelines. Students who consistently break the rules will lose their privilege of riding the bus for a period of time. Refer to the Bus Handbook for specific guidelines and rules. **Please refer to PBIS MATRIX found in the appendix.**
- **Use of Video Camera on Bus** - The Perry Community School District Board of Education has authorized the use of video cameras on school district buses. The video cameras will be used to monitor student behavior to maintain order on the school buses to promote and maintain a safe environment. Students and parents/guardians are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. The contents of the videotapes are confidential student records and will be retained with other student records. Videotapes will only be retained if necessary for use in a student disciplinary proceeding or other matters as determined necessary by the administration. Parents/Guardians may request to view videotapes of their child if the videotapes are used in a disciplinary proceeding involving their child.
- **In Town Bus Stops-** Students living West of First Street, East of 18th Street and South of Willis in Perry, will be transported to the elementary site from a pickup location in one of these areas: Barjac, West 8th Street between Willis and Warford, Sugar Creek at South 8th, Southgate Dr, 3rd Street and Estella, Perkins Park, 12th & Otley Streets, 30th Street, 31st Street, Highview Drive, Kading Road, 18th & Iowa Streets, Perry Child Development Center (PCDC), and the middle school/high school complex on 18th Street.



- **Rural Students-** Students living in the rural areas will be contacted by their bus driver before the beginning of the school year as to approximate pick-up times and locations. Students not at the proper location on time will need to secure other means of transportation.

Parents should call the **Bus Garage at 465-5513** with questions, concerns, and/or to obtain bus schedules.

STUDENT SERVICES

HEALTH

- **Emergency Procedures-** In case of an accident, the school will immediately try to contact the child's parents/guardians using the information provided at registration. When it becomes apparent that the student should be sent home because of illness, parents/guardians will be notified to come to pick up their child while the child waits in the nurse's office. In both cases, if parents cannot be reached, others designated by the parent will be called. If no one can be contacted about the accident, instructions for calling the doctor or hospital as given on the card will be followed. Children **WILL NOT** be sent home without the parent/guardian having been previously contacted.
- **Dental Screening-** Visits to the dentist are recommended for all students. It is mandatory that all incoming kindergarten students have a dental screening completed BEFORE they begin school.
- **Head lice-** If students have head lice at school we have the following procedures: School nurse attempts to call the parent.
 - I. If Contact is Made
 - A. School nurse instructs parent of proper head lice removal
 - B. Parent treats the child
 - C. Child returns to school
 - D. School nurse checks the child and any siblings
 - II. If No Contact is Made
 - A. A treatment letter and head lice information is sent home with the child
 - B. Teacher monitors the student's interaction with other students.
 - Limits contact with students during small group time
 - Headphones are not used
 - Hats and/or caps are kept in the student's coat or in a separate area.

If the head lice problem persists, a home visit by the nurse and another staff member will be conducted. If the parent does not cooperate, the nurse and an associate will complete the steps necessary to clean nits and lice.
- **Hearing Screening-** All elementary students will receive a hearing screening sometime during the school year. Results will be shared with parents/guardians if a referral to a professional is recommended.

HEARING SCREENING

Heartland AEA 11

Hearing Conservation/Education
Services Screening Program

Dear Parent(s) or Guardian:

Heartland AEA 11 will conduct its annual Hearing Conservation program during the upcoming school year. Students in kindergarten, first, second, third, and fourth grades (including fifth grade if considered elementary) will receive a hearing screening. Students who do not pass this screening will receive a repeat screening and may receive individual hearing tests by the audiologist and consultation with school personnel. Parents will be notified about the results of the hearing test if their child does not pass the test. This is a screening process only, and does not identify all hearing or ear problems. If your child has

had hearing or ear problems recently, feel free to send this information to the school nurse for the audiologist. If you do not want your child to participate in the screening program and follow-up assessments by the school audiologist this year, please notify the school. If there are any questions about the hearing testing program in your school, please contact your school nurse or principal.

ILLNESS

Parents/Guardians are encouraged to have children examined annually by their family physician and dentist. A child should not be sent to school if there is a question of his/her being well. Be aware that the school nurse does not diagnose illness. Contact your family doctor for a diagnosis. Children who show any of the following signs or symptoms should not be in school:

1. Acute cold, sore throat, earache or swollen glands.
 1. Red or discharging eyes.
 1. Nausea, vomiting, or diarrhea. Your child should not return to school until 24 hours after diarrhea or vomiting has subsided.
 2. Fever...your child's temperature should have returned to the normal level for 24 hours without any fever reducer (Ibuprofen or Tylenol) before returning to school
 5. Rash on skin.
- Students will need a doctor's excuse if they need to stay in during recess time for more than two days, or miss (PE, Art, or Music) for more than **two** consecutive class periods.
 - If your child must be absent from or tardy to school it is the parents'/guardians' responsibility to notify the school by 8:20 A.M. Please provide your name, student's name, grade, teacher, reason for absence and a number where you may be reached.
 - Contact Perry Elementary in one of the following ways:
 1. **Call the attendance line at 465-8352** (24 hour answering machine)
 2. **E-mail** melissa.hix@g.perry.k12.ia.us
 3. **Call 465-5656** (after hour's answering machine)
 4. **Dr. notes will be accepted up to 48 hours after absence**
 - It is important that allergies, unusual physical conditions, etc., be communicated at registration. It is vital that the information provided is current. **The school should be notified immediately of change in address or telephone number so that parents or guardians can be contacted quickly in the event of illness or emergency.**
 - **Immunization**- Iowa law demands that all school-age children enrolled in public or private educational institutions be immunized against a variety of diseases. Local school officials must refuse enrollment to any child who is not properly immunized.
 - **Insurance**- The school **does not provide** medical insurance for your child and **is not responsible** for medical costs resulting from accidents or injuries at school. A low cost policy is available through the Rowles, Hayes and Carney Insurance Agency. Forms are available in their office. The premium for this insurance is for the school time student insurance and/or for full time student accident insurance. (24 hours per day - 12 months). Please return your envelope with application and proper premium enclosed to their office at 1106 Willis, Perry, Iowa. Hawkeye I Insurance is available for families who qualify. Applications are available in the school office. You may phone the school nurse with any questions you may have about the Hawkeye I program.
 - **Medication**- The administration policy for dispensing medication must be followed. A parent request and authorization for the administration of medication form must be completed and signed by the parent or guardian. Forms can be obtained from the website as well as the school nurse office at any of the buildings.
 - All medications must be taken to the nurse's office. All medications must be taken to the nurse's office and **in the original box or container from the pharmacy.** All prescription medications must have a current label. All over the counter medication must be age appropriate which is indicated on the medicine label. No herbal medications will be dispensed.

PERFORMANCE INDICATORS/GRADE LEVEL STANDARDS

Every grade level has a set of indicators that outline what every child should know and be able to do by the end of that grade level. Copies are available from teachers and can also be accessed through the school website at www.perry.k12.ia.us

STANDARDS BASED GRADING

Standards Based Grading will be the format of grading used throughout Perry Elementary School. Teachers will assess students on various grade level standards throughout the year as set by the Iowa Core. The proficiency scale used will be: 3 (Demonstrates a complete understanding of the grade level standard), 2 (Demonstrates a developing understanding of the grade level standard), 1 (Demonstrates minimal understanding of the grade level standard), IE (Insufficient evidence available for determining proficiency of the grade level standard).

PROBLEM SOLVING APPROACH

For students exhibiting academic/behavior difficulties in the classroom the following steps will be followed:

- Consultation between Teacher and Parent/Guardian: Classroom instructors will work collaboratively with parents to determine the basis of concern and will work collaboratively to develop approaches in dealing with the identified student concern. The classroom instructor will be held responsible for documenting identified concern, interventions, and collaborative efforts made to resolve the concern.
- Should the parent/guardian and/or instructor desire outside input, then they may request a meeting with the grade level Intervention Team. The classroom instructor will present documentation of concerns and interventions made to the grade level Intervention Team. Area Education Agency personnel may become involved to provide assistance with data collection, intervention design, and monitoring.
- Due Process-IEP Consideration: This level of intensive intervention is available through Special Education and will require written parental permission. Area Education Agency personnel will assist in completing evaluations with input from previous interventions that were collaborated between home and school.

Public Complaints

Any concerns should be resolved at the lowest organizational level by those individuals closest to the concern.

- (a) Matters should first be addressed to the teacher or employee.
- (b) Unsettled matters from (a) above or problems and questions about individual attendance centers should be addressed to the employee's building principal.
- (c) Unsettled matters from (b) above or problems and questions concerning the school district should be directed to the superintendent.
- (d) If a matter cannot be settled satisfactorily by the superintendent, it may then be brought to the board for consideration. To bring a concern, the individual shall notify the board president or board secretary in writing, who may bring it to the attention of the entire board.
- (e) Parents, guardians and community members of the district who have concerns about the district or the board may refer to the "Parents, Guardian, and Community Concerns" guidance provided by the Iowa Department of Education.

PHYSICAL EDUCATION

Only tennis shoes are allowed on the gym floor. Students with hard-soled shoes are not allowed to participate. Please remember this as you buy shoes for school. A **doctor's excuse** is required for a student to miss **two** consecutive class periods. A note from a Parent or Guardian is required to be excused from a P.E. class. **See PBIS Handbook in appendix.** See PBIS Handbook in Appendix.

MUSIC CONCERTS

Yearly, the music department presents grade level concerts. Students in 4th and 5th grades also have the opportunity to join the Bluejay Choir. All concerts are performed at the Perry High School Performing Arts Center at 1200 18th Street. All concert dates and times will be announced during the school year.

LIBRARY

Students should take special note to return library books as the student is responsible for replacing books not returned. Lost or damaged books may result in a fine.

Transitional Kindergarten Program and Recommendation Process

We have a fantastic Transitional Kindergarten (TK) program that serves 16 students each year.

Transitional Kindergarten is a transition year after preschool but before Kindergarten. This is a full day classroom for the entire year where students expand on their skills before entering Kindergarten. For the 2024 school year, Perry Elementary School will have a new process to identify TK students. Perry Elementary School focuses holistically on each child's: academic ability, social emotional background, maturity, and prior school attendance. Each summer 12-13 students are selected for the TK.

Students will be given priority to TK based on the following order:

- 1.) PK Teacher Recommendation (Usually 15-20 students recommended by the PK teachers for TK)
- 2.) Prior School Experience (Open enrollment, PK experience, and/or Head Start).
- 3.) Parent Recommendation

We will look to fill our TK program with our PK Teacher recommendations first, followed by students with prior school experience, and then lastly looking at parent recommendations if we still have slots available. The last 3-4 slots are then filled by the end of September for 3-4 students who are attending Perry Elementary School. School administration looks at children who would benefit TK based on their academic ability, social emotional background, maturity, prior school attendance, and PK and kindergarten teacher's feedback.

PAINT SHIRTS

For certain projects in art classes, students need to have a "paint" shirt at school to wear for protection against paint spills, ink spills, glue, paste, etc. Each student is asked to bring a paint shirt to school at the beginning of the year. Each teacher will be notified in advance and will remind the students to wear their shirts when the paint shirts are needed in Art class. Those students who do not have paint shirts will still be expected to participate in the art activity. For sanitary reasons, students will need to bring paint shirts home to be cleaned after some projects are completed.

STUDENT RESPONSIBILITIES

POSITIVE BEHAVIOR AND INTERVENTION SUPPORTS (PBIS)

See PBIS Handbook in Appendix.

DISCIPLINE

It is very important that your child understands the necessity of following rules and regulations in order to have the best educational environment for learning. It is imperative that those students who come to school to learn be afforded that opportunity. It is our sincere hope that the school and the home will join together in this effort so that we can successfully provide an optimum learning environment for all children. **Please refer to 3 levels of classroom management in the appendix.**

- **Detention after school hours-** It is necessary occasionally to detain students after regular school hours as a consequence for misbehavior. This is considered to be a detention and its length is determined by the seriousness of the misbehavior(s). A student may be kept after regular school hours to complete unfinished school work, homework, or to serve a consequence. Students will be made aware ahead of time concerning expectations for their work. Parents will be notified through contact information in Powerschool.

- **Suspension-** The principals may suspend a student from school for a period not exceeding five (5) days for breach of discipline. Action will be taken according to board policy.
- **In School Suspension-** The principals may assign in school suspension instead of out of school suspension. In school suspension allows students to remain at school in a setting other than their classroom. Students have access to academics, social skills, and are supervised by an adult while serving time in school suspension. (Board Policy 503.1RI)
- **Expulsion-** Only the Board of Directors may remove a student from the school environment on a long-term basis. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school. It shall be within the discretion of the Board of Directors to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense (Refer to Board Policy Code No. 503.2).

WEBSITE

We encourage parents and guardians to utilize the Perry Community School District website, www.perry.k12.ia.us. The website provides access to the school calendar, grade level supply lists, announcements, events, classroom spotlights and more. You just might see your child's picture

MISCELLANEOUS

*******Perry Elementary Morning and Afternoon Routines*******

- Parents, visitors, and community members are not allowed to enter, drive through, or park in the back parking lot EAST of the school between 7:30 a.m. to 4:00 p.m. All visitors must park in the front parking lot WEST of the elementary.
- **Administrator exception for children enrolled in PACES:** Please pick up and drop off your students at the PACES entrance located on the EAST side of the Elementary. PACES parents must park in the parking lot. The cut out along the sidewalk is designated for district suburban and vans only. The PACES Director is in charge of these children.
- The front drive and parking lot (WEST side) is one way with the entrance from the south drive closest to the McCreary center and exit on the North (past the marquis).
- The **front drive** lane (closest to the building and sidewalk) is the only **DROP OFF** lane in the morning and **PICK UP** lane in the afternoon. The inside lane closest to the parking lot is the drive through lane. It is not allowed to park or drop off students in the drive through lane.
- If you want to park your car and go into the building or wait until your child enters the building, then you may park in the front parking lot or on a side street.
- During the hours of 8:00 a.m. to 4:00 p.m. DEWEY STREET is only a drop off and pick up zone. Parking on Dewey between 8:00 a.m. to 4:00 p.m. is not allowed either.
- Children that are bused to the elementary will enter the building immediately and report to the MPR for breakfast or to the front playground until the 8:10 a.m. bell rings.
- Breakfast is served from 7:45-8:10 a.m. every morning.
- Student supervision in our building starts at 7:45 a.m., so please do not have your student at the elementary until then.
- Students will be excused at 3:30 p.m. walker/pick up and 3:35 p.m. bus. Wed. 2:00 walker/2:05 bus.

FIELD TRIPS

Each year, parents/guardians are asked to complete a form giving consent for their child (children) to go on educational field trips with their class. A notice of field trips will be sent home at the time of the planned event. If you have any questions about the field trip please call your child's teacher. Parents are not allowed to attend these field trips unless asked by the teacher. This affects the learning your child may have during the field trip.

FEES

2023 - 2024 Book Fees	TK - 5th grades
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Full Price	\$45.00
Reduced Price	\$18.00

FRUIT & VEGETABLE PROGRAM

Perry Elementary School was awarded a grant to provide fresh fruits and vegetables to each student every day as a snack. Each student will be offered this provided snack.

SCHOOL PICTURES

Fall pictures at the elementary will be Tuesday, September 12, 2023

Fall pictures retake day will be Tuesday, October 17, 2023.

MONEY AT SCHOOL

Please do not allow your child to bring money to school other than for lunches or special school occasions. If your child needs extra money, the teacher will send a note to you. Students and families, not the school district, will be responsible for lost or stolen money or other valuables.

LOST AND FOUND

It is important to have all student's clothing and belongings clearly marked with their name. If an item is lost, then we suggest you contact the teacher first. A lost and found box for clothing is located in the MPR. Money, billfolds, watches, and other valuable items are to be turned into the office. Students are encouraged to make prompt inquiries concerning lost items. We will do everything possible to help him/her find the lost item. Items in our lost and found will be cleaned and/or thrown away on a regular basis.

TELEPHONE USE

The school phones are meant to be used primarily by school personnel for school business. Students should make every attempt to make all their after school plans before arriving for the day. Cell phones and smart watches including those that can call and text, are not to be used during school hours.

SCHOOL VISITS

If you desire a special conference with a principal or teacher, please call for an appointment before you visit. Arriving at school without an appointment does not guarantee a parent a chance for a meeting. Parents are welcome to eat lunch and breakfast with their child. However, parents are not permitted anywhere else in our building unless it's a special occasion such as a parent teacher conference or a meeting with a teacher. With our security update, ALL doors will remain locked throughout the day. In addition, ALL visitors must enter through the main office and are required to sign in and wear a Raptor printout badge while in the building. If you are seen without a badge you may be asked to go back to the office to get a badge. We wish to consider safety as we welcome visitors into our building. This system lets staff and students know that you have checked in at the office and that you are an approved visitor. Prior to leaving the building, we ask visitors to sign out.

CHILD CUSTODY

Parents, and others who have permission from parents, will be allowed to pick up students from school.

The district will try to respect the rights of parents, both custodial and non-custodial, who desire to participate in the education of their child. **Except a COURT ORDER stating otherwise, the school will assume both parents have the right to visit or pick up the child from school.**

COMMUNICATIONS

Perry Elementary values communication between home and school. We use various methods of communication such as phone calls, notes, email and voice messages, school newsletters, mid-terms, report cards, conferences etc. School communications and notices of school events will be sent to the parent/guardian who has legal custody. When there is joint legal custody, communications will be sent to the parent who has physical custody. Parents who are not receiving

official school communications can receive these communications by providing a series of self-addressed, stamped envelopes.

- **Notification of Changes-** Parents/Guardians need to notify the school office immediately of any changes in home address and/or phone numbers as well as changes in workplaces and phone numbers.
- **Early Dismissals - Every Wednesday will be a 1 ½ hour early dismissal for Professional Development meetings.** For announcements of early dismissal or no school due to "bad weather," listen to KDLS 1310 AM/105.5FM radio, or KCCI TV, or visit our website (www.perry.k12.ia.us), or call the school information line 465-8507.
- Please plan with your child what to do on a scheduled early dismissal day, as well as what to do when unusual weather occurs and school is dismissed early.
- **Information Phone Line** – The Perry Community School phone line (515) 465-8507 will help answer questions about school delays, cancellations, and changes in event times and places and other important school happenings. The recorded message will be updated as needed in the off-winter months and daily during the winter months. Please note that this phone line is for informational purposes only and will not be checked for messages.
- **School Message System** – Perry Community Schools use a message system to notify families of important school information, such as a school delay or cancellation due to weather. The message goes to the home number in the student database system. Notify the school office of phone number changes so you can be included in these messages.

PERRY ELEMENTARY PARENTS (PEP)

The Perry Elementary Parents group, PEP, is a group of parents and educators who are working toward enhancing our students' educational experience. Long term projects include playground improvements, promoting school pride, and encouraging parent involvement at Perry Elementary. The success of PEP is dependent upon people who are enthusiastic about volunteering at our school. PEP helps coordinate volunteers for special events and projects, as well as classroom volunteers. They always welcome new parents. By volunteering, parents have the opportunity to enjoy interacting with students and staff, meeting other parents and accomplishing things that truly make a difference for Perry Elementary. Please contact Ryan Marzen if you are interested in getting involved with PEP.

APPENDIX

Student Classroom Placement

Assigning Students to Classrooms

Students will be assigned to classes for the next school year by their current teachers and administrators, who are in the best position to make these recommendations. The teachers have worked with the children throughout the year and are able to identify their strengths and areas of needed support. Teachers consider many factors as balanced classes are prepared. These factors include:

- Academic abilities
- Social skills
- Gender balance
- Individual learning styles and needs
- Student personality and interactions
- Combinations of students to avoid
- Class size

The Goal of the Classroom Assignment Process

The goal of the classroom assignment process is to produce a diverse combination of student groups who will work well together in the academic setting. This important task is vital to the creation of a positive class environment, which enables students to function to the best of their abilities. Students are assigned to classes based upon the best possible match of teaching skills and interpersonal needs of students.

Parent Input- We Need Your Support and Value your Input!

Parents who feel the need to provide input about their child's placement should contact the building administrator or pick up the Elementary Student Request form from the office. **It is important to note that a request for a specific teacher is not appropriate.** When providing input, please consider the items listed above. It is best to communicate a child's strengths or weaknesses in writing to the administrator. It is important to note that when providing input, the information will be considered during the classroom placement process. However, the act of submitting a written information or request does not guarantee placement in a particular class. Please respect the teachers' and administrators' professional judgment. It is important to note that the teachers and administrators hand place every child. We have each student's best interests in mind as class selections are made. Please have your request into the school by May 1, 2023

**Perry Elementary
Student Request Form**

Parents who feel the need to provide input about their child's placement should complete this form and return it to the principal by May 1, 2024. It is important to note that a request for a specific teacher is no longer appropriate and does not guarantee student placement. When providing input please consider the following: academic ability, learning styles, student personality and student behavior.

I would like the following information to be considered when assigning my child to a classroom next school year.

ACADEMIC STRENGTHS _____

ACADEMIC CONCERNS _____

SOCIAL STRENGTHS _____

SOCIAL CONCERNS _____

BEHAVIOR CONCERNS _____

Student's Name _____

Student's Grade _____

Parent's Signature _____

Date _____

Perry Elementary School PBIS Handbook 2023-2024



August 2023

Dear Students and Parents:

This year we are really excited that Perry Elementary will continue to implement Positive Behavioral Intervention and Supports (PBIS), a positive learning environment framework. The PBIS Leadership Team has developed this student handbook highlighting positive behaviors that coincide with our school wide expectations. Our goal is to use this program to recognize the positive expected behaviors regarding being **Respectful**, being **Responsible**, and being **Safe**. These are the behaviors we want to see in children every day. We want every adult to recognize many students for demonstrating these behaviors as often as possible.

Another goal of this plan is to be responsive to the changing needs of our school community. Quarterly meetings are scheduled to review this plan and to allow for input for its further development. This handbook is a work in progress and will be updated and changed as adjustments are made to our program. All staff and parents are invited to participate in this process in order to make it reflective of our common concern and commitment to the children attending Perry Elementary School. We are enthusiastic about this framework and the positive impact it continues to have on our school community.

Sincerely,

Dr. Ryan Marzen
Principal

Mrs. Morgan Rinker
Associate Principal

“ENSURING LEARNING FOR ALL”

Please use this checklist and save the Perry PBIS Handbook for reference.

- **Read handbook**
- **Review expected behaviors with your child**
- **Make sure your child understands positive and negative consequences**
- **Sign and return the Understanding form**

OVERVIEW

What is school-wide Positive Behavioral Interventions and Supports (PBIS)? PBIS is a systems approach to creating safer and more effective schools. PBIS focuses on improving a school's ability to teach and support the positive behavior of all students. Each school's PBIS Leadership Team designs, implements, and evaluates specific school-wide practices that are for ALL students and ALL staff. PBIS is NOT a program or curriculum. It is a team-based process for systemic problem-solving, planning, and evaluation. School-wide PBIS is being implemented today in schools throughout the United States and Canada. Each of these schools invest in training on PBIS practices, form a school-based leadership team that coordinates implementation and activity monitors the impact of implementation on student outcomes (Sugai & Lewis-Palmer, 2005). PBIS is an evidence-based practice that enhances the capacity of schools to educate all students, especially students with challenging social behaviors. It is a proactive systems approach to school-wide discipline that responds to the current social and/or educational challenges through three levels of intervention: universal, targeted-group, and individual intensive.

FREQUENTLY ASKED QUESTIONS

How is PBIS proactive and educational?

A PBIS school focuses on the teaching of behavioral expectations directly like academic skills. PBIS views inappropriate behavior as a skill deficit just like a problem in Reading or Math. Skill deficits are remediated via instruction- the teaching of the appropriate skill. PBIS promotes the teaching of pro-social skills so all students can succeed even when confronted with potential conflicts and an ongoing acknowledgement system for students who meet expectations. Perry students will collect "Bluejay" feathers to reward respectful, responsible, and safe behavior. Specific behaviors are identified when "Bluejay" feathers are awarded.

What does PBIS look like in a school?

A school implementing PBIS will use school-wide expectations in specific settings to teach students appropriate behavior. An acknowledgement system to encourage appropriate behavior will be incorporated. Predetermined consequences to discourage inappropriate behavior and discipline referral procedures will be implemented consistently. Behavior data will be monitored and a problem-solving process for making data-based decisions will be in place.

What is needed to implement PBIS and how long does it take? Faculty and staff must determine if PBIS is a good fit for their school. The PBIS Leadership Team designs the essential features across 5-days of training and then returns to the building for input/feedback. The basic essential features are introduced typically within a one-year time period with noticeable results; however, full implementation across all levels of prevention takes between three to five years. It is only after the system-wide supports are in place that the school-based PBIS Leadership Team begins to focus on targeted-groups and then individual interventions for those students who require more intensive support.

Can teachers set up additional classwide and grade level expectations?

Teachers and grade level teams may set up additional expectations that are not explicitly placed in our handbook or PBIS Matrix. This may include but is not limited to: specific recess expectations that may be different between grade levels teams, grade level expectations such as completed homework compliance, or any specific classroom expectations that a teacher has set up.

DISTRICT MISSION STATEMENT

To develop knowledgeable, skilled, and productive citizens of character.

PBIS MISSION STATEMENT

To create a positive atmosphere that enhances student learning and encourages leadership development to foster productive citizenship.

Entry Procedures

At Perry Elementary School...

- Students may enter school for breakfast at 7:45.
- Students not eating breakfast should stay in the front of the school building.
- After eating breakfast, students go to the front of the school if the 8:10 bell has not rung.
- After 8:20 students must go directly to the office for a late pass.

Dismissal Procedures

At Perry Elementary School:

- Students will line up in the gym for bus dismissal and will be walked to their bus. Students will walk directly to their ride, their walker group, or to PACES.
- Parents can wait for their students in the front of the school building.

Positive Recognition

Bluejay Feathers: Students who are following the expectations will receive a Bluejay Feather.

Bluejay Cart: Students will be able to turn their Bluejay Feathers in for rewards at the school store called the “Bluejay Cart”. Classroom teachers may also have a system set up for students to turn in Bluejay Feathers. All teachers have developed their own PBIS reward system. Students are working together as a class to try and earn points, marbles, tickets, letters, etc. and receive special rewards. Rewards differ for every class. Examples of class rewards may include: lunch in the classroom, extra recess, educational video(s), hat day, board games, etc.

Assemblies: Occur quarterly - grade level or classroom drawings are part of the recognition as well.

Student Role

The student’s job is to seek out and practice the positive behavior that is desired. They must learn to adjust undesirable behaviors in order to reach personal and school wide behavior goals. Students belong to many different communities in

schools. They belong to communities during reading groups, in their classroom, grade level, and in the entire school. They also belong to communities outside their school and can use the desired behaviors to grow into contributing citizens in their communities. Our students will reap the rewards of good behavior.

Family Role

Parental involvement in their children's education is vital to the success of the student; PBIS is not an exception to this. A parent's presence in schools provides academic support as well as helps to foster the creation of community and cultural connections. A parent can help students develop socially by helping to encourage positive behaviors with the student in and out of school. By creating common behavior goals and expectations for school and home, we are all helping to set the child up for success.

Some suggested parental roles:

- Volunteer at school activities
- Support with teaching of and reinforcement of expectations in home and community settings
- Work to develop a positive school environment
- Provide feedback to the school PBIS team
- Celebrate your child's success

Teacher Role

A teacher's job is to educate. Part of educating our student's means teaching the desired behaviors and enforcing those behaviors before the undesired behavior is the learned behavior. With the push to teach 21st century skills, where collaboration and communication is expected, our students need to develop the knowledge and skills to be able to work effectively in this environment. PBIS helps the students identify the expected behaviors and encourages them to practice and embrace them, which will lead to more effective collaboration and communication. The role of the teacher is to model and support the students as we all learn how to live using the PBIS model. The teachers have created an incentive based rewards system to help encourage students.

Administrative Role

In conjunction with our broader school community, the administration of Perry Elementary is charged to provide a safe, positive learning environment that supports and partners with all staff members in a greater effort to ensure the highest quality of academic and social success for all students. Our PBIS program and our Behavior Management plan implements various strategies to reduce disruptions, respond to inappropriate behaviors, and to support all students. We believe that reinforcing positive actions will produce positive behaviors. Our ultimate goal of PBIS is to create and maintain a school culture that is positive and that behavioral expectations are understood, taught, and modeled by all members of the school community.

Hierarchy of Consequences

While PBIS focuses primarily on positive behaviors, we do need to be prepared to deal with negative behaviors when they do happen. Each classroom teacher will follow the same hierarchy of consequences, in the same order, when dealing with behaviors that are inappropriate.

⊞ Level 1: Verbal Reminder - Review expectations with class and individual

⊞ Level 2: Teacher Intervention

⊞ Level 3: Office Visit; Phone call to parent by administrator

⊞ Level 4: Parent Conference - Immediate referral to the office will happen for reasons including the following:

- Fighting
- Threats/Bullying
- Destruction of property
- Endangering self or others

We have a consistent office referral system that outlines what interventions have been tried in the classroom. We also have established a clear cut system of differentiating between behaviors that can be dealt with in the classroom; those that can be dealt with in the classroom, but need to be reported; and those that need to be referred to an administrator. This will help to make behavior referrals more consistent across the school.

** Please note that while this procedure is followed in the vast majority of cases, there are occasions when significant behaviors might be reported directly to the office and handled by an administrator.

To our Parents

Parent & Volunteer Visits

Parents and volunteers are valued visitors to Perry Elementary School! To help maintain the safety of our students and staff and to maximize instructional time, we ask that the following guidelines be observed:

- Report to the office and sign in.
- Obtain a pass and wear it at all times.
- Report to your specific destination.
- Return pass and sign out in the main office upon leaving.

Parent/Teacher Conferences

Conferences are an important part of our communication with parents. All conferences, FORMAL or INFORMAL, are to be pre-arranged.

All parents will have a scheduled conference at the end of the first grading period.

When other conferences are desired, please use the following procedures:

- Contact the teacher via email, voicemail, or note, and the teacher will respond within 48 hours.
- On the day of the conference, enter through the main lobby and sign in and obtain a visitor's pass in the school office.
- After the conference, sign out through the school office.

PBIS EXPECTATIONS AT PERRY ELEMENTARY

The Cafeteria

1. Safe

- Walk as you enter and exit the cafeteria
- Eyes forward as you hold and carry your tray
- Keep hands, feet and materials to self

2. Respectful

- Use kind words and voice level 2
- Chew and swallow your food before you speak
- Only touch and eat the food on your own tray
- Say 'please' and 'thank you'

3. Responsible

- When you finish your lunch, pick up your eating area
- Raise your hand for help and/or to ask permission to leave
- Pick up any dropped food or utensils

The Hallway

1. Safe

- Walk safely
- Face forward and pay attention
- Keep hands and feet to self
- Stay to the right side

2. Respectful

- Keep hands, feet and materials to self
- Use Level 1 voice when necessary
- Respect personal space

3. Responsible

- Go right to the place you are going
- Use normal route
- Stay in your line
- Keep track of your belongings
- Keep food and materials in backpack
- Wait patiently while getting on and off the bus

The Playground

1. Safe

- Stay within boundaries
- Keep hands and feet to self
- Ask or wait for permission to go inside building
- Use equipment appropriately

2. Respectful

- Share
- Take Turns
- Use kind and appropriate language

The Bathroom

1. Safe

- Report issues immediately
- Stay in your stall/keep your feet on the floor
- Keep hands and feet to self
- Use restrooms appropriately

2. Respectful

- Voice level 3
- Respect the privacy of others
- Conserve water & paper products
- Wait your turn

3. Responsible

- Be quick
- Flush toilets
- Wash hands
- Put paper towels in trash can

The Bus

1. Safe

- Keep hands, feet and materials to self
- Remain seated
- Keep your body inside the bus
- Keep your feet on the floor
- Walk directly to you line, stay till on bus

2. Respectful

- Voice level 2
- Use appropriate language
- Follow bus driver's directions
- Greet and smile at bus driver

3. Responsible

- Be on time
- Take your belongings with you

3. Responsible

- Resolve problems at recess
- Wear appropriate shoes and clothing
- Pick up equipment
- Line up promptly at the signal
- Report injuries or conflicts to an adult

After reading this handbook, please sign this page and return it to school.
Contact the student's teacher if you have any questions or concerns.

Parent/Guardian:

I understand the system of rules and procedures that will prompt and guide student behavior presented in this manual. My signature below signifies that I will support my child and the faculty of Perry Elementary School so that my child can reach his/her full potential.

Signature

Date

Student:

I understand the system of rules and procedures that are presented in this manual to prompt and guide my behavior. My signature below signifies that I will work with my parents and the faculty of Perry Elementary School to achieve my full potential.

Signature

Date

Teacher