

WOODBINE
Community Schools
Pk-12
Parent/Student
HANDBOOK
2022-2023



The Woodbine Community School District does not discriminate on the basis of age, color, creed, national origin, race, religion, marital status, gender, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, familial status, or otherwise prohibited by statute or regulation

MISSION STATEMENT

Woodbine provides an environment where all are welcome and given access to personalized, unparalleled experiences that will positively shape futures.

VISION STATEMENT

Forging innovative alliances and pathways.

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Building Specifics

WOODBINE COMMUNITY SCHOOL OFFICE STAFF

Office Contacts

Kathy Frederick	PreK-4 Office & Activities	647 – 2440
Kim Wohlers	5-12 Office	647 – 2227
Kristy Hoefer, RN	Nurse	647 – 2545
Kelli Klaassen	Human Resources/Director of Finance	647 – 2411
Justin Wagner	Superintendent	647 – 2411
Bob Smith	Transportation/Maintenance	647 – 2325
Juliette McHugh	Food Service Coordinator	647 – 2227

Administration

Mr. Justin Wagner – Superintendent

Mrs. Jill Ridder – PreK – 4 Principal, PK-12 Special Education Director

Mr. Scott Breyfogle - 5-12 Principal, 7-12 Activities Director

Mrs. Jennifer Bendgen - K-6 School Behavioral Interventionist

Teacher Leader Committee (TLC)

Shawna Harris – PK-12 Technology Integrationist

Betsy Gale - 5-12 Curriculum and Professional Development & Instructional Coach

Tracy Kelley - PK-4 Curriculum and Professional Development & Instructional Coach

Custodial Staff

Lucas Flint

Dave Esser

Dan McHugh

PK - 4 Staff

Karsyn Kinney- Preschool

Megan Kuhlmann-Preschool

Danielle Peckenpaugh - Preschool

Mindy Oster- Transitional Kindergarten/TAG

Hannah Blum- Kindergarten

Kassey Bartels – Kindergarten

Brooke Croghan– First Grade

Kelsey Assmann – First Grade

Kylie Lenz – Second Grade

Christine Marsh -Second Grade

Lynne Glackin – Third Grade

Mandi Assmann - Third Grade

Mikayla Evers – Fourth Grade

Stephany Coenen – Fourth Grade

Alec Schweizer - Art
Tisha Argotsinger -Special Education
Katie Blum - Special Education
James Smith – Elementary Physical Education
Kristin Schmidt-- TK-4 Music
Teresa Smith – TK-4 Guidance
Maureen Allen – Thinker Dome Associate
Toni Waite- Teacher Associate/Lunch & TT/LK Billing Associate
Cheryl Moores – Teacher Associate
Kim Coleman- Teacher Associate
Jessica Johnston- Teacher Associate
Jennifer Blonien- Teacher Associate
Lisa Meeker- Teacher Associate
Janette Lenz-Navarette- Teacher Associate
Joy Payne- Teacher Associate
Jess Mullen - Teacher Associate
Penny Peterson- Teacher Associate
Dee Thoms – Tiger Tots/Latchkey Program Manager
Rachel Flaitz- Tiger Tots/Latchkey Care Provider
Renee Hackett- Tiger Tots/Latchkey Care Provider
Kiera Barnum- Tiger Tots/Latchkey Care Provider
Chelle Butrick – Teacher Associate
Zara James- Librarian and Teacher Associate

5-12 Staff

Carly Dickinson - Fifth/Sixth Grade
Kyle Bartels - Fifth/Sixth Grade
Tina Smith - Fifth/Sixth Grade
Alycia Kelly - Fifth/Sixth Grade
Ryan Coenen - Mathematics
Ethan Hammerand - Spanish
Adam Cox - Science
Sarah Cox - Science
Michelle Drenth - English
Angie Pryor - FCS
Andrea Feller - Vocal/Choir
Greg Kolpin - Social Studies
Douglas Goebel - Guidance/At Risk
Zach Oelsen- Band
Eric Moores - Construction Trades
Chrystal Rico - English/Social Studies
Alec Schweizer - Art
James Smith - Physical Education
Miranda Ross - Strength and Conditioning
Taylor Frederick - Mathematics
Katie Blum - Special Education
Andrea Powers - Special Education

Jenny Jones - Special Education
Samantha Fitchhorn - Special Education
Rachel Kroll – Teacher Associate
Jackie Barry- Teacher Associate
Alexandria Rider - Teacher Associate
Renee Nawanna - Teacher Associate

CHAIN OF COMMAND

For questions or issues you may have that are school related please follow the chain of command as listed below. Any or all issues pertaining to students, parents and staff must follow the communication process below in resolving a concern. The top represents who should be contacted first.

Pk-4th Grade

Teacher

Mrs. Bendgen

Mrs. Ridder

Mr. Wagner

5th - 12th Grade

Teacher

Mrs. Bendgen (5-6)

Douglas Goebel (7-12)

Mr. Breyfogle

Mr. Wagner

Special Education

Teacher

Mr. Breyfogle

Mrs. Ridder

Mr. Wagner

TO THE STUDENTS OF THE WCSD

This handbook has been prepared to serve as a useful guide for all Woodbine Community School District students and parents. Students are expected to know the provisions of this handbook, which includes a description of the policies and procedures under which your high school operates. This is essential if our school is to function smoothly and efficiently for the benefit of all.

The ultimate purpose of education is to help each student become an effective citizen in a democracy. To develop and accept the responsibilities and obligations of good citizenship will help us to participate successfully in the world of tomorrow. We hope that you will participate in our varied activities and thus find those things within our school, which will prepare you to live a better life and eventually take your place in this complex

society. Remember that your success in the Woodbine Community School District will be directly proportional to your efforts. This school will be whatever you/we make it. Let us always have the spirit to do things which will make it outstanding.

Academics

WCSD APPROACH TO LEARNING

Tiger Learning Defined

A process that enables students to move at the depth and breadth of their learning, provided in an in-person format supported by a system that allows immediate educational movement for students. Upon proficiency of essential standards, students have the opportunity to move at the pace of their own learning.

Is

Is Not

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| ● Process that allows students to move at the depth and breadth of their learning | ● A one-size-fits all approach |
| ● Provided in person | ● All online instruction |
| ● Taught by licensed, certified teachers | ● Taught by unlicensed staff |
| ● Learning where students can move at their own pace once they have shown proficiency on essential standards for each course | ● Learning where students can move at their own pace if they have not shown proficiency on essential standards for each course |
| ● Provided in multiple modes of instruction (whole group, small group, individual, electronic) | ● Provided in just one mode of instruction |
| ● Learning where students can all be on different standards at the same time | ● Learning where all students have to be on different standards at the same time |
| ● Learning where explicit instruction is given on each standard by the teacher either in-person, electronically via video, or a combination of both | ● Learning where students have to ask to be given explicit instruction |
| ● Learning where collaboration between teacher and students is fostered and scheduled daily | ● Learning where no collaboration ever happens between teachers and students |
| ● Supported by online systems (Google Classroom and Power School) that students and parents can access anytime/anywhere | ● Learning that can only happen in the classroom during a certain period of the day |
| ● Feedback-centered. Teachers provide students feedback daily to keep them moving forward in their learning of essential standards | ● Learning where students never receive feedback on where they are at on learning the essential standards |
| ● A system that utilizes the three-prong approach (data, teacher expertise, parent input) | ● A system where learning is optional and parents have no say in their child's education |

WCSO SYSTEMIC CHANGES SUPPORTING OUR APPROACH

Scheduling

At the TK-4 level, students are provided a master schedule that supports teaching and learning direct instruction in the morning and a hands on learning approach in the afternoon.

At the secondary level (5-12), the WCSO will be operating within an alternate Block schedule format for the 2022/2023 school year.

A-Days (Tuesday/Thursday/ every other Monday) will consist of 1st, 2nd, 3rd, and 4th Period

B-Days (Wednesday/Friday/every other Monday) will consist of 5th, 6th, 7th, and 8th Period

Zero hour courses will be offered including Physical Fitness and IGNITE courses for 9th-12th graders.

Students will begin and end their day with a consistent Homeroom teacher.

(See Appendix for Bell Schedules)

Social Emotional Learning

The WCSO has put an emphasis on building leaders and helping students with their Social Emotional Learning (SEL). Curriculum from Leader In Me (5-12) and Positive Actions (PK-4) will be used to support this initiative.

Leader in Me is an international initiative developed by FranklinCovey based on the seminal work of Dr. Stephen Covey's 7 Habits of Highly Effective People. Leader in Me is a school-wide process dedicated to transforming the leadership culture and performance. Leader in Me works in concert with the academic, behavioral, and culture-based initiatives common in today's schools. Leader in Me has four principle focuses: The 7 Habits of Highly Effective People, an intentional focus on identifying and cultivating special gifts and talents, authentic learning and leadership opportunities, and the development of essential soft skills. Over 30 research studies have been conducted on the effectiveness of Leader in Me, including two studies done by University of Northern Iowa and Dordt University.

Positive Action is based on the intuitive philosophy that we feel good about ourselves when we do positive actions. The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts. When this cycle is negative, students do not want to learn. When this cycle is positive, students want to learn. The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way.

WCSO Standards Based Assessment & Reporting (SBAR)

What is a Standard?

A standard is a statement identifying what students should know and be able to do. Standards for each content area subject and grade level are identified through the Iowa Core Standards and the Woodbine Community School District Curriculum.

What is Standards-Based Instruction?

In a standards-based classroom, student focus is on true mastery of skills and content. Teachers plan and implement lessons based on standards that every student must learn.

What is the purpose of Standards-Based Assessment & Reporting?

The purpose of a Standards-Based Assessment & Reporting system is to provide detailed feedback to parents,

students, and teachers regarding the progress being made toward specific learning standards at a given grade level.

Specifically, Standards Based Assessment & Reporting systems value the following:

- Your child’s performance is measured against the standard, rather than simply being compared to other students in his or her class.
- It gives every child the opportunity to be proficient or excel on our district’s standards.
- It gives you, parents or guardians, a more detailed and honest assessment of how and what your child is learning.
- Behavior is reported out separately and is as important as the academic report, as they are the habits that students will need to be successful in school and beyond.

Standards-Based Grading	Traditional Grading
<ul style="list-style-type: none"> • Only achievement or learning evidence related to the standards is assessed 	<ul style="list-style-type: none"> • Grades are a combination of achievement, attitude, effort, and behavior
<ul style="list-style-type: none"> • Individual performance in comparison to the standard is assessed 	<ul style="list-style-type: none"> • Grades may include a combination of individual performance and group grades
<ul style="list-style-type: none"> • Uses assessments aligned to standards-based learning targets that are specific to a grade level 	<ul style="list-style-type: none"> • Variation in assessment quality; assessments do not align directly to the Common Core standards for the grade level
<ul style="list-style-type: none"> • Learning expectations, targets, objectives are communicated to students prior to instruction and evaluation 	<ul style="list-style-type: none"> • Students are unfamiliar with the learning targets to be assessed or what mastery looks like
<ul style="list-style-type: none"> • Assessment rubrics are clear and reflect student performance toward the standard 	<ul style="list-style-type: none"> • Students are unsure about grading measures. Rubrics are not provided

Guiding Principles

1. Students will own their learning. Grades will not be used as rewards or punishments rather as evidence of learning.
2. Students learn at different times and in different ways. We will allow students to demonstrate learning in the ways they learn best, not the ways we learned or know best.
3. Students can and will be encouraged to demonstrate a higher level of understanding and proficiency at any time during the school year on the standards within each course. Retakes and revisions are allowed universally.
4. Behavior is not included in the proficiency indicator and will be reported separately.
5. Extra credit will not be given at any time.
6. Student voice and choice, aligned with the proficiency rubrics in determining proficiency of standards is a universal option.

7. Proficiency rubrics will guide teachers in providing evidence to support proficiency of essential learning standards using multiple data points.
8. Independent practice will be meaningful, purposeful, of high quality and aligned with essential learning standards. Students will have multiple opportunities for practice before the essential learning standards are summatively assessed for a proficiency score.
9. Students will be assessed summatively on each essential learning standard. Teachers will allow students opportunities to complete formative assessments regularly. Grades will report only what students know and can do after learning's cycle, not the routes they used to get there.
10. Fair isn't always equal and equal isn't always fair. It will be developmentally appropriate for students at strategic points in their learning journey.
11. Students will be graded in three ways. They will be graded on product (standards), progress (growth) and process (21st century universal constructs). Each will go on a report card with only the product showing up on the transcript starting in 9th grade.
12. Students will be challenged to score a minimum of a 3 on a product in order to show proficiency on the essential standards. Students scoring less than a 3 will have opportunities to reach proficiency, and students scoring a 3 will be able to move to 4 if they choose.

Proficiency Indicators:

Students have shown the highest level of comprehension of content when they demonstrate a thorough understanding as evidenced by doing something substantive with the content beyond merely echoing it. The highest level of comprehension occurs when the content is broken down into its component parts, explained from alternative perspectives and used purposefully in new situations.

Each indicator shows progress towards each specific learning targets for each course:

- 4: Excelling - Student demonstrates in-depth demonstration beyond the cognitive rigor required of grade-level standard.
- 3: Proficient– Students can apply the skill or concept correctly and independently.
- 2: Approaching– Students show some understanding. Reminders, hints, and suggestions are needed to promote understanding.
- 1: Beginning – Student shows limited understanding and or use of the skill or concept.
- IE: Insufficient Evidence - Student has not provided sufficient evidence to show their level of understanding/skill.

Graded Criteria

To make grading reflective of learning, three major types of grading criteria will be distinguished in reporting student performance: product and progress criteria, which relate to academic achievement and cognitive outcomes, and process criteria, which describe non cognitive behaviors, dispositions, and social-emotional learning skills (Guskey, 1994, 1996). Each will be scored on a 4 point scale. Each criterion will be converted to a traditional grading scale prior to being entered on student transcripts when and where developmentally applicable.

Product (Standards)

Product criteria reflect how well students have achieved specific academic learning goals, standards, or competencies. These might be determined by students' performance on major examinations, projects, reports, or other culminating demonstrations of learning. Product criteria describe students' academic achievements, what they have learned and are able to do as a result of their experiences in school.

Progress (Growth)

Progress criteria, sometimes called "growth," or "development" criteria, show how much students have gained or improved in their learning. Although related to product criteria, progress criteria are distinct. It would be

possible, for example, for students to make outstanding progress, but still not be achieving at grade level or meeting specific academic goals. It also would be possible for highly skilled students to show they've achieved the product criteria without making notable progress or improvement.

Process (Learning Enablers)

Students will earn grades in this category through the Universal Constructs aligned with the Iowa Core 21st Century Learning criteria. These are listed below and include learning enablers, social emotional learning and compliance.

Universal Constructs Rubric

The universal constructs were identified following an analysis of the competencies and habits of mind needed for future successes in careers, college and citizenry. A team of educators and business representatives conducted a literature review of multiple sources that included the P21's "Framework for 21st Century Learning," the "Definition and Selection of Key Competencies" by NCREL/Metiri Group, the cross disciplinary proficiencies in the "American Diploma Project" by Achieve, "The Global Achievement Gap" by Tony Wagner, "Born Digital: Understanding the First Generation of Digital Natives" by John Palfrey and Urs Gasser, and Discovering the Habits of Mind by Arthur Costa. The universal constructs apply all aspects of an individual's life across all curricular areas.

Critical Thinking

Critical thinking is the ability to access and analyze key information to develop solutions to complex problems that may have no clear answer. It incorporates reflective and visionary processes. Critical thinking utilizes abstractions and non-rules based strategies to guide decisions, behaviors and actions.

Complex Communication

Complex communication is based on the successful sharing of information through multiple means that include visual, digital, verbal and nonverbal interactions. The message is purposeful, clear and concise and leads to an accurate exchange of information and ideas.

Creativity

Creativity incorporates curiosity and innovation to generate new or original thoughts, interpretations, products, works or techniques. Creativity is nurtured, advanced and modeled through numerous approaches that include inquiry-based learning, abstract thinking and student-focused learning.

Collaboration

Collaboration is working among and across personal and global networks to achieve common goals. It requires cultural competence and personal and civic responsibility in all environments. Collaboration also requires open and flexible approaches to leadership.

Flexibility and Adaptability

Flexibility and adaptability include responding and adjusting to situational needs, and changing to meet the challenges of new roles, paradigms and environments. Flexibility and adaptability include the thoughtful balance between an individual's core beliefs and appropriate reaction to change. These dispositions are nurtured through lifelong learning and continuous improvement.

Productivity and Accountability

Productivity is prioritizing, planning and applying knowledge and skills to make decisions that create quality results in an ever-changing environment. Individuals and teams demonstrate initiative, self-direction and personal responsibility to add value to the world around them. Individuals demonstrate accountability through efficient time management, appropriate resource allocation, personal integrity and self-monitoring to meet the demands of productivity. Individuals and teams recognize the interconnectedness of their actions at all levels.

Grading Conversions

Grading is captured in three ways: product, progress, and process. Grades and grading is a capture evidence of learning, not bartering for acceptance. Grades are not used to reward, affirm, or validate students. Rather, they are evidentiary captures of learning, growth and universal constructs. When developmentally appropriate, within the WCSD, standards-based grading scales will be converted to traditional letter grading. Below is the scale which will be used to convert. The below scale was developed by Robert Marzano (2010).

3.75-4.00 = A+	2.84-2.99 = B+	2.34-2.49 = C+	1.76-1.99 = D+
3.26-3.74 = A	2.67-2.83 = B	2.17-2.33 = C	1.26-1.75 = D
3.00-3.24 = A-	2.50-2.66 = B-	2.00-2.16 = C-	1.00-1.25 = D-
Less than 1.0 = I			

Students in 9th-12th grade will still receive a letter grade that will translate to a converted GPA to stay consistent with past practices. See the chart below for SBAR conversions.

Standards Average	Letter Grade	GPA conversion (2022)
3.75-4.00	A+	4
3.26-3.74	A	3.75
3.00-3.25	A-	3.5
2.84-2.99	B+	3.25
2.67-2.83	B	3
2.50-2.66	B-	2.75
2.34-2.49	C+	2.5
2.17-2.33	C	2.25
2.00-2.16	C-	2
1.76-1.99	D+	1.75
1.26-1.75	D	1.5
1.00-1.25	D-	1.25
Insufficient Evidence	I	No Grade

Students will be challenged to reach a minimum level of 3 on each essential learning standard for a course. Grades are meant to be dynamic, meaning they can change at any point during the academic year through summative assessment. If students are not able to reach level 3 on each standard, they will then be awarded the level where they currently are for that standard. *Notes: While not ideal, students may earn credit on their transcript without reaching proficiency if time becomes a constraint. The teacher will have the final say on recording scores on each standard using summative assessments and/or proficiency rubrics as evidence of learning.*

Homework Policy

Homework is any meaningful task tied to a learning target or standard and can come in a variety of formats. Homework should be an opportunity for stakeholders to identify strengths and continue to improve upon

weaknesses and will not be graded. Homework will only be assigned if it furthers students' proficiency in the field we are studying.

Learning activities assigned outside the classroom as practice for concepts and skills, or as background to participate in the next day's lesson will not be used in the determination of a grade on an outcome, component, or a subject. The teacher will utilize this evidence as a mechanism to provide feedback to the student and drive readiness for formal assessment of the standard. Students are expected to complete learning activities as assigned in order to practice essential standards.

Student Academic Eligibility Standards

- 1) After the first 4 weeks of school, weekly checks will be done by teachers ensuring students are on pace. Any student not on pace will be expected to work on their class from 3:05-3:30 with their Home Room teacher completing accountability checks. Students failing to meet expectations will be ineligible for extra-curricular activities, clubs, or Tiger Pride. They can become eligible by completing five consecutive accountability checks. [Tiger Learning - Off Pace Accountability Sheet](#)
- 2) Students have until the end of the school year to show at least a beginning level (1) of understanding for each Essential Standard to earn credit for the course.
- 3) If students have completed #1 above by the last day of school, that student will receive a final grade on their transcript.
- 4) Students who have not completed #1 above will receive an incomplete (I) on their transcript, which means they have not yet earned the credit for the course.
- 5) Students with an Incomplete in a course will remain eligible as long as they **earned a minimum of four credits** that semester, and **a plan has been established between teacher and student to complete the course.**
- 6) Students that have less than 4 completed credits for the semester will be ineligible for the 30 days of the next activity they compete in.
- 7) A student with an IEP will remain eligible as long as they are making adequate progress per their IEP goals.
- 8) Meet all other requirements within the [Guidance on Scholarship Rule](#)

Professional Learning Communities:

The research base associated with Professional Learning Community (PLC) implementation is strong. The increase in student achievement in school districts where PLC's have been implemented has been significant. There are eleven different national education associations which endorse and support PLC implementation. During PLC time within the WCSD, staff will meet weekly in content/grade level teams to focus on the following four components which shows a commitment to raising the bar and closing the gap for all students.

1. What do you want all students to know and be able to do?
2. How will we know they have learned it?
3. What will we do if they have not learned?
4. What do we do when they have already shown mastery?

PLC's improve teaching, which improves student results, especially for the least advantaged students.

ACADEMIC HONORS AND AWARDS

Students who transfer into Woodbine High School will need to have obtained a minimum of 28 credits from WCSD before being considered for Salutatorian or Valedictorian. The grades that were transferred in will not be used in determining the final cumulative grade point average.

Honor Roll

The academic honor roll will be computed at the end of each term. A student must have a grade point average (GPA) of 3.0 for two consecutive semesters or higher to be considered for the honor roll. Each student designated on the honor roll will receive an Academic letter at the conclusion of the school year.

Graduation Distinctions

Career GPA's will be calculated to determine those who Graduate with Honors.

Cum laude - 3.5 to 3.7

Magna cum laude - 3.8 to 3.99;

Summa cum laude - 4.0.

With the implementation of SBAR, It is possible to have multiple Valedictorians in one graduating class. If there are more than two Valedictorians, the class will vote on the two students that will give the Graduation Address. If there is only one Valedictorian, then the second in class, or the Salutatorian will also give a presentation. The same process will be followed for multiple Salutatorians.

ACADEMIC INTEGRITY

In order for student learning to truly happen, students must be assessed for "Their" learning, and not someone else's work. It is a core value of the Woodbine Community School District to promote integrity in our students in all areas of their lives, and specifically in their academic life. Examples are provided below that indicate when students are not living up to this expectation of demonstrating their own learning.

- 1) Presenting others ideas as your own without giving credit to the source (plagiarising)
- 2) Submitting materials that were completed by someone else (cheating)
- 3) Use of electronic devices during summative assessments when not authorized (cheating)

ACADEMIC PROGRESS

Students will be promoted at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment. Retention of a student will be determined based upon the judgment of the licensed employees and the principal.

ADVANCED PLACEMENT COURSES

Advanced Placement is a program run by the College Board (the makers of the SAT). These advanced courses provide students the experience of an intro-level college class while still in high school. Students should work through the Guidance Counselors along with the core teachers to enroll in an AP course.

CREDIT RECOVERY PROGRAM

Students may be admitted to the Credit Recovery Program full time on administration recommendation or counselor recommendation based on student's attendance, behavior, age, or other circumstances not listed. Students will be allowed to use Edgenuity Courseware(E2020) or APEX Learning for the 2022-2023 school year. APEX Learning will be the primary platform used after this year as some students are already working through coursework using Edgenuity. Both programs are aligned to the Iowa Core. Students taking courses for credit recovery will receive credit on a pass/fail basis. Students will be assigned to courses by certified content area teachers in order for them to receive credit. The principal and/or guidance counselor will monitor student progress and assign students credit upon course completion. Any students who wish to attend the Credit Recovery Program full time, that is, not placed in program by counselor or administration, must follow the process list below:

1. Student must talk to counselor or principal and explain why they want to attend program.
2. Counselor or principal will set meeting with student and appoint a panel, to meet after school.
3. During the meeting, student and parents may explain to a panel, why they should be allowed in the Credit Recovery Program full time.

4. After student's presentation, panel will be allowed to ask the student and parents questions, if they so choose.
5. Panel will then vote if student is allowed in the Credit Recovery Program full time.

DROPPING OR ADDING COURSES

Students will have the first three days of the semester, to drop or add a course. IWCC courses have 10 days after course begins to drop or add course. Must have parent/guardian permission.

EIGHTH GRADE PROMOTION

If a student is not approaching or proficient in the essential standards in English, Math, Science, or Social Studies, the students may be required to finish those course standards to be promoted to the next grade.

GRADUATION

Students who have successfully completed high school shall be granted diplomas and will be eligible to take part in graduation activities. If a student desires to be excused from graduation activities, the student shall notify the high school principal stating their reasons. It is the goal of the Woodbine Community School District that, if at all possible, the graduating student should attend commencement exercises.

Students who have not successfully completed high school shall not be granted diplomas, nor shall they take part in any graduation activities.

EARLY GRADUATION

Students may graduate prior to the completion of grade twelve (12), if the course work required for graduation under the applicable board policy has been fulfilled. In such cases, the student must have the approval of the Board and a recommendation by the Superintendent and the Principal. The student may elect to participate in year-end graduation exercises. It shall be the responsibility of the Superintendent in conjunction with the Principal, to develop administrative regulations regarding this policy.

Early graduation requests are to be made by seniors prior to the October board meeting. Written requests must be delivered to the guidance counselor and then approved by the building principal, who will deliver the requests to the superintendent, for Board of Education approval. Early graduates cease being a member of the student body and stop receiving consideration and participation in student academic and extracurricular activities. Early graduates are permitted to participate in Prom and graduation ceremonies.

GRADUATION REQUIREMENTS

Students are required to pass 54 credits which must include the following:

8 Credits of English

6 Credits of Social Studies

6 Credits of Math

6 Credits of Science

1 Credit of another core area from either Math, Science, or Social Studies.

1 Credit of Health

4 Credits of P.E. (may have waiver for qualifying activities)

2 Credits of Fine Arts

1 Credit of Personal Finance

19 Credits of Electives

(1 Credit is equal to 1 semester class with a passing grade)

NATIONAL HONOR SOCIETY

The following are necessary qualifications for a student to be eligible for induction:

Character: Letter of Recommendation from a staff member

Leadership: List of school activities and written letter describing their leadership qualities

Scholarship: 3.5 or above GPA

Service: List of community service during high school

Activities

CHURCH NIGHT

In cooperation with the area churches, the school refrains from planning school activities on Wednesday evenings if at all possible.

CLUBS AND ORGANIZATIONS

All clubs, organizations and special groups must have faculty sponsors. All meetings and activities are to be approved and scheduled with the administration as to time and place, attended by sponsors and chaperones, and held in designated areas. Meetings or practices after school hours at school must be approved and supervised by faculty sponsors. All club meetings must be completed and students out of the building by 9:00 p.m.

DANCES

All school dances are to be approved by the high school principal and the activity sponsor in advance. Dances are not to extend beyond midnight without advance approval from the principal. All dances are to be scheduled at least two weeks in advance.

All high school dances (exception of the Homecoming Dance) are intended for Woodbine High School Students (9-12) & their approved guests only. Students who have guests/dates must receive permission for their attendance at the dance and they must be in high school (9-12) or older. No middle school students from the Woodbine Community School or any other school are allowed to attend any high school dances, including Homecoming, Junior-Senior Prom and Winter Sports. No high school student will be allowed to bring any one over 20 years of age to any dance.

Middle School Dances are open to middle school students, grades 5-8, enrolled in the Woodbine District. Students from outside the district must be approved by administration. Dances must be approved by the administration. No high school students from the Woodbine Community School or any other school are allowed to attend any middle school dances.

Once a student enters the dance and leaves, he/she will not be permitted to return unless permission is given prior to the student leaving.

At least two faculty members must act as chaperones for each dance. The sponsoring group is responsible for clean-up.

Anyone bringing a guest to a dance who is not a student at the Woodbine High School/Middle school will be required to comply with the following rules of good conduct:

1. No drinking or possession of alcoholic beverages, no tobacco, tobacco look-a-likes, or vaping,
2. Use or possession of controlled substances.

3. No leaving and returning to the dance.
4. Appropriate attire for the event.
5. No use of profane language or inappropriate behavior.
6. Name of person must be given to dance sponsor previous to dance day.

Infraction of the above rules of conduct will result in being required to leave the dance, law enforcement may be contacted and additional consequences may be administered as determined by school officials.

EXTRA CURRICULAR ACTIVITIES

Woodbine CSD students are encouraged to participate in school sponsored non-academic activities from grades 7th-12th. The benefits of being on a team are far reaching and well researched.

FIELD TRIPS

A field trip is a teaching-learning experience away from school, which is planned by the school to reinforce concepts learned in the classroom curriculum. A field trip can also be designed to be a complete learning unit. Admission charges for required class field trips will be a district responsibility. Field trips that extend through lunchtime will require students to bring a nutritional sack lunch. Parents have the option of providing a sack lunch for their student or have the school district prepare a sack lunch. The family lunch account will be charged if the district prepares the sack lunch. For field trips that are optional, i.e. Reading Counts, Science Club, etc. the student/parent assumes the admission charges.

Students are expected to behave in a courteous and polite manner that will reflect on the fine quality of the Woodbine School and students. If parents are asked to assist with field trips for purposes of supervision, siblings/younger children are asked to remain at home.

STUDENT COUNCIL

Beginning this year, the Woodbine CSD will strive to earn recognition as a National Council of Excellence. This program, National Student Council, is committed to supporting students in their leadership journey and offers a variety of programs to nurture this critical skill. **Student Council will be organized by grade 6-8 and 9-12 and will strive to meet the required criteria to reach this designation.**

- **Distinguished Student Leaders**, a program allowing high school students to build a personal leadership portfolio, leading to an earned designation that is highly prized for inclusion with college and scholarship applications
- **Emerging Student Leaders**, a recognition program specifically designed for middle level students to help them develop their leadership skills, featuring two levels of recognition based on the student's progress in meeting the program criteria
- **Raising Student Voice & Participation (RSVP)**, a student engagement program involving an entire school to participate in dialogue aimed at school and community improvement measures

Attendance

PHILOSOPHY

It is the Woodbine CSD philosophy that students need to be in attendance to have the most successful educational experience. Students are expected to be in attendance when school is in session. Excused and Unexcused absences, as well as how to report absences in this section.

COMPULSORY ATTENDANCE LAW:

From six (6) years of age to sixteen (16) years of age. Attendance at school then becomes the sole responsibility of the student and parents. The Board considers regular school attendance essential for success in school;

therefore, absence shall be excused only for necessary and important reasons. Kindergarten students must be 5 years of age and first grade students must be 6 years of age by September 15 of the school year.

Please remember to call the elementary office (647-2440) when your PK - 4th grade child or the secondary office (647-2227) when your 5-12 student will not be in attendance.

Students are required to communicate with the school the first day they return to school after being absent because of illness or for any reason. A note/phone call/electronic communication is also required if your child is late for school. This note communication should state the reason why your child is tardy. Your child will be counted tardy if they arrive after 8:10 a.m. Being tardy for school is considered an unexcused absence unless approved by the principal. Please stop at the office for a required pass.

It is realized that sometimes family vacation plans call for missing some days of school. Attendance is important at any grade level and at any time of the school year. If a pupil is to miss school due to vacation travel, parents are requested to directly contact the teacher and school officials well in advance of their travels. Please reference TRUANCY-UNEXCUSED ABSENCES IN CODE 501.10 for further guidance.

WHEN ABSENT

PARENTS NEED TO CONTACT THE SCHOOL BEFORE 8:10 A.M. ON THE DAY THE STUDENT IS ABSENT. If the absence is anticipated several days in advance, please call in at that time so the student can make up the work in advance of the absence. A phone call will be made by 10:30 a.m. if a student is marked absent for that day.

RETURN FROM ABSENCE

1. Parent MUST call in the student.
2. The student must report to the office immediately upon returning to school.
3. It is the student's responsibility to request make-up assignments from teachers.

EXCUSED ABSENCES AND TARDIES

An excused absence is an absence approved by parents and school administration. The administration may change an absence to unexcused if it is deemed unreasonable or excessive. Students will receive full credit for schoolwork made up to the satisfaction of each teacher because of an excused absence. Listed below are examples of excused absences.

1. Illness or injury with doctor's note
2. Court appearances with proof of attendance
3. Death or serious illness in the immediate family
4. Religious holidays
5. Field trips and school activities
6. Extenuating circumstances approved by the school administration in advance.
7. Pre-approved vacations
8. Work release as long as student is working for periods assigned. (If student is late returning, unexcused unless prior approval).

UNEXCUSED ABSENCES AND TARDIES

Unexcused Absences (Truancy)

An unexcused absence is an absence not approved by parents and/or the school. The parents or head of household of any student with an unexcused absence will be notified of the absence of disciplinary actions taken. Examples of unexcused absences are as follows.

1. A student who reports to school after an absence and the parent has failed to notify the school will be considered truant.
2. Oversleeping
3. Leisure activities - such as hair/tanning appointments, shopping.
4. Work or employer not connected to the school.
5. In an unassigned part of the building.
6. Other reasons determined by the administration.

4 absences	Notice sent to parents; conference with counselor, behavior interventionist or administrator.
8 absences	Notice requesting parent contact with school and expectations established.
10 absences	Student referred to the county attorney with possible loss of credit for the semester.

Students who fail to attend school risk losing their driving privileges. Our legislature, in an attempt to keep students in school, adopted legislation to revoke a student's driver's license if the student stops attending school and has not reached the age of eighteen (18). Students who have not reached the age of eighteen and stopped attending school may be reported to the Department of Transportation as dropouts.

UNEXCUSED TARDIES

All unexcused tardies need to be recorded in PowerSchool. Disciplinary procedures will be followed in regards to unexcused tardies. If a student is excused, they need to have a pass from the office and the office will need to change their attendance status from absent to excused tardy.

Communication

PARENT COMMUNICATION

Primary communication will be through PowerSchool, Google Classroom, Email, Social Media and personal calls home. We try to keep parents informed of upcoming events or changes in routine by means of notes and the Cub News. Parents need to remind their child(ren) to notify them of notes or papers from school for parents. Parents are responsible for knowing the contents of the notes, papers, and other school communications sent home.

The Cub News is distributed each Friday to the youngest student in grades PK-4th grade. Fifth through eighth grade students will be responsible for picking up a copy of the Cub News on each Friday afternoon. Youth organizations are welcome to submit information about meeting times in the Cub News. Information is needed by Tuesday, noon of each week. To submit information please call the elementary office at 647-2440, or send the information in written form.

Classroom teachers are expected to communicate regularly throughout the school year with parents. Please watch for such classroom communications.

SCHOOL CLOSINGS

When weather or emergency conditions make it necessary to cancel school for the day or to postpone the starting time, notice will be given over the following sources.

1. PowerSchool - email, call, text
2. School Facebook page

Please refrain from calling the superintendent or principal in reference to the possibility of school closings. Every effort will be made to have such announcements on the above mentioned stations between by 6:00A.M. The missed days of school may have to be made up at a later date.

Preschool

If there is a late start there will be no a.m. classes. If school is dismissed early there will be no p.m. classes.

PARENT TEACHER CONFERENCES

Parent conferences are scheduled for Preschool - 12th grade parents at the end of the first quarter and third quarter. Teachers and parents are encouraged to request additional conferences at any time during the year when there are questions or concerns about your child's progress in school.

In addition to conferences, parents receive progress reports four times a year at nine-week intervals. These reports are marked according to each child's Standards Based Report. We also encourage parents to check student progress on PowerSchool where applicable.

PERSONS COMING FOR STUDENTS

Parents who are coming to pick up a student must sign that student out at the office or phone giving permission for the child to be picked up. We require that the school be notified if anyone other than the parent(s) or legal guardian(s) is coming for a child during school hours. Students will not be released to anyone for whom the school does not have written permission from the parent / guardian. Permission must be given to the office for each time a student will be leaving the building other than at regular dismissal time(s). Parents coming to pick up students for appointments are asked to wait outside the main commons entrance.

Parents should impress upon their children the need for caution in offers of help, rides, etc. coming from strangers. To avoid interrupting classes all persons and others coming for a child during school hours need to check in at the student appropriate attendance center office.

SCHOOL VISITATIONS

In the best interest of children, we ask that you call the elementary or secondary office prior to you visiting your child in the classroom. Prior approval from the administration is required.

For the safety of the children, it is required that all visitors enter the facility through the Commons entrance and sign in at the elementary office when they arrive and leave the building. Visitors will be given a visitors tag. Visitors/parents should exit through the commons doors.

Parents and adults wishing to eat lunch with their child may eat the designated school lunch or bring an appropriate sack lunch. Food from outside vendors may not be brought for lunch. Teachers need to be notified of your plans. Due to Federal regulations, we are no longer permitted to allow parents to charge their meal to their child's account. Please bring the appropriate amount of cash to pay for your meal.

STUDENT RELEASE DURING SCHOOL HOURS

Students will be allowed to leave the school district facilities during school hours only with prior authorization from their parents, unless the parent appears personally at the student's attendance center to arrange for the release of the student during school hours or with the permission of the principal.

Approved reasons for release of a student during the school day shall include, but not be limited to, illness, family emergencies, medical appointments, religious instruction, classes outside the student's attendance center, employment for which the student has been issued a work permit and other reasons determined appropriate by the principal. Students must sign out at the office before leaving the building.

District Policies & Notices

ANTI-BULLYING/HARASSMENT POLICY

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

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment in the school district.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's website

And a copy shall be made to any person at the central administrative office at 501 Weare Street, Woodbine, Iowa, 51579.

Legal References: 20 U.S.C. 1221-12341 (2004)
 29 U.S.C. 794 (1994)
 42 U.S.C. 2000d-2000d-7 (2004)
 42 U.S.C. 12001 et. Seq. (2004)
 Senate File 61, 1st Regular Session, 82nd General Assembly, (2007)
 Iowa Code 216.9; 280.3 (2007)
 281 I.A.C. 12.3 (6)
 Morse v. Frederick, 127 S.Ct.2618 (2007)

Cross References: 502 Student Rights and Responsibilities
 503 Student Discipline
 506 Student Records

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable,

electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, paper service, cell phones, electronic text messaging or similar technologies.

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

- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, property, etc. ;
- Demeaning jokes, stories, or activities directed at the student; and/or;
- Unreasonable interference with a student's performance.

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

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

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

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or,
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

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

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

ASBESTOS NOTIFICATION

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for the schools. The school district facilities have been inspected by a certified asbestos inspector as required by AHERA. The inspector located, sampled and determined the condition and hazard potential of all material in the school facilities suspected of containing asbestos. The inspection and laboratory analysis records form the basis of the asbestos management plan.

A certified management planner has developed an asbestos management plan for the school district facilities which includes: notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos containing materials, and plans for regular surveillance of the materials. A copy of the management plan is available for inspection in the office.

CIVIL RIGHTS GRIEVANCE PROCEDURE

1. A grievance shall mean only a complaint that there has been an alleged violation, misinterpretation, or misapplication of a specific provision of a policy.
2. Said grievance must be filed within fifteen (15) school days of the occurrence of the alleged violation, misinterpretation, or misapplication.
3. The grievance officer shall hold a hearing on the grievance within fifteen (15) days of receipt of the grievance and issue a report within five (5) days.
4. In the event a grievance has not been satisfactorily resolved at Level 1, the grievant has five (5) days to file an appeal.
5. The appeal officer shall hold a hearing on the appeal request within fifteen (15) days of receipt of appeal request, and issue a report within five (5) days.
6. In the event a grievance has not been satisfactorily resolved at Level II, the grievant has five (5) days to file a request for hearing before the school board.
7. The school board shall hold a hearing within fifteen (15) days, and issue a final decision within five (5) days. The decision by the school board shall be final.

OPEN ENROLLMENT

Parents who wish to transfer their child out of the district under open enrollment may pick up appropriate forms in the office of the superintendent.

CHILD CUSTODY

In most cases, when parents are divorced, both mom and dad continue to have equal rights where their children are concerned. If you have a court order that limits the rights of one parent in matters such as custody or visitation, please bring a copy to the office. Unless your notarized copy of the court order is on file with us, we must provide equal rights to both parents. If you want/need a separate conference you will need to call the elementary office to arrange a conference time.

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Woodbine Community School District not to discriminate on the basis of race, color, age (for employment), national origin, religion, sex, sexual orientation, disability, creed, marital status (for programs), gender identity, socio-economic status (for programs), physical attributes, physical or mental ability, ancestry, political party preference, political belief, familial status, and genetic information in admission or access to, or treatment in, its programs, activities, or in its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District's Equity Coordinator, Justin Wagner at 501 Weare St, Woodbine, Iowa, 51579, 712-647-2411, jwagner@woodbine.k12.ia.us.

Any person having inquiries concerning the school district's compliance with state and federal laws and regulations concerning discrimination is directed to contact:

Superintendent of Schools
501 Weare Street
jwagner@woodbine.k12.ia.us Woodbine, Iowa 51579
712-647-2411

This individual has been designated by the school district to coordinate the school district's efforts to comply with all state and federal laws and regulations concerning discrimination.

Inquiries may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114, (816)268-0550, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA 50319-0146, (515)281-5294.

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION

The Woodbine Community School District shall provide equal opportunity to all employees and applicants for employment in accordance with all applicable Equal Employment Opportunity and Affirmative Action laws, directives, and regulations of Federal, State, and local bodies and agencies. This obligation to affirmatively implement equal employment opportunity to all employees and applicants for employment includes hiring, placement, up-grading, transfer or demotion, recruitment, advertising or solicitation for employment, treatment during employment, rates of pay, or other forms of pay or other forms of compensation, and layoff or termination. Individuals who file an application with the school district will be given consideration for employment if they meet or exceed the qualifications set by the Board, administration, and the State Department of Education for the class or position for which they apply. In employing school district personnel, the Board shall consider the qualifications, credentials, and records of the applicants without regard to race, color, creed, sex, marital status, national origin, religion, age or disability. In keeping with the law, the Board shall consider the veteran status of applicants.

EVERY STUDENT SUCCEEDS ACT

Parents'/Guardians' Rights Notification:

Parents/Guardians in the Woodbine Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child's teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title 1 program or if your school operates a school wide Title 1 program. Parents/Guardians may request this information from the Office of the Superintendent by calling 647-2411 or sending a letter of request to Office of Superintendent, 501 Weare St., Woodbine, IA 51579.

The Woodbine 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.

HOMELESS CHILD(REN)

This is the definition for homeless children. If you know of any in our district please inform them to come to the school. The education subtitle of the McKinney-Vento Homeless Assistance Act states the following [42 U.S.C §1143a(2)]: The term "homeless children and youths:- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and (B) include—(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement; (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodations for human beings (within the meaning of section 11302 (a)(2)(C)[1] of this title); (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii)

LEGAL INFORMATION

Smoking of use of tobacco products

State law and the local Board of Education prohibit students smoking in school buildings, on school grounds, or at any school sponsored activity (home or away). Smoking, chewing, or possession of tobacco, e-cigarettes, vape

materials or look alike is prohibited. Students bringing tobacco to school, seen smoking or using tobacco on school property or at school activities, will be disciplined.

Alcohol/drugs (controlled substances)

Any student found in possession of, or under the influence of, alcoholic beverages, or unauthorized drugs on school property, will be disciplined.

Weapon control

School district facilities are not an appropriate place for weapons or dangerous objects. Weapons and other dangerous objects shall be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of students found to possess a weapon or dangerous object on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to law enforcement officials, and the student will be subject to disciplinary action which may include suspension or expulsion.

Sexual abuse and harassment of students by employees

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. The school district has designated Scott Breyfogle, 5-12 principal, at 647-2227 as its Level I investigator. Mr. Breyfogle may also be contacted in person.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. According to Iowa law, there are times when the use of physical forces may be 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-infliction of harm.

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

Desk and locker inspection

Desks and lockers provided for temporary use by students remain at all times the property of the school district and are subject to the rules of the district, periodic inspection for cleanliness, missing school property, evidence of vandalism, and special searches for contraband materials may be made.

Students and parents are advised that locker inspections without prior notice may be conducted periodically throughout the school year. **A drug-sniffing dog provided by the police may be used in unannounced walk throughs and locker searches.** Your child should not leave articles of value in lockers or desks. There are school locks that can be checked out from the office. Gym Lockers must be locked, if you do not lock your locker, there is little the school can do to recover items. The school is not responsible for lost items. Students in grades PreK-4 are not permitted to have locks on lockers.

Physical restraint of students

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use “reasonable and necessary force, not designed or intended to cause pain” to do certain things, such as prevent harm to persons or property.

Complaint procedure

Complaints of any person, agency, or organizations shall be resolved by the following procedures:

Step One – The complainant shall request a meeting with the school employee directly involved to resolve the matter informally.

Step Two – If, as a result of the informal discussion in Step One, the complaint still exists, the complainant may request a meeting with the Principal within five (5) calendar days following the informal hearing in Step One. The Principal shall make a decision to the complainant within two (2) calendar days following receipt.

Step Three – In the event a complaint has not been satisfactorily resolved at the Second Step, the complainant shall, within five (5) calendar days of the Principals’ decision, request a meeting with the Superintendent. Within two (2) calendar days following the meeting with the Superintendent, the Superintendent shall make a decision on the complaint and communicate such decision to the complainant.

Step Four – If the complaint is not resolved satisfactorily at Step Three, the matter may be submitted to the Board of Education at its next regular scheduled meeting. The complaint must be submitted in writing to the Superintendent at least twenty-four (24) hours prior to the Board meeting. The Board will communicate its decision in writing to the complainant within thirty-five (35) days following the Board meeting.

Appeal – Any person, agency or organization that filed a complaint with the Board of Education may appeal the school district’s final resolution to the Iowa Department of Education. A request for appeal must be made in writing within thirty (30) days of the issuance of the school district’s resolution, and must specify the parts of the school district’s final resolution with which the appellant disagrees. The appellant must also specify any allegations in the complaint that the school districts final resolution failed to address

Please see the Iowa Department of Education required link referencing public complaints below:
<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>

NOTICE OF NONDISCRIMINATION: Section 504

Students, parents, employees and others doing business with or performing services for the Woodbine Community School District are hereby notified that this school district does not discriminate on the basis of race, color, national origin, sex, marital status or disability in admission or access to, or treatment in, its program and activities. Any person having inquiries concerning the school district’s compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), Section 504 or Iowa Code 280.3 is directed to contact:

Justin Wagner, Superintendent, Woodbine Community Schools, (712) 647-2227 has been designated by the school district to coordinate the school district’s efforts to comply with the regulations implementing Title VI, Title VII, Title IX, and the ADA, 504 and Iowa Code 280.3.

PARENT – TEACHER COOPERATION

Occasionally when there has been a misunderstanding at school, the student will tell a slightly different version to his parents. This practice seems to be quite normal; however, unless parents and teachers are aware of this and have confidence in each other, complications (detrimental to the welfare of the student) can result. Both parents and teachers should keep the communication channels open to make sure misunderstandings are avoided. By working together, we have a better chance of helping your child. Teachers utilize PowerSchool to contact parents via email or phone call. Parents are encouraged to email teachers for any inquiries.

Teachers employ multiple means of communicating with parents including: email, calls, Class Dojo, SeeSaw, and newsletters. Check with your child’s teacher to learn which form(s) of communication they use, then check communication frequently.

PARENTS’/GUARDIANS’ RIGHTS NOTIFICATION

Parents/Guardians in the Woodbine Community School District have the right to learn about the following qualifications of their child’s teacher: state licensure requirements for the grade level and content areas taught, the current licensing status of your child’s teacher, and baccalaureate/graduate certificate/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 school-wide Title I program.

Parents/Guardians may request this information from the Office of the Superintendent by calling 712-647-2411 or by sending a letter of request to:

Office of Superintendent
501 Weare Street
Woodbine, IA 51579

TITLE 9 STATEMENT

(Public Notice)

Woodbine Community School, in accordance with Section 504, prohibits discrimination against students and staff members.

All individuals who are disabled under the Individuals with Disabilities Education Act (IDEA) are also considered to be handicapped and therefore protected, under Section 504. However, all individuals who have been determined to be handicapped under Section 504 may not be disabled under IDEA. These children require a response from the regular education staff and curriculum.

If our district has reason to believe that, because of a handicap defined under Section 504, a student needs either special accommodations or related service in the regular setting in order to participate in the school program, the district must evaluate the student; if the student is determined to be handicapped under Section 504, the district must develop and implement a plan for the delivery of all needed services.

Again, these steps must be taken even though the student is not covered by the IDEA special education provisions and procedures. See Secondary Principal, 504 Officer, phone number (712) 647-2227.

Health and Safety

BICYCLE SAFETY

The school will teach safety habits and encourage and enforce safety regulations. The school will encourage children to respect each other’s bikes; however, the school cannot be responsible for stolen or “borrowed” bicycles.

Your child may ride his/her bike to school. It is to be parked upon their arrival and is not to be ridden around the school grounds or adjoining streets immediately before, during, or after school. K-4 students are to park their bikes in the bike racks on the east side of the elementary. 5th and 6th grade students are to use the bike racks by the north entrance of the high school. All bikes need to be in the bike racks.

DRIVING AND PARKING VEHICLES-STUDENTS

All students who drive cars, motorcycles, or any other motorized vehicles to school must park them in a manner as not to disrupt driveways around the school building. The area from the commons entrance to 5th street is reserved for teachers and staff. When you come to school in the morning, leave it parked until school is out for the day at 3:30. The only exception to this rule would be students who are not here all 8 hours of the day, students taking classes at other schools or colleges. Any student reported to have parked his/her vehicle at some other location in town and to be driving around during the noon hour will be subject to school penalty.

This ruling applies to both town and country students alike. The parking space is limited, and town students are especially encouraged to leave their vehicles at home.

PARKING

When picking up children near dismissal time, please watch for handicap and loading zones. Cars should not be driven through the playground area. There are **NO THRU TRAFFIC** signs posted on the gates on Normal and Weare Streets. Parking is allowed on the playground for evening activities when the gates are opened.

PEDESTRIAN SAFETY

Parents should encourage children to follow and abide by all safety rules established for pedestrians. School personnel will in turn supplement this instruction in safety. Crosswalks are painted at the following intersections; the corners of 5th and Weare, 6th and Weare, and 7th and Weare. On Normal St. crosswalks are at the corners of 5th, 6th, and 7th streets. On Lincolnway at 4th and 5th Streets. Please discuss this added safety precaution with your students. It is advised that you teach your child a safe, direct route to and from school.

BUS SAFETY

General Guidelines and Privileges

Riding the school bus is a privilege, not a right. It should be treated as such. As with any school function or activity, students are expected to behave appropriately. Students riding the school bus are under the authority of the bus drivers.

Students who ride the bus to school but will not be riding it home on a particular day, must send a note to the teacher indicating the student's plans.

Students who do not normally ride a particular school bus must obtain a pass at the secretary's office on each day they wish to ride. A note or phone call to the office from a parent is required.

A student's eligibility to ride the school bus may be suspended or revoked for a violation of school bus safety or conduct policies, or for violation of any law or policy governing student conduct on a school bus. Revocation of a student's bus riding privileges is not considered an exclusion, expulsion, or suspension from school.

Parents of transported students will be held responsible for their children until such times as the student boards the school bus in the morning and after the child leaves the bus at the end of the school day. Parents also share responsibility with the child for his/her conduct while on the school bus and while in school bus loading and unloading areas.

Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus will have their riding privileges suspended or revoked. The parent/guardian of a student suspended from transportation is responsible for ensuring that the student travels safely to and from school.

Students not riding a bus should communicate this to their bus driver or call the bus barn (phone number—647-2325) before 7:00 A.M.

Student Bus Responsibilities

1. Obey the bus driver at all times. Do not distract the driver.
2. Students shall be waiting for the bus when it arrives.
3. Keep head, arms, body and feet inside the windows. The student should keep all objects to her/himself.
4. Students shall remain seated at all times. NO STANDING or sitting on backs of the seats. The bus driver will assign seats as needed.

5. Use appropriate language. Talk in normal tones. When crossing railroad tracks, all conversation **must stop** until the bus has crossed the tracks.
6. Keep the bus clean by placing trash in appropriate containers. Report any damage to the driver.
7. Eating or drinking on the bus is up to the discretion of the driver.
8. Be courteous to your driver, fellow students, and others.
9. Any/all unacceptable behavior is subject to disciplinary action.

Danger Zone

Students who must cross the road, must wait for the signal from the bus driver and must walk 10 feet out from the bumper of the school bus. This places them outside the danger zone surrounding the school bus. Students must always remain where the driver can see them and go directly into their driveway. (DO NOT pick up the mail until after the bus has departed.)

Bus Consequences

Repetitive problems or problems of a more serious nature may be handled by the Principal or Superintendent immediately without going through the first three steps, depending upon the severity of the child's misbehavior.

First offense: Inform the student of the rule they have broken and record their name and the date of the offense.

Second offense: The student will be assigned a seat and the bus driver will document in the daily report.

Third offense: A Bus Conduct Form will be filed with the Transportation Office. The student will visit with the appropriate principal. The parents will be notified. The principal will decide upon any disciplinary action. The student may be suspended from riding the bus for one to three days.

Fourth offense: A Bus Conduct Form will be filed. The student will visit the principal. The parents will be notified. The student will be suspended from riding the bus for a determined period of time. The parents, student, principal, transportation director, and bus driver will meet with the superintendent.

EXTRA-CURRICULAR ACTIVITIES BUS SERVICE:

Sponsors assigned to supervise extra-curricular bus trips are responsible for the supervision of students. Bus drivers shall be responsible for supervision when sponsors are not present on the bus.

The use of school buses shall be restricted to transporting pupils to and from school and from extra-curricular activities sponsored by the school when such extra-curricular activities are under the direction of a qualified member of the faculty.

All pupils must return to Woodbine under the direct supervision of the sponsor and in the vehicle prescribed by the administration to the activity.

Exception- Parents may request that pupils participating in an extra-curricular activity return with them (parents) or another adult (21 years of age or older) and permission may be granted. The parents **MUST** make such a request in writing to the activity sponsor.

NO WOODBINE SCHOOL BUS SHALL STOP ON THE HIGHWAY TO PICK UP OR DISCHARGE PUPILS WHEN TRAVELING TO AND FROM EXTRA-CURRICULAR ACTIVITIES.

EMERGENCY DISMISSAL

Students who find it necessary to leave the school during the school day because of illness, injury, medical appointments, or some other emergency **MUST REPORT TO THE OFFICE, RECEIVE PERMISSION TO LEAVE, AND SIGN OUT.** Before any student is allowed to leave school because of an emergency during the

school day, the **STUDENT MUST RECEIVE PARENTAL PERMISSION**. Students who fail to check out through the office will be considered truant.

EMERGENCY DRILLS

1. Fire- State law requires that fire drills be held 2 times each semester. Procedures to be followed in the event of fire are posted in a prominent place in every classroom.
2. Disaster- Disaster drills are held at regular intervals. If there is evidence of a tornado, the teacher will be notified that a watch is in effect.
3. Students are expected to remain quiet and orderly during a drill or an emergency. Students who pull the fire alarm or call in false alarms, in addition to being disciplined under the school district's policies, rules and regulations, may be reported to law enforcement officials.
4. WCSD will have annual emergency drills encompassing but not limited to active shooter, lockdown and lock out scenarios.

MEDICAL INFORMATION

Immunizations/Dental Screenings

Prior to starting school or when transferring into the school district, students must present an approved Iowa Department of Public Health immunization certificate signed by a health care provider stating that the student has received the immunizations required by law. Students without the proper certificate are not allowed to attend school until they receive the immunizations or the student makes arrangements with the principal. Only for specific medical or religious purposes are students exempted from the immunization requirements.

Kindergarten students are required to have a physical, lead test and dental check up. Forms for dental screening are available at the elementary/nurses office. Documentation of physical and lead test must be presented at the beginning of the school year. Any new out of state students must have a dental screening.

Student illness of injury at school

Children displaying symptoms of an illness should be kept home. Should the child become ill or is injured at school must notify his/her teacher or another employee as soon as possible. In case of serious illness or injury, the school shall attempt to notify the parent(s) according to the information on the emergency form. If the student is too ill to remain in school, the student will be released to the student's parent(s) or, with parental permission, to another person directed by the parent(s).

While the school district is not responsible for treating medical emergencies, employees may administer emergency or minor first aid if possible. The school will contact emergency medical personnel, if necessary, and attempt to notify the parents where the student has been transported for treatment.

Communicable and Infectious Diseases

Pre-screening by parents of their student(s) prior to sending them to school is required. If their student is showing signs of being sick or ill, parents should keep their student home and consult with their family physician. Students who have an infectious or communicable disease are allowed to attend school as long as they are able to do so and their presence does not pose an unreasonable risk of harm to themselves or does not create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class or participate in school activities without their personal physician's approval. Infectious or communicable diseases include, but are not limited to, mumps, measles, and chicken pox.

Medication at school

The Woodbine School policy regarding the administration of medication during school hours will be followed strictly. Please read the following directives and follow closely when sending medication to school with your child.

All medication brought to school must be brought immediately to the nurse's office, and only the nurse or authorized personnel will administer the medication including any over-the-counter drugs. All medication is held in a locked cabinet. In order for the nurse to administer medication a written permit from the parent is

required. This is school policy. All prescription medications will be brought to school in its original container provided and labeled by the dispensing pharmacist. Non-prescription medication will be dispensed from its original container. The labeling for over the counter medications should include:

- a. Name of pupil
- b. Directions for use

When possible the nurse will keep the amount of medication needed at school and return the rest to the parent

Hawk-I insurance program of children

Parents can apply for low or no cost insurance for their children through the state's Healthy and Well Kids in Iowa (HAWK-I) program. Children birth to 19, who meet certain criteria, are eligible. The coverage includes doctor's visits, hearing services, dental care, prescription, immunizations, physical therapy, vision care, speech therapy and hospital services to name a few. Parents are urged to call 1-800-257-8563 (toll-free) or go to the web site at <http://www.hawk-i.org/> for more information.

THREATS OF VIOLENCE

All threats of violence, whether oral, written, or symbolic, against students, staff, or to school facilities are prohibited. All such threats will be promptly investigated. Law enforcement may be contacted. Threats issued and delivered away from school or school activities may be grounds for disciplinary action if the threat impacts the orderly and efficient operation of the school.

Students engaging in threatening behavior will face disciplinary consequences up to and including expulsion.

The following factors will be considered in determining the extent to which a student will be disciplined for threatening or terroristic behavior:

- The background of the student, including any history of violence or prior threatening behavior;
- The student's access to weapons of any kind; the circumstances surrounding the threat; the age of the student;
- The mental and emotional maturity of the student;
- Cooperation of the student and his or her parent(s) or guardian(s) in the investigation;
- The existence of the student's juvenile or criminal history;
- The degree of legitimate alarm or concern in the school community created by the threat;
- And any other relevant information from any credible source.

Nutrition Services

LUNCH, BREAKFAST, AND MILK PROGRAM

Breakfast is served daily from 7:50A.M. until 8:05. This program is optional. The cost per student is \$1.30 per day. The free and reduced price lunch program applies to the breakfast program.

A hot lunch program is available to every student in school. The cost for Preschool – 12th grade students is \$2.55 daily. A serving of milk is included with each hot lunch. Money may be put in your child's lunch account as needed.

Students have use of a family meal account. When the balance reaches \$0.00 a student may charge no more than \$25.00 to this account. When an account reaches this limit, a student shall not be allowed to charge further meals or a la carte items until the negative account balance is paid. Families may add money to student accounts by paying at the school office in cash, money order or personal check.

Students who qualify for free meals shall never be denied a reimbursable meal, even if they have accrued a negative balance from previous purchases. Students with outstanding meal charge debt shall be allowed to purchase a meal if the student pays for the meal when it is received. Due to privacy issues and concerns, an alternative meal will not be served and parents with a negative family meal account shall provide a suitable meal for their child(ren).

Note: Students who have free/reduced pricing ONLY receive this pricing for the first meal charged. Any additional meals or a la carte items are at the regular student cost and require money to be in the account for these charges to occur.

Negative Account Balances

The school district will make reasonable efforts to notify families when meal account balances are low. Additionally, the school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. The school district will coordinate communications with families to resolve the matter of unpaid charges. Families will be notified of an outstanding negative balance once the negative balance reaches \$10.00. Families will be notified by letters sent home, phone or emails through the PowerSchool system. Negative balances of more than \$25.00, not paid prior to the end of the month will be turned over to the superintendent or superintendent's designee for collection. Options may include: collection agencies, small claims court, or any other legal method permitted by law. Should the option of Small Claims Court be pursued all court costs will be assessed to the lunch account.

Zero Balances

All student accounts must be at a Zero or Positive balance at the beginning of the school year. If there is no money or a negative balance, until the debt is paid off, the students will need to bring lunch from home. Applications for the free and reduced priced lunch program are available from the main office. You are encouraged to apply if you fall within the federal guidelines for this program. The guidelines accompany the application. The information furnished on the application is strictly confidential. A new application must be filled out at the beginning of each school year.

Children may bring a cold lunch for the noon meal. Milk is available at a cost of \$.50 per serving for those children that want milk with their noon meal. Kindergarten milk is .50 a day for afternoon snacks. Pop is strictly prohibited. Do not send pop in any container for a child's lunch.

Open Campus

What is Open Campus?

Woodbine students in **11th & 12th grade** are allowed to leave campus when they do not have a scheduled class or another assigned school obligation. This would include lunchtime and study halls. Open campus is a privilege, not a right, that can be revoked at any time. Permission slips will be available in the front office.

Who has access to Open Campus privileges?

Woodbine students in 11th & 12th grade in good standing both academically and behaviorally have open campus privileges. A signed parent permission form **must also** be on file at the front reception desk. It should be noted that students can have their privileges revoked at any time.

What is the process for leaving campus for students who are eligible?

1. A signed waiver form must be completed by a parent or guardian (not the student) and turned into the front reception desk.

2. The student must sign out at the front reception desk and leave through the commons door. The commons door must be used when signing back in as well.
3. Any attendance or tardy issues will be dealt with under Woodbine's Attendance Policy and open campus privileges will be revoked.

How does a student lose the privilege to leave the campus during an open period or lunch?

Students may lose open campus privileges because of disciplinary, attendance, or academic infractions at the discretion of the administration. Noted infractions include but are not limited to the following:

- Not leaving or signing out or back in through the Front (Commons) Door
- Leaving with active or unresolved Disciplinary Issues
- Leaving while academically ineligible (determined at the end of the semester)
- Leaving without a Signed Waiver on file

What happens if a student does not get back to campus on time and is late for a class or skips a class entirely?

It is considered an unexcused tardy or unexcused absence. Students are responsible for missed work and course credit may be in jeopardy. In addition, open campus privileges will be revoked for the period of one week.

When a student has an open period and does not have an assigned class, where can he/she go to remain on campus?

Students can utilize the library or commons area outside of lunch time. Students will not be allowed in academic areas or hallways unless they are working with a teacher.

What are some other considerations of Open Campus?

Woodbine students are a representation of the school as a whole. Revocation of open campus privileges will also occur if the student behaves in a way off campus that displays detrimental behavior of the school community. If any criminal activity occurs while off-campus, Woodbine administration will work with local authorities to prosecute the students accordingly. School discipline will occur accordingly.

Are there any special circumstances that students that aren't in 11th or 12th grade can leave?

Woodbine will remain a closed campus for all students that do not qualify for Open Campus. Parental permission is required for special leave circumstances such as doctor appointments, family related situations. Parents must notify the front desk of these situations so we can have on record of these special circumstances.

**Woodbine still needs students to sign out if they are leaving for the day for accountability purposes.*

Leaving the School Grounds

In general, once a student arrives at school, under no circumstances is the student to leave the school grounds to go home or any other place without proper notification and permission from both parents and school officials. The principal or designee must approve all requests to leave the school grounds. Students who have Open Campus privileges must still sign out in the office.

Student Discipline

STUDENT BEHAVIOR GUIDING PRINCIPLES

Woodbine CSD is a PBIS school district. “PBIS is an evidence-based, tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.” **All Woodbine staff members** are trained in **Tier 1, 2, and 3 practices**. Specified staff will receive CPI Nonviolent Crisis Intervention training to address **Tier 2 and Tier 3** behaviors. This coupled with the WCSD’s focus on the CASEL endorsed and research based curriculums of Positive Action (PK-4) and the Seven Habits of Highly Effective People (5-12) through the Leader In Me curriculum, allows for proactive, therapeutic and professional responses to students' behaviors and interventions. Below are the behavior principles the WCSD board and staff subscribe to:

1. We believe the classroom and students should be free of physical disruptions and violence.
2. We recognize there are feelings behind every behavior.
3. We will provide students who are triggered the opportunity to safely de-escalate including but not limited to removing themselves from an escalated situation.
4. If attempts to de-escalate a student in crisis are unsuccessful, physical restraint may be used if a student is appearing to be a harm to themselves or others. If physical restraint is required, this will only occur by someone who has been trained in CPI Nonviolent Crisis Intervention.
5. Parent contact will be made by school officials in the event of a behavior incident.
6. We believe the parent/school relationship is important and the use of common strategies and interventions will maximize student success.

STUDENT/TEACHER ASSISTANCE TEAM (STAT)

The school district, in its educational program, has a process to assist students experiencing behavior and learning difficulties. The S.T.A.T. (Student/Teacher 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 their students' appropriate attendance center principal at 647-2440 (Elementary) and 647-2227 (Secondary). The STAT team will monitor and guide students behaviors and develop behavior success plans as applicable.

TIER 1: MILD BEHAVIORS

“Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.” (www.pbis.org)

In the Woodbine Community School District, Tier 1 components include:

- School-wide expectations of Show Respect, Be Responsible, and Be Safe for all students in PK-12.
- Explicit teaching of the expectations in each area of the school multiple times throughout the year.
- A decision-making matrix of what to do both in the classroom and in the office when students do not meet these expectations.
- Professional development for staff on how to use proactive and positive language to prevent behaviors and reteach expectations when necessary.
- An acknowledgment system of paw prints staff can use to recognize students who are meeting expectations. Students can submit the carbon copies of these to their respective office for a prize drawing every Friday.

TIER 2: MODERATE BEHAVIORS

Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before

they start. At Tier 2, school personnel need effective professional learning which is research-based, consistent, ongoing, convenient, relevant, and differentiated. Access to training, practice, feedback, and coaching are also important.

TIER 3: SEVERE BEHAVIORS

At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. This includes any student who has been identified in need of additional support beyond Tier 2.

BEHAVIOR GUIDANCE FORM

How are student behaviors categorized?	Tier 1- Mild Behaviors <i>How do you know they are mild behaviors?</i> <ul style="list-style-type: none"> → Student needs support/redirection in following the classroom expectations. → Student may have lagging skills in the area of behavior and may require additional teaching. → Student behavior is impacting their learning, but not the learning of others. 	Tier 2- Moderate Behaviors <i>How do you know they are moderate behaviors?</i> <ul style="list-style-type: none"> → Student behaviors have escalated and are causing disruption in class. → Student is not responding to common redirections and refuses to comply with basic directions. → Student begins to pace or walk away when given directions. → Student begins to challenge the adult verbally. → Student behavior is impacting their learning, and the learning of others. 	Tier 3- Severe Behaviors <i>How do you know they are severe behaviors?</i> <ul style="list-style-type: none"> → The student is unable to be in class due to safety, extreme disruption or high emotionality. → Behaviors determined to be illegal or deemed dangerous by school officials. → The behavior is a pattern, with each behavior escalating (not staying stagnant).
What strategies or interventions are used for student behaviors?	Teacher Responses <ul style="list-style-type: none"> → Provide short, simple and clear directions and responses to behavior → Model expected behavior → Proximity → Down play any challenging statements → Stick to the topic → Quiet discussion with student → Planned ignoring → Praise the appropriate behavior in others → Refer to Woodbine’s Discipline Clarity Matrix to Apply Consequences. → Provide choice → Optional parent contact via phone or email 	Teacher Responses <ul style="list-style-type: none"> → Provide & set limits → Give safe and respectful choices → Offer safe options to leave the classroom or area → Conference with student paired with clear expectations → Contact School Based Interventionist and/or next adult in PACE plan → Refer to Woodbine’s Discipline Clarity Matrix to Apply Consequences → Parent contact by classroom teacher via phone → Tiger Room → Notification to the SBI immediately if the student is leaving the classroom. → See personalized behavior 	Teacher Responses <ul style="list-style-type: none"> → Direct student to leave the area and/or physical restrain them if they are appearing to be a harm to themselves or others → Ensure safety of student and students around the event → Allow student to vent → Contact School Based Interventionist and/or next adult in PACE Plan → Take any/all threats seriously → Once student de-escalates, create therapeutic rapport → Parent contact by the primary adult managing the situation. → Tiger Room → Notification to the SBI immediately if the student is

		<p>success plan</p>	<p>leaving the classroom</p> <p>Admin Responses</p> <ul style="list-style-type: none"> → Ensure all students and staff are safe → Support primary adult managing the situation through establishing Therapeutic Rapport → Document incident → In/Out of school suspension or expulsion as applicable according to board policy. → Parent Contact → Parent/student meeting after second offense <p>Possible Next Steps . . .</p> <ul style="list-style-type: none"> → Problem Solving or Behavior Plan → Outside referrals
<p>Where could I go for support/clarification?</p>	<p>Our mental health specialists and administration are here to support students and staff with behavior across any tier. Please seek someone out if you need assistance with tips, strategies, plans, consequences or where to go next/what to do with a student.</p>		

Tiger Room(s)

Any student who has exhibited Tier 2 or Tier 3 behaviors and is needing space or assistance throughout the day may go to the Tiger Room. The Tiger Room will be staffed by CPI trained staff prepared to assist students who enter. Students may not leave the classroom without properly communicating to their teacher where and why they are going to the Tiger Room. This room is equipped for students in grades K-6. Students must check in with the SBI, counselor, principal or designee prior to leaving the Tiger Room and returning to their classroom. In addition, the following six questions will be reviewed with students by a CPI trained staff member prior to leaving the Tiger Room.

- 1). Are you ready to talk about why you are here?
- 2). What happened?
- 3). What could you do differently next time?
- 4). What can we do to help you when you feel distressed?
- 5). What is your plan if this happens again?
- 6). Do you agree with the plan that we have just discussed?

Flexible Scheduling

Creating different scheduling options for students who are experiencing unwanted behaviors are welcomed. Programs have been created that will focus on the trauma based, social emotional needs of WCSD students. These programs extend from large group to small group to individual sessions with a licensed therapist. These programs will be scheduled into students' day similar to core classes. An example of flexible scheduling would

be additional recess, Physical Education, Art, Music and/or intervention groups.

Disciplinary Sanctions:

Students unable to follow expectations, policies, or rules will be subject to possible disciplinary sanctions. These sanctions include loss of recess, detentions, placement on probation or behavioral contract, denial from participation in extracurricular activities or privileges, suspension, and expulsion from school or referral to other agencies.

Due Process:

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

A student may be suspended by administration for a commission of serious or repeated misconduct of school rules or when the presence of the student will cause substantial disruption to the educational process.

Administration will conduct an investigation of the charges against a student, giving the student:

1. Oral or written notice of the allegation against the student.
2. The basis in fact of the charges.
3. The opportunity to respond to those charges

General Rules/Violations Summary

This section is intended to provide information on how discipline choices are made by administration or staff. Discipline is administered through the three tiers of behavior. Any Tier 2 or Tier 3 behaviors must be documented as referrals into PowerSchool by the teacher, SBI, or principal which will communicate an incident to parents.

Tier 1: Mild Behaviors

1. Teacher notification to parent based on individual circumstances
2. Rule clarification to parent and students
3. Reprimand and warning to student
4. Possible detention after school, third offense of same behaviors results in suspension and a parent/guardian meeting.
5. Parent conference may be required
6. Involvement of counseling services (after multiple offenses)

Tier 2 : Moderate Behaviors

1. Teacher immediately notifies SBI, Guidance Counselor, and/or Principal
2. SBI Notification of parent
3. Rule clarification to parent and students
4. Parent conference may be required
5. Involvement of counseling services
6. Possible one to ten days of in or out of school suspension, (ISS/OSS) depending on severity and repeated behaviors.

Tier 3: Severe Behaviors : Could be classified as Dangerous or Illegal

1. Notification of parent
2. Rule clarification to parent and students
3. Reprimand and warning to student
4. Parent conference required
5. Involvement of counseling services
6. When applicable, up to ten days of ISS/OSS, or combination of the two.
7. Up to expulsion for the remainder of the semester/school year. Decision made by Superintendent and school board

These “Tiers” may apply to the violation listed below.

Abusive Language/Profanity - Tier 2

Arson- Tier 3

Bomb Threat/False Alarm - Tier 3

Bullying/Harassment - Tier 2

Defiance/Non-Compliance - Tier 1

Disrespect - Tier 1

Disruption - Tier 1

Dress Code Violation - Tier 1

Forgery/Theft/Plagiarism/Cheating/Lying - Tier 2

Inappropriate Language/Profanity - Tier 1

Inappropriate Location - Tier 1

Insubordination/Disrespect- Tier 2

Physical Aggression/Fighting - Tier 2

Property Misuse - Tier 1

Property Damage/Vandalism - Tier 2

Skipping Class/Leaving School Grounds - Tier 2

Tardy - Tier 1

Technology Violation - Tier 1

Theft - Tier 3

Threat of a staff member or student - Tier 3

Threat of School Environment - Tier 3

Truancy - Tier 2

Use/ Possession of Controlled Substance, drug paraphernalia, alcohol, tobacco, electronic cigarettes, lookalikes, imitation controlled substance, use or possession, distribution - Tier 3

Use/Possession of Combustibles - Tier 3

Use/Possession of Weapons/look-alikes/dangerous objects - Tier 3

Discipline Clarity on Each Tier: Possible consequences for each behavior.

☑ Woodbine Tigers - Tier 1: Discipline Clarity

☑ Woodbine Tigers - Tier 2: Discipline Clarity

☑ Woodbine Tigers - Tier 3: Discipline Clarity

TEACHER CLARIFICATION FOR REMOVAL OF A STUDENT

- 1) One of the actions as defined in the discipline clarity chart that a teacher does not feel able to handle internally (teachers have the ability to assign consequences consistent
- 2) Student is sent to Mrs. Bendgen (5th/6th) or Mr. Goebel (7th-12th) to de-escalate and write down their side of the event leading to their removal.
- 3) Teacher sends student to Mr. Breyfogle’s office
 - a) Student loses phone privileges - turns into office
 - b) Teacher makes a call to the office and sends an email to all discipline designees on the PACE plan.
 - c) A return call from the office within 5 minutes
- 4) Student sits and waits until Mr. Breyfogle or designee addresses the student

- a) This may take periods of time depending on Mr. Breyfogle or the PACE plans availability.
(unless situation can be deemed an emergency)
- 5) Due process will be provided to the student along with contacting the legal guardian(s).
- 6) Before a student returns to class, any consequences or after action reports will be communicated to the teacher.

DETENTION RULES

- Detentions will be served after school
- Students will be assigned to a room and will be supervised at all times.
- Chromebooks are only allowed if the detention monitor has access to the students screen to make sure the student is on task with academic work.
- If a student does not follow the expectations of chromebook use, they will lose the privilege.
- Cell phones are not allowed while in detention.
- Students are not allowed to sleep or lay their heads on the desk.
- Students must bring academic work or reading materials to detention.

If a student does not adhere to the above guidelines their detention will not count as being served.

TARDINESS POLICY

Students are expected to be in class on time at the start of the day and during the day. If a student has an unexcused tardy, the following actions will be taken.

1st Offense - Warning - teacher documents with office

2nd Offense - Warning - teacher documents with office

3rd Offense - Parents are notified, teacher documents with office

4th Offense - 30 minute detention, conference with student

5th Offense & beyond - 1 hour detention, conference with student & parent

STUDENT GOOD CONDUCT POLICY-REFERENCE 504.6

Eligibility for Extra Curricular Activities

Participation in school activities is a privilege. A student must be in good standing in the areas of Academics, Attendance, and Behaviors to participate in an extra-curricular activity. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for a lifetime.

Students who participate in extra-curricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school.

Students who wish to have the privilege of participating in the extra-curricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal, immoral, or unhealthy.

Students will be under the jurisdiction of these rules starting the first school day of their 7th grade year and will remain under them during the school year and summer months until they have completed the 8th grade eligibility and the 9th grade eligibility begins. On the first school day of their 9th grade year, the eligibility will start over and continue through their high school career. All previous violations must be completed in full before starting under the new time frame.

Academic Eligibility (also found in Academic section)

- 1) After the first 4 weeks of school, weekly checks will be done by teachers ensuring students are on pace. Any student not on pace will be expected to work on their class from 3:05-3:30 with their Home Room teacher completing accountability checks. Students failing to meet expectations will be ineligible for

extra-curricular activities, clubs, or Tiger Pride. They can become eligible by completing five consecutive accountability checks. [Tiger Learning - Off Pace Accountability Sheet](#)

- 2) Students have until the end of the school year to show at least a beginning level (1) of understanding for each Essential Standard to earn credit for the course.
- 3) If students have completed #1 above by the last day of school, that student will receive a final grade on their transcript.
- 4) Students who have not completed #1 above will receive an incomplete (I) on their transcript, which means they have not yet earned the credit for the course.
- 5) Students with an Incomplete in a course will remain eligible as long as they **earned a minimum of four credits** that semester, and **a plan has been established between teacher and student to complete the course**.
- 6) Students that have less than 4 completed credits for the semester will be ineligible for the 30 days of the next activity they compete in.
- 7) A student with an IEP will remain eligible as long as they are making adequate progress per their IEP goals.
- 8) Meet all other requirements within the [Guidance on Scholarship Rule](#)

Attendance Eligibility

A pre-approved absence is required for any student who is absent on the day of an extra-curricular activity for any part or all of the school day to be eligible to compete in activities. Pre-authorization for absences must be obtained from the principal or designee in advance of the absence. Any student who does not have a pre-approved absence from the principal will not be eligible to participate in extra-curricular activities that day.

The provision of the above regulation shall apply to student participation in all extra-curricular activities of the school (for example: band and vocal groups, dramatics, athletic contest, and others). A student will be ruled ineligible if the student reports for 1st period after 8:10 or upon the start time after their first class he/she is required to be here, unless previous notification was given to the office. All Pre-authorizations must be made before 8:10 the day of, for prior approval. Pass/no pass policy will not affect the local eligibility, unless the student fails, he/she will receive an F and the state ineligibility will take effect.

Morning after competition

Missing the day after past 8:10 or upon the start time after their first class morning after a competition/performance without pre-authorization will be ruled an unexcused absence and will be subject to applicable consequences as per the student conduct code.

Behavior Eligibility

Training Rules & Suspension from Activities

Students will follow the suspension guidelines that follow whenever they are cited for a good conduct violation. Self-admitting and reporting violations are only allowed on first and second offense. Offenses include behavior, drugs, alcohol, and any other law violations minus driving violations.

Student conduct constituting a violation of the above rules during a students' Jr. High or High School career will result in the suspension of playing any game or other public appearance for a period of time and/or a number of competitions/appearances as specified. Students violating the above rules in this section in school, at a school event, or on a school trip will not be eligible for self-reporting and the reduction that goes with it. All suspensions begin immediately upon a decision being rendered by administration.

First offense

In grades 7-8 or 9-12 will result in suspension for the next 3 extra-curricular events on the school calendar. If the student self-reports it will be reduced to the next 2 events if the student involved self-admits and reports the infraction to an administrator (Activities Director, Principal, Superintendent) by 3:30 p.m. the end of the first business day after the incident. Students and Parents will meet with a coaching panel and administration if first offense is reached to develop an assistance plan to decrease there being future violations.

Second offense

In grades 7-8 or 9-12 will result in the next 6 extra-curricular events on the school calendar. If the student self-reports it will be reduced to the next 4 events if the student chooses to self-admit and report violation. The student and Parents will meet with the coaching panel and administration if a second offense is reached to develop an assistance plan to decrease future violations.

Third offense

In grades 7-8 and 9-12 will result in suspension of a minimum of 9 extra-curricular events. The suspension will require a full volunteered season/activity completing all practices, rules, expectations, etc. that the coach/sponsor has for their activity. Third offense has no self-admit or report. Students and parents will meet with a coaching panel and administration if a third offense is reached to develop an assistance plan to decrease there being future violations. The student will be encouraged to seek therapy to address the issues of substance abuse. If further violations occur it will result in repeating third offense suspension and protocol.

**Note: Students are expected to attend all practices and are still allowed to attend extra-curricular games or events with their team. Any events that are missed will not count towards the allotted number of events that the student must sit out. Any events that are missed due to an emergency will be up to the discretion of the High School Principal and activity sponsor or coach if it is to count as one of the events missed.*

Suspensions - School Related Behavior

Tier 2 and above violations can result in a student being suspended from school. In most situations the school will make an effort to have the student serve their suspension at school. Some violations may call for out-of-school suspension and this decision will be made by administration. It is the learners responsibility to make up work or assessments that they may have missed during their removal from the classroom setting.

Administration Action

A. Probation

1. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.

B. In-School Suspension

1. In-school suspension is the temporary isolation of a student from one or more classes while under administrative supervision. In-school suspensions may be imposed by the principal for infractions of school rules which are serious but which do not warrant the necessity of removal from school.
2. The principal shall conduct an investigation of the allegations against the student prior to the imposition of an in-school suspension. The investigation will include but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days. Written notice and reasons for the in-school suspension will be sent to the student's parents.

C. Out-of-School Suspension

1. Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.

2. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:
 - a. Oral or written notice of the allegations against the student and
 - b. The opportunity to respond to those charges.

At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.

3. Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the superintendent. A reasonable effort shall be made to personally notify the student's parents, and such effort shall be documented by the person making or attempting to make the contact. Written notice to the parents shall include the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension.

D. Suspensions and Students Identified as Receiving Special Education Services

In general, students with IEPs are subject to the same code of conduct provisions as students without IEPs. Discipline for students with IEPs may be different than for other students when:

1. An IEP or BIP has provisions for responding to a student's behavior that are different than the code of conduct.
2. A disciplinary action constitutes a change in placement.

The issues surrounding the suspension of students are frequently complex and multiple factors must be considered. More information can be found in the Special Education Procedural Handbook per your request.

Student Discipline: The administrative team may choose to extend the suspension or expel if the situation warrants. The student will be allowed due process.

Student Suspension Guidelines

The building principal or his/her designee may temporarily suspend a student for a period not to exceed ten days by following the procedures outlined:

- Be given oral and/or written notice of the charges
- Be given the opportunity to admit or deny such charges
- Be given an explanation of the evidence against the student if he/she denies the charge
- Be given an opportunity to explain the situation.

Suspension may be either in-school or out-of-school: An in-school suspension is the temporary isolation of a student from one or more classes while under suspension. Out-of-school suspension is the removal of a student from the school environment for short periods of time.

*****NOTE-DURING ANY IN-SCHOOL OR OUT-OF-SCHOOL SUSPENSION, A STUDENT MAY NOT TAKE PART IN OR ATTEND ANY SCHOOL SPONSORED ACTIVITY.**

In-School Suspension Rules

- Students will be assigned to a room and will be supervised at all times.
- Chromebooks are only allowed if the ISS monitor has access to the students screen to make sure the

student is on task with academic work.

- If a student does not follow the expectations of chromebook use, they will lose the privilege and be provided with paper copies of academic work.
- Cell phones are not allowed while in ISS.
- Students are not allowed to sleep or lay their heads on the desk.
- Students must bring academic work or reading materials to ISS.
- Students are not allowed to leave during passing times of other students.
- The ISS monitor will allow one 5-minute break in the morning and afternoon and will go with the student to get their lunch, which will be eaten in the ISS room.

If a student does not adhere to the above guidelines they will be sent to the principal or designee and appropriate action will be taken, not limited to sending the student home.

STUDENT EXPULSION (Code No. 503.2)

Only the Board of Directors may remove a student from the school environment. The removal of a student from the school environment, which includes, but is not limited to, classes and activities, is an expulsion from school.

Students may be expelled for violations of board policy, school rules or the law. It shall be within the discretion of the Board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstance surrounding the offense.

It shall be within the discretion of the superintendent to recommend to the Board the expulsion of a student for disciplinary purposes. Only the Board may take action to expel a student and to readmit the student. The principal shall keep records of expulsions in addition to the board's records.

When a student is recommended for expulsion by the Board, the student shall be provided with:

1. Notice of the reasons for the proposed expulsion;
2. The names of the witnesses and an oral or written report on the facts to which each witness testifies unless the witnesses are students whose name may be released at the discretion of the superintendent.
3. An opportunity to present a defense against the charges and provide either oral testimony or written affidavits of witnesses on the student's behalf;
4. The right to be represented by counsel; and,
5. The results and finding of the Board in writing open to the student's inspection.

In addition to these procedures, a special education student must be provided with additional procedures. A determination should be made of whether the student is actually guilty of the misconduct. A staffing team should determine whether the student's behavior is caused by the student's disability and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.

If the special education student's conduct is not caused by the disability, the student may be expelled or suspended for a long-term period following written notice to the parent and pursuant to the school district's expulsion hearing procedures. If the misconduct is caused by the disability and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

Legal Reference: Goss v. Lopez, 419 U.S. 565 (1975).
 Wood v. Strickland, 420 U.S. 308 (1975).
 Southeast Warren Comm. School District v. Dept of Public Instruction,
 285 N. W2d 173 (Iowa 1979).
 Iowa Code 21.5; 282.3, .4, .5 (1997).
 281 I.A.C. 12.3 (8).

The administration of Woodbine Community School District reserves the right to use their discretion in the application of consequences for inappropriate actions and/or behavior.

Student Expectations

BOOK BAGS AND FOOD

Teachers may or may not allow food in their classrooms. All food outside the commons must be kept in a closed container and all drinks outside the commons must be kept in a clear container. If food is not cleaned up, it will not be allowed outside the commons.

All bags must be kept in your hallway locker or kept in the classroom. Bags are not to be in the hallways, during the school day. If your teacher does not allow you to have them in the classroom, you will have to keep them in the locker.

CARE OF SCHOOL PROPERTY

Take pride in caring for school property. Remember that it belongs to the public and you are part of the public. Students are responsible for the proper care of all supplies and facilities of the school. Students who deface property or do damage to school property or equipment will be required to pay for the damage done or replace the item.

Textbooks, library books, and electronic devices such as chrome books and tablets are purchased by the school. If property is lost or damaged while it is checked out to you, you will be expected to pay for it. There will be no refunds for lost devices or books. Reasonable wear to textbooks is expected as a result of daily use.

CELL PHONES AND ELECTRONIC DEVICES

In most cases, electronic devices must be turned off and out of sight while students are in an academic setting. Electronic devices, including cell phones, may only be used in the classroom with teacher permission at the High School level. There is substantive research that describes the levels of distraction that cell phones can bring to a classroom setting so in most cases students will be asked to power down phones in the classroom. Cell phones may be used during lunch and passing periods for High School (9-12) only. Teachers reserve the right to remove the student from class and/or have the student take it to the office where it will be returned at the end of the day. Repeated misuse of electronic devices occurs, the teacher will keep the device or take it to the office will result in the appropriate Tier level disciplinary response.

Grade Level Device Privileges:

Students 5th-8th grade are to leave electronic devices in their lockers, powered off and in their bags, or not bring them to the school during the academic day, which is 8:10-3:30.

Students 9th-12th grade are allowed to use electronic devices during passing periods, study halls, and lunch.

Any student who violates the cell phone and electronic devices language within this handbook will follow the disciplinary referral process.

CLOTHING IDENTIFICATION

Please mark your child's name in all articles of clothing and on all personal property. Any "lost or found" articles should be reported promptly to the school secretary's office. The school cannot be responsible for any lost articles. We advise students not to wear or carry expensive or valuable items.

DRESS CODE

Woodbine students are expected to show good judgment and present a respectable appearance at all times. Any clothing worn that might be considered distracting or disruptive to the educational process would be against the rules and will be discussed with the student and parents will be notified.

Guidelines:

1. Students shall wear shoes at all times.
2. Students' hair and clothing will be neat and clean.
3. **PROHIBITED ATTIRE:** Gym shorts that have been worn for Physical Education classes being worn for other classes, shorts that are too short (finger-tip length as guideline), cut-off shirts, tank tops with less than 2 1/2 inch straps, white underwear T-shirts, bare-midriff tops, halter tops, revealing attire or exposed underwear (boxer shorts or bras.)
4. No sunglasses, bandannas, sweatbands around head or hats inside the school building during school hours.
5. No apparel that has suggestive or profane language or pictures.
6. Printing, words, or pictures on clothing that advertises or promotes alcohol, drugs, tobacco, vaping, or carries derogatory connotations is prohibited.
7. Students wearing shorts must look appropriate and have an in-seam of at least 4 *inches*. (fingertip length guideline)
8. If any school employee has concerns about your students' dress they will be sent to office and office will decide.
9. If facial coverings are worn they will need to be appropriate and adhere to the guidelines above.

Your dress and appearance should reflect pride in yourself and your school. Students who violate the dress code will be requested to change their clothing in order to meet the provisions of the regulation and be subject to disciplinary actions. We want to continue with Woodbine's fine image that our student body has in this area. Thank you for your cooperation.

GENERAL COURTESY

All PK-12 students are expected to show proper behavior during school hours and at all school functions, whether it is athletic contests, concerts, field trips, etc. Students should not run around and/or disturb those people in attendance that desire to watch or listen to the program. Remember, the district is not required to allow you to attend school plays, assemblies, etc. Attendance is a privilege, not a right.

Common courtesies such as "Thank you, Excuse me," etc. should be expressed by all grade school students whenever the situation arises. It is expected that respect be shown to all school staff and adults. Address these people as Miss, Mrs., or Mr.... no first names, nick names or last names only.

Pupils should limit their requests to use the telephone. Teachers will give permission only if they determine the call is necessary and it will not disrupt classroom activities. All plans for after school need to be made at home prior to the beginning of the school day. Telephone passes will verify the teacher's approval. Cell phones are not to be used in school.

Students can and will be kept after school or during recess for disciplinary reasons, lack of effort, extra help needed, etc.

Pupils should not disturb any other classrooms that are in session, unless their teacher sends them. They can talk to friends or relatives some other time.

LIBRARY

The library is a quiet space where students are able to study, check out books, and quietly work with others. If students are unable to follow expectations set forth by the librarian they will lose the privilege of using this space.

Students should enter and exit the library quietly. Shoving, roughhousing, and other forms of horseplay will not be tolerated. Students are expected to work at the tables whether they are working individually or in a small group. Playing board, card, and video games is allowed if all work has been completed. If a game behind the circulation desk is desired, an adult will need to retrieve it. No students are allowed behind the circulation desk. The white cushioned chairs are for reading books only. Sitting in these chairs while reading on phones, chromebooks, or other electronic devices may be granted on an individual basis.

LUNCH/RECESS (5-12)

Lunch is a time for students to take a break from their academics. Students will be assigned tables at the beginning of the year to help accommodate space when multiple grade levels are using the lunchroom. Students are expected to be respectful while waiting for their food and are to remain seated at their designated table unless a staff member is available to take them outside following lunch. The following expectations shall be followed.

- Following adult directions.
- Using manners (for example, saying *please* and *thank you* or keeping one's place neat).
- Staying in the assigned eating area, unless directed otherwise.
- Staying seated at the lunch table and using respectful language and a controlled voice volume.

Recess(5-12) is available for all students following lunch **if staff are available** to monitor them outside or in the old gym. The following expectations shall be followed.

- Following adult directions.
- Being respectful of equipment (not kicking or slamming balls excessively, a ball kicked on the roof purposely will result in loss privilege for 2 days).
- Being respectful of other students, when playing games keeping horseplay to a minimum.
- Dressing appropriately:
 - Below 40 degrees, students must have a minimum of a sweatshirt and pants to go outside.
 - Below 32 degrees, coats, pants, and a hat are required to go outside.
 - Below 20 degrees - students will not go outside.
 - If snow is present, students must stay off snow piles unless they bring snow pants. Students are not to engage in snow ball fights.
 - When in the old gym - students are not allowed to wear boots, heels, or hard bottomed shoes.

Any violation of the above guidelines for lunch or recess will result in removal from the lunch room or recess.

STUDY HALL

Study Hall is a structured time for students to work on their classwork in effort to show proficiency in all of their essential standards. Study halls will take place in the commons or library and seating will be assigned. Students are able to go to a teacher's classroom to work on academics with prior approval from the teacher. Students who have Open Campus privileges are not required to attend study hall.

THINKER DOME

The Thinker Dome is a space where students have the opportunity to be creative and explore a variety of learning interests. Opportunities to use this space will be made for students in grades K-12 and students are expected to follow the expectations that are set forth for this space.

Be Responsible, Be Respectful, Be Safe

- Ask for item in the storage closet
- Clean up area and return items to their proper place
- Unplug or switch off items when not in use
- Conversational / Classroom voices
- No food or drink; except water bottles in assigned area
- Trash / recycling placed in proper receptacles
- No cellphones while operating machine / equipment
- Follow safety instructions of machinery / equipment
- Follow ALL instructions during an incident

MISCELLANEOUS INFORMATION (PK-4)

Pop, Candy, & Gum

Pop, candy and gum will not be permitted during the day. If your child brings a sack lunch please avoid pop and candy. They are not allowed in the lunchroom.

Outside Food

Please contact your students' teacher ahead of time to set up a good time to bring in outside treats. Unfortunately, we can not allow homemade treats. All treats must be store bought.

If invitations for parties are not given to all students in a class the school district prefers that the invitations be mailed. If invitations for an entire class are to be given out at school, it will be done at the teacher's discretion so as to avoid any conflicts with the classroom schedule.

School Parties

The school observes holidays throughout the school year including, but not limited to, Halloween, Christmas, and Valentine's Day. Students who do not wish to participate in parties may be silent or excused by the classroom teacher and/or principal.

Animals & Pets

Dogs and other pets should be kept at home. Dogs, cats, and other pets should not be allowed to follow the children to school. For health and safety reasons, live animals of any species are not allowed to be brought in for sharing. Pictures are a way to share pets/animals. Administrative permission of bringing animals may be granted depending on review of the situation.

Lost & Found

Pupils who find or lose articles should report to the office immediately. All articles of personal property should be clearly marked for your protection. Bringing expensive toys to school, such as radio-controlled cars and electronic games, is discouraged. These expensive items tend to get broken and are a strong temptation to the other children. The lost and found for elementary students is located in the south entryway of the elementary building, across from the H.S. principal's office, and on the 1st floor of the elementary.

Money

Since money is impossible to identify when it comes to ownership, we suggest that your child does not carry extra money to school. Money brought for food accounts, book orders, field trips; etc. needs to be brought in a labeled envelope indicating its purpose.

Supplies

The other supplies listed will need to be replenished during the school year. Please check with your child/teacher periodically and watch for reminder notes to make sure he/she has not run out of anything. It is very helpful to have supplies labeled with your students' initials. Please do not purchase backpacks on wheels, they are too large for lockers and will be sent home.

RECESS TIME AND RESPONSIBLE PLAYGROUND BEHAVIOR (PK-4)

GOAL: Students will play safely in all games and on all equipment.

Students should not be on the playground areas prior to 7:50am. Latchkey and Tiger Tots programs use the fenced playground immediately after school. Students not participating in either of these programs should not be on the playground after school.

Before School:

TK, Kindergarten and 1st Playground- south side of the building between the Kindergarten and preschool rooms.
2nd – 4th grade Playground– east side of cement-north side of high school gym.

NOTE: The following list of expectations is designed to help staff increase consistency while supervising common areas, and to provide teachers with a basis for teaching and reteaching responsible behavior. Given the complexity of expectations, students should not be asked to memorize or verbalize these expectations.

1. Rough play is not allowed on the playground.
2. When the signal is given, TK-1 students will stop what they are doing and line up quickly on the cement pad. 2-4 Students will follow similar procedures for their recess.
3. Students will settle differences peacefully.
4. Students will show respect for others and follow instructions given by all staff. Failure to follow instructions given by staff, or following playground rules, may result in limited participation with other students. Students may be restricted to walking laps around the playground perimeter, or standing by the adult supervisors if responsible, safe and respectful behavior cannot be shown. The teacher/associate on duty will have discretion in this matter.
5. All students wishing to participate in an activity will be included in that activity.
6. Students will stay outside in the morning before school and during all recesses unless they have a pass.
7. Students will not be allowed to play on snow piles, and they need to stay away from puddles and mud.
8. Students will leave rocks, bark, sticks, and other dangerous objects on the ground.
9. Students will show pride in their school by keeping the building and grounds free of litter.

10. TK, Kdg. and 1st graders will leave non related school items and toys at home. 2nd through 4th graders are responsible for non-related school items, balls, and toys from home. Only soft playground balls are allowed during 2nd-4th recesses due to safety concerns.
11. Students will arrive on the playground at 7:50 a.m. or after, and will leave the school grounds immediately after school.
12. During school, students will not leave the school grounds for any reason without a note signed by their parents, and/or their teacher or principal. The note must be shown to the supervisor on duty.
13. Ball games need to be in designated areas only. If balls leave designated areas outside the fences, individual permission granted by supervising personnel is required prior to retrieving the ball.
14. Touch football only, no tackle football.
15. Tag needs to be played on the ground, and not on the equipment.
16. Students can be limited in recess activities for disciplinary reasons.
17. Appropriate sanitation measures will be taken before and after recesses each day.

REQUESTS TO STAY INDOORS DURING RECESS

It is our thinking that if a child is well enough to come to school, he or she is well enough to participate in the daily program. Exceptions are made in certain cases when the family physician requests that a child be excused from outdoor activity.

If for some medical reason your child cannot participate in outdoor activity, please send a note to your child's teacher stating such, so the nurse can keep it as part of the health record.

Parents are asked to see that students come to school prepared with proper clothing for these weather conditions or other inclement weather. Along with the winter coat and snow pants, be sure your student comes with boots, hats, mittens and scarves all marked with your child's name. Students need exercise and fresh air, which increases and stimulates the cardiovascular system, reduces stress, increases the energy level, improves physical ability and enhances a sense of well-being. Even five minutes of exercise and fresh air helps students to improve their energy level, reduce stress and produce better work academically.

RECESS CLOTHING GUIDELINES (PK-4)

Temperature:

***All temperatures include windchill factor.**

- **61 degrees and above:** Students do not need to wear a jacket.
- **50-60 degrees:** Students need to wear a sweatshirt or light jacket.
- **34- 49 degrees:** Students must wear a winter coat.
- **16-33 degrees:** Students must wear a winter coat, hat, and gloves or mittens.
- **15 degrees or below:** Students will have inside recess.

Additional Information:

1. At times, the outside temperature will appear warmer than it is due to the sun. During these times, please use your best judgement in whether your child needs a jacket or sweatshirt for the day.
2. Students who do not have appropriate clothing will not be allowed to go outside for recess.
 - a. Efforts will be made by school personnel to provide students the necessary clothing in order to attend outside recess.
 - b. Students who repeatedly do not have the appropriate clothing will contact parents.
 - c. Students staying in from recess for this reason will read or do an alternative activity in their classroom.
 - If you are in need of appropriate clothing attire, please contact Kathy in the elementary office at 647-2440.
2. When snow is present on the playground student's will:

- a. Wear snow pants and boots in order to play in the snow.
- b. Students who do not have snow pants or boots will be required to stay on the hard surface areas.

Student Records

CHANGE OF ADDRESS

It is very important that you update your information in PowerSchool immediately upon any changes to your telephone number, address, or the identification of a person who is to be notified in case of an emergency.

STUDENT RELEASE/RECORDS OF INFORMATION

The Woodbine Community School District maintains records on each student in order to facilitate the instruction, guidance and educational progress of the student. The records contain information about the student and his/her education and may include but are not limited to the following types of records: identification date, record of achievement, attendance data, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor and teacher ratings and observations, and external agency reports.

The records of each student are generally kept in the building in which the student attends classes. Any exception will be noted in the student's other records or by the person in charge of record maintenance for each school building. The person designated to be in charge of records in each building is the building principal.

The following persons, agencies and organizations may have access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

1. School officials, teachers, and Area Education Agency personnel with legitimate educational interest.
2. Officials of other schools in which the student proposes to enroll.
3. Representatives of state and local government when auditing and evaluating Federal Education Programs.
4. Officials connected with a student's educational financial aid applications.
5. Government officials to whom information is to be reported under state law adopted prior to November 19, 1974.
6. Organizations which process and evaluate standardized tests.
7. Accrediting organizations for accrediting purposes.
8. Parents of dependent children, regardless of the child's age.
9. Appropriate parties in a health or safety emergency.

Student records are reviewed and inappropriate material destroyed periodically. Those records not of permanent importance are destroyed within five years after graduation or discontinued attendance.

Parents of students under eighteen (18) may exercise the opportunity to review educational records of the student, to obtain copies of the records, 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 principal or person in charge of each attendance center may release the following types of information to the public when appropriate, keeping in mind the privacy of the student and the student's family and the totality of the circumstance: name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic team, dates of attendance,

degrees and awards received, and other similar information. **To prevent the public release of such information, a parent must file a written objection with the principal of the student's attendance center prior to September 1st of the current school year.**

Students and parents may file with the Department of Education, complaints concerning alleged failures of the school district to comply with federal legislation dealing with student records. Correspondence should be addressed to: The Family Educational Rights and Privacy Act Office, Department of Education, Switzer Building, 330 C. Street S.W., Washington D.C., 20201.

Conclusion

During the next nine months, we will be doing our best for your child (or children). Our goal is to treat each as an individual, striving to help each child to reach his or her fullest potential. The home and school must work together for the common good of the student. Please feel free to contact the school at any time regarding school related matters and your child.

We hope this manual will help you better understand some of the needed regulations of Woodbine Community School District. Keep it handy for ready reference. If something happens at school that worries you or your child—if there is a misunderstanding, or if you need more information – PLEASE SEE YOUR CHILD'S TEACHER FIRST THEN THE PRINCIPAL. We want to help you in any way possible. Parents can also be a partner in learning by spending time reading with their child each day. This may be either reading to the student or listening to the student read.

Appendices

Appendix A: [22-23 School Calendar](#)

Appendix B - [Standards Based Assessment & Reporting](#)

Appendix C - [22-23 Woodbine Course Description.HS](#)

Appendix D - [5-12 Teacher & Bell Schedules 22-23](#)

Appendix E - [22-23 Elementary Daily Schedules](#)

Appendix F - [ANTI-BULLYING/HARASSMENT COMPLAINT FORM](#)

Appendix G - [OPEN CAMPUS PRIVILEGE AGREEMENT AND WAIVER OF LIABILITY](#)

Appendix H - [Tiger Expectations 2.0](#)

Appendix H - [22-23 REFERRAL FORM DEFINITIONS](#)

Appendix I - [Woodbine Student Conduct Policy](#)

