



**Burlington Community
School District
Corse Early Childhood Center
Parent Handbook
2024-2025**



<https://bcsds.org/cecc>

Corse Early Childhood Center Mission Statement

The mission of the Burlington Community School District is to inspire and challenge students through diverse opportunities. In order to achieve this, the staff of the Corse Early Childhood Center will provide every child with a safe, developmentally appropriate environment to explore, encourage, and ignite a love of learning. We will maintain a welcoming environment for our families and community that encourages collaboration.



Corse Early Childhood Center
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@corseearlychildhoodcenter



Like us on Facebook

You can find us on Facebook.

We will post updates about events at this location throughout the school year.

Dear Parents/Guardians:

Please review the handbook. Sign this bottom portion of the page and return to the principal, on-site supervisor, or secretary.

I, _____, have reviewed the handbook and acknowledge all policies and procedures.

Signature: _____ Date: _____

I. Child Care Parent Handbook Introduction

Overview

The child care program opened in 2021 and is located within the Corse Early Childhood Center. It is owned and operated by the Burlington Community School District. Child care is open to BCSD employees, BCSD families, and the surrounding communities.

Staff Qualifications

The staff at the child care center consists of a principal, on-site supervisor, and child care professionals. The staff enjoys and understands how young children learn and grow. They respond with sensitivity to each child's individual needs, desires, and interests. All staff is screened by the State of Iowa DHS and the Federal Government Division of Criminal Investigation, in addition to our own employment screening process.

Staff Trainings

Staff Orientation, CPR, First Aid, Universal Precautions, Mandatory Child Abuse Report Training, Pre-Service Essentials, and Annual Professional Development Hours.

Ages Served

We accept children ages birth through 5 years of age. Including children with special health or developmental needs in compliance with the legal requirements of the Americans with Disabilities Act(ADA).

State Law Ratio Requirements

Children under the age of 1: 1 child care professional per 4 children
Children under the age of 2: 1 child care professional per 4 children
Children the age of 2: 1 child care professional per 7 children
Children the age of 3: 1 child care professional per 10 children
Children the age of 4: 1 child care professional per 12 children

Hours and Days of Operation

We are open Monday through Friday from 6:30 a.m. to 6:00 p.m.

The Child Care Will Be Closed the Following Days

July 4th

July 5th

Labor Day

Thanksgiving

Friday after Thanksgiving

December 23rd

Christmas Eve

Christmas Day

December 30th

New Year's Eve

New Year's Day

MLK, Jr. Day

Good Friday
Monday after Easter
Memorial Day
Juneteenth (observed)

Normal payment is due for these center-wide closed days.

****We will be closed on a date TBD in summer for building-wide cleaning, maintenance and painting. This date will be given to you in 30 days notice advancement****

Tax Statement

A copy of each parent's account will be available to be picked up at your center at the end of each calendar year.

II. Child Care Enrollment

Visits

Parents interested in enrolling their child(ren) should call the center and arrange for a visit. During this time you will have the opportunity to discuss the program and we will answer any questions you may have. Please call if you are interested in visiting our center.

Registration

There is an annual \$50.00 (per child) non-refundable registration fee if you wish to enroll. Receipt of a signed registration form and payment of this fee secures a space and guarantees you a place in the center within 30 days from the date you requested. A mailed in registration requires the principal or on-site supervisor contact you for final approval.

Orientation

Each family will have a chance to meet with the principal and/or on-site supervisor and tour the facility before care can begin. At this time, we will go over the handbook together and review the forms and child care center requirements.

Enrollment Priority

Priority enrollment system for child care is established as follows:

- (1) Siblings of currently enrolled children will have first priority.
- (2) Regular full and part-time BCSD employees will have second priority.
- (3) All others, including those in the surrounding community, will have third priority.

Capacity

Child Care center may enroll up to a maximum of 78 full-time children per day*. As of fall 2023, the center has a nursery, 1's and 2's room in addition to wrap-around care for the 3 and 4 year old Grayhound Preschool Program. ** Please note 52 spots are wrap-around care for the Grayhound Preschool Program.*

0-12 Month Old Room – 4 total children – 4:1 Ratio
1 Year Old Room – 4 total children – 4:1 Ratio
2 Year Old Room – 6-12 total children – 7:1 Ratio
3 Year Old Room – 16 total children – 10:1 Ratio
4 Year Old Room – 24 total children – 12:1 Ratio

First Day of Attendance Requirements

All completed paperwork, a current physical, and immunization records are due prior to or by the first day of attendance in the center. It is the parent's responsibility to update physicals annually and immunization record as required by law.

Schedules

You are guaranteed space in the center for the days you have an approved registration for your child. Schedule changes may be possible provided that space is available and advanced notice is given. Please note: due to our program being centralized around Grayhound Preschool our spots are all full week placements. When the maximum capacity for each age group is reached, an internal waiting list will be established. A two week notice is required for a schedule change.

Holidays, Closings, or Shortened Hours

No credit will be given for absences, holidays, center closings, or shortened hours. In the event of a closing, we will communicate our plans on our website, Facebook, and through local news outlets. Corse Early Childhood Center will typically follow the Burlington Community School District's decisions regarding weather closings. Please refer to our holidays observed regarding the other days we are closed.

III. Financial Policies

Tuition Rates

Please see attached tuition rate sheet for current school year. Tuition rates are subject to change at any time. Payments are due the first day of the week your child arrives in the center.

Payment Options

Families may pay by check, cash or through the Brightwheel payment system. Payment is expected on Monday when your child arrives at the center.

Late Payment

Payments are due the first day of the week your child arrives in the center. If payment is not received on Monday, as required, a late payment fee will be assessed to your account. If payment is not received by Wednesday, your child will not be able to return until the balance has been paid in full. Full tuition for the days missed due to an unpaid balance will be expected.

Refund Policy

There are no refunds for non-attendance, enrollment or activity fees.

Returned Check Fee

A charge of \$35 will be added to your account for a returned check or due to insufficient funds. After having either a returned check you will be required to remit all following payments with cash or money orders.

Late Pick-Up Fee

A late pick-up fee of \$1 per minute will be charged per child for any children left at the center beyond the center's established closing time at 6 PM. After the third time a child is left at the center beyond 6 PM, the family will be required to meet with the administrative team and may be excluded from returning to the center.

Extra Charges

Additional charges include a yearly registration fee of \$50 per child. Other charges may include fees for food, field trips, and/or optional merchandise purchases.

Vacation and Illness Credit

A 50 percent reduction in fees will be granted for a maximum of 2 weeks per enrolled year based on the following criteria:

- If your child will be absent on an otherwise scheduled day, full charges will be assessed.
- If your child will be absent a full week due to vacation (Monday - Friday), there will be a 50 percent reduction in your normal charges if a three working day notice has been given in writing.
- If your child is absent for a full week (Monday - Friday) due to the child's illness, a death in the family, or other emergency situation, and we are notified immediately of the circumstance, you may be given a discount of one-half of your normal child care fees for that week.
- BCSD employee or multi-child discount credit cannot be used in combination with vacation and illness credit.

Disenrollment

A two week written notice is required for a change in your child's schedule or to disenrollment from the center.

IV. General Information

Screening Tool

The following developmental screening tools are utilized at CECC:

Infants - ASQ and ASQ:SE

Toddlers - ASQ and ASQ:SE

Preschoolers - ASQ and ASQ:SE

This tool is utilized for all children in child care within 60 days of enrollment. Both the ASQ and ASQ:SE are utilized at least twice annually (once in the fall and once in the spring). The tool is used to identify children's milestone achievements and help identify if additional evaluation and/or intervention strategies are needed. AEA or the physician is communicated with if necessary. Children may also be referred to hearing or vision screening if necessary. A meeting with the family is established to review results of both the ASQ and ASQ:SE with the teacher and family.

Grayhound Preschool Assessment

The Grayhound Preschool uses the following tools, digital and written assessments for the purposes of assessment:

- Teaching Strategies GOLD: GOLD, or "The Growing Objectives and Learning Dimensions," is an authentic, observational assessment system for children from birth through kindergarten. Teaching Strategies GOLD is designed to assess a child's development and learning across various domains, including social-emotional, physical, cognitive, and language. Teachers and educators use this assessment to gather information about a child's progress and tailor instruction to meet individual needs.
- IGDI's: IGDI's, or "Individual Growth and Development Indicators." are often used in education to measure and assess individual progress and growth, particularly in the context of early childhood education. The use of IGDI in preschool typically involves assessing a child's development across various domains, including cognitive, language, social-emotional, and motor skills. These indicators provide educators with a framework to monitor a child's growth over time and tailor instructional strategies to meet individual needs.
- Preschool Universal Screener: The preschool universal screener was developed by the Burlington Community School District preschool staff in 2022. A universal screener is a tool used in early childhood education to assess the development of all children in a particular group or setting. The purpose of a universal screener is to identify children who may need additional support or intervention in specific areas of development. This type of assessment is typically administered to all children, regardless of their individual abilities or potential challenges.

Program Evaluation, Accountability and Continuous Improvement

The program offers staff and families opportunities to assist in making decisions to improve the program. This includes:

- Spring IQPPS digital survey sent out and communicated to all currently enrolled families. Data from this survey is used to see what improvements can be made to meet IQPPS requirements.
- School-wide PTO allowed families opportunities to be a larger part of the school community.
- School-wide building leadership team allows for staff throughout all aspects of the school to have more opportunities to improve and make an impact on policies.
- Annual meetings between staff and family members on improvements that can be made to programming and program operations.

Our Philosophy and Creative Curriculum

Creative Curriculum is a research-based, developmentally appropriate curriculum for birth through preschool. Creative Curriculum utilizes learning centers in the classroom to offer children choices throughout the day for activities that are interesting and relevant to them. Using this framework, our teachers are able to teach in the ways that best match the way in which we know young children develop and learn. Children learn best by doing, and we use a developmental “hands-on” approach built around weekly or monthly themes. During each week we address all areas of development: social, emotional, physical (large and small motor), cognitive and language development. Lesson plans are prepared weekly and posted in each classroom. There is a balance between teacher-directed and child-initiated activities. The activities in each learning center are planned by the teachers to facilitate discovery learning. Our daily schedule includes large group, small group, and individual activities as well as learning center times. The children are guided and encouraged to learn new self-help skills, think for themselves, make choices, experiment, explore, make mistakes, and have a lot of fun in the process.

Conscious Discipline

Conscious Discipline is an evidence-based, trauma-informed approach to working with children from birth to adulthood. Corse Early Childhood Center equips its teachers and staff to integrate social-emotional learning and a comprehensive approach that empowers adults with skills that create a safe, connected, problem-solving environment for our students. The Conscious Discipline brain state model becomes a framework for us to understand the internal brain-body states that are most likely to produce certain behaviors in children and in ourselves. With this awareness, we learn to consciously manage our own thoughts and emotions so we can help children learn to do the same. The goal of this model is to provide a simplified brain model as a means for increasing our self-awareness so that we can respond consciously to the needs of the moment with the children we serve.

Classrooms

0-12 Month Old Room: 0-12 months old

1 Year Old Room: 1 to 2 years old

2 Year Old Room: 2 to 3 years old

3 Year Old Room: 3 to 4 years old

4 Year Old Room: 4 to 5 years old

Movement to Rooms

Children are moved to the next room with the knowledge and expertise of the educators. Educators will notify you in advance to discuss the transition. Most children will participate in the center wide room change in August.

Arrival and Departure

The parking lot is always congested and extremely busy at the beginning and end of the day. In order to make our parking lot a safe place for everyone, please follow these guidelines:

→ When dropping off your child:

- Please accompany your child into the classroom and let a teacher know that you have arrived. This is the time to discuss with the teacher any relevant information that would help your child during the day (e.g. sleeping irregularities, medication needs, moods, changes in daily routine).
- You must sign-in your child daily.

→ When picking up your child:

- When picking up your child, notify a teacher that you are leaving. It is imperative that a parent makes the teacher aware they are picking up their child. Unless the teacher is engaged with a group of children, please inquire about the day your child has had.
- You must sign-out your child daily.
- Only those people authorized in writing by the parent or guardian may pick up a child from the center. The center must be notified in advance if someone other than a parent will be picking up the child, and this person will be asked to present identification. Under no circumstances will a child be released to anyone without prior written permission.

Please note:

The center opens at 6:30 a.m. We will not be held responsible for children before that time. The center closes promptly at 6:00 p.m. It is very important that all children are picked up on time. There is a late fee of \$1.00 per minute, per child picked up past 6:00 p.m.

Daily Sign-in

Upon entering the Corse Early Childhood Center you will be asked to sign your child in for the day with their name, time of arrival, and confirm the name of who will be picking up your child.

Accident and Incident Reports

If your child is injured at the center you will receive an incident report. If the injury occurred to the face, head or neck, or if the injury is serious you will also receive a phone call. You will need to sign the incident report when picking up the child and a copy will be placed in their permanent file.

Parent/Guardian Handbook Agreement

Upon enrollment, each family must sign the parent/center agreement to establish that they have read and understand all of Corse Early Childhood Center's policies. We will ask you to sign this form on a yearly basis to assure accuracy of information and communication.

Consistent Daily Schedule

Your child's needs will be met by providing a daily schedule which includes established routines, yet is flexible enough to encourage spontaneity and take advantage of any new learning experiences. Daily schedules can be found on the parent board in each classroom.

Babysitting

We will not authorize or allow any private babysitting arrangements between enrolled families and staff members at our center. Staff members may not be listed as an authorized pick up or emergency contact person for children enrolled at our center.

Admission / Inclusion Policy

We have an open enrollment policy. Our services are offered to everyone, regardless of race, creed, sex, religion, ability, or national origin.

Birthdays/ Food

Birthdays are important days for young children and we share your desire to make your child's day a special one. However, birthday celebrations are often over-stimulating to young children, and we ask that some limitations be respected. We celebrate birthdays during regular afternoon snack times. Parents may provide a special snack for all the children, with advance notice and the approval of your child's teacher. Due to the fact that certain children have severe food allergies, please speak with your child's teacher ahead of time about the appropriateness of the snack.

What to Bring and Not to Bring

Children in the nursery and 1 year old classroom will need the following items that apply to your child: diapers, wipes, ointments, 2 light weight blankets**, pacifier, bag or backpack with an extra change of clothing, and labeled bottle. **For infants under the age of one, per DHS regulation, blankets are prohibited in sleeping spaces. Notify us when your child is ready to begin sampling foods from our menu.

Children in the 2s, 3s, and 4s rooms will need the following items that apply to your child: 2 light weight blankets, a bag or backpack with an extra change of clothing, diapers, and wipes.

Our center has more than an adequate amount of toys and learning materials. Please do not send toys from home as they may be lost or broken. If your child's class has "sharing days," you will be notified. The center is not responsible for any personal property brought on the premises.

Nap/ Rest Time

Adequate rest or quiet time is a very important part of a young, growing child's day. Beginning in our 1 year old room, a rest period will follow lunch each day. All children one year or older

are assigned their own mat and are encouraged to sleep or rest for a period of one to two hours or longer if needed depending on the individual child. Blankets and/or stuffed animals that are special to your child are encouraged to help your child feel more comfortable and secure.

Safe Sleep Practices - Infants

At CECC, we prioritize the safety and well-being of our infants, and our Safe Sleep policy aligns with the IQ4K Safe Sleep criteria to ensure a secure sleep environment.

Sleep Position

Infants aged 12 months and under are placed on their backs (supine position) for all sleep. Infants who can independently roll from back to stomach or vice versa are allowed to remain in the sleep position they assume after initially being placed on their backs.

Sleep Environment

Firm Mattress: Each crib is equipped with a firm mattress to provide a safe sleeping surface.

One Infant per Crib: To prevent potential hazards, only one infant is placed in each crib.

No Blankets or Swaddling: For safety, cribs remain free of blankets, swaddling, or any other loose items.

Tight-Fitting Sheet: A tight-fitting sheet is used to secure the mattress in place.

Empty Cribs: No additional items, such as stuffed animals, toys, mobiles, or burp rags, are placed in the crib.

Temperature Monitoring: Room temperature is regularly checked to ensure infants are comfortable and to prevent overheating.

Pacifiers

Infants may use a pacifier during sleep with parental permission. Pacifiers must not be attached to any strings, cords, or stuffed toys. Additionally, pacifiers may not be affixed to the infant's clothing.

Arrival/Falling Asleep Outside Safe Sleep Environment

Infants arriving asleep or falling asleep outside the designated safe sleep environment will be promptly and safely moved to an appropriate sleep space that adheres to the Safe Sleep policy.

Medical Waiver

The program cannot place a child in any sleep position other than on their back without a waiver from the child's primary physician. The waiver must clearly specify the medical need and include an expiration date.

Supervision Within Sight and Sound

Supervision within sight and sound is diligently maintained for all sleeping infants. Caregivers are strategically positioned to have a clear view of the sleeping area and ensure auditory awareness.

Sanitary and Safe Cribs

Bedding Change: Cribs are equipped with clean and sanitary bedding, with regular changes as needed.

Crib Labeling: Each crib is labeled with the infant's name and any relevant information regarding their sleep preferences or abilities.

Manufacturer Certificate: A valid manufacturer certificate is on file for each crib to ensure compliance with safety standards.

Removal of Hazards

Procedures are in place to promptly remove any potential hazards that an infant may be wearing, such as bibs or hoodies, during sleep.

Communication

Our program's policies and procedures are effectively communicated to both parents and staff through regular updates, orientation sessions, and ongoing training programs. Open lines of communication ensure that everyone involved is well-informed and aligned with our commitment to safety and well-being.

Daily Communication

A daily record will be accessed using the parent portal of our communication app – Brightwheel. Within the app parents will have the ability to see the amount of time their child has slept, any diaper changes or irregularities, advancement to any developmental milestones, and have access to pictures and videos taken in the classroom.

Sign-in/Sign-out

At Corse Early Childhood Center, the safety and security of each child in our care are paramount. Our Sign-In/Out protocol is designed to ensure accurate and thorough documentation of each child's arrival and departure, while also providing comprehensive information on visitor activity within our facility.

Brightwheel Program:

Our center utilizes the Brightwheel program for efficient and secure sign-in/out procedures. Parents and authorized individuals are required to use the Brightwheel app to log each child's arrival and departure.

Time In/Out:

Parents or authorized individuals are responsible for recording the exact time of a child's arrival and departure on the Brightwheel app. This digital timestamp provides an accurate and secure record of attendance.

Visitor Information:

All visitors to the center, including parents and authorized individuals, must sign in and out at the designated area. This record includes the visitor's name, time of entry and exit, reason for the visit, and contact information.

Reason for Visit:

Visitors are required to specify the purpose of their visit, whether it be for a scheduled meeting with a staff member, participation in a special event, or any other valid reason. This information is crucial for monitoring and ensuring the security of our facility.

Contact Information:

Alongside the reason for the visit, visitors must provide accurate contact information. This

includes a valid phone number and/or email address. In case of emergencies or additional clarification, this information facilitates prompt communication.

Authorized Pickup List:

The Brightwheel program allows us to maintain an up-to-date list of individuals authorized to pick up each child. Only those listed will be permitted to sign out the child.

Staff Oversight:

Our staff is trained to monitor the sign-in/out process and ensure that it aligns with our established protocols. Any discrepancies or concerns will be addressed promptly.

Regular Audits:

The center conducts regular audits of sign-in/out records to verify accuracy and identify any potential issues. This proactive approach helps maintain a high level of security and accountability.

Religious Activities

The Corse Early Childhood Center does not follow religious holidays, however, many activities may center on a holiday theme. Please let us know, in writing, if you do not want your child to participate in any activities.

Outdoor Play

Outdoor play is an important part of the early childhood curriculum, and we consider the outdoors an extension of the indoor classroom. Toys, materials, and activities are also available outdoors to enhance the children's play experience. Typically, children go outside twice each day. If your child is not well enough to play outdoors, he or she is not well enough to attend the center.

It is important for parents to provide the appropriate clothing and outerwear for the weather conditions (e.g., coat, snow pants, boots, gloves, etc.). During the cold weather months, the center has a few extra hats and mittens, but not enough for everyone.

Temperature Guidelines for Allowed Outside Time

Winter – Temperatures above 10 degrees with wind chill.

Summer – Temperatures below 95 degrees with heat index.

The amount of time outside will vary when weather temperatures are in question.

Sunscreen

Parents must provide sunscreen in lotion form for their child. A sunscreen permission form must be completed. Sunscreen will be applied to children during the months of May-October.

Sunscreen is applied from the times of 10 AM to 4 PM. Sunscreen in an aerosol can or spray form is not allowed.

Field Trips

Children ages three years and above may go on field trips, which may require a nominal fee. The State of Iowa licensing regulations state only one adult is required when a center is transporting children in a center owned vehicle with parent authorization for the sole purpose of transporting children to and from school and field trips. Our children will be transported in school owned vehicles and are expected to adhere to the following rules:

- Seat belts are to be properly worn at all times.
- No food or drinks in vehicles.
- Appropriate tone of voice.
- Remain in seat at all times.
- Keep hands and feet to themselves.
- All items must be kept in their backpack/bag.

Failure to comply with these rules may result in termination of center's transportation.

Cleaning and Sanitation

The following are daily cleaning practices to keep our center clean:

- Proper hand washing is taught and practiced throughout the day.
- DHS approved cleaning agent Oxivir is used to clean diaper changing tables.
- DHS approved cleaning agent Odoabaun is used to clean toys, tables, etc.
- Bibs, rags, etc. are washed and cleaned daily.

The following are weekly cleaning practices to keep our center clean:

- Teachers deep clean the room at least once per week beyond the regular cleaning.
- All blankets, cot sheets, etc. are cleaned or sent home to be cleaned.

Additional cleaning practices to keep our center clean during outbreaks of illness:

- All rugs and carpets are deep cleaned at minimum once per month.
- Clorox 360 machine is used as needed throughout the center.
- Additional classroom and center cleanings as necessary.

Toilet Training Policy

Toilet training is a partnership between the parents/guardians, the child, and the educators. We encourage children who show an interest in toilet training to use the toilet. Toilet training is done under the educators' supervision and guidance. All efforts are made to treat the child as an individual and to work with his/her specific needs and abilities. When you and your child are ready to start the process, please bring several changes of clothing. Soiled clothing will be placed in a bag for parents to launder. No toilet seats may be brought to the center. A child is not required to be toilet-trained before attending the Corse Early Childhood Center.

Behavior Management Policy

One goal of the Corse Early Childhood Center is to help children develop a positive self-image. We hope to encourage children to be self-directed, exhibit self-control, and become problem-solvers. A philosophy based on providing a positive, supportive environment that focuses on

prevention and the teaching of appropriate behaviors guides the staff in their interactions with children.

Discipline Strategies Used by Center Staff

- Maintaining realistic expectations of children based on knowledge of child development.
- Providing clear and simple limits.
- Planning an environment that facilitates a caring atmosphere.
- Providing appropriate activities that keep children engaged to prevent challenging
- Modeling appropriate and respectful behaviors.
- Redirecting inappropriate behaviors toward desired outcomes.
- Giving children choices between two appropriate alternatives.
- Encouraging children to work together to solve problems.
- Encouraging children to use their words to solve problems or to elicit peer cooperation.
- Providing logical and natural consequences for children's actions.
- Guiding children away from the situation until they are able to calm down and address the problem.
- Conflict resolution (for older preschoolers and school-age children).

THE FOLLOWING ARE PROHIBITED:

Corporal punishment, including spanking; Verbal or physical abuse, humiliation, neglect, or abusive treatment; Speaking to a child in a manner or tone that is disrespectful, sarcastic, demeaning or threatening; Withholding food, drink or sleep; Force feeding children; Disciplining a child for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or forcing the child to remain on the toilet, or using any other unusual or excessive practices for toileting.

Biting Policy

Biting is unfortunately not unexpected. Biting may be a natural occurrence among children under age three, and blame should not be placed on teachers, parents, or the child. Incidences of biting may be unavoidable in group care. It is usually short-lived and young children outgrow this stage and continue on their path of development. Children bite for many reasons. Biting demands caring and understanding on the part of adults. We focus on techniques that address the reason for biting. Each situation will be handled on an individual basis, and each child and family will be treated with respect. We will communicate with parents thoughtfully, closely observe the child who is biting, and observe and reflect on the classroom environment and staff.

Action Taken When Biting Incident Occurs

- The child who was bitten is comforted;
- The child who bit is firmly told that "biting hurts" while we continue to comfort and focus on the child who was bitten;
- The bitten area is washed thoroughly with soap and water and inspected for broken skin;

- If the skin is broken, an administrator is immediately notified. Both sets of parents are contacted and advised to call their pediatricians; open wounds on the face or hands are the most vulnerable to infection;
- An injury/incident report is written for each of the children involved;
- Ongoing dialog is kept with parents and staff on classroom and home strategies being used to address and curb the biting behavior.

Aggressive Behavior

Aggressive behaviors will not be tolerated in the center. If behavior is out of the educators' control, parents may be called for a conference or child may be suspended for the day. These aggressive behaviors may include but are not limited to: biting, wrestling, hitting, kicking, and inappropriate foul language.

Suspension or Expulsion

Our program determines children's needs with consideration and written reports from family members, family doctor, school nurse, the child's teachers and/or any date that may have been taken. Our program documents all incidents and communicates that information to family via our communication app Brightwheel, in-person, or with a parent meeting. Our program staff are instructed to communicate all child concerns to program administrators and we have regular monthly professional development that includes how to handle certain situations and what child situations should be brought immediately to the attention of supervisors i.e. aggressive behaviors to peers or staff. Our program has a wide variety of supports built-in, including access to the AEA, our school nurse, our district-level behavior interventionist, and other district resources at our disposal. We oftentimes will try various strategies to best help the student such as seating arrangement, timer pie chart, penny board, or others.

Reason for Discharge

Failure to meet center's policies and procedures; failure to comply with the center's financial agreement; child has an inability to adjust to group setting; child or parent is a threat to other children, staff, or self. The following reasons listed would be why a child would be suspended or expelled from our programming: Aggressive behaviors will not be tolerated. If behavior is out of the educators' control, parents may be called for a conference or a child may be suspended for that day(s). These aggressive behaviors may include but are not limited to: biting, wrestling, hitting, kicking, and inappropriate foul language.

Discharge Meeting and Transition Plan

Failure to meet the center's policies and procedures, failure to comply with the center's financial agreement, or if a child has an inability to adjust to group settings or continues to show aggressive behavior will lead to a discharge and transition plan. In case of discharge, staff will meet with family to discuss options and what they believe the best placement may be for the family if requested. Families have two weeks from the date of discharge to find other care for their child.

Mandatory Reporting

As professionals in contact with young children and their families, we at the Corse Early Childhood Center are required by law to help the DHS become aware of children who may be abused or neglected. According to the law, public or private school teachers, educational administrators, guidance or family counselors; as well as day care/child care workers, are mandated reporters. Thus, it is policy of the Corse Early Childhood Center preschool program to report any and all suspected cases of child abuse and/or neglect to DHS immediately by telephone and to follow up in writing within 24 hours the same information as reported by telephone. Our school will offer full cooperation of its staff during the investigation of the reported incident.

Confidentiality

All files are kept confidential. Information located in your file is shared only with educators of Corse Early Childhood Center.

Smoking

At all times, tobacco, nicotine, electronic cigarettes, and vaping are prohibited inside of the program, on the grounds, within employee's vehicles while on clock, and in any vehicles used to transport children. Teachers and support staff are prohibited from wearing clothing that smells of smoke when working.

Emergency Information

It is incumbent upon parents keep the center informed of how they can be reached at all times in the event of an emergency. This includes all work, home, and cell phone numbers for both parents and any other emergency contacts. Because we strive to maintain a safe environment for your child, we make every attempt to be prepared to handle emergency situations. Our staff is trained in first aid and CPR. An emergency plan is posted in each classroom.

Safety Practices

Fire, tornado, and ALICE drills are practiced and documented monthly.

Licensing Standards and Guidance

The Corse Early Childhood Center is licensed by the Iowa Department of Human Services. A copy of the license is posted at the reception area. Grayhound Preschool is licensed by the Iowa Department of Education and follows Iowa Quality Preschool Performance Standards (IQPPS).

Nutritional Information

The Corse Early Childhood Center will provide the children with a morning snack, lunch, and an afternoon snack. We will follow a menu as prepared by a partnership between Community Action of Southeast Iowa (Head Start) and the Burlington Community School District.

- The center will serve each child a full, nutritionally balanced meal or snack as defined by USDA Child and Adult Care Food Program (CACFP) guidelines.
- Staff provides supervision at the table during snacks and meals.
- We follow the meal patterns established by USDA.
- Breakfast consists of serving of milk, fruits or vegetables, and grain or bread.
- Lunches require milk, grains or bread, meat or meat alternate, and two servings of fruits or vegetables.
- Snacks include two of the following four components: milk, fruits/vegetables, grains/breads or meat/meat alternative.
- Food allergies- The most common food allergies are to milk, egg, soy, nuts, wheat and shellfish. Written instructions from the child’s physician are required and a parent authorization of posting is necessary.



CHILD MEAL PATTERN

Breakfast (Select all three components for a reimbursable meal)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² (at-risk afterschool programs and emergency shelters)
Fluid Milk ³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Vegetables, fruits, or portions of both ⁴	¼ cup	½ cup	½ cup	½ cup
Grains (oz eq) ^{5,6,7}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁸ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{8,9}				
Flakes or rounds	¼ cup	¼ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	½ cup	½ cup	¼ cup	¼ cup

¹ Must serve all three components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁵ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁶ Meat and meat alternates may be used to meet the entire grains requirement a maximum of three times a week. One ounce of meat and meat alternates is equal to one ounce equivalent of grains.

⁷ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁸ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

⁹ Beginning October 1, 2019, the minimum serving size specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¼ cup for children ages 6-12.

CHILD MEAL PATTERN

Lunch and Supper				
(Select all five components for a reimbursable meal)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² <small>(at-risk afterschool programs and emergency shelters)</small>
Fluid Milk³	4 fluid ounces	6 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates				
Lean meat, poultry, or fish	1 ounce	1 ½ ounce	2 ounces	2 ounces
Tofu, soy product, or alternate protein products ⁴	1 ounce	1 ½ ounce	2 ounces	2 ounces
Cheese	1 ounce	1 ½ ounce	2 ounces	2 ounces
Large egg	½	¾	1	1
Cooked dry beans or peas	¼ cup	⅓ cup	½ cup	½ cup
Peanut butter or soy nut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp	4 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	4 ounces or ½ cup	6 ounces or ¾ cup	8 ounces or 1 cup	8 ounces or 1 cup
The following may be used to meet no more than 50% of the requirement: Peanuts, soy nuts, tree nuts, or seeds, as listed in program guidance, or an equivalent quantity of any combination of the above meat/meat alternates (1 ounces of nuts/seeds = 1 ounce of cooked lean meat, poultry, or fish)	½ ounce = 50%	¾ ounce = 50%	1 ounce = 50%	1 ounce = 50%
Vegetables⁶	½ cup	¼ cup	½ cup	½ cup
Fruits^{6,7}	½ cup	¼ cup	¼ cup	¼ cup
Grains (oz eq)^{8,9}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ¹⁰ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup

¹ Must serve all five components for a reimbursable meal. Offer versus serve is an option for at-risk afterschool participants.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.

⁵ Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶ Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷ A vegetable may be used to meet the entire fruit requirement. When two vegetables are served at lunch or supper, two different kinds of vegetables must be served.

⁸ At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards the grains requirement.

⁹ Beginning October 1, 2019, ounce equivalents are used to determine the quantity of the creditable grain.

¹⁰ Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

CHILD MEAL PATTERN

Snack (Select two of the five components for a reimbursable snack)				
Food Components and Food Items ¹	Ages 1-2	Ages 3-5	Ages 6-12	Ages 13-18 ² <small>(at-risk afterschool programs and emergency shelters)</small>
Fluid Milk ³	4 fluid ounces	4 fluid ounces	8 fluid ounces	8 fluid ounces
Meat/meat alternates				
Lean meat, poultry, or fish	½ ounce	½ ounce	1 ounce	1 ounce
Tofu, soy product, or alternate protein products ⁴	½ ounce	½ ounce	1 ounce	1 ounce
Cheese	½ ounce	½ ounce	1 ounce	1 ounce
Large egg	½	½	½	½
Cooked dry beans or peas	½ cup	½ cup	¾ cup	¾ cup
Peanut butter or soy nut butter or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp	2 tbsp
Yogurt, plain or flavored unsweetened or sweetened ⁵	2 ounces or ¼ cup	2 ounces or ¼ cup	4 ounces or ½ cup	4 ounces or ½ cup
Peanuts, soy nuts, tree nuts, or seeds	½ ounce	½ ounce	1 ounce	1 ounce
Vegetables⁶	½ cup	½ cup	¾ cup	¾ cup
Fruits⁶	½ cup	½ cup	¾ cup	¾ cup
Grains (oz eq)^{7,8}				
Whole grain-rich or enriched bread	½ slice	½ slice	1 slice	1 slice
Whole grain-rich or enriched bread product, such as biscuit, roll or muffin	½ serving	½ serving	1 serving	1 serving
Whole grain-rich, enriched or fortified cooked breakfast cereal ⁹ , cereal grain, and/or pasta	¼ cup	¼ cup	½ cup	½ cup
Whole grain-rich, enriched or fortified ready-to-eat breakfast cereal (dry, cold) ^{9,10}				
Flakes or rounds	½ cup	½ cup	1 cup	1 cup
Puffed cereal	¾ cup	¾ cup	1 ¼ cup	1 ¼ cup
Granola	½ cup	½ cup	¾ cup	¾ cup

¹ Select two of the five components for a reimbursable snack. Only one of the two components may be a beverage.

² Larger portion sizes than specified may need to be served to children 13 through 18 years old to meet their nutritional needs.

³ Must be unflavored whole milk for children age one. Must be unflavored low-fat (1 percent) or unflavored fat-free (skim) milk for children two through five years old. Must be unflavored low-fat (1 percent), unflavored fat-free (skim), or flavored fat-free (skim) milk for children six years old and older.

⁴ Alternate protein products must meet the requirements in Appendix A to Part 226.

⁵Yogurt must contain no more than 23 grams of total sugars per 6 ounces.

⁶Pasteurized full-strength juice may only be used to meet the vegetable or fruit requirement at one meal, including snack, per day.

⁷At least one serving per day, across all eating occasions, must be whole grain-rich. Grain-based desserts do not count towards meeting the grains requirement.

⁸Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.

⁹Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

¹⁰Beginning October 1, 2019, the minimum serving sizes specified in this section for ready-to-eat breakfast cereals must be served. Until October 1, 2019, the minimum serving size for any type of ready-to-eat breakfast cereals is ¼ cup for children ages 1-2; 1/3 cup for children ages 3-5; and ¼ cup for children ages 6-12.

Access Policy

1. Any person in the center who is not an owner, staff member, substitute, or subcontracted staff or volunteer who has had a record check and approval to be involved with child care **shall not** have “**unrestricted access**” to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.
***“Unrestricted access” means that a person has contact with a child alone or is directly responsible for child care.**
2. Persons who do not have unrestricted access will be under the direct “**supervision**” and “**monitoring**” of a paid staff member at all times and will not be allowed to assume any child care responsibilities. The primary responsibility of the supervision and monitoring will be assumed by the teacher unless he/she delegates it to the teacher assistant due to a conflict of interest with the person.
***“Supervision”** means to be in charge of an individual engaged with children in an activity or task and ensure that they perform it correctly.
***“Monitoring”** means to be in charge of ensuring proper conduct of others.
3. Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If staff is unsure about the reason they will contact their Site Manager or another management staff to get approval for the person to be on site. If it becomes a dangerous situation staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on premise.
4. A sex offender who has been convicted of a sex offense against a minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A):
 - a. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
 - b. Shall not be on the property of the child care center without the written permission of the center director, except for the time reasonably necessary to transport the offender’s own minor child or ward to and from the center.

- i. The center director is not obligated to provide written permission and must consult with their DHS licensing consultant first.
- ii. If written permission is granted it shall include the conditions under which the sex offender may be present, including:
 1. The precise location in the center where the sex offender may be present.
 2. The reason for the sex offender's presence at the facility.
 3. The duration of the sex offender's presence.
 4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
 5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center licensing consultant.

V. Health Care Policies and Procedures

Administrations of Medications to Students

If at all possible give all medications at home only; most antibiotics may be given twice daily, morning and bedtime. No prescription medications will be administered at the center without a form signed by a doctor. No medicine of any kind will be given without verbal or written authorization from the parent. Medical authorization forms must be updated every month.

In the event that medication must be given:

Any prescribed medication shall be in its original container. The container shall be labeled by a pharmacist with a) The child's first and last names. b) the date the prescription was filled c) the name of the health care provider who wrote the prescription, the medication's expiration date d) the name and strength of the medication. Over the counter medications shall be kept in the original container labeled with the child's name and any specific instructions. All medications, refrigerated or unrefrigerated, shall have child resistant caps, shall be stored away from food at the proper temperature, and shall be inaccessible to children. Medication shall not be used beyond the expiration date.

Medical Policies

It is important that we provide a safe and healthy environment for all the children. In order to achieve this goal, parents must comply with our medical policies. Hand washing can help eliminate infectious disease.

Children are not able to attend the center if they are experiencing or develop:

Fever over 100.0 degrees

Pink eye

Diarrhea

Vomiting

Unknown rash

Severe pain or discomfort

Excessive coughing
Inability to participate within our program

If your child exhibits any of the above symptoms, your child will be removed from the classroom and you or your emergency contact will be notified to pick them up within the hour.

Children must be symptom free for 24 hours or have a physician's written permission to return.

Infectious Disease Control/ Illness Reporting

Teachers and staff provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child has been exposed. Signs and symptoms of the disease, mode of transmission, and period of communicable and control measure will be communicated. Communicable diseases will be posted and reported to the Iowa Department of Public Health when necessary. Exposure to communicable diseases and any infectious illness should be promptly reported so that the Center may be alerted to early symptoms.

Injuries

We will make every attempt to contact parents/guardians in the event of an injury. If we are not able to reach the parent/guardian, we will attempt to notify emergency contacts.

Dental Emergencies

All dental emergencies require that the parents and the child's dentist be contacted. Staff is required to wear disposable gloves and to wash hands after attending to injuries. All items exposed to blood will be placed in a double layer plastic bag, sealed and discarded immediately.

Hand Washing

Staff must wash hands: upon arrival at the center; immediately before eating or preparing any food; after diapering a child; before leaving the restroom; before and after administering first aid. Children must wash hands: upon arrival at the center, immediately before eating any food, after using the restroom or having diapers changed.

State Health Requirements

The State of Iowa requires every child to have a signed physical on file and updated each year. Also, a current immunization record must be kept on file [IAC 641-7] – The program accepts exclusions related to immunizations established by the Iowa Department of Public Health [IAC 641-7.3].

Overdue Requirements

When a child is overdue for any routine health services, parents, legal guardians, or both must provide evidence of an appointment for those services before the child's entry into the program as a condition of remaining enrolled in the program, except for immunizations for which parents are using religious exemption.

Health Records

Health records must include the following information:

- Current information about any health insurance coverage required for treatment in an emergency
- Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results
- Current emergency contact information for each child, that is kept up to date by a specified method during the year
- Names of individuals authorized by the family to have access to health information about the child
- Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes).

VI. Playground and Fall Safety

At CECC, our commitment to the safety of our children extends to our playgrounds. We adhere to strict guidelines to ensure the proper installation, maintenance, and ongoing safety of our playground equipment.

Playground Equipment Installation

Playground equipment is installed according to the manufacturer's instructions including anchoring. Burlington Community School District employees a playground and grounds supervisor who supervises all playground installation according to the manufacturer's instructions including anchoring.

Fall Surfacing

Loose-fill surfacing materials used to provide impact absorption beneath play equipment is checked frequently to ensure surfacing is of sufficient depth and has not shifted or displaced significantly, especially in the areas under swings and slide exits. Missing or displaced loose-fill surfacing is raked back into proper place or replaced so that a constant depth is maintained throughout the playground. Specifically, our rubber chips are inspected twice yearly, with additional chips added during the summer or as needed. Additionally, two of our playgrounds are equipped with a poured rubberized surface, installed in 2022.

Identification of Hazards

Each morning, before children utilize the playground, the principal and/or building custodian conduct through checks to identify and address potential hazards promptly. This includes a meticulous examination for missing or broken parts, protruding bolts, rust, sharp edges, cracks, lack of stability, wear and tear, and the appropriate depth of fall surfacing. Monthly inspections are completed by the principal or on-site supervisor, with any identified issues immediately

communicated to the school district playground supervisor through email. Our proactive approach ensures a safe and secure play environment for all children.

Staff Training

Ensuring the safety of our children on the playground is a collaborative effort that involves regular staff training. Monthly professional development meetings and specific sessions during gross motor times are dedicated to playground safety. To enhance sight management of children during play, a designated area marked with a taped "X" indicated where staff should stand during training sessions.

At CECC, we prioritize a safe and enjoyable gross motor experience for our children. This comprehensive policy reflects our dedication to maintaining high standards of playground and fall safety.

I. Grayhound Preschool Information

Offerings

- **3 Year Old Private Pay Grayhound Preschool**
- **4 Year Old State Wide Voluntary Preschool Program**

Curriculum

The Burlington Community School District Grayhound program uses the “*Creative Curriculum*” a comprehensive research-based curriculum to implement a developmentally appropriate content rich program for children with diverse backgrounds and skill levels.

The classrooms are structured around 11 interest areas or centers which include:

Blocks to learn to work together

Music & Movement to express individuality

Art encourages creativity & confidence

Cooking teaches nutrition

Library develops a love for books & reading

Outdoor for physical exercise & fresh air

Discovery to explore & investigate

Computer helps them learn from each other

Sand & Water encourages experimentation

Dramatic Play helps develop vocabulary

Toys and Games teach problem solving

Importance of Preschool

“More than half of children less than 5 years old regularly attend some type of out-of-home child care or early childhood program, and their experiences in these settings will affect their future lives.” US Census Bureau. Survey of income and program participation. Available at: www.childstats.gov/americaschildren.

“Children begin to learn to regulate their emotions, solve problems, express their feelings, and organize their experiences at an early age and then use those skills when they arrive at school.”

Garner AS, Shonkoff JP; Committee on Psychosocial Aspects of Child and Family Health; Committee on Early Childhood, Adoption, and Dependent Care; Section on Developmental and Behavioral Pediatrics. Early childhood adversity, toxic stress, and the role of the pediatrician: translating developmental science into lifelong health. *Pediatrics*. 2012

- A study found that early childhood programs in that state resulted in higher test scores, a lower chance of being held back in a grade, and a fewer number of children with special education placements. Those gains lasted up through the fifth grade.
- Study concluded that the benefits from these programs grew or held steady over those five years. And when the researchers broke the students down into subgroups by race and income — they found that all of those groups showed gains that held over time.

“Impact of North Carolina’s Early Childhood Programs and Policies on Educational Outcomes in Elementary School.” by Kenneth A. Dodge

Grayhound Preschool

General Information

- To qualify for the 4's Grayhound Preschool child must be "4" on or before September 15th.
- To qualify for the 3's Grayhound Preschool child must be "3" on or before September 15th.
- Classes meet on Monday, Tuesday, Wednesday and Thursday for three hours daily, either in the morning or afternoon.
- Class sizes are limited and fill quickly. Regular attendance is required.
- Busing may be provided based on the availability of bus routes.
bussing is not provided for 3 year old preschool
- Follow Iowa Quality Preschool Program Standards (IQPPS)
- State funded voluntary preschool program for 4 Year Old's.
- Tuition based preschool program for 3 Year Old's
- Wrap around child care options offered for tuition or Child Care Assistance accepted.

Program Benefits

- **A licensed teacher** who is responsible for designing & implementing effective learning environments using instructional strategies to enhance children's learning.
- **A minimum of 12 hours per week** of quality preschool instruction.
- **Community Collaboration.** Programs provide family involvement opportunities such as home visits, family nights and conferences.
- **High Program Standards.** The BCSD Grayhound program implements the Iowa Quality Preschool Program Standards.
- **High Learning Standards.** Programs have rigorous and relevant curriculum and assessments to enhance children's strengths, interests & knowledge and alignment with K-12 standards and academic expectations.
- **Appropriate adult-child ratio** of 1 to 10 and a maximum group size of 20.
1 to 8 ratio with a maximum group size of 16 for 3's
- **Objectives for Development and Learning** from Teaching Strategies GOLD. 38 research-based objectives covering 10 areas of development and learning including: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, The Arts, and English Language Acquisition.

II. Arrival and Pickup Procedures

Arrival and Parking Procedures for Preschool

The parking lot is always congested and extremely busy at the beginning and end of the day. In order to make our parking lot a safe place for everyone, please follow these guidelines:

→ **When dropping off your child:**

- Please keep in mind that it is not safe to stop directly behind parked cars to let your children out

→ **When picking up your child:**

- Students are asked to only board cars that are stopped in the right hand lane of Leebrick Street. When your child is safely loaded in the car, please carefully pull into the left lane to. Please be on the lookout for traffic movement. As spaces become available, pull **ahead**. The left lane is for moving traffic only. Please be patient and courteous when waiting for your students. We need to set a good example for our young people.

Feel free to ask one of the staff on duty to radio the office to page your child if you have been waiting but they have not come outside.

Thank you in advance for your cooperation and courtesy as our teachers supervise and enforce the above guidelines for the safety of your children.

Parents: Please DO NOT drop off or have your children arrive before the time listed for your building. **There is no supervision provided** for students prior to that time. When children congregate early, safety and discipline problems occur. Thank you for your understanding and we appreciate your support.

Drop-Off/Pick-Up

Parent Drop-Off/Pick-Up Entrance:



3 & 4 Year Old Grayhound Preschool

Monday through Thursday only

<u>Class</u>	<u>Arrival Time</u>	<u>Start Time</u>	<u>Dismissal Time</u>
AM	8:35	8:45	11:45
PM	12:45	12:55	3:55

Ages Infant to Preschool Child Care:

Open Monday through Friday 6:30 am to 6:00 pm

***Subject to change**

ELECTRONIC DEVICES

Elementary students should not possess cell phones or other personal electronic devices during the school day. Items brought to school should be kept in the student's bag, locker, or other designated storage area. Students may use their devices before and after school as long as their use of the device is not causing disruption.

III. PBIS

Burlington Community School District



Positive Behavior Intervention Support

Be Respectful

Be Responsible

Be Safe

What is **PBIS**?

Positive **B**ehavior **I**ntervention **S**upport is defined as a set of proactive systems and strategies designed to increase the capacity of our school to (a) reduce school disruption, (b) educate all students, including those with behavior disorders, (c) increase social, emotional, and behavior competence of all students.

Is **PBIS** new to education?

PBIS is not new to education. It is based upon a long history of research in the areas of behavior and instructional design. Just that of academics, positive behavior needs to be taught through modeling, explicit instruction, and practice. One foundational idea in PBIS is consistency. Another goal of PBIS is that all adults in a school building have clear and consistent behavioral expectations for students of which adults respond in a consistent manner to both appropriate and inappropriate behaviors.

What are the school's core values?

As proud Grayhounds, our core values are grounded in being respectful, responsible and safe. In all we do we will foster a *positive* school culture and climate in which *all students* can thrive, in order to enhance the development of well-rounded, contributing citizens.

How will this affect the elementary school?

Positive **B**ehavior **I**ntervention **S**upport is about creating a positive, supportive, culture in which all students can be successful. Students are recognized for being successful both academically and socially. They are acknowledged for demonstrating expected behaviors. PBIS is also about building positive relationships with students and creating a culture in which they can thrive and succeed.

What will PBIS *look* like at the elementary school?

Our PBIS plan provides detailed behavioral expectations in every area of the school. The continuum of PBIS covers the practices used to address behavioral needs and social-emotional development across the entire school, non-classroom settings (e.g., cafeteria and hallway), and the classroom.

What are the Behavioral Expectations?

The behavioral expectations and procedures cover the most commonly frequented areas of the building, sometimes yielding undesired, disruptive behavior. The behavioral expectations include:

1. Classroom
2. Cafeteria
3. Hallway
4. Library
5. Assemblies
6. Clinic
7. Bathrooms
8. Bus
9. Indoor Recess
10. Bus Line



How do I teach the behavioral expectations?

Each behavioral expectation includes a lesson plan that explicitly teaches desired, yet positive behavior, in any area of the school building. To achieve effectiveness, plan to teach positive behavioral expectations during the first three to four weeks of school, keeping lessons between 5 and 15 minutes in length. Feedback and acknowledgement accompanies desired behavior expectations, as well. Behavioral expectations that are modeled, taught explicitly, and within the context of the behavioral expectation will increase the likelihood of student implementation.

What is a voice level rubric?

A voice level rubric provides a clear expectation for student voice volume. Ranging from no talking to emergency only voices, voice levels provide concrete expectations for students to use in different areas of the building. Our voice level rubric is as follows:

5. Screaming/ Emergency Only
4. Recess/Outside Voice
3. Classroom voice/ Talking
2. Soft voice/ Whisper
1. No talking at all





**DISTRICT
STUDENT HANDBOOK**

2024-2025

Burlington Community School District

BOARD OF EDUCATION

Tammy Anderson
Christi Burghoffer
Darven Kendell
William Vance

Bryan Bross
Deborah Hatteberg
Anika McVay

DISTRICT ADMINISTRATION

Robert Scott, Superintendent and Executive Officer of the Board of Education
Cory Johnson, Director of Curriculum
Laci Johnson, Director of Human Resources
Greg Reynolds, Director of Business Services

Contact:

Burlington Community School District, 1429 West Ave, Burlington, IA 52601
P: (319) 753-6791; F: (319) 753-6796

Public Notice:

It is the policy of the Burlington Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity, and socioeconomic status, in its educational programs, and its employment practices. If you have questions or a grievance related to this policy please contact the district's Equity Coordinators. For Educational Programs: Cory Johnson, Director of Curriculum, cory.johnson@bcsds.org. For Employment: Laci Johnson, Director of Human resources, laci.johnson@bcsds.org.

WELCOME FROM THE SUPERINTENDENT

Much of my first two years as Superintendent of Burlington Community School District have been spent listening to and learning about this community that bleeds purple and gray.

I've heard from administrators, teachers, support staff, students, parents and other community members about what makes our schools great and what we could do to make them even better, and I look forward to continuing and building upon these conversations.

In addition to remaining accessible, my priorities include investing in STEM by adding a STEM rotation at the elementary buildings; expanding learning opportunities at the high school, such as by adding a Public Safety CTE pathway; increasing student participation in a growing number of extracurriculars; and continuing to reduce barriers for our students and families.

It's been so exciting to see the talent of our teachers and staff members. Every time I walk into a building, I am struck by the level of kindness, tremendous effort and commitment that staff have for our Grayhounds as they prepare them for life outside of our classroom walls.

I take great pride in our district — so much so that my blood now runs purple and gray, too.

Go, Grayhounds!

Sincerely,

Robert Scott

2024-2025 School Calendar

Summary of Calendar:
 Days/Hrs. in classroom:
 First Trimester..... 56/356
 Second Trimester.....59/379.5
 Third Semester 61/390.5
TOTAL DAYS/HRS.....176/1126

CALENDAR LEGEND

- Start/End
- Flex Days
- New Teachers
- Trimester Ends
- No School Days
- Prof. Learning

Does not include Professional Development days/hours.

HOLIDAYS:

- Labor Day (9/2)
- Thanksgiving Day (11/28)
- New Year's Day (1/1)
- Martin Luther King Jr. Day (1/20)
- Easter (4/20)
- Memorial Day (5/26)

Graduation: May 31

Note: In-service Days may be classified as Career Development and/or Professional Development depending on the content of the activities being performed.

August 2024					Student Days/Hours	
M	T	W	Th	F		
12	13	14	15	16		
19	20	21	22	23		
26	27	28	29	30	5	30.5
September 2024						
2	3	4	5	6	9	56.5
9	10	11	12	13	14	87
16	17	18	19	20	19	119.5
23	24	25	26	27	23	145.5
30					24	152
October 2024						
	1	2	3	4	28	176
7	8	9	10	11	33	208.5
14	15	16	17	18	37	234.5
21	22	23	24	25	42	267
28	29	30	31		46	293
November 2024						
				1	46	293
4	5	6	7	8	51	325.5
11	12	13	14	15	56	356
18	19	20	21	22	61	388.5
25	26	27	28	29	64	408
December 2024						
2	3	4	5	6	69	440.5
9	10	11	12	13	74	473
16	17	18	19	20	78	499
23	24	25	26	27	78	499
30	31				78	499
January 2025						
		1	2	3	78	499
6	7	8	9	10	83	531.5
13	14	15	16	17	88	562
20	21	22	23	24	92	588
27	28	29	30	31	96	614
February 2025						
3	4	5	6	7	101	646.5
10	11	12	13	14	106	677
17	18	19	20	21	111	709.5
24	25	26	27	28	115	735.5
March 2025						
3	4	5	6	7	120	768
10	11	12	13	14	124	794
17	18	19	20	21	124	794
24	25	26	27	28	129	826.5
31					130	833
April 2025						
	1	2	3	4	134	857
7	8	9	10	11	139	889.5
14	15	16	17	18	144	922
21	22	23	24	25	148	948
28	29	30			151	967.5
May 2025						
			1	2	153	980.5
5	6	7	8	9	158	1011
12	13	14	15	16	163	1043.5
19	20	21	22	23	168	1074
26	27	28	29	30	172	1100
June 2025						
2	3	4	5	6	176	1126
9	10	11	12	13		

176 Days/XXXX Hours Calendar

Aug. 14, 15, 16	New Teacher Work Days
Aug. 19	TQ Day
Aug. 20-23	Certified Staff Work Days/PD
Aug. 26	First Day of School
Aug. 30	2 Hr. Early Out (Prof. Development)
Sept. 2	Labor Day (No School)
Sept. 3	First Day of Preschool
Sept. 13	2 Hr. Early Out (Prof. Development)
Sept. 27	No School (Prof. Development)
Oct. 4	2 Hr. Early Out (Prof. Development)
Oct. 18	No School (Prof. Development)
Nov. 1	No School (Prof. Development)
Nov. 15	2 Hr. Early Out (Prof. Development)
Nov. 15	End 1 st Trimester (56 days/356 hrs.)
Nov. 27	Staff Flex Day (No School)
Nov. 28-29	Thanksgiving Holiday (No School)
Dec. 20	No School (Prof. Development)
Dec. 23-Jan. 3	Winter Break (No School)
Jan. 17	2 Hr. Early Out (Prof. Development)
Jan. 20	Martin Luther King Day (No School)
Jan. 31	No School (Prof. Development)
Feb. 14	2 Hr. Early Out (Prof. Development)
Feb. 27	End 2 nd Trimester (59 days/379.5 hrs.)
Feb. 28	No School (Prof. Development)
Mar. 14	No School (Prof. Development)
Mar. 17-21	Spring Break (No School)
Apr. 4	2 Hr. Early Out (Prof. Development)
Apr. 18	Staff Flex Day (No School)
Apr. 21	No School
May 9	2 Hr. Early Out (Prof. Development)
May 23	2 Hr. Early Out (Prof. Development)
May 26	Memorial Day
May 28	Projected Seniors' Last Day
May 29	Last Day of Preschool
May 31	Graduation
June 5	Last Day of School
June 5	End 3 rd Trimester (61 days/390.5 hrs.)
June 6, 9-12	Possible Snow Make-Up Days

Board Approved: 3/25/2024

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Board of Directors

2024-2025 Official District Calendar

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NOTIFICATIONS

Equal Education Opportunities (Board Policy)

The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential. No student enrolled in the Burlington Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination in the District's programs on the basis of race, color, creed, sex, national origin, religion, age, marital status, disability, sexual orientation, gender identity, or socio-economic background.

It is the policy of the District to provide a free appropriate public education to each disabled student regardless of the nature or severity of the disability. It is the intent of the District to ensure that students who are disabled within the definition of the Individuals with Disabilities Education Act or who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act are identified, evaluated, and provided with appropriate educational services. Due process rights of disabled students and their parents will be enforced.

Inclusion of minority and disabled students shall occur throughout the District's programs. In order to monitor compliance and progress, District, attendance center and course enrollment data shall be collected on the basis of race, national origin, gender and disability.

Inquiries regarding compliance with equal educational opportunities shall be directed to the Director of Curriculum who shall be the District's compliance officer (319-753-6791). Inquiries regarding compliance with equal education opportunities for disabled students shall be directed to the District's 504/ADA Coordinator.

The superintendent will also appoint grievance officer(s) and publicize the name(s), office address(es), and telephone number(s). Grievance procedure and form will be on file in each building.

The District affirms it will comply with all applicable regulations under the following laws:

1. Title I
2. Title X – Homeless Children and Youth
3. Title VI of the Civil Rights Act of 1964
4. Section 504 of the Rehabilitation Act of 1973
5. Title IX of the Educational Amendments of 1973
6. The Age Discrimination Act of 1975
7. Title VII Employment
8. All regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.

Pictures/Videos

Student pictures (image or likeness) and videos periodically feature district activities and events for educational and promotional purposes. Pictures and videos are sometimes used for building and district newsletters and local/regional media coverage. If you do not want your child's picture taken or for him/her to participate in a school sanctioned video, please notify the school office by September 15th. Individual pictures (image or likeness) and videotaping of a student is sometimes necessary to indicate

the extent of his/her behavioral or academic concerns. These pictures and videotapes will be evaluated by your son or daughter's educational team. You will be notified by your building principal before the taping begins.

The following grievance officers for this policy are:

Title I	Stephanie Vititoe, Assistant Dir. of Curriculum	Adm. Building	753-6791
Title X – Homeless Children and Youth	Stephanie Vititoe, Assistant Dir. of Curriculum	Adm. Building	753-6791
Title VI Civil Rights	Laci Johnson, Human Resources	Adm. Building	753-6791
Title VII Employment	Laci Johnson, Human Resources	Adm. Building	753-6791
Section 504/Americans with Disabilities Act	Cory Johnson, Dir. of Curriculum	Adm. Building	753-6791
Title IX Sex Discrimination/Section 504	Laci Johnson, Human Resources	Adm. Building	753-6791
Level I Investigator	Laci Johnson, Human Resources	Adm. Building	753-6791
Level 1 Alternate Investigator	Cory Johnson, Dir. of Curriculum	Adm. Building	753-6791

It is the policy of the Burlington Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age, marital status, sexual orientation, gender identity, socioeconomic status, in its educational programs, and its employment practices.

Equal Employment Opportunity/Affirmative Action Employer

Parents'/Guardians' Right Notification

Parents/Guardians in the Burlington Community School District have the right to learn about the following qualifications of their child's teacher/paraprofessional: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher/paraprofessional, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a schoolwide Title I program. Parents/Guardians may request this information from the Office of the Superintendent by calling 319-753-6791, ext. 1403 or by sending a letter of request to the Office of the Superintendent, 1429 West Ave., Burlington, IA 52601

The Burlington Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught by a teacher for four or more consecutive weeks by a teacher who is not considered highly qualified.

Student Records

Parents of students under age 18 and students over 18 may exercise the right to review educational records of the student, to obtain copies of reports, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy or an invasion of privacy, and to have the records explained. The procedure to be followed in exercising any of the rights under the "Family Privacy Act of 1974" can be found in the Board Policy book which is

available in all school buildings, as well as the central administrative offices. Should a student move from the district, the district will transfer the student's educational records to the next district upon written request of that district.

STUDENT ATTENDANCE

The Board of Education is required to adopt rules describing the attendance requirements for students. The Board believes the primary purpose of education is to provide an opportunity for students to fully develop the basic skills needed to function as responsible citizens in a changing world. The Board and all school district employees believe learning takes place every day in every classroom. Students can make academic progress only if they attend school regularly and take advantage of the educational experiences offered. We believe students will receive the full value of the learning offered in our schools when they are present each day.

The State of Iowa defines chronic absenteeism as absences of 10% or greater per grading period.

The State defines truancy as absences of 20% or greater per grading period.

The State of Iowa requires that the school conduct a Student Engagement Meeting for every student that has reached 15% absenteeism. In the Student Engagement Meeting, an Absenteeism Prevention Plan will be written.

EVERY DAY OF SCHOOL IS IMPORTANT! Daily, punctual attendance is an integral part of the learning experience and is required of all students to receive the maximum benefit of the educational program. Students are expected to attend classes regularly and to be on time. Students missing 10% or more of any grading period for any reason are considered chronically absent. Attendance is tracked at the state level and used as part of the state's school ranking and evaluation system.

The State of Iowa requires children over age four (4) and enrolled in the statewide preschool program, over age five (5) and enrolled in the District's kindergarten program, or between the ages of six (6) and sixteen (16) to attend school. If a child turns sixteen (16) after September 15, he/she must attend school for the duration of that school year. Each child's parent, guardian or legal custodian is the person held responsible in the law for seeing that the child receives an education.

It is the responsibility of the parent/guardian or legal custodian to make sure the student is enrolled in the Burlington Community Schools, attend school as required by the laws of Iowa, and follow the District's policies and regulations for attendance.

Procedure: For the safety of your child, it is important that you call or notify the school when they are absent. We ask that you:

- Contact the school office prior to the beginning of the school day (messages can be left on the school's answering machine during non-school hours).
- Bring any medical or legal verification from an appointment to the school office.

Excessive Absences:

We wish to be proactive in reaching out to families regarding excessive absences. In addition to communicating with a family, the school will send a letter at 6 and 10 days absent, etc. These letters are generated even when the parent/guardian has excused the student from school. The County Attorney will be notified when a student reaches chronic absenteeism (defined as 6 or more absences per grading period) As a part of the 10 day letter, a School Engagement Meeting will be held at which an Absenteeism Prevention Plan will be developed. Failure to attend or comply with the Absenteeism Prevention Plan will result in a referral to the County Attorney where a mediation will be held to develop an Attendance Cooperation Agreement as a part of the truancy referral process. Enforcement of attendance requirements is the duty of both the local school district and the County Attorney.

Absences not included in calculations towards excessive absences:

- Administrative Excuse
- Out of School Suspension
- Medical Absence Accompanied by Medical Provider
- Participation in Religious Services
- Legal/Court Ordered Excuse

Tardiness

A note of explanation or call from the parent or guardian to the school will be required in each case of tardiness. Tardiness is a student's initial appearance in an assigned area at any time after the designated starting time. Tardiness at the beginning of the school day will only be excused for medical appointments and/or when the school bus is running late. All incidences of class tardiness will become the direct responsibility of the teacher. Teachers will emphasize the importance of punctuality and class rules and procedures for tardies. The following action(s) may be taken by the teacher when dealing with a student who is tardy and does not have an acceptable reason.

- a) Warning
- b) Notification of parents/guardians
- c) Loss of privilege(s) or other in-class sanctions
- d) Conference with parent or guardian
- e) Detention(s)
- f) Referral to principal for other in-school sanctions and/or support services

If your child will be late to school please feed your child breakfast. Breakfast will be closed when school starts.

Change of Address/Telephone

Change of address/telephone should be reported to the school as soon as possible. If your change of residence involves a school transfer, please notify the school two or three days prior to withdrawing the child. If you relocate during the year, please see your building principal. Arrangements to accommodate your child remaining at his/her current school can be made on a space available basis.

DRESS CODE – STUDENT APPEARANCE

Introduction

The students of the Burlington Community School District have great traditions. One of these traditions is that they dress and groom themselves in a fashion that is complementary to the school and not distracting to other students. Your appearance sends a message to those around you, including any guests that may be visiting our school. This is your school, please show pride in it.

The major responsibility for appropriate dress and grooming rests with the students and their parents. Students are expected to dress appropriately for school and all related school activities. A student's dress may not constitute a threat to the health, safety, and welfare, or property of others, must be in accordance with the public decency and civil statutes, and must not disrupt the orderly, disciplined atmosphere of the school. Students will be asked to correct the inappropriate clothing or inappropriate decorative items in their lockers. This includes but is not limited to:

Students MUST Wear

- A shirt or dress with fabric in the front, back, and on the sides under the arms
- Pants/jeans or the equivalent, such as a skirt, sweatpants, leggings, a dress, or shorts
- Shoes

Students MUST Cover

- All private parts, cleavage, and undergarments

Students MAY Wear

- Hats. Faces must be clearly visible, and the student must maintain a clear line of sight.
- Religious headwear
- Hoodie sweatshirts. Like hats, the face must be visible, and the student must maintain a clear line of sight.
- Fitted pants, including leggings, yoga pants, and skinny jeans. Material must be thick and opaque enough to cover undergarments
- Ripped jeans

Students CANNOT Wear

- Inappropriate language or images, including but not limited to: profanity, violent language, hate speech, pornography, language depicting drugs or alcohol, language depicting illegal item or activity, or anything that could instigate or perpetuate a hostile or intimidating environment based on protected class or consistently marginalized groups.
- Bandanas may not be worn on school premises.
- Clothing that reveals undergarments.
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon.

- Any item that obscures the face or ears (except as religious observance and PPE when necessary).

CODE OF CONDUCT

Philosophy of Discipline

- The goal of discipline policies is to ensure the right of all students to a productive educational environment in which they may learn the social skills necessary to develop into mature, responsible students, accountable for their own actions.
- The schools have the duty to aid each student in becoming aware of rights and responsibilities, and to approach discipline in a positive and productive manner.
- The school environment is designed to encourage responsible behavior by the students. A student has the right to pursue education without unnecessary disruption from others.
- Parental support is imperative to the disciplinary teaching process and, to this end, parents will be kept informed and be requested to aid in the process.
- When a student's conduct jeopardizes the good order, management or welfare of the school, disciplinary action will be taken.
- The Discipline Plan shall apply to students while on school premises, while attending school-sponsored events, while on school buses, or on chartered buses while students are engaged in school-sponsored activities, and while students are away from school at such activities.

School Discipline Plan

Each student is expected to abide by the district's Code of Conduct. Behavior which tends to conflict with the educational program or which is harmful or threatening to the welfare of other students, and/or staff will not be tolerated. Failure to abide by the following guidelines is a violation of the School Discipline Plan:

- Disciplinary measures such as warnings, detentions, suspensions, and expulsion will be used singly or in combination depending on the severity and/or frequency of the misconduct.

Code of Conduct

■ ***In-School Suspension/Office Detention Conduct:*** Each student is expected to behave in a respectable manner and to abide by the rules and procedures set. Any student who violates the Student Code of Conduct may be assigned in-school suspension by the administration.

■ ***Fighting:*** Fighting entails the practice of two or more students engaging in a physical struggle or a conflict that does not result in serious injury. This is not acceptable behavior.

■ ***Assault/Threats To Others:*** Assault is an attempt to apply force with intent to do physical injury to another with present means to execute the attempt. There may be an assault even though there is no personal injury inflicted. This is not acceptable behavior and may result in charges being filed. Students will be automatically suspended for assault upon a school employee. The board will meet to discuss whether further sanctions, including expulsion, should be ordered against the student.

■ ***Tobacco Products*** (Board Policy 502.7) Students who are in possession of or using or distributing tobacco products shall be subject to school disciplinary actions and may also be reported to law enforcement officials. This includes "look alike" substances that appear to be a tobacco/nicotine product. This includes but not limited to the follow: cigarettes, dissolvable, spitless, cigars, snuff, snus, chewing, and e-cigarettes, pipes, and electronic smoking/vaping devices.

■ ***Alcoholic Beverages, Controlled Substances*** (Board Policy 502.7) Students are prohibited from possessing, using, being under the influence of, distributing, selling, or manufacturing beer, wine or other alcoholic beverages, controlled substances, paraphernalia for administering substances or of “look alike” alcoholic or controlled substances while on school premises or vehicles, while they are participating in or attending District activities and while they are away from school premises if the conduct directly affects the good order of the District. A student who leaves the school premises during his/her normal times of attendance will be considered as being in school for purposes of this policy.

Distribution, sale or manufacture of alcohol, controlled substance or “look alike” substance or intent to do so: Parents/Guardians notified, Law enforcement officials notified. Student placed on out of school suspension pending recommendation to School Board for expulsion.

First Offense possession alcohol, controlled substance, paraphernalia or “look alike” substance: Parent/Guardian notified; Law enforcement officials notified, 1-5 days out of school suspension.
Second and Subsequent Offenses of possession in the same school year: Parents/Guardians notified, Law enforcement officials notified. Student placed on out of school suspension and possible recommendation for a Board hearing.

■ ***Possession Or Use Of Dangerous Objects:*** Students are prohibited from using, possessing, carrying, or manufacturing dangerous or potentially dangerous objects, such as: knives, matches, lighters, ice snowballs, projectiles, guns, and any instrument that can be used as a weapon. Any student who threatens another person on school property or at a school event with a dangerous weapon, or who displays any object in such a manner as reasonably to place another person in fear for his or her safety shall be subject to discipline including possible suspension or recommendation for expulsion.

■ ***Firearms:*** Firearms are not allowed on school grounds or at school activities with the exception of firearms in the control of law enforcement officials or those being used for educational purposes and approved by the principal. Students bringing firearms to school or possessing firearms at school will be expelled for not less than one year. Parents of students found in violation of this policy may be contacted and the student will be reported to law enforcement.

■ ***Intimidation:*** Threatening another student or staff member is not acceptable.

■ ***Extortion:*** Obtaining another person’s property or money by the threatened use of force or exercise of power is not acceptable.

■ ***Gambling:*** Participating in games of chance or skill for money or profit, unless it is a school-sanctioned event, is not acceptable.

■ ***Vandalism:*** Vandalism is the willful or ignorant destruction of a public property, in which the actual damage is of a minor nature. Any person found willfully damaging or defacing property belonging to the school district will be held responsible for the replacement or the repair of such property.

■ ***Malicious Mischief:*** When damage to property is assessed at \$150 or more, the violation becomes malicious mischief or criminal damage to property. Malicious mischief includes, but is not limited to, malicious injury, defacing or destruction of any building, fixture, or equipment, the willful writing, making marks, or drawing characters on walls, furniture and fixtures. The student is responsible for the repair or replacement of the damaged item.

■ ***Setting False Fire Alarms:*** A person who sets false fire alarms could be guilty of reckless conduct. Chapter 712.7, Code of Iowa. May include costs incurred from the city.

- **Arson/Setting Fires:** Arson is committed when, by means of fire or explosives, a person knowingly damages any real property or personal property. Chapter 712, Code of Iowa.
- **Stealing:** Taking the property of another without permission is not acceptable.
- **Loitering/Trespass:** Special permission from the building principal is required to visit schools. Those persons in violation of this policy are subject to criminal trespass charges being filed with the city attorney.
- **Unlawful Assembly:** Unlawful assembly is when three or more persons assemble in a violent and tumultuous manner to do unlawful acts to the disturbance of others.
- **Malicious Use Of The Telephone:** Chapter 708.7, Code of Iowa, makes it unlawful for any person to telephone another and use any obscene, lewd, or profane language, or threaten to inflict injury of physical harm to the person or property of any person.
- **Chronic Disruption or Violation of School Rules:** Behavior that disrupts the educational process of others that recurs on a regular basis over a period of time cannot be tolerated. DEPENDING UPON THE FREQUENCY AND SEVERITY, failure to refrain from engaging in disruptive behavior may result in suspension either in or out of school for up to 10 school days. In some cases, a recommendation may be made to the Superintendent of Schools to call a meeting of the School Board to consider an expulsion from school.
- **Dissemination of Inappropriate Media:** Electronic devices have proliferated our society bringing with them the ability to communicate information quickly to large numbers of individuals. Disseminating media that is illegal or created with the intent to cause another individual anxiety, pain or embarrassment will be construed as harassment. Sharing nude photos, even if shared willingly, will result in disciplinary action as well as possible legal consequences.
- **Reckless Driving:** Students are to drive carefully and prudently in the school lot on streets in the vicinity of the school. Squealing of tires, fishtailing, racing engines, speeding, etc. will not be tolerated.
- **Tampering With Motor Vehicles:** Students are prohibited from damaging, entering, or in any way disturbing parked vehicles.
- **Other:** Acts of behavior not mentioned above which conflict with the educational program or are harmful to the welfare of others is not acceptable.

Student Harassment, Bullying and Hazing

Harassment, Bullying and Hazing Prohibited. The District is committed to providing all students a safe and civil educational environment in which all are treated with dignity and respect. The District is also committed to promoting understanding and appreciation of the cultural diversity of our society. The District shall educate students about our cultural diversity and shall promote tolerance of individual differences. The District prohibits acts of intolerance, harassment, bullying or hazing, including because of the individual's real or perceived age, race, color, creed, gender, religion, marital status, ethnic background, national origin, sexual orientation, or gender identity, physical attributes, socioeconomic status or familial status, physical or mental ability or disability, ancestry, political party preference or political belief. Acts of intolerance, harassment, bullying or hazing may be treated as grounds for discipline. Discipline may include suspension or expulsion of a student or termination of a staff member's contract.

Harassment, Bullying, Hazing. Any behavior that has the purpose or effect of causing injury, intimidation, fear, or unreasonable discomfort, or that creates an intimidating, offensive, or hostile learning environment shall be prohibited. Examples of prohibited behavior may include, but are not limited to the following.

- Verbal or nonverbal, physical or written harassment or abuse

- Unwelcome touching
- Inappropriate or demeaning remarks, jokes, stories, activities, signs or posters
- Implied or explicit threats concerning grades, awards, property or opportunities
- Unreasonable interference with a student's educational opportunities
- Requiring, explicitly or implicitly, that a student submit to harassment, bullying, or hazing, as a term or condition of the student's participation in any educational program or activity
- Submission to or rejection of such conduct is used as a basis for decisions affecting the student's education or participation in an activity

Keeping Students After School

Parents will be given a twenty-four hour written or telephone notice each time before keeping their child after school beyond the normal dismissal time. The students may be detained on the same day if the parents have been notified by phone and their approval has been given.

Sexual Harassment

General. It is the policy of the Burlington Community School District to maintain a learning environment that is free from sexual harassment. All employees, visitors, and students must avoid any action or conduct which could be perceived as sexual harassment. It shall be a violation of this policy for any person to harass a student through conduct or communications of a sexual nature.

Definition. Sexual harassment shall consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of the student's educational opportunities or benefits.
2. Submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting that student.
3. Such conduct has the purpose or effect of substantially interfering with a student's education by creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include, but is not limited to the following:

- Verbal or nonverbal, physical or written harassment or abuse;
- Requests or pressure for sexual activity;
- Unwelcome touching;
- Other verbal or physical conduct of a sexual nature, such as inappropriate jokes, signs and posters of a sexual nature;
- Repeated remarks to or about a person with sexual or demeaning implications.

(Note: any sexual overtures made by a staff member to a student, whether welcomed or unwelcome, shall be grounds for discipline, including discharge of the staff member)

Complaint Procedures. Any student (or the student's parents or guardian) alleging a violation of this policy may file a complaint using the Student Complaint Procedures. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is the alleged perpetrator. The complainant may file the initial complaint with the compliance officer. Policy 507.9 shall govern the investigation of alleged cases of physical or sexual abuse, including sexual harassment, of students by staff members.

Bullying complaints may be filed on-line at the district website: www.BCSDS.org. The complainant may be required to complete a written complaint form (Policy 500.3 or See Code No 500.1R1-Exhibit A) and turn over copies of evidence of discrimination, harassment, bullying, or hazing including, but not

limited to, letters, emails, tapes, signs, and pictures. The investigator shall promptly commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement. A written investigative report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded or inconclusive will be forwarded to the complainant and to the alleged perpetrator.

These procedures do not in any way deny the right of the complainant to file formal complaints or charges under the legal procedures, provided by federal or state law. Inquiries or complaints may also be directed to federal and state agencies, including the Iowa Civil Rights Commission and the Office of Civil Rights of the United States Department of Education.

Compliance Officer. The Curriculum Director (319-753-6791) shall be designated as the District's compliance officer to insure that students are treated in accordance with this policy. In the event the compliance officer is the alleged perpetrator, the Human Resources Director (319-753-6791) shall be the alternative compliance officer.

Confidentiality. The right to confidentiality, both of the complainant and of the alleged perpetrator, will be respected consistent with the District's legal obligations and with the necessity to investigate allegations and take corrective actions. Confidential documentation of allegations or investigations will not be filed in the complainant's student file.

No Retaliation. No person shall retaliate against a student or other person because the student or other person has filed a harassment, bullying or hazing complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who knowingly file false complaints or give false statements shall be subject to discipline up to and including suspension or expulsion or termination of employment.

Corrective Actions. The District will take action to halt any improper harassment, bullying or hazing and will take other appropriate corrective actions, including disciplinary measures which may include discharge, suspension or expulsion of a perpetrator, to remedy all violations of this policy.

Notification. Notice of this policy shall be communicated to staff, students, and parents of the District and shall be published in such manner as the compliance officer shall determine.

Training. The District shall educate staff and students about harassment, bullying and hazing, effective methods of prevention, and what to do in the event of such actions. The District shall participate in assessments of the effectiveness of this policy and education programs.

Gangs

The Board believes that the presence of gangs and group activities have the potential to cause a substantial disruption of or material interferences with school and school activities.

A "gang" as defined in this paragraph and under Iowa Code 723A means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity. The "pattern of gang activity" means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of, or belong to, the same criminal street gang. By this plan the board acts to prohibit the existence of gangs and gang activities as follows:

No student on or about school property or at any school activity:

1. shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other thing which is evidence of membership in or affiliation with any gang;

2. shall commit any act or omission or use any speech, either verbal or nonverbal (gestures, handshakes, etc.) showing membership or affiliation with a gang;
3. shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - a. soliciting others for membership in any gangs,
 - b. requesting any person to pay for “protection” or otherwise intimidating or threatening any person,
 - c. committing any illegal act or violation of school policies,
 - d. inciting another student to act with physical violence upon other persons.

Students in violation of this plan may be suspended from school and/or recommended for expulsion. Due process in all cases will be followed according to this plan. This discipline plan and specific processes used to carry out discipline shall be distributed to all parents and students at the beginning of the school year.

Internet & Computer-Related Technologies

Use of the internet, web pages, email and other forms of computer-related technologies for the purpose of harassing, threatening, stalking, or slandering classmates or staff will be grounds for disciplinary action. This covers acts performed both on and off of campus and may also involve legal authorities. Students may not access our student information system; alter web server content, or any other forms of intrusion into unauthorized areas of the school’s networks or servers. State and federal laws also cover these kinds of abuse.

Tampering with school computers or changing computer settings without permission is not allowed. Students are urged to report any known abuse to allow corrections to be quickly made.

Personal Items at School

Generally students are not to bring their personal toys and items to school unless requested to do so by the teacher for special events, show and tell, plays, or parties. We provide games for indoor recess and equipment for the playground activities. Unauthorized personal items brought to school will be confiscated. Lost or stolen items are not the responsibility of the school district.

Due Process

To ensure that the students receive fair treatment consistent with the fundamental requirements of due process, student suspensions or recommendations for expulsions must be made in accordance with the following:

A student may be suspended for up to ten days by an administrator for a commission of serious or repeated infractions of school rules, or when the presence of the student will cause substantial interference with the maintenance of the educational environment of the normal operation of the school. The administrator shall conduct an informal investigation of the charges against the student, giving the student:

1. Oral or written notice of the allegations against the student.
2. The basis in fact for the charges.
3. The opportunity to respond to those charges.
4. The right to appeal.

Appeal Provision

Any student or parent who believes that the actions of a teacher or other school official were unfair or unreasonable under the circumstances or in violation of these rules or board policy may request an

informal hearing before the teacher or official's supervisor. The following order of appeal must be followed:

- 1) From a teacher's actions – Following an attempt to resolve the situation with the teacher, contact the principal.
- 2) From a principal's decision, contact the superintendent or his/her designee.
- 3) From the superintendent's decision, contact the school board secretary for procedures to appeal to the board of directors of the BCSD.

If a student/parent appeals the decision of the administrators, and if the student's presence, in the opinion of the administrator, will not be detrimental and disruptive to the educational process, then he/she will remain in his/her present status pending outcome of the appeal. However, if the student's presence is determined by the administrator to be detrimental or disruptive, the student will be suspended pending the outcome of the appeal. These students will be out-of-school during the appeal process.

NOTE: Special Service students are expected to follow the school rules and their behavior plans; however, consequences may be altered according to each individual educational plan.

Search and Seizure (Board Policy)

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

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

Written Notice of Search

Students, parents and guardians are hereby notified that school officials may conduct periodic searches of school lockers, desks, parking lots and other school facilities or spaces without prior notice. The search procedure may include the use of drug sniffing dogs.

Security cameras may be mounted inside and outside of the buildings for the purpose of monitoring access and/or hall traffic.

Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. As deemed appropriate by the Superintendent, video cameras may be used in any location where there is no legitimate expectation of privacy. Video cameras will not be used in locker rooms or restrooms. Cameras may or may not be monitored on a continuous basis.

The district will annually notify students through its handbooks and/or newsletter that video camera surveillance may occur on district property. Students who violate board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action and to referral to law enforcement agencies.

Tampering with the video cameras is prohibited and will be subject to discipline under district policy and the Good Conduct Rule and reimbursement for necessary repairs or replacement.

Video recordings may become a part of a student's educational record and may be used as evidence in an internal disciplinary proceeding or by law enforcement agencies. The district shall comply with all applicable state and federal laws related to record maintenance and retention for any video recording that becomes a part of an educational record.

Unsafe School Choice Option - Notification

Any student who becomes a victim of violence, and a criminal charge has been filed, shall, to the extent feasible, be permitted to transfer to another school within the school district. For purposes of this rule, a victim of violence is a student who is physically injured, sexually assaulted or threatened with physical injury as a result of the commission of a crime (as defined by Iowa law) against the student while the student is in the school building or on the grounds of the attendance center.

STUDENT ACTIVITIES

School Parties (Treats)

Treats are to be limited to birthdays and special holidays. Prepackaged, individually wrapped, store purchased treats are preferred. Please check with the teacher before sending any treats to school. Any other party must receive prior approval from the building principal.

Fund-raising

Teachers and students shall not be used in any manner for the promotion or sale of services or products offered by agencies or organizations that operate for profit unless these activities receive approval from the building principal and are in compliance with current board policy.

Part of the profit gained will be allocated to a school club, organization, or group which has received prior approval for the project from either the school's administration if the sale occurs within the schools, or from the superintendent if the sale occurs within the community.

School Pictures

An opportunity for individual pupil pictures is provided each year. You will receive information concerning the date and cost about one month before pictures are taken. Pictures must be prepaid.

Special Olympics

The Burlington District participates in Special Olympics. This voluntary activity allows students with disabilities additional opportunity to participate in athletic competition. A student must be at least eight years old and have approval of their parent(s) and physician to participate. Students are expected to conduct themselves as representatives of the school district and abide by the same guidelines as other district athletes.

STUDENT HEALTH & SAFETY

Students are susceptible to childhood diseases. Parents should be alert to communicable disease symptoms and keep children home when symptoms are present. Chickenpox and other communicable diseases should be reported to the school and the Des Moines County Public Health Center (753-8290). A student with a fever of 100 degrees or greater should not be in school. Students should be fever-free for 24 hours without medication before returning to school to reduce the likelihood of exposing classmates to illness. When a student becomes ill at school, the parents will be notified and the student will be excluded from school. In the event that parents cannot be reached, the emergency contacts, provided by the parents, will be used.

Immunizations

Iowa state law requires that each child enrolling in school must furnish evidence that he/she has been immunized for the specific diseases mentioned below. By law, exemptions are allowed only for authorized medical and religious reasons.

Elementary / Secondary School Requirements in Iowa

4 Years of Age and Older:

- Diphtheria / Tetanus / Pertussis 5 doses → with 1 dose received on or after 4 years of age if born on or after September 15, 2003; or 4 doses, with 1 dose received on or after 4 years of age if born after September 15, 2000, but before September 15, 2003; or 3 doses, with 1 dose received on or after 4 years of age if born on or before September 15, 2000. Adolescents at 13 years of age are required to have a Tdap booster upon entering 7th grade.
- Polio 4 doses → with 1 dose received on or after 4 years of age if born after September 15, 2003; or 3 doses, with 1 dose received on or after 4 years of age if born on or before September 15, 2003.
- Measles /Rubella 2 doses → the first dose shall have been received on or after 12 months of age; the second dose shall have been received on or after 28 days after the first dose.
- Hepatitis B 3 doses → if born on or after July 1, 1994.
- Varicella 2 doses → on or after 12 months of age if born on or after September 15, 1997; or 1 dose received on or after 12 months of age if born on or after September 15, 1997, but before September 15, 2003, unless the applicant has a reliable history of natural disease.

Immunizations are available from some doctor's offices or at the Des Moines County Health Department.

For children entering preschool, contact your health care provider or school nurse for current immunization requirements.

7th Grade:

- Meningococcal (A, C, W, Y) vaccine 1 dose → before the first day of school.
- TDAP 1 dose → before the first day of school.

12th Grade:

- Meningococcal (A,C,W,Y) vaccine 2 doses → if born after September 15, 1999 or 1 dose if received when the student was 16 years of age or older.

The meningococcal (A,C,W,Y) vaccine prevents meningitis, a bacteria that infects the brain, blood and spinal cord.

Dental Screening and Lead Screening

- Iowa state law requires that each student enrolling in kindergarten must provide an Iowa Certificate of Dental Screening.
- Students entering kindergarten are required to have completed a lead screening, but do not need to provide documentation to the school.
- Students entering 9th grade must provide an Iowa Certificate of Dental Screening.

Tuberculosis

Burlington Community School District requests that all new students enrolling in the district, who have lived outside the U.S., show documentation of receiving a tuberculosis test within the last year. If a student has not had a tuberculosis test within the last year, one should be administered, with documentation of the test results submitted to the school district.

Exclusion for Communicable Diseases (Board Policy)

Under state regulations, the school nurse (or school officials, through the principal or superintendent as appropriate), and parents are encouraged to report cases of communicable diseases occurring among students attending the schools. Physicians are required to report such cases.

A student known to have a communicable disease that poses a reasonable chance of infecting others in the normal school environment may be excluded from school. An excluded student may return to school with permission of the physician or must have clearance of the school or county nurse. Physical assessments of students in the school may be made from time to time by authorized personnel.

Emergency Care

The safety of your child is of vital concern to the school. Efforts to establish safety awareness among pupils is dealt with by the staff throughout the year. However, accidents do take place at school. Most accidents are minor and can be handled by administering first aid. Occasionally, accidents requiring a doctor's attention occur. In cases of this kind or when the school is in doubt concerning the need, parents/guardians (or use of an emergency number) will be contacted. If parents/guardians cannot be reached, the school will seek medical help.

Safety/Getting To/From School

Please talk with your child about getting to/from school safely. Whether your child walks or takes a bus, point out the safe route they should take. Point out where and how to cross the streets. Discuss the

potential dangers that dawdling, talking with strangers or accepting rides from strangers could cause. When possible, students should cross streets that have a school patrol or an adult crossing guard.

Screenings

Height, weight, vision and hearing screens are provided as needed for specified grades preschool through 8th grade.

Administering Medications (Board Policy)

Prescription Medications

Prescription medication will be administered only with written authorization that is signed and dated by the parent/guardian and prescriber for the current school year. The medication must be in the original container which is labeled by the pharmacy with the name of the child, name of the medication, the time of the day when it is to be given, the dosage, route, and the duration. Medications must be kept in the clinic. Students may carry prescription inhalers with them, with signed permission by the parent/guardian and prescriber. A back-up inhaler must be provided to be stored in the clinic.

Over-the-Counter Medications

Over the counter medication also must be kept in the clinic. Non-prescription medication will be administered only with written authorization that is signed and dated by the parent/guardian for the current school year. The medication must be in the original container which is labeled by the manufacturer with the name of the medication and includes the dosing recommendations. Students are not to store medicine (other than inhalers) on their person or in their lockers. Parents are asked to provide the students' over the counter medication to the school.

School Patrol (Elementary)

It is important that students cross at the times the school guards are on duty. In order to increase the effectiveness of our patrol, please explain to your child the need to cooperate with the patrol. Please do not ask your child to cross between corners to get into an auto. Ask them to cross with the patrol as instructed.

Bicycle/Skateboard/Roller Blades/Mopeds

It is a general school district expectation that a child below fourth grade does not ride a bicycle to school. Forms must be completed for students to ride bicycles to school. These forms are available in the school office. The student must be prepared to demonstrate knowledge of safe riding practices before permission to use a bicycle at school is given by the building principal. The school is unable to assume responsibility for loss, theft, or damage, and it is recommended that each student provide a lock for the bicycle. All bicycles should be pushed while on school grounds. **Skateboards, roller blades are not allowed on school grounds. Students who are of legal age to ride mopeds to school and have the moped legally registered may ride them to school. They must follow all of the traffic rules, park in a legal parking spot, and register the moped with the school district in order to maintain this privilege.**

Traffic Safety

To ensure the safety of all children, please travel slowly during specified times. Please observe the No Parking signs. Do not block streets, drives, No Parking signs or alleyways.

Emergency Procedures

A fire drill is announced by a series of short, intermittent sirens. At the sound of the alarm, all pupils and teachers immediately stop the activity in which they may be engaged and proceed quickly and in an orderly manner to indicated exits. Your teacher will advise you as to the approved exit for your room.

The first pupil out each door should hold the door open while the rest of the group leaves the room. Then close the door. No books or extra clothing are to be carried from the building. Pupils will gather in an orderly group on the outside away from the building. Students will remain outside until the recall bell is sounded. A fire drill is a serious matter. Conduct yourself accordingly. An emergency drill (tornado, other) is announced by the sounding of a continuous siren. At the sound of the alarm, all students and teachers proceed quickly to designated areas. Procedures for fire and emergency drills are posted near the door of each room. Earthquake procedures will be explained by individual instructors within the guidelines established for each building.

Emergency Operations Plan

The Burlington Community School District works closely with local emergency services to develop and maintain an Emergency Operations Plan. These plans include procedures for fire safety, severe weather conditions, medical emergencies, threat assessment and response, and other incidents that may occur. Staff and students participate in regular training and drills for common procedures. Students, staff, and parents are encouraged to report dangerous or threatening circumstances immediately to school officials or emergency service agencies.

Child Abuse - Mandatory Reporting (Board Policy)

The Code of Iowa requires certified school employees, including teachers and school nurses to file a report with the Department of Human Services when the person “reasonably believes a child has suffered from abuse”. The requirement to report is mandatory. Legal Reference: Chapter 232, Iowa Code.

Emergency School Closings

Should weather, fog, or road conditions warrant delaying school starting, canceling school, or dismissing school early, announcements will be made over the local radio/TV stations, via the internet and posted on the district BCSD Burlington Community School Facebook page. When school will be starting late or will be canceled for the day, the announcement will be made on that day.

Emergency Dismissal

Please discuss a plan of action with your child(ren) in case school is dismissed suddenly. Please have this plan filed with the school. This plan will be followed unless otherwise notified. The telephone lines will be busy. Children are not to stay at school, but in the past, some children did not know what to do or where to go. Please identify a home where your child may go in case of an emergency -- if you are not home or aware school is to be dismissed. Discuss this plan thoroughly with your child.

Crisis Intervention in a School Setting

In order to respond effectively to traumatic events, such as sudden death of students or staff, schools have appointed a building Emergency Response Team. The Team receives in-service orientation and staff development to address appropriate response to difficult situations. If parents know of a specific event that may need this Team’s assistance, please contact the building principal.

EDUCATIONAL PROGRAMS

Iowa Academic Standards and Accreditation

The Educational Program of the Burlington Community School District is designed to meet the requirements set forth by the State of Iowa as defined by the Iowa Academic Standards and 281 - Iowa Administrative Code Chapter 12.

The Iowa Academic Standards can be found at <https://educateiowa.gov/iowa-academic-standards>

More information about Chapter 12 Accreditation Requirements can be found at <https://educateiowa.gov/pk-12/accreditation-and-program-approval/school-improvement>

Instructional Materials

The term "instructional materials" shall include printed materials, audio-visual materials, and computer-based materials, and shall include materials used in the classroom and available in the media centers. The selection of instructional materials shall be delegated to the instructional staff, under the supervision of the administrative staff. (Board Policy 604.1)

Parents and other members of the school district community may view the instructional and library materials used by the students. All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any federally funded programs must be available for inspection by parents. Instructional and library materials may be viewed on school district premises with a scheduled appointment. (Board Policy 604.6)

Additional information regarding the review of, or objection to instructional materials can be found on the District website or by contacting the Director of Curriculum at 319-753-6791.

Media Centers

Students have access to media centers. Media center schedules are available at each building. The card catalog is listed on the District website.

Educational Field Trips

The board recognizes that properly planned, well-conducted and carefully supervised field trips may be of value to the curriculum and learning experiences of students. Advance consent of the student's parent or guardian is required for any field trip involving the use of public or private transportation. Permission forms for these trips are signed at registration by the parent and remain on file. This requirement may be waived for secondary students for trips in the community.

Special Services

The school district, in its educational program, has a process to assist students experiencing behavior and learning difficulties. The building assistance team is responsible for this process. Representatives from the area education agency may also assist the school district in this process. Parents wanting access to this process should contact the building principal. The following special services are available to qualifying students:

School Nursing
Instrumental Music

Special Education Programs
Title I Intervention

Speech Therapy
Social Work
Homebound Teaching
ELP/Extended Learning
(District's Talented
and Gifted Program)

Psychological
Counseling
ELL (English Language Learner)

Great Prairie AEA

Great Prairie AEA staff will be available to partner with Burlington School District staff members to provide the best education possible for your child. The Great Prairie AEA staff includes, but is not limited to: audiologists, consultants, teachers for hearing impaired and visually impaired, occupational therapists, physical therapists, school psychologists, school social workers, and speech-language pathologists. Your child's teacher may contact AEA staff for consultation, observation or interaction with your child. If you do not want the above services, please notify the school in writing. If you have any questions and/or concerns about these services, please call the Regional Director at the AEA at 319-753-6561.

Student Council

The student council provides for student activities, serves as a training experience for student leaders, give students a share in the management of the school, develops high ideals of personal conduct, acts as a clearinghouse for student activities, seeks to interest students in school district affairs and helps solve problems that may arise. Members of the council are student representatives who have direct access to the administration.

Homework

The Board of Directors recognizes that the assignment of school work to students may require the work to be completed outside of school time. Homework shall be an opportunity for students to practice skills and activities, prepare for class activities, to organize and discuss ideas, to review materials, to become acquainted with resources, and to make up incomplete assignments.

Free and Appropriate Education

In addition to classroom teachers, this school has several individuals who are available to help you and your child. We have a guidance counselor, principal, nurse, school psychologist, school social workers, speech pathologist, occupational therapist, itinerant teachers of the visual and hearing impaired, special education and Title I teachers, and a special education consultant. All of these people are employed to assist you, your child, and your child's classroom teacher. Your child's classroom teacher may contact any of these professionals if concerns arise about your child's educational progress or they may observe your child in the classroom or visit with him/her if the need arises. On occasion, these professionals may participate in discussions about your child and provide recommendations to improve his/her success in school.

Retention Policy

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment. The retention of a student will be determined based upon the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eighth may be retained in a grade level for an additional year, the parents will be informed. It shall be within the sole discretion of the Superintendent to retain students in their current grade level.

Accessibility to Programs and Services

The district complies with Section 504 of the Rehabilitation Act of 1973 regarding physical accessibility to district programs and services. Should a student or adult need specific accommodations to address accessibility needs, they are encouraged to contact the building principals or Section 504 Coordinator:

Cory Johnson, Curriculum Director
Administration Building
1429 West Avenue
Burlington, IA 52601
(319) 753-6791

Specific accommodations occur continually and are addressed on a case-by-case basis. The district reviews its district programs and services and addresses Section 504 physical accessibility issues within its approved district plan.

Section 504

Parent/Student Rights in Identification, Evaluation and Placement (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

1. Have your child receive accommodations, special education, and related services if she/he is found to be eligible under the Individuals with Disabilities Education Act (PL 101-476) or Section 504 of the Rehabilitation Act;
2. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability;
3. Have the school district advise you of your rights under federal law;
4. Receive notice with respect to identification, evaluation, or placement of your child;
5. Have your child receive a free appropriate public education. This includes the right to be educated with non-handicapped students to the maximum extent appropriate. It also includes the right to have the school district make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
6. Have your child educated in facilities and receive services comparable to those provided non-disabled students;
7. Have evaluation, education, and placement decisions made based upon a variety of information sources and by persons who know the student, evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if the student were placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program and placement;

11. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
12. A response from the school district to reasonable requests for explanations and interpretations of your child's records;
13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing. Religious-Based Exclusion from School Programs (Board Policy)

The Board recognizes the existence of various religious beliefs and acknowledges the American tradition of separation of church and state. Parents who wish to have their children excluded from a school program or unit of study must inform the principal in writing, stating that the objection is based upon religious beliefs, stating specifically which activities or studies violate their religious beliefs and why, and the parents must propose an alternate activity. The Superintendent shall have discretion to make a determination that an alternate activity is appropriate and that the student should be excused. The factors to be considered include, but are not necessarily limited to, staff and space availability to supervise students, numbers of students to be excluded, appropriateness of the alternate activities, whether allowing the exclusion places the District in the position of supporting a particular religion and whether the program or activity is required for promotion to the next grade level or for graduation. Exclusion from physical education, health and human growth and development instruction shall be granted in accordance with law.

YOUTH NET

McKinney Vento Homeless or Displaced Students and Families

Under the Every Student Succeeds Act (ESSA), identified homeless or unaccompanied students can receive assistance to enroll in school and fully participate in their school of origin.

Full Participation Includes:

- Participation in extracurriculars,
- Transportation to school,
- Attendance at school functions/field trips/meals,
- Provision of school supplies.

If a student or family requests to enroll in BCSD schools and meets one of the federal definitions below of a homeless or unaccompanied youth, BCSD is required by law to enroll that student and assist in getting all needed paperwork. BCSD responsibility is to assist that student, or family, to participate fully in their school. For additional support, or to request due process due to a denial of school enrollment per the below definitions, please contact BCSD Homeless Liaison, Angie Johns, at (319) 753-6791 ext 1803.

The definition of the Homeless or Unaccompanied Youth is as follows: Children or youth who **lack a fixed, regular, and adequate nighttime residence**, including children and youth:–

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason

- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
- Living in emergency or transitional shelters, or are abandoned in hospitals
- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances
- The term ***unaccompanied youth*** includes a homeless child or youth not in the physical custody of a parent or guardian [42 U.S.C. § 11434a(6)]

PIECES Afterschool Program

The P.I.E.C.E.S. after school program at BCSD is a free program to all students Kindergarten through 6th grade. P.I.E.C.E.S. provides our students time for homework, snack, physical activity, and an hour of hands on enrichment in the subjects of reading, math, social studies, science, STEM, art, music, and character development. P.I.E.C.E.S. engages the families of BCSD as well as community partnerships to offer a broad array of activities and opportunities for our students to engage in during the important afterschool hours. The P.I.E.C.E.S. program is partially funded through a Iowa Department of Education 21st Century Community Learning Center grant.

Enroll your student online at bclds.org or contact Angela Garcia at Grimes Elementary at (319) 753-0420 ext. 2620.

YouthNet: a collaborative between BCSD and Des Moines County Human Service Agencies

BCSD's YouthNet collaborative is a source of support for the BCSD staff, families, and students. YouthNet's collaborative works together to offer resources for families, brings service organizations into our schools to support our students, and participates in outreach activities that connect BCSD with Des Moines County serving agencies. The YouthNet collaborative works closely with community agencies to ensure that our students can participate fully in school while supporting their needs and the needs of their families. To become involved in the YouthNet collaborative or for additional information please contact Cory Johnson at the Administration building at (319) 753-6791 ext. 1412.

Club M Youth Mentoring Program

Club M is the peer and community youth mentoring program for BCSD. The peer mentoring program takes place at Burlington High School on Wednesdays for one hour of activities and positive relationship building. Burlington High School students who would like to volunteer to be a one-on-one mentor to a Burlington elementary student sign up in the Burlington High School office or visit our website under Mentor at www.ClubM.Club. The community youth mentoring option for Club M is offered to our older students in grades 5 - 12. Club M receives referrals from school staff or parents that an older student at BCSD would benefit from a one-on-one mentoring relationship with a community-based adult. The adult volunteer mentors are background screened, trained, and then matched with a 7th - 12th grade student from BCSD. The match then meets weekly for a twelve month period and is supervised by a BCSD Club M Match Coordinator. For further information on our Club M program please visit www.ClubM.Club or reach out to Natalie Hall at the Burlington High School at (319) 753-2211.

AUXILIARY SERVICES

Transportation

Dear Parents:

During the year, your child may have the privilege of riding to school on a school bus or use the school bus for field trip activities. Riding the bus helps teach your child about safety, responsibility, courtesy, and being a member of a safety team.

We would like you, as parents, to become a member of this safety team. If your child rides the bus each day to and from school, we urge you to see that your child is at the bus stop on time, and that he/she takes the safest route to and from the bus stop. We also urge that all safety rules be reviewed with children a number of times during the school year. Regardless if your child rides daily or on an occasional field trip activity, this privilege may be revoked due to unacceptable conduct; therefore, we need your support for safety. With your support, your child can have the best and safest school transportation program possible.

If questions arise regarding school bus eligibility, or programs and regulations, please contact the Transportation Office, 753-1444.

Sincerely,
Supervisor of Transportation

Bus Passes:

1. No bus passes will be issued to walkers wanting to ride home with a bus student.
2. No bus passes will be issued to bus students wanting to ride home on a different bus with another bus student.
3. Bus passes will be issued to a bus student who needs to get off at a stop other than his/her regular stop on his/her bus route with prior approval with the transportation office at least 2 hours prior to bus route.

Bus Rules:

1. Stay seated in your seat.
2. Keep hands and feet to yourself.
3. Keep aisle clear.
4. Use inside voice and appropriate language.
5. Not eating or drinking on the bus.

Food Service

The district operates a school food service program. This program complies with the National School Lunch and Breakfast Program. Free or reduced price lunches and/or breakfasts are provided to students who meet current eligibility standards set by the National School Lunch and Breakfast Program. For additional information, contact your individual building.

SCHOOL-HOME-COMMUNITY RELATIONS & COMMUNICATIONS

Visitors/Volunteers to the Schools

The board welcomes the interest of parents and other members of the school district community and invites them to visit the school buildings and sites. Visitors, which include persons other than employees or students, must notify the principal of their presence in the facility upon arrival. Persons who wish to visit a classroom while school is in session are asked to notify the principal and obtain approval from the principal prior to the visit so appropriate arrangements can be made and so class disruption can be minimized. All volunteers must have on file, a current Volunteer Self-Disclosure Form (available at the school office), completed each school year.

The Burlington Community School District uses the Raptor Visitor Management System. Any visitor entering the school building will be required to present a state-issued photo ID. The Raptor Visitor Management System will scan the ID, register the visitor, and print a name tag. The name tag must be worn for the duration of the visit.

Parent Conferences

Parent conferences are generally held twice a year for elementary schools and three times per year for secondary schools. Individual conferences may be scheduled at parent and/or teacher request as needed during the year. Parent contacts are encouraged, including phone calls, notes and class visits.

Parent Concerns/Complaints (Portion of Board Policy)

The Board recognizes that situations may arise in the operation of the District which are of concern to parents or to the public. The Board strongly believes that all concerns should be resolved at the lowest possible level of decision-making by the individuals involved. Concerns are best dealt with in open communication by the individuals involved. Therefore, the purpose of these complaint procedures is to resolve, at the lowest possible level, and as expeditiously as possible, complaints of any person regarding any District matter.

Pursuant to Iowa Code 279.66, the Iowa Department of Education provides information about the general steps that may be taken by parents, guardians, and community members when they have concerns about public school districts or their governing boards. This information can be access on the following website.

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>

Complaints Regarding Employees.

Complaints arising regarding the performance or behavior of an employee shall be referred to the employee's immediate supervisor. The Board shall not actively investigate such complaints regarding employees. Such complaints shall be handled as confidentially as reasonably practical. The immediate supervisor may require that the complaint be in writing. Appeals shall be taken to the Superintendent or his/her designee as set forth above.

If the matter is not resolved, the complainant may appeal to the Board setting forth in writing the specifics of the complaint. However, in appeals to the Board regarding complaints about employees,

other than complaints about administrators, the Board shall review only the actions of the Superintendent or his/her designee to assure that the Superintendent provided a fair procedure for the resolution of the complaint. In addition, prior to the meeting at which a complaint is heard about any employee, including complaints about administrators, the Board Secretary, Superintendent, or Curriculum Director shall ascertain whether the matter may be legally discussed in closed session and shall ascertain from the employee whether the employee wishes to have the matter discussed by the Board in closed session. The employee may respond to the complaint at the meeting at which the complaint is heard by the Board, or if the employee needs additional time to adequately respond, the Board may schedule a second meeting for the employee to respond. The employee has the right to have a representative present at any Board meeting at which a complaint regarding his/her performance is considered.

Interference.

Investigations and processing of complaints shall be conducted so as to result in no interference with or interruption of school activities.

A citizen's complaint form is available to parents at the building level and may be requested from the building principal.

Interrogations of Students by Outside Agencies (Board Policy)

Generally, students may not be interviewed during the school day by persons other than parents and school district officials and employees. Requests from law enforcement officers and from persons other than parents, school district officials, and employees to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal shall attempt to contact the parents to inform them of the request and to ask them to be present. If a child abuse investigator wishes to interview a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview. Students will not be taken from school without the consent of the principal and without proper warrant.

Open Enrollment (Board Policy)

Since its inception during the 1990-1991 school year, the District has implemented provisions of the Open Enrollment law both as a sending and as a receiving district. Parents or guardians who are residents of the Burlington Community School District and who desire to enroll their children in another public school district in Iowa shall file an Open Enrollment application with the Burlington District and with the desired receiving district. Such applications shall be subject to the Open Enrollment law and acceptance by the receiving district as well.

Parents or guardians residing in other Iowa school districts who desire to enroll their children in the Burlington Community School District shall file an Open Enrollment application with both their resident districts and with the Burlington District. Such applications shall be subject to the Open Enrollment law, class size limitations and availability of appropriate programs. While the District will make an effort to honor parents' requests, it reserves the right to determine the school of attendance of such students. The superintendent has the authority and responsibility to administer this policy and supplementary administrative regulations and procedures and shall report to the Board as appropriate.

Open Enrollment Notification

The Burlington Community School District shall participate in open enrollment, both as a receiving district and as a sending district, pursuant to the Open Enrollment Act and the rules of the Iowa Department of Education.

Transferring In. Parents and guardians of nonresident students who wish to enroll their children in the Burlington Community School District must file an application on the form provided by the Department of Education and available in the superintendent's office with both the student's resident district and with the Burlington District.

Transferring Out. Parents and guardians of students who are residents of the Burlington Community School District who wish to enroll their children in another district in the State of Iowa under the Open Enrollment Act must file an application on the form provided by the Iowa Department of Education and available in the Superintendent's office with the Burlington District and the receiving district.

Transportation. Parents are responsible for transporting children open enrolled to another district. This applies to all students, including those with an IEP. As a general rule, if the need for transportation as a related service is stated in the IEP, the parent is responsible for this obligation under open enrollment. If a child open enrolls to a district that is contiguous (borders) to the home district, and the parent's income meets economic eligibility requirements, the family may receive a stipend for transportation or be provided transportation by the district. Parents and guardians who meet the economic eligibility criteria established by the Iowa Department of Education may receive transportation or financial assistance with transportation. Otherwise, the parents or guardians are responsible without reimbursement to provide transportation for open enrolled students to a bus stop on a regular route in the receiving district.

Eligibility. Students who open enroll in any of the grades 9 through 12 shall not be eligible to participate in varsity contests and competitions during the first ninety (90) school days of transfer. There are certain legal exceptions to this ineligibility period.

If you have further questions, contact the Office of the Superintendent at (319) 753-6791.

MISCELLANEOUS

Marking Clothing

All items of clothing (coats, boots, sweaters, jackets, caps, etc.) should be clearly marked with the child's name. This should be done for students of every grade.

Sending Money to School

It has proven safer and more satisfactory to put any money sent to school in a sealed envelope with your child's name and the teacher's name on the outside.

Class Rosters

Each year various organizations including PTA, PTO, Scouting Programs, and individual parents request copies of classroom rosters. Rosters include the child's name, parent's name, address and phone number (if not unlisted). If you do not want your child's name on the roster, please notify the school office by September 15th.

Book Rental and Registration Fees

Students whose families meet the income guideline for free and reduced priced lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the building principal for a waiver form. This waiver does not carry over from year to year and must be completed annually.

Recess

Students will not be sent outdoors for recess if the temperature, including wind chill, is 15 degree or below. Students are encouraged to wear clothing that is appropriate for the weather.

NOTIFICATION RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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. These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day the school 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 school official 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, misleading, or otherwise in violation of the student’s privacy right under FERPA.
Parents or eligible student who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decisions 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 school 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 School has contracted as its agent to provide a service instead of

using its own employees or official (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. Infinite Campus is a company that we have contracted with for student information software. 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. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the US Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
US Department of Education
400 Maryland Ave, SW
Washington, DC 20202-5920

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors.

The rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under state law.

STUDENT ACCEPTABLE USE AND INTERNET SAFETY POLICY (BOARD POLICY 604.3)

Burlington Community School District is providing students access to the district's electronic network. This network includes Internet access, computer services, videoconferencing, computer equipment and related equipment for educational purposes. The purpose of this network is to assist

in preparing students for success in life and work in the 21st century by providing them with electronic access to a wide range of information and the ability to communicate with people throughout the world. This document contains the rules and procedures for students' acceptable use of the Burlington Community School District electronic network.

- The Burlington Community School District electronic network has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development and limited high-quality self-discovery activities.
- The Burlington Community School District electronic network has not been established as a public access service or a public forum. Burlington Community School District has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Parent/guardian permission is required for all students under the age of 18. Access is a privilege – not a right.
- It is presumed that students will honor this agreement they and their parent/guardian have signed. The district is not responsible for the actions of students who violate them beyond the clarification of standards outlined in this policy.
- The school district will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyber bullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school district's commitment to:
- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to:
 - safety on the Internet;
 - appropriate behavior while on online, on social networking Web sites, and
 - in chat rooms; and
 - cyber bullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act
- Students will indemnify the district for any damage that is caused by students' inappropriate use of the network.
- Students are expected to follow the same rules, good manners and common sense guidelines that are used with other daily school activities as well as the law in the use of the Burlington Community School District electronic network.

General Unacceptable Behavior

While utilizing any portion of the Burlington Community School District electronic network, unacceptable behaviors include, but are not limited to, the following:

- Students will not post information that, if acted upon, could cause damage or danger of disruption.
- Students will not engage in personal attacks, including prejudicial or discriminatory attacks.
- Students will not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a student is told by a person to stop sending messages, they must stop.
- Students will not knowingly or recklessly post false or defamatory information about a person or organization.

- Students will not use criminal speech or speech in the course of committing a crime such as threats to the president, instructions on breaking into computer networks, child pornography, drug dealing, purchase of alcohol, gang activities, threats to an individual, etc.
- Students will not use speech that is inappropriate in an educational setting or violates district rules.
- Students will not abuse network resources such as sending chain letters or “spamming”.
- Students will not display, access or send offensive messages or pictures.
- Students will not use the Burlington Community School District electronic network for commercial purposes. Students will not offer, provide or purchase products or services through this network.
- Students will not use the Burlington Community School District electronic network for political lobbying. Students may use the system to communicate with elected representatives and to express their opinions on political issues.
- Students will not attempt to access non-instructional district systems, such as student information systems or business systems.
- Students will not use district equipment, network or credentials to threaten employees, or cause a disruption to the educational program.
- Students will not use the district equipment, network or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.

Email (Note: The district will monitor student e-mail activity)

- Students may be provided with e-mail accounts for specific educational projects or activities.
- Students will not repost a message that was sent to them privately without the permission of the person who sent them the message.
- Students will not post private information about another person.

Telnet and FTP (Note: Telnet and FTP are typically not given to students)

- Telnet and FTP services will be available to students. However, all aspects of this policy are applicable to material accessed or downloaded.

Message Board/Usenet Groups (Note: Usenet access is not typically given to students)

- The district will provide access to selected newsgroups that relate to subjects appropriate for educational use. Messages posted locally that are in violation of this policy will be removed. The district reserves the right to immediately terminate an account of a student who misuses the messages boards or Usenet groups.

Web Sites

- Elementary and Middle School Level – Group pictures without identification of individual students are permitted. Student work may be posted with either the student first name only or other school-developed identifier (such as an alias or a number).
- High School Level – Students may be identified by their full name with parental approval. Group or individual pictures of students with student identification are permitted with parental approval.

- Material placed on student Web pages are expected to meet academic standards of proper spelling, grammar and accuracy of information.
- Material (graphic, text, sound, etc.) that is the ownership of someone other than the student may not be used on Web Sites unless proper copyright law requirements are fulfilled.
- All student Web pages should have a link back to the home page of the classroom, school or district, as appropriate.

Personal Safety

- Students will not share personal contact information about themselves or other people. Personal contact information includes address, telephone, school address or work address.
- Elementary and middle school students will not disclose their full name or any other personal contact information for any purpose.
- High school students will not disclose personal contact information, except to education institutes for educational purposes, companies or other entities for career development purposes, or without specific building administrative approval.
- Students will not agree to meet with someone they have met online.
- Students will promptly disclose to a teacher or other school employee any message received that is inappropriate or makes the student feel uncomfortable.

System Security

- Students are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Under no conditions should students provide their password to another person.
- Students must immediately notify a teacher or the system administrator if they have identified a possible security problem. Students should not go looking for security problems, because this may be construed as an illegal attempt to gain access.
- Students will not attempt to gain unauthorized access to any portion of the Burlington Community School District electronic network. This includes attempting to log in through another person's account or access another person's folders, work or files. These actions are illegal, even if only for the purposes of "browsing".
- Students will not make deliberate attempts to disrupt the computer system or destroy data by spreading computer viruses or by any other means. These actions are illegal.
- Users will not attempt to access Web sites blocked by district policy, including the use of proxy services, software, or Web sites.
- Users will not use sniffing or remote access technology to monitor the network or other user's activity.

Software and Files

- Software is available to students to be used as an educational resource. No student may install, upload or download software without permission from the district technology department.
- A student's account may be limited or terminated if a student intentionally misuses software on any district-owned equipment.
- Files stored on the network are treated in the same manner as other school storage areas, such as lockers. Routine maintenance and monitoring of the Burlington Community School District electronic network may lead to discovery that a student has violated this policy or the law. Students should not expect that files stored on district servers are private.

Technology Hardware

- Hardware and peripherals are provided as tools for student use for educational purposes. Students are not permitted to relocate hardware (except for portable devices), install peripheral or modify settings to equipment without the consent of the district technology department.

Vandalism

- Any malicious attempt to harm or destroy data, the network, other network components connected to the network backbone, hardware or software will result in cancellation of network privileges. Disciplinary measure in compliance with the district's discipline code and policies will be enforced.

Plagiarism and Copyright Infringement

- Students will not plagiarize works found on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were the students'.
- District policies on copyright will govern the use of material accessed and use through the district system.
- Copyrighted material will not be placed on any system without the author's permission. Permission may be specified in the document, on the system or must be obtained directly from the author.

Videoconference

- Videoconferencing is a way that students can communicate with other students, speakers, museums, etc. from other parts of the country and the world. With videoconferencing equipment, students can see, hear, and speak with other students, speakers, museum personnel, etc. in real-time.
- Videoconference sessions may be videotaped by district personnel or by a participating school involved in the exchange in order to share the experience within the building or district.
- Students' voices, physical presence and participation in the videoconference are transmitted to participating sites during each session. Rules and procedures relative to acceptable use and behavior by students apply during all videoconference sessions.

Student Rights

- Students' right to free speech applies to communication on the Internet. The Burlington Community School District electronic network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict a student's speech for valid educational reasons. The district will not restrict a student's speech on the basis of a disagreement with the opinions that are being expressed.
- An individual search will be conducted if there is reasonable suspicion that a student has violated this policy or the law. The investigation will be reasonable and related to the suspected violation.

Due Process

- The district will cooperate fully with local, state or federal officials in any investigation related to any illegal activities conducted through the district network.

- In the event there is an allegation that a student has violated the district acceptable use regulation and policy, the student will be provided with a written notice of the alleged violation and an opportunity to be heard in the manner set forth in the student disciplinary code.
- Disciplinary actions will be tailored to meet specific concerns related to the violation and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network. Violations of the acceptable use regulations and policy may result in a loss of access as well as other disciplinary or legal action.
- If the violation also involves a violation of other provisions of other school rules, it will be handled in a manner described in the school rules. Additional restrictions may be placed on a student's use of his/her network account.

Limitation of Liability

- The district makes no guarantee that the functions or the services provided by or through the district network will be error-free or without defect. The district will not be responsible for any damage suffered, including but not limited to, loss of data or interruptions of service.
- The district is not responsible for the accuracy or quality of the information obtained through or stored on the network. The district will not be responsible for financial obligations arising through the unauthorized use of the network.

Violations of the Acceptable Use Policy

Violations of this policy may result in loss of access as well as other disciplinary or legal action. Students' violation of this policy shall be subject to the consequences as indicated within this policy as well as other appropriate discipline, which includes but is not limited to:

- Use of district network only under direct supervision
- Suspension of network privileges
- Revocation of network privileges
- Suspension of device privileges
- Suspension from school
- Expulsion from school and/or
- Legal action and prosecution by the authorities

The particular consequences for violations of this policy shall be determined by the school administrators. The superintendent or designee and the board shall determine when school expulsion and/or legal action or actions by the authorities are the appropriate course of action.

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

- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to:
 - safety on the Internet;
 - appropriate behavior while on online, on social networking Web sites, and
 - in chat rooms; and

- cyber bullying awareness and response.
 - Compliance with the E-rate requirements of the Children’s Internet Protection Act
- In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children’s Internet Protection Act (CIPA) or E-rate.

Internet Safety (Board Policy 604.5)

Introduction

It is the policy of Burlington Community School District (hereinafter called the “BCSD”) to:

- a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- b) prevent unauthorized access and other unlawful online activity;
- c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children’s Internet Protection Act (CIPA).*

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bon a fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the BCSD online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes:

- a) unauthorized access, including so-called “hacking,” and other unlawful activities; and
- b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Penalties for Improper Use

Failure to adhere to network policies and rules may subject users to warnings, usage restrictions, disciplinary actions, or legal proceedings.

Education, Supervision and Monitoring

It shall be the responsibility of all employees of BCSD to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Supervisor of Technology Services or designated representatives.

BCSD employed teachers will provide age-appropriate training for students who use Internet connected computers in BCSD classrooms. The training provided will be designed to promote the district's commitment to:

The standards and acceptable use of Internet services as set forth in the agency's Internet Safety Policy;

- a) Student safety with regard to:
 - a. safety on the Internet;
 - b. appropriate behavior while online, on social networking Web sites, and i chat rooms; and
 - c. cyber bullying awareness and response.

- b) Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of BCSD's acceptable use policies.

*CIPA definitions of the terms:

Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. Obscene, as that term is defined in section 1460 of title 18, United States Code
2. Child Pornography, as that term is defined in section 2256 of title 18, United States Code;
3. Harmful to minors.

Harmful to Minors

The term "harmful to minors" means any graphic image file, or other visual depiction that;

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Sexual Act; Sexual Contact

The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States.



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May 23, 2024

AHERA INFORMATION LETTER

Dear Parents and Staff:

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA) was enacted by Congress. AHERA was enacted to determine the extent to which schools have problems with asbestos and to develop solutions or corrective actions.

To give you some background, asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada, South Africa, and the U.S.S.R. Asbestos properties made it an ideal building material for insulating, sound absorption, decorative plaster, fireproofing, and a variety of miscellaneous uses. There were over 3,000 different products made using asbestos products in 1973; however, most uses of asbestos products as building materials were banned in 1978.

We will be doing a three-year reinspection by a certified asbestos inspector as required by AHERA. The inspector has located, resampled, and rated the conditions and potential hazards of material suspected of containing asbestos. The inspection and laboratory analysis records have been turned over to a certified management planner to develop asbestos management plans. Thus, an Asbestos Management Plan has been developed for each of our facilities.

This notification letter, the education and training of our employees, and development of plans and procedures, which minimize the disturbance of the asbestos-containing materials, are designed to meet the government regulations (AHERA).

A copy of the Asbestos Management Plan is available for your inspection in our administrative offices of each building during regular office hours. Brent Krieger, Supervisor Buildings and Grounds is our Asbestos Program manager and all inquiries regarding the plan should be directed to him.

We have been implementing the Asbestos Management Plan. It is our intent to comply with Federal, State, and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a healthy, safe environment in which to learn and work.

We have had repair response action in James Madison Educational Center, Burlington High School.

We have also completed periodic surveillance in all buildings at approximately six-month intervals as required by AHERA.

Sincerely,

Brent Krieger,
Asbestos Program Manager