

**NEVADA
COMMUNITY
PRESCHOOL
2011-12**

FORWARD TO PARENTS

Welcome to preschool! The Nevada Community Schools are excited to be able to provide a quality preschool experience to the children of our community. We are pleased to be part of some of your children's first social and learning experiences outside of the home.

The purpose of this booklet is to acquaint you with some of the policies, procedures, and philosophy of Nevada Community Preschool, and to answer some of the questions that parents might ask.

Nevada Community School District Board policies referred to in the handbook may be found in full on the district's website. If you would like to review a paper copy of a policy, you may request one from the Superintendent's Office or the School Board Policy Book is available at the Nevada Public Library.

MISSION STATEMENT

The mission of the Nevada Community Preschool is to provide a quality preschool experience in a positive, developmentally appropriate environment. There is an emphasis on the development of the whole child – language, cognitive, social-emotional, and physical. Children are encouraged to learn through active play and hands-on activities. The intent is to prepare our 4 year olds for kindergarten, yet our preschool is not to be like kindergarten. Any significant delays in development are identified and addressed. Each day will provide a variety of cognitive/pre-academic skills, social experiences, cooperative play, large and small motor activities, and direction in self-help skills. Students will learn to acknowledge and follow classroom rules. Most of all students will have fun!

PHILOSOPHY

Our program is child-centered, and learning is accomplished through developmentally appropriate active play, hands-on experiences, and teacher and child directed activities. The program believes in early intervention, and procedures are in place for providing services to meet special needs of individual children. Children respond best to positive guidance and reinforcement, and need to feel safe and valued. It is our philosophy that children are naturally curious, and providing them with a variety of engaging learning opportunities will foster a love of learning. We believe that a quality preschool program will be best accomplished through establishing strong partnerships with parents and community members.

EQUAL OPPORTUNITY IN EDUCATION

The Nevada Community School District is committed to the principles and regulations of Title IV of the Educational Amendment passed by Congress in 1972 which provides for equal educational opportunities to all students, regardless of race, sex, religion, marital status, national origin, or disability. Curriculum offerings are monitored to make sure that they are free from bias and that instructional programs are equally available to students. Please see the Educational Equity Policy Statement and Board Policy 600, which are located in the Appendix of this handbook for more information.

KNOW YOUR SCHOOL

Superintendent of Schools – Mr. Jim Walker – 382-2783
Elementary Principal – Kathy Goecke – 382-2383
Assistant Elementary Principal – Joel Fey – 382-2383
School Nurse – Lesa Davis – 382-4522

Preschool Teachers –

Amanda Kellar – 382-2383, email akellar@nevada.k12.ia.us
Lisa Johnson – 382-2383, email ljohnson@nevada.k12.ia.us
Allison Boswell – 382-2383, email aboswell@nevada.k12.ia.us

Board of Education –

Marty Chitty
Marcia Engler
Laura West
Dave Sutherland
Mike Bates

PRESCHOOL PREREQUISITES

ENROLLMENT

The law establishing the statewide voluntary preschool program requires that children entering the program must have reached their fourth birthday on or before September 15th. All children who are eligible should enroll before school starts, and will be assigned a classroom. Parents will be notified of their child's classroom placement and teacher before school opens.

HEALTH INFORMATION

PHYSICAL EXAMINATION

The health of the children is important to the preschool program. Children are **REQUIRED** to have a physical examination by a qualified health care professional before entering preschool. The school nurse has physical examination forms for the doctor to fill out. Please return this form to the school when completed, before or during the first week of school. If you are unable to obtain health care, Hawk I Health Care or United Health Care would possibly cover your child. For more information, please contact our school nurse.

IMMUNIZATIONS

The state Immunization Law requires that all students entering preschool submit an Iowa Department of Health Certificate of Immunizations to the school. According to this law, students not presenting an appropriate certificate are not entitled to enroll. **SCHOOL OFFICIALS CANNOT ALLOW YOUR CHILD TO ATTEND UNLESS THEY HAVE A COMPLETED CERTIFICATE ON FILE.**

The required immunizations are:

- 4 doses - Diphtheria/Tetanus/Pertussis
- 3 doses - Polio
- 2 doses – Measles/Rubella
- 3 doses – Hepatitis B
- 1 dose - Varicella

SCHOOL NURSE

One full time nurse, Lesa Davis, is on the school staff. She cares for sick and injured children during the school day, and also administers any needed medications. Children who are not feeling well or who are suspected of having a contagious illness are taken to the nurse's office. The nurse decides if a child's condition is contagious and/or requires exclusion from preschool. The nurse then notifies the parent to come and pick up the child, if necessary.

The school nurse also informs parents in writing about exposure to unusual communicable diseases. Notes are sent home with the children that identify the disease/illness to which the children were exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures.

Current health records for every child are maintained in the nurse's office. It is the parents' responsibility to inform the teacher and nurse of important changes in the health status of their children.

ALLERGIES/SPECIAL HEALTH/FEEDING NEEDS

Please inform the school nurse and your child's teacher about any special health needs of your child. We also need to know about any food, environmental, plant, or animal allergies that your child may have. If your child has a food allergy or special feeding need, it is required that your health care provider gives the school an individualized care plan that is prepared in consultation with family members and specialists involved in the child's care. It is the parents' responsibility to keep the school fully informed about allergies and health needs.

MEDICATIONS

All medication to be administered during school hours will be kept and administered by the nurse. No medication will be administered without specific guidelines and directions from the parent. All medication to be administered at school must be accompanied with a medication permission sheet, giving specific directions, along with the signature of the parent (if it is an "over-the counter" medication) and the parent and physician (if it is a prescription medication). Prescription medication administered at school needs to be in the original prescription container labeled with:

1. Name of Child
2. Name of Medication
3. Directions
4. Physician's Name
5. Date of Prescription

Medication permission sheets are available from the school nurse and are also included in registration packets at the beginning of the school year.

ACCIDENT PROCEDURE

From time to time, accidents may occur during the school day, and a child may sustain some kind of injury. The supervising adult will assess the situation and determine whether the child can safely travel to the nurse's office, or whether the child should not be moved and the nurse will need to travel to the child. Upon arrival either at the nurse's office or the nurse arriving on the scene of the accident, the nurse will assess the situation and determine if emergency services will be called, the parent will be called, or the child will be treated and returned to class.

If an ambulance and the EMTs are called, the parent will be summoned immediately. Story County Medical Center is the closest hospital and is the designated primary site for emergency care. Parents may request an alternate site. If emergency services are not warranted, but the nurse still feels that the child needs to see a doctor, the parent will be contacted immediately. If the child is treated and returned to the classroom, the nurse will call the parent if the injury warrants a follow up.

BLOODBORNE PATHOGENS

Nevada Community School District follows guidelines developed by the Centers for Disease Control and the Occupational Safety and Health Administration. These guidelines substantially reduce the risk of contracting bloodborne diseases. All staff are trained on a yearly basis to take sensible precautions in the prevention of bloodborne pathogens.

SUNSCREEN/INSECT REPELLANT

Preschool teachers will apply sunscreen/sun block to children when they will be outside for an extended period of time (such as field trips, special walks, etc.). Parents are asked to provide sunscreen/sun block for their children. Insect repellent (with DEET) will be applied on children when the children are at high risk of insect-borne disease (such as during outdoor field trips in the spring or fall).

Written parent permission is required for the teachers to apply sunscreen or insect repellent. The permission form is included in the preschool registration packet.

STAYING INSIDE

It is important that your child go outside for recess to get fresh air and exercise, and the preschool classes will go outside every day, weather permitting. In the winter, the children go outside if the wind chill is above zero degrees. In the spring, the preschool teachers determine if it is too hot to go outside, but the children will almost always go out because there is shade on the playground. It is important that parents dress their children appropriately for the weather.

If your child has been ill, we will, at your written request, keep him/her in (usually in the school office) for a couple of days. If there is a medical reason for your child to stay inside any longer than that, please have your physician write a note for your child to stay in.

TOILET TRAINING

We know that children develop at different rates. Some children were toilet trained at two years of age and others achieved that goal at a later age. We expect that children will be toilet trained before attending preschool.

If there are medical complications so that this is not possible, please contact our school nurse. Parents are expected to provide disposable pull-ups for children who are unable to use the toilet consistently. If there is a documented health reason that does not permit the use of disposable pull-ups, the parents are expected to provide cloth diapers with waterproof outer coverings. The school nurse will change pull-ups as needed, and her office is the designated changing area. Soiled clothing will be sent home in a plastic bag.

HEALTH SUGGESTIONS

It is essential for your child's welfare and progress in preschool that he/she gets plenty of sleep. Regular meals and a good breakfast are also very important to your child's ability to learn. Parents are encouraged to make sure that their children are dressed in clothes that are suitable for active play. Tennis shoes are best for running, hopping, skipping and going for walks. It is also important that your child be dressed appropriately for the weather, and to have boots, mittens, hats, etc., whenever there is a possibility of cold, windy and/or snowy weather. It is also suggested that children practice self-help skills at home- zipping, buttoning, toilet skills, etc.

IMPORTANT PRESCHOOL INFORMATION

SCHOOL HOURS FOR PRESCHOOL

Regular morning session hours are 8:15 – 11:15. Afternoon hours are 12:15 – 3:15.

ALTERNATIVE SCHEDULE FOR EARLY DISMISSAL

Early dismissal times will be 8:15 – 10:30 for the morning session. Afternoon alternative early dismissal times will be 11:30 – 1:45.

PICK UP/DROP OFF PROCEDURES

Parents are responsible for transporting their children to and from preschool. Pick-up and drop-off procedures are designed to ensure safety and enhance interaction between families and teachers. Parents are asked to park in the Central parking lot for pick-up and drop-off for all pick-up and drop-off times, except for the 3:15 pick-up time. The school will provide alternative parking arrangements for the 3:15 pick-up. Parents will bring the children to the classrooms and follow sign-in procedures. This gives parents and teachers opportunities to share information. Specific procedures for children with disabilities will be addressed as necessary through individual arrangements with the teacher and principal.

ABSENCES/ATTENDANCE

For the protection of your child, we ask all parents to either 1) call the school if your child will be absent or late for preschool, or 2) send a note with another son or daughter or another student. Voicemail is available on the office telephone line (382-2383) so that messages may be left before the office opens at 7:30 A.M. When you know that your child will be absent for more than one day, please also inform the office of the day they will return to preschool.

If your child is absent and the school has not received a phone call or note as requested, the following procedure will be followed:

1. The parents will be called at home.
2. The parents will be called at work.
3. The emergency number will be called.
4. ~~Mrs. Goecke or the Nevada Police will go to the home for a child safety check.~~

SNOW DAYS

In case of snow days, the Superintendent will inform local radio and TV stations. Please listen to these stations for current information.

In case of early dismissal, parents will not be called. Please listen to your radio and TV when weather threatens.

MILK DURING THE DAY

Milk is served at preschool as part of the daily snack. The charge for milk will be announced at a later date.

SNACKS

Parents will be asked to provide snacks for their child's preschool classroom several times during the school year. In an effort to promote good nutrition and food safety, we request that snacks be healthy. In the interest of providing the safest environment for our students, the following guidelines are to be followed. These guidelines are to be followed for all parties, snacks, and treats sent to school. We require that any food sent to school from home be sealed and prepackaged. We want to insure that snacks are safe and free of contamination. Individually prepackaged treats are fine, but not necessary. Large boxes of treats that are unopened are O.K. to send.

CHANGE OF ADDRESS

If you have a change of address or phone number, or other important information, please notify the school right away.

SAFETY

Every precaution is taken for your child's safety at school. The teachers and associates supervise recess. It is essential to your child's safety that he/she learns to obey simple rules.

Fire drills and tornado drills are held periodically so that the children are thoroughly prepared in case of fire or tornado.

School facilities are entirely smoke and drug free. This applies to staff, students, and visitors.

EVACUATION PROCEDURE: DUE TO THREATENING SITUATION

In the event that the school receives a threat, students will be evacuated to a safe location in the community. To ensure the safety of all staff members, everyone will leave the building. Therefore, we will be unable to call parents to notify them of the evacuation. If parents arrive at the evacuation site, an invitation will be extended to the parent to join their child, but children will not be released from the evacuation site.

EVACUATION PROCEDURES: STUDENTS WITH SPECIAL NEEDS

Students who have special needs will have individual evacuation procedures designed for them. Teachers who work with those students will be notified of the individual evacuation plan. A copy of the individualized evacuation plan will be kept on file in the student's cumulative record. Parents are to notify the school of any special considerations for their children in regard to fire and tornado evacuations.

LOST ARTICLES

A lost and found table is kept at school, but to prevent the loss of clothing, all articles such as boots, raincoats, sweaters, hats, mittens, etc., should be plainly marked with the child's full name. Backpacks can be marked on the inside.

The following suggestions for marking have been found to work well:

- a. Name printed in indelible ink on white tape which may be sewn on each article
- b. Names be embroidered on each article
- c. Permanent magic marker or nail polish may be used successfully on rubber articles.

Children are encouraged to bring items from home when it is their turn for the "sharing bag". This activity is valuable for developing self-expression and self-confidence. Please make sure that the child's name is on these articles.

PARENT INVOLVEMENT/VISITING SCHOOL

Parents are encouraged to visit preschool and to be part of our program. We welcome parent volunteers, and hope that families will come to preschool and share about jobs, cultural backgrounds, or other topics that are important to their children. We also welcome parents who just want to visit for part of the day. Please contact your child's teacher to arrange visits.

There is also a Parent Advisory Committee for Nevada Community Preschool, made up of parent volunteers, preschool teachers, and administrators. This group helps determine policies and procedures for preschool and provides feedback to the staff. The committee meets several times during the school year. Parents will be able to volunteer for this committee at the beginning of the school year.

PETS VISITING SCHOOL

Any animal that visits preschool needs to have documentation of current immunizations from a veterinarian or animal shelter (if the animal should be so protected). Please contact your child's teacher to arrange for a pet to visit so that we can assess any allergies to the pet prior to its arrival.

CLASS SIZE

Classes at Nevada Community Preschool generally have about 15-20 students with a certified teacher and one classroom associate. Class size will not exceed 20 students, with a 1:10 student/staff ratio.

DISCIPLINE

Teachers and associates work in partnership with families to build positive relationships between parents and teachers, and between teachers and children. We believe that children who are actively engaged in developmentally appropriate activities will have few discipline problems. The classrooms and schedules are set up to promote social behavior and cooperation. The teachers use positive behavior techniques, such as modeling appropriate responses, reinforcing positive behavior, and directly teaching conflict resolution skills. Teaching staff do not use threats or derogatory remarks nor threaten to withhold food as a form of discipline. All children are treated with respect and with appreciation for different cultural or ethnic backgrounds.

OTHER SERVICES

Nevada Community Preschool, in collaboration with the Nevada Resource Center, maintains a current list of child and family support services that are available in our community. Services and support for children with disabilities, behavioral challenges, speech/language difficulties, etc., are also available through Heartland AEA.

FIELD TRIPS

Parental permission is needed before students can participate in classroom field trips. Parents will be asked to sign one permission form at the beginning of the year that will cover all field trips to be taken during the year. However, parents will be given advanced notice of any field trip, and may choose to keep their child at home that day by providing a written note to the teacher. Not all learning takes place in the classroom, and we view our field trips as extensions of the classroom and as great opportunities to provide children with new experiences, new vocabulary, and new knowledge of the world around them.

PRESCHOOL GOALS, CURRICULUM, AND ASSESSMENT

It is the goal of Nevada Community Preschool to prepare children for kindergarten by providing a curriculum that addresses the Iowa Early Learning Standards. We have adopted the Creative Curriculum, which incorporates those standards while working with children in the areas of language development, cognitive development, social/emotional development and physical development.

The Preschool has an Assessment Plan, which outlines how and when the children will be assessed to determine progress towards program goals. Parents have multiple opportunities to share information about their children during the year. The teachers make a home visit before school starts to meet the parents and children, share information, and answer questions. Children's progress will be shared through written progress reports and parent/teacher conferences throughout the school year. Parents are also encouraged to call, email, or talk with the teachers about any questions, concerns, or comments they might have.

For parents who would like more detailed information, copies of the Iowa Early Learning Standards are available on the internet at www.state.ia.us/earlychildhood, under "initiatives". The Creative Curriculum is also described on the web at www.teachingstrategies.com under "Creative Curriculum for Preschool". A copy of the Assessment Plan is included in the back of this handbook. The school office has copies of the Assessment Plan, and also a copy of the Early Learning Standards and Creative Curriculum.

OTHER DISTRICT INFORMATION

Other information, including the preschool assessment plan and pertinent district policies and procedures, is included in the Appendix to this handbook.

CONCLUSION

The teachers, associates, and administrators of Nevada Community Preschool are committed to providing a quality preschool experience for the 4 year olds of our

community. We strive to form and maintain partnerships with families and our community. We look forward to meeting and getting to know you and your child!

APPENDIX

1. Assessment Plan
2. School Board Policies
 - Weapons and Dangerous Objects
 - Tobacco-Alcohol-Drugs
 - Search and Seizure
 - Asbestos
 - Educational Equity Policy Statement
 - Civil Rights Grievance Procedure
 - Child Abuse Reporting
 - Anti-Harassment/Bullying
 - Multi-Cultural, Gender Fair Statement
 - Tobacco-Free Environment
 - Educational Records
 - Directory Information
 - Federal Family Education Rights and Privacy Act of 1974
 - Section 504 of the Rehabilitation Act of 1973
 - Homeless Children and Youth
 - Universal Precautions

Nevada Community Preschool Assessment Plan

Purpose

The purpose of assessment of children in the Nevada Community Preschool is to provide information to teachers and parents on children's learning and development, and to provide a basis for making teaching, curriculum, and program decisions to meet the learning needs of children. Assessments also provide the teachers with information about children's interests. Assessments may also lead to further referral for diagnostic testing in a variety of areas, from vision to eligibility for special services.

Procedures

Children's progress in the Nevada Community Preschool is assessed using formal and informal methods, according to the following schedule:

- The Individual Growth and Development Indicators (IGDIS) will be used three times/year. This formal assessment tool measures children's growth in rhyming, alliteration (awareness of beginning sounds in words), and segment blending (ability to blend parts of words together to make whole words). Some children may also be assessed in the area of picture naming (vocabulary).
- A teacher-developed checklist based on The Developmental Continuum of the Creative Curriculum is also completed by the teachers three times a year (fall, winter, and spring) and is shared with parents at parent/teacher conferences. This checklist reports on cognitive skills, language, social-emotional development, and gross and fine motor skills (including self-help skills).
- Informal assessment also occurs throughout the school year. Multiple data sources are used, including work samples, teacher and associate observation of children's work, play, and behaviors in individual/small group/large group settings, checklists, etc.
- The children are familiar with the teachers who do the assessments, and all assessments are done at preschool in familiar contexts. Some of the tasks for this assessment are teacher-created, and are aligned with the curriculum goals and are appropriate for the children's abilities.
- Information from parents is an integral part of the assessment process. The parents complete the Ages & Stages Questionnaire at the beginning of the school year, and this information gives the teachers valuable information about each

child. The teachers also meet with parents at a home visit before school starts, and the parents are given the opportunity to provide input about their goals for their children, their concerns, possible health issues, discipline practices, and any other topics the parent(s) want to discuss. Parents also have opportunities for input into the assessment process at winter and spring parent/teacher conferences.

The teachers review the assessment procedures at least three times a year (following the Creative Curriculum schedule) to be sure that the information they are obtaining, both formally and informally, is useful and valid.

Communicating with Families

The assessment plan was created with input from a committee of parents formed from the Parent Advisory Committee. The committee met several times with the teachers to develop the assessment plan.

The goals of the program and information about the Creative curriculum are shared with all parents at orientation night, and also at home visits by the teachers at the beginning of the school year. The teachers share the results of assessments at the fall and winter parent/teacher conferences. Parents are given a written summary report of their child's progress in the developmental areas of the Creative Curriculum, and also have the opportunity to discuss the information. Parents are encouraged at all parent/teacher meetings to share any information from home to contribute to the assessment process, and are also encouraged to contact the teachers at any other time to provide input. Use of the Ages and Stage Questionnaire at the beginning of the year gives parents the opportunity to share information about their children with the teachers during the first few weeks of school, and also gives parents more ideas of the types of skills that will be worked on during the preschool year.

The Nevada community School District is sensitive to family culture and home languages, and has access to an interpreter who will attend parent/teacher conferences if needed. If necessary, an interpreter could also assist the teachers with assessment of ELL children.

Confidentiality

Children's classroom assessments are kept in file cabinets in the classrooms, and the classrooms are locked overnight. Cumulative records are kept in the school office, and access to these records has the same limitations/requirements as all school records.

Referral for Diagnostic Assessment

One of the purposes of assessment in the Nevada Community Preschool is to determine if children are eligible for special education services. When indicated by formal and informal assessment results, teachers may refer children for problem solving or evaluation by other school and/or Heartland AEA staff. The procedures are the same as for school-age children and parents are involved at every level.

Uses of Assessment Information

Information gained from formal and informal assessments is used to determine the developmental progress of the children in the areas of language development, cognitive development, social-emotional development (including health), and motor development (including self-help skills). It is also used to identify the interests of the children. The teachers use the information to plan classroom and individual goals for the children, and to make any necessary changes to the curriculum and/or teaching practices. For example, if the fall assessment indicates that a group of children or individual children are having difficulty with a goal of the Creative Curriculum such as number concepts, the teachers include more direct teaching of numbers into their planning. Ongoing observation and results from the winter assessments are then analyzed to monitor progress and determine if the teaching and activities have been effective to improve children's progress in the area of numbers. The teachers meet weekly to discuss and plan upcoming activities. They can also use this time to interpret assessment information and make necessary adjustments to their activities and areas of emphasis for the coming weeks.

BOARD POLICY ITEMS

WEAPONS AND DANGEROUS OBJECTS (Policy 502.6)

Any student who brings a firearm to school or to a school activity shall be suspended immediately and recommended for expulsion for not less than twelve months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas. In deciding whether to recommend that the board adopted penalty not be applied to a student who brings a firearm to school, the principal, superintendent and other appropriate individual shall confer to consider the student's status including age, grade, and special needs and the circumstances under which the student brought a weapon to school, including the student's knowledge, purpose, and apparent intent.

The superintendent shall promptly notify and refer to law enforcement or juvenile authorities any student who brings a firearm to school. Students shall not possess toy weapons or "look alike" weapons at school. Violation of this policy shall result in confiscation of the "weapon" and disciplinary action, which may included detention or suspension.

Any student who threatens another person on school property or at a school event with an object that resembles a dangerous weapon, including but not limited to a toy pistol or rifle, squirt gun, cap gun, rubber knife, or plastic grenade or who displays an object in such a manner as reasonably to place another person in fear for his or his safety shall be subject to discipline by the principal or superintendent including possible suspension and recommendation for expulsion.

TOBACCO-ALCOHOL-DRUGS (Policy 502.7)

The use or possession of tobacco, and the use, possession or distribution or being under the influence of alcohol, other controlled substances or “look-a-like” substances that appear to be tobacco, alcohol or controlled substances by students on school property, or at school sponsored events or activities, regardless of whether they are being held on school property, is strictly forbidden. Violation of this rule will result in disciplinary action, which may include detention, suspension and/or a recommendation for expulsion. Such violation may also be reported to local law enforcement authorities.

SEARCH AND SEIZURE (Policy 502.8)

The Board of Education holds all school property in public trust. Without a search warrant, school authorities may search a student, student lockers, desks, or work areas or under the circumstances as outlined in board Policy, to maintain order and discipline in the schools, to promote the educational environment, and/or to protect the safety and welfare of students and school personnel. School authorities may seize any illegal, unauthorized, or contraband materials that cause substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors on the school premises. All non-maintenance searches must be based on a reasonable suspicion and be reasonable in scope.

ASBESTOS (Policy 804.4)

Pursuant to the requirement of the Asbestos Hazard Emergency Response Act (AHERA), a copy of the Asbestos Management Plan for each school building is available for review in each respective facility. A complete set of Management Plans is available for review in the District Administrative Office.

The Management Plan containing past, present and future asbestos activity is located at the District Administrative Office at 1035 15th Street in Nevada, Iowa. People wishing to review this plan may contact Dave Kroese at the School transportation Facility, 157 11th Street in Nevada, Iowa (382-4067).

The asbestos activity consists of the following: AHERA periodic inspection on October 15, 1999; AHERA periodic inspection on April 13, 2000. Removal of the asbestos

containing acoustic plaster debris and the clean up in the corridor 1 and 3 in the 1962 High School Building was completed July 24, 2000.

EDUCATIONAL EQUITY POLICY STATEMENT

It is the policy of the Nevada Community Schools to afford equal opportunity and not discriminate on the basis of gender, race, national origin, age, veteran status, religion or disability in its educational programs, activities, or employment policies as required by title VI and VII of the 1964 civil Rights Act, title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973.

This equal opportunity for participation by all persons includes but is not limited to employment, career advancement, educational programs, activities and experience.

It shall also be the policy of this district that the curriculum content and instructional materials used will reflect the cultural and racial diversity present in the United States and in this community. The objectives of a multicultural, nonsexist curriculum and teaching strategy is to reduce stereotyping and eliminate bias on gender, race, national origin, age, veteran status, religion or disability.

Any student, parent of a student, or employee of the Nevada Community School District shall have the right to file a formal complaint alleging noncompliance with regulations outlined in Title VI, Title IX, or Section 504. Inquiries or concerns regarding the grievance procedure may be directed to the Superintendent of Schools, 1035 15th Street, Nevada, Iowa 50201, to the director of Civil Rights Commission, Des Moines, Iowa or to the Director of the Region VII office of Civil Rights, Department of Education, Kansas City, Missouri.

Title IX Coordinator.....	Jim Walker, Superintendent
504 Coordinator.....	Jim Walker, Superintendent
Equity Coordinator.....	Justin Gross, High School Principal

CIVIL RIGHTS GRIEVANCE PROCEDURE (Policy 600)

Students, parents/guardians of students of the Nevada Community School District shall have the right to file a formal complaint alleging non-compliance with regulations outlined in Title VI of the 1964 Civil Rights Act.

Level One

Principal or Immediate Supervisor

A student or parent with a complaint of discrimination on the basis of gender, race, national origin, age, veteran's status, religion or disability may discuss it with the teacher, counselor, or building administrator.

Level Two

Title VI, Title IX and Section 504 Compliance Officer

If the grievance is not resolved at level one and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a compliance violation Form, which may be obtained from the compliance Officer. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level 2 must be within fifteen (15) working days from the date of the event giving rise to the grievance or from the date the grievants could reasonably become aware of such occurrence. The grievants may request that a meeting concerning the complaint be held with the Compliance Office. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Office shall investigate the complaint and attempt to resolve it. A written report from the compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level Three

Superintendent

If the complaint is not resolved at level two, the grievants may process it to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievants receive the report from the Compliance Officer. The grievants may request a meeting with the superintendent or his designee. The superintendent or his designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Superintendent or his designee within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the rights of the grievants to file formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil Rights or other agencies available for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

CHILD ABUSE REPORTING (Policy 402.2)

The Board of Education believes child abuse should be reported to the proper authorities. School district personnel are encouraged, and the law requires, certificated employees to

report to the State Department of Human Services within 24 hours when, in the course of their employment, they reasonably believe a child has suffered from abuse.

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

If a school district employee or other member of the school district community believes a child has suffered abuse, which shall include sexual and physical abuse, by a school district employee in the course of their employment, it shall be reported to the superintendent immediately. The building principal shall be the designated investigator(s) for child abuse complaints against school district employees. However, complaints regarding child abuse by school district employees may also be reported to the school nurse, who shall be the alternate designated investigator for such complaints.

If the designated investigator determines the complaint is founded, the designated investigator shall conduct and turn over the complaint to local law enforcement authorities, who shall be considered level two investigators.

	<u>Phone #</u>	
Kathy Goecke	382-2383	Level 2 Investigator
Lesia Davis	382-2804	Alternate Investigator
Bonnie Giesking-Williams	382-2383	Alternate Investigator

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

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, request for sexual favors or other verbal or physical conduct of a sexual nature when submission to such conduct is made either implicitly or explicitly a term or condition of the student's participation in school programs or activities; submission to or rejection of the conduct is used as the basis for decisions affecting that student; or the conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile learning environment.

ANTI-HARASSMENT/BULLYING (Policy 502.10)

Bullying, harassment and abuse are violations of the school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials. All students have a right to attend school without being bullied, put down, or made to feel inferior.

Students who feel that they have been harassed should:

1. Communicate to the harasser that the student expects the behavior to “STOP”. Inform a school employee of the situation.
2. If the harassment does not stop or the student does not feel comfortable confronting the harasser, the student should:
 - a. Tell a teacher, counselor or principal.
 - b. Complete an Anti-Harassment/Bullying form.

Students will be asked to complete an anti-harassment/bullying form as a record of the incident. On the first reported incident, the individual will meet with the principal or counselor. If the action does not stop, further action will be taken including, but not limited to: parent meeting, restrictions, suspensions, and contact with law enforcement.

MULTI-CULTURAL, GENDER FAIR STATEMENT

It shall be the policy of the Nevada Community School District to afford equal opportunity and not discriminate against persons regardless of gender, race, national origin, age, veteran status, religion or disability.

This equal opportunity for participation by all persons includes but is not limited to employment, career advancement, educational programs, activities and experience.

It shall also be the policy of this district that the curriculum content and instructional materials used will reflect the cultural and racial diversity present in the United States and in this community. The objectives of a multi-cultural, gender fair curriculum and teaching strategy is to reduce stereotyping and eliminate bias on gender, race, national origin, age, veteran’s status, religion or disability.

Nevada MCGF Education Director Justin Gross, Principal
Nevada High School, 1001 15th Street, Nevada, Iowa 50201 (515) 382-3521

TOBACCO-FREE ENVIRONMENT

Nevada Community School District facilities and grounds, including school vehicles, are off limits for tobacco. This requirement extends to employees and visitors. This policy applies at all times, including school sponsored events, wherever held, and non-school

sponsored events on District facilities and grounds. Persons failing to abide by this request are required to remove their tobacco material or leave the District premises immediately. It is the responsibility of the administration to enforce this policy.

EDUCATIONAL RECORDS

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Parents may also file a complaint with the United States Department of Education if they feel their rights regarding their child's records have been violated. For a complete copy of the schools district's policy on student records or the procedure for filing a complaint, contact the board secretary, in the central administration office.

DIRECTORY INFORMATION (Policy 506.2)

The following information listed below may be released to the public in regard to any individual student of the Nevada Community School District as necessity or desirability arises. Any student over the age of eighteen (18), parent, or guardian, not wanting this information released to the public must make objection in writing to the principal or other person in charge of the school which the student is attending.

Name, address, telephone listing, date & place of birth, major field of study, participation in officially-recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, student photos and student email addresses

FEDERAL FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (PL93-380): FERPA (Policy 506.2)

Federal Family Education Rights and Privacy Act (FERPA): This federal law protects the privacy of student education records and provides for access by parents to permanent school records and an opportunity to challenge any contents, which may be inaccurate, misleading, or inappropriate. FERPA rights are annually published in the district newsletter at the beginning of the school year.

SECTION 504 OF THE REHABILITATION ACT OF 1973 (Policy 102.E4)

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

The Nevada Community School District has responsibilities under Section 504, which include the obligation to identify, evaluate, and if the student is determined to be eligible under Section 504, to afford access to appropriate education services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has the right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact the Section 504/ADA Coordinator for the Nevada Community School District at (515) 382-2783 or (515) 382-2383.

HOMELESS CHILDREN AND YOUTH (Policy 502.16)

The District will make reasonable efforts to identify homeless children and youth of school age within the District, encourage their enrollment and eliminate existing barriers to their receiving an education which may exist in District policies or practices. The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the superintendent of his/her designee.

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends.

So that enrollment of homeless children and youth of school age may be facilitated, the following policy areas are modified as follows:

School Records: Students transferring into the District may provide cumulative records directly to the District. The District will not require that such records be forwarded from another school district before that student may enroll. The school will then request the official records from the previous school.

Immunization Requirements: Homeless students will not be denied enrollment for lack of immunization records if:

- (1) they have a statement signed by a physician stating that immunization would be injurious to the student;

- (2) they provide an affidavit stating such immunization would conflict with their religious beliefs;
- (3) they are in the process of being immunized; or
- (4) they are a transfer student from another school.

The District will make a reasonable effort to locate immunization records from the information provided or will arrange for the student to receive immunizations.

Waiver of Fees and Charges: Fees and charges which may present a barrier to the enrollment or transfer of a homeless child or youth may be waived in the discretion of the superintendent or the superintendent's designee.

Enrollment Requirements/Placement: Enrollment requirements which may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of the superintendent or the superintendent's designee. If the District is unable to determine the grade level of the student because of missing or incomplete records, the District will administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

Residency: For purposes of a homeless child or youth, residence for the purpose of attending school is where the child actually resides.

Transportation: Policies or practices regarding transportation of students which might cause a barrier to the attendance of a homeless child or youth may be waived by the superintendent or the superintendent's designee.

Special Services: All services which are available to resident students are made available to homeless children or youths enrolled in the District. Services include, but will not be limited to, special education, talented and gifted programs, vocational education, English as a second language programs, health services and food and nutrition programs. The contents of this policy will supersede any and all conflicting provisions in Board policies dealing with the seven policy areas discussed above.