

2023-24

GHV Elementary (TK-4th Grade) Student and Parent Handbook

*Includes information for GHV Elementary TK, Kindergarten, 1st, 2nd, 3rd, and 4th Grades
(4 Year Old Preschool information can be found in the Preschool Handbook)*

Our Mission

Our mission is to prepare students for a successful future in a kind, caring, and compassionate way.

Our Vision

GHV's vision is to build positive relationships, inspire passion for learning, and prepare for the future.

All students are capable of:

- High levels of engagement
- Academic, behavioral, and social/emotional growth
- Learning at high levels
- Acting in a safe, respectful, and responsible manner

Non-Discrimination Statement

It is the policy of the Garner-Hayfield-Ventura Community School District not to illegally discriminate on the basis of race, color, age, national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact: GHV's District's Equity Coordinator: **Shawn Miller**, *High School Principal*, 605 West Lyons Street, Garner, Iowa 50438. School Phone: (641) 923-2632 Email: smiller@ghvschools.org

2023-2024 GHV CSD School Calendar



www.ghvschools.org
641-923-2718

GHV Facebook <https://www.facebook.com/GHVS>
GHV Twitter <https://twitter.com/GhvSchools>
GHV Instagram <https://www.instagram.com/ghvschools/>

Calendar Legend

| | |
|--|---|
| | Professional Development (No School) |
| | New Staff Workshop |
| | First Day of School, Wednesday, August 23, 2023 |
| | No School |
| | Quarter Ends |
| | Parent Teacher Conferences |

Student Contact Hours:

TK/8 = 6.62 Hours 1155
HS = 6.62 Hours 1155
PD required = 36 hrs
Student required hours = 1,080
Student Contact Days = 175

INCLEMENT WEATHER

Full Staff PD Days may be used as potential make-up for inclement weather days

| August 2023 | | | | | Student Days | Teacher Days | Start & Finish |
|----------------|----|----|----|----|--------------|--------------|--|
| M | T | W | Th | F | | | August 23 - May 23 |
| | 1 | 2 | 3 | 4 | | | |
| 7 | 8 | 9 | 10 | 11 | | | Aug. 9-10 New Staff Workshop |
| 14 | 15 | 16 | 17 | 18 | | 3 | Aug. 15,16,17 Professional Development |
| 21 | 22 | 23 | 24 | 25 | 3 | 4 | Aug. 22 Teacher Work Day |
| 28 | 29 | 30 | 31 | | 4 | 4 | Aug. 23 Students' 1st Day of School |
| September 2023 | | | | | | | |
| | | | | 1 | 1 | 1 | Sept. 4 Labor Day (No School) |
| 4 | 5 | 6 | 7 | 8 | 4 | 5 | |
| 11 | 12 | 13 | 14 | 15 | 5 | 5 | |
| 18 | 19 | 20 | 21 | 22 | 5 | 5 | |
| 25 | 26 | 27 | 28 | 29 | 5 | 5 | |
| October 2023 | | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 4 | 5 | Oct. 2 Professional Development (No School) |
| 9 | 10 | 11 | 12 | 13 | 5 | 5 | Oct. 20 End of 1st Quarter (41 days) |
| 16 | 17 | 18 | 19 | 20 | 5 | 5 | Oct. 24 PT Conferences (4:30-8:00) |
| 23 | 24 | 25 | 26 | 27 | 5 | 5 | Oct. 26 PT Conferences (4:30-8:00) |
| 30 | 31 | | | | 2 | 2 | Oct. 27 No School (Teacher Comp Day) |
| November 2023 | | | | | | | |
| | | 1 | 2 | 3 | 3 | 3 | |
| 6 | 7 | 8 | 9 | 10 | 5 | 5 | Nov. 22-24 Thanksgiving Break (No School) |
| 13 | 14 | 15 | 16 | 17 | 5 | 5 | Nov. 27 Professional Development (No School) |
| 20 | 21 | 22 | 23 | 24 | 2 | 3 | |
| 27 | 28 | 29 | 30 | | 3 | 4 | |
| December 2022 | | | | | | | |
| | | | | 1 | 1 | 1 | |
| 4 | 5 | 6 | 7 | 8 | 5 | 5 | Dec. 22 End of 2nd Quarter (42 days) |
| 11 | 12 | 13 | 14 | 15 | 5 | 5 | Dec. 22 End of 1st Semester (82 days) |
| 18 | 19 | 20 | 21 | 22 | 5 | 5 | Dec. 22 Early Dismissal - 2 Hour Early Out |
| 25 | 26 | 27 | 28 | 29 | | 1 | Dec. 25-Jan. 3 Winter Break (No School) |
| January 2024 | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 2 | 4 | Jan. 3 Professional Development (No School) |
| 8 | 9 | 10 | 11 | 12 | 5 | 5 | Jan. 4 Classes Resume |
| 15 | 16 | 17 | 18 | 19 | 5 | 5 | Jan. 4 Start of 2nd Semester |
| 22 | 23 | 24 | 25 | 26 | 5 | 5 | |
| 29 | 30 | 31 | | | 3 | 3 | |
| February 2023 | | | | | | | |
| | | | 1 | 2 | 2 | 2 | Feb. 19 Professional Development (No School) |
| 5 | 6 | 7 | 8 | 9 | 5 | 5 | |
| 12 | 13 | 14 | 15 | 16 | 5 | 5 | |
| 19 | 20 | 21 | 22 | 23 | 4 | 5 | |
| 26 | 27 | 28 | 29 | | 4 | 4 | |
| March 2024 | | | | | | | |
| | | | | 1 | 1 | 1 | Mar. 1 End of 3rd Qtr 41 Days |
| 4 | 5 | 6 | 7 | 8 | 5 | 5 | Mar. 5 PT Conferences (4:30-8:00) |
| 11 | 12 | 13 | 14 | 15 | | | Mar. 7 PT Conferences (4:30-8:00) |
| 18 | 19 | 20 | 21 | 22 | 5 | 5 | Mar. 8 No School (Teacher Comp Day) |
| 25 | 26 | 27 | 28 | 29 | 4 | 5 | March 11-15 Spring Break |
| April 2023 | | | | | | | March 29 Good Friday |
| 1 | 2 | 3 | 4 | 5 | 5 | 5 | |
| 8 | 9 | 10 | 11 | 12 | 5 | 5 | April 15 Professional Development (No School) |
| 15 | 16 | 17 | 18 | 19 | 4 | 5 | |
| 22 | 23 | 24 | 25 | 26 | 5 | 5 | |
| 29 | 30 | | | | 2 | 2 | |
| May 2023 | | | | | | | |
| | | 1 | 2 | 3 | 3 | 3 | May 15 Seniors Last Day |
| 6 | 7 | 8 | 9 | 10 | 5 | 5 | May 19 Graduation, Sunday, May 19, 2024 |
| 13 | 14 | 15 | 16 | 17 | 5 | 5 | May 23 End of 4th Quarter (54 days) |
| 20 | 21 | 22 | 23 | 24 | 4 | 6 | May 23 End of 2nd Semester (95 days) |
| 27 | 28 | 29 | 30 | 31 | 175 | 190 | May 24 Students' Last Day 2 Hour Early Dismissal |
| | | | | | | | May 24 Teacher PD/Work Day |
| | | | | | | | May 27 Memorial Day |

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I. Welcome

Welcome to GHV Elementary School! This handbook is meant to be a guide for parents and students in grades TK-4th grade. It is not intended to contain every rule, regulation, activity and procedure that is followed here at school. If you have questions over content not covered in this booklet, please contact the school office, or your child's teacher. The elementary staff are excited to provide you with everything from an early childhood program in TK and Kindergarten through their courses in upper elementary school that meets and exceeds the needs of your child. We are excited to work with you!

| GHV Elementary School | |
|--|--|
| 620 West 11th Street Garner, Iowa Phone: (641) 923-2831 Fax: (641) 925-1533 | <i>Principal:</i> Michael J. Meyering (mmeyering@ghvschools.org) <i>Counselor:</i> Leanne Ermer (lermer@ghvschools.org) <i>Administrative Assistant:</i> Nikki Renner (nrenner@ghvschools.org) |

| GHV District Office | |
|---|---|
| 605 West Lyons Street Garner, Iowa Phone: (641) 923-2718 Fax: (641) 925-1531 | <i>Superintendent:</i> Ken Kasper (kkasper@ghvschools.org) <i>School Business Official & Board Secretary:</i> Holly Fischer (hfisher@ghvschools.org) <i>Administrative Assistant:</i> Paula Laird (plaird@ghvschools.org) |

II. Philosophy and Goals

a. Philosophy

At GHV Elementary, our students receive the highest quality of education possible. While our school may not be one of the biggest, we are one of the best! Our beliefs:

- Students always come first and learning is always our focus, all students can learn at high levels, and we have extremely high expectations for all of our students
- Teachers create environments to challenge students, to extend their learning, to broaden their experiences, and to support the student as a whole
- Students and staff alike are lifelong learners
- Our curriculum guides our teaching and learning

Our curriculum guides our teaching and learning. Here is what we use at GHV Elementary:

- End of Year Expectations for most subject areas: Iowa Core Standards
- Behavior: Positive Behavior Interventions & Supports (PBIS)
- English Language Arts Materials: Journeys
- Mathematics Materials: Everyday Math
- Science Materials: Mystery Science
- Social Studies Materials: InquirEd

b. Goals

At GHV Elementary, we have a few goals:

- We want to provide a safe environment for supporting a strong education, solid friendships, and positive memories
- We want to form a strong and positive relationship with each of the students
- We want to be the best elementary school in the state of Iowa
- We want at least 80% of our students to be proficient in reading and writing
- We want at least 80% of our students to be proficient in mathematics
- We want our students to develop conflict resolution skills, be a member of the school community, and learn to best manage emotions and behaviors

Educating the whole child requires a balance between academic, social, and emotional development. Here are some of the members of our staff that will work with your child to accomplish these goals:

- Elementary Principal
- Classroom Teachers and Support Teachers
- Paraprofessionals (as needed)

- Special Education Teachers (as needed)
- School Nurse
- Central Rivers AEA support staff may include: GHV team representative, speech and language pathologist, social worker, occupational therapist, and physical therapist

Educators recognize the important role they play in your child's education and welcome opportunities to collaborate with colleagues, parents, and the community. Parents are valued and encouraged to be active partners in the educational process.

III. Curriculum, Instruction, and Assessment

a. Curriculum

Our TK-4 program follows the guidance and outcomes of the Iowa Core Curriculum as its framework.

b. Instruction

Each day, the students will have a variety of courses. Some of these courses include:

- Reading - Students are instructed in both a large group setting and small group setting, for a total of 120 minutes daily. Reading instruction is focused on ensuring students are proficient in phonics, phonemic awareness, vocabulary, fluency, and comprehension.
- Writing - Students are instructed in a variety of styles of writing, and are given many opportunities to practice their own writing skills.
- Mathematics - Students will receive 60 minutes of instruction each day. Mathematics instruction is focused on ensuring students are proficient in counting and cardinality, operations and algebraic thinking, number and operations in base ten, number and operations - fractions, measurement and data, and geometry.
- Lunch - Each student will be given a 20 minute lunch every day with their grade level.
- Science- Students are instructed with the Mystery Science units.
- Social Studies - Students are instructed with InquirEd, an inquiry based model for learning about the social sciences.
- Physical Activity & Recess - Each day students will get a minimum of 2 recesses, 20 minutes each. Additionally, students will receive at least 2 Physical Education (PE) classes per week. Students in grades TK-4 are required to have at least 30 minutes of physical activity per day. All students must participate in PE unless a medical excuse is presented.
- Other Specials - In addition to PE, students will also have the following 'specials classes': Art, Music, Library, and Guidance (social and emotional education, behavior management, and conflict resolution skills as taught through the Second Step curriculum by our counselor).
- Health - Students will also be taught concepts of health, both in direct instruction and cross-curricularly.

c. Assessment

Children may be assessed in any of the followings ways:

- Periodic Screening Assessments - three times per year, we will screen students in reading by using the earlyReading or aReading assessment, in mathematics by using the aMath assessment, and with behavior using the SAEBRS screener.
- Weekly or End-of-Unit Formative Assessments - students will take end-of-unit assessments following each unit taught in Reading and Mathematics. Students will be re-taught when they are not demonstrating proficiency on that assessment.
- Summative Assessments - students in grades 3 and 4 will take the Iowa Statewide Assessment of Student Progress, or ISASP, in Reading, Mathematics, and Writing.
- Ongoing observations throughout the year, including student work and artifacts.
- Information shared by families and parents.

The conditions under which children will be assessed may include any of the following: during their time in the classroom, being pulled from the classroom for individual assessments and screenings (i.e., earlyReading), or any combination of the two. GHV believes it is best to measure each child's progress across multiple settings, in a variety of situations, in order to get the best picture of the child's learning. Some assessments will be planned, while others may be impromptu and as needed, including both formative and summative assessments.

The assessment information from above is used to help guide instruction based on the children's needs, interests, and ability in order to plan effective instruction. Teachers meet in a Professional Learning Community (PLC) and plan collaboratively across the district.

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. Informal conferences are welcome and can be requested at any time. If the teacher or family has a concern with the student's performance, assistance can be requested from Central Rivers Area Education Agency (CRAEA) at any time.

Student records and assessment information is confidential. Methods to protect confidentiality include information being stored electronically with password protection, physical assessment information being stored in locked or secured locations, and a review of privacy and confidentiality with all staff, including teachers, paraprofessionals, and volunteers.

d. Multi-Tiered Systems of Support

Multi-Tiered System of Supports (MTSS) is an every-education decision-making framework of evidence-based practices in instruction and assessment that addresses the needs of all students. As an every-education process, MTSS allows educators to judge the overall health of their educational system by examining data on the educational system as well as identifying students who need additional supports. Those supports are provided in both small group and individual settings and are monitored to ensure they support all learners demonstrate proficiency in the Iowa Core standards and

leave school ready for life. If a student is struggling in English language arts (reading or writing), mathematics, or behavior, they will receive additional supports. Our supports are outlined in the following way:

- Tier 1: All students receive tier 1 instruction. This is sometimes referred to as universal instruction. This would be like attending math class; the instruction they receive is tier 1 instruction.
- Tier 2: Some students (approximately 5-15% of students) require additional supports. They will still receive tier 1 support, but now they will also get some tier 2 services. We increase the support by reducing class sizes and by reteaching skills that small groups of students struggle with in common. Going to a small group with peers during Cardinal Crunch to work on a specific reading skill, or check-in/check-out for behavior, are both examples of a tier 2 service.
- Tier 3: In some cases, students will still need more support yet (up to 5% of students). In addition to tier 1 and tier 2 supports, these students will receive one-on-one support on a very specific skill deficit. An example of this would be Reading Recovery as a tier 3 service.

e. At-Risk Student Identification

Helping each child reach their maximum potential is a primary interest of GHV teachers. Elementary personnel recognize that individual potential varies greatly and individuals often need extra assistance at various points in their school careers. With that understanding, the following procedure for identifying students at risk shall be followed:

- A student who is experiencing difficulty in one or more subject areas, or who is having difficulty adjusting to the physical, social, or emotional level expected at their current grade level will be referred to the principal or the appropriate MTSS team.
- A student at-risk will be targeted for extra assistance as is appropriate for their need and grade level. The teacher(s) of the child will meet to confer with the principal, counselor, or at-risk instructor and other available specialists to provide ideas and assistance for the student. The school may provide one of the following: homework help, support group, friends program, or a social skills group. Other programs available are Title I Reading, special education services, or the Limited English Proficiency Program.
- A student at-risk will be monitored and an intervention in the general education setting will be applied according to the MTSS process
- A child who demonstrates a lack of English proficiency will be given an individual oral test to ascertain their oral and auditory proficiency of the English language. The student determined to be limited English proficient will be provided individual or group language services daily under the direction of a special clinician for ELL students.
- A child who is determined to be in need of extra reading assistance will be offered services in the Title I Reading Program. A child who is determined to be in need of more specialized assistance because of another disability will be staffed into the appropriate program after following the appropriate special education guidelines and procedures. If it is determined that

special education services are needed, the special education department utilizes a variety of methods in teaching to meet the student's individual needs.

- A child who is determined to be in need of social or emotional help will be referred to the school counselor. If intervention at that level is not successful in alleviating the problem, the student will be referred to other appropriate agencies including the AEA.
- A parent who believes their child to be in need of any of the above assistance or programs, may refer the child to the principal, MTSS team, school counselor, or at-risk teacher by calling the school at (641) 923-2831.

IV. Policies and Procedures

a. Security

Over the years the GHV schools have invested funds to provide for the safety of students and staff. Office personnel are usually available from 7:30am to 4:00pm each day. Parents and other visitors must press the buzzer at the Main Entrance located at door S6, on the South side of GHV Elementary to gain entry into the buildings after the school day begins. The administrative assistant is able to view the person at the door, ask for a name, and determine the purpose for the visit. Parents and visitors must sign-in and sign-out at the main office. If your child arrives late for school, or if he/she has an appointment, you must enter through the door at the Main Entrance, door S6, to get your child signed-in. While this may be an inconvenience, please be assured that we want your child to be safe at school.

b. Arrival and Departure Times

Optional Breakfast: 8:00am to 8:25am

School Begins: 8:25am

School Dismisses: 3:25pm

c. Arrival Procedures

Students riding the bus will be dropped off in the Bus Loop on the west end of the GHV Elementary building. Students will enter the building through the door W4 on the west end of the building.

Parents dropping off their PS-3rd Grade children for school in the morning should drop off their kids on the East Loop on Division Street - students can go in either door E1 (PS, TK, or Kdg) or door E2. 4th Grade children can be dropped off in the South Loop on 11th Street - students can go in either door S5 or S6. Siblings may walk in together through any door if dropping off in one location. At 8:30am, all entrances will be locked and all students, parents, guardians, and visitors will be required to use the Main Entrance (door S6).

Parents are not to enter the building when dropping off students - if you have questions or need assistance, please call the office at (641) 923-2831 or come into the office at door S6.

Arrival time is from 8:00-8:25am. Please do not bring your child before 8:00am if at all possible.

d. Dismissal Procedures

Dismissal at the end of the day:

- Students who qualify for transportation will ride the bus to their destination. The bus picks up students at the west bus loop and will take them to their drop off location. We have multiple staff members walk students to the bus loop, so they are supervised and get to their correct bus. Bus students will be dismissed at 3:23pm
- The rest of the bikers, walkers, students getting picked up, etc. (a.k.a. "town students") will be dismissed at 3:25 p.m.
- Parents who use the South Loop or the East Loop should not park permanently in the loop itself, except to pick up a child, then move out of the loop. There is visitor parking adjacent to the East and South Loops where you can park for longer periods of time.
- Parents are not to enter the building when picking up students - if you cannot find your child, please call the office at (641) 923-2831 or come into the office at door S6.

e. Clothing

1. Students are expected to come to school clean and well groomed.
2. Clothing with inappropriate expressions and language, as well as clothing that promotes alcoholic beverages or any other substances, are inappropriate for students and will not be permitted.
3. Recess is usually outdoors, unless one of the following criteria are met:
 - When the air temperature is 0°F or below
 - When the wind chill is 0°F or below
 - When there is active, wet precipitation, or if the the outdoor playground is too wet to play on

Ultimately, it is the principal's decision whether or not recess will be moved indoors or remain outside.

As such, please dress appropriately for the weather conditions. Snow pants and boots are needed when there is snow on the ground. See "[Recess Clothing Expectations](#)" at the end of the handbook.

f. Snacks, Birthday Treats, and Allergens

Some classrooms, because of the timing of lunch, may serve snacks in the morning or afternoon.

Snacks are not required, and parents may be asked to help supply the "snack cupboard" from time to time. Birthday treats are allowed, and should be peanut-free, prepackaged snacks with the nutrition information still attached for the class. If your child has any food allergies, please be sure to notify the school nurse and your child's teacher. From here, a plan will be created to ensure that your child does not come in contact with their allergen.

g. Field Trips

Field trips are designed to enhance the curriculum for each grade level. Notices will be sent home when there is a field trip. Parents will not be required to sign a permission slip and return it to school.

h. Objects From Home

Because the elementary school has ample toys and learning materials for students, we ask that you limit toys brought from home to play with at recess. Please do not allow your child to bring gum, candy, money, and/or toy guns to school. GHV Elementary School is not responsible for lost or broken toys brought from home.

i. Lost and Found

Each student is responsible for their personal property. We recommend labeling your students' articles, especially coats, gloves, boots, hats, etc., with permanent marker. Valuables and money not needed at school should be left at home. There will be one location for the lost and found at the elementary; it is located just outside the main office. If your child loses any personal items, make sure they look through the lost and found, or stop in to look through the lost and found at your convenience. Occasionally throughout the year our administrative assistants will email reminders about lost and found items.

j. Posting or Sending Notices

All notices pertaining to activities outside of the GHV Schools must be approved by the building administrator before being posted in the school building. Postings should include the following information: name of the organization that is sponsoring the activity, name of the person who is in charge of activity with a phone number where the person can be contacted, and the purpose of the activity.

k. Visiting During Lunch

GHV Elementary is happy to have parents visit during lunch time. To visit, please notify the office upon arrival by entering through the Main Office (door S6). We encourage visitors all year long with the exception of the first two weeks of school and the last two weeks of school.

l. Volunteering

Volunteers are an integral part of the educational process at GHV. Volunteering gives community members and parents the opportunity to work with the school to provide the highest quality education for our students. Volunteers are an important component in the success of students as they provide teachers with valuable help.

If you would like to work with children and/or assist teachers in the classroom and are willing to give a few hours of your week as a volunteer, please contact Mr. Meyering at (641) 923-2831. A background check may be required, depending upon the type of volunteering that will take place.

V. Cancellation of School

School closings or early dismissals will be shared through School Messenger notifications. To sign up to receive text messages or email updates, visit this link:

<https://asp.schoolmessenger.com/ghvschools/subscriber/>

Closings and dismissals will also be announced on these TV and radio stations:

| | | | |
|------------------------------|------------------------|-----------------------|------------------------|
| News Channel 3 (KIMT) | 93.9 FM (KIAI) | 98.7 FM (KSMA) | 102.7 FM (KYTC) |
| 106.1 FM (KLSS) | 107.3 FM (KIOW) | 1300 AM (KGLO) | 1490 AM (KRIB) |

VI. Health

a. Health Office

At GHV Elementary, our Health Office is located in the Main Office. We have a School Nurse, as well as a Health Office Assistant. Both are excited to help your students in the coming years!

The health office is concerned with all aspects of the physical health of students because good health is critical to attendance and learning. The school nurse coordinates programs in vision, hearing, developmental changes, immunization, dental health, first aid, and CPR. Students are automatically screened unless the parent submits a note asking the student to be excused from the screening. The grade levels included in the screenings are determined annually. A student who feels ill or wishes to discuss some health problem with the school nurse should ask for a pass from their classroom teacher. Students should have permission to go home because of illness from either office or nursing staff. In the case of a serious illness or injury, the school shall attempt to notify the parents according to the information on GHV’s student information system. If the student is too ill to remain in school, the student is released according to the parents’ directive. Please notify the school if the parents will be out of town for a period of time.

b. Required Paperwork for Health Records

Health and safety information collected from families will be maintained on file for each child in the school health office. The health office maintains student health records that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics and/or the Iowa Department of Public Health.

Files are kept current by updating as needed, but at least yearly. The content of the file is confidential, but is immediately available to administration or teaching staff with consent from a parent or legal

guardian for access to records, the child's parent or legal guardian, and regulatory authorities, upon request.

Required Paperwork for Health Records Includes:

- Dental Certificate of Screening: The state of Iowa (code 507.1) requires that all kindergarten students have a dental screening and submit a certificate of the dental screening to the school office. All out of state transfer students, at any grade level, entering elementary, middle school or high school are also required to have a dental screening. For elementary school students, a screening that is done between the ages of 3-6 years old is acceptable.
- Physical: The state of Iowa (code 507.1) requires students enrolling in preschool or kindergarten or desiring to participate in athletic activities in the school district to have a physical examination by a licensed physician and provide proof of such an examination to the school district.
- Immunizations: Students enrolling for the first time in the school district shall also submit an up-to-date certificate of immunization. Failure to meet the immunizations requirement will be grounds for suspension. Exemptions from the immunization requirement will be allowed only for medical or religious reasons recognized under the law. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.
- Annual Health Update: Parents are asked each year to complete the annual student health update via online registration, as part of the registration process.

c. Illness Policy

For the health and safety of all the children, it is mandatory that sick children not attend school. If your child has any of the following symptoms during the night, he or she will not be admitted the following morning for the safety of the other children.

- Fever of 100°F or greater
- Vomiting
- Diarrhea
- Pink eye with drainage
- Excessive cough or nasal discharge

The GHV Community School District's established policy for an ill child's return to school:

- Fever free for 24 hours without medication
- Strep Throat: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Pink Eye: 24 hours after initial medication or when without drainage.

Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. When a child develops signs of an illness during the day at preschool, parents, legal guardians, or another person authorized by the

parent will be notified immediately to pick up the child. Your child can be picked up from the Nurse Office, which is located in the Main Office at GHV Elementary, and can be accessed at door S6. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's doctor.

d. Medication Policies And Procedures

Policy: The school will administer medication to children with written approval of the parent and with an order from a health care provider for a specific child. Because administration of medication in the school is a safety hazard, medication administration will be limited to situations where an agreement to give medicine outside preschool hours cannot be made. Whenever possible, the first dose of medication should be given at home to see if the child has any type of reaction.

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian and health care provider has given written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training from the school nurse. Documentation will be kept in the child's file.

For prescription medication, parents or legal guardians will provide the school with the medication in the original, child resistant container that is labeled by the pharmacist with the child's name, name and strength of the medication, date the prescription was filled, name of the health care provider who wrote the prescription, the medication's expiration date, and the administration, storage, and disposal instructions.

For over-the-counter medication, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child's first and last names; specific, legible instructions for administration and storage supplied by the manufacturer, and the name of the health care provider who recommended the medication for the child.

The school health office carries: Tylenol, Benadryl (for allergic reactions ONLY), Calagel, hydrocortisone cream, Vaseline, first aid antiseptic, hydrogen peroxide, cough drops, contact solution, Refresh eye drops, eye wash and icy hot. Parent/Guardian permission will be obtained yearly upon completion of the student health update in order to administer your student these medications throughout the school year. The school nurse, health office assistant, or medication-administration trained secretary will administer medications. If permission is not obtained, a phone call to parent/guardian will be made to obtain permission. If unable to reach a parent/guardian, medication will not be able to be administered during the school day.

Instructions for the dose, time, method to be used, and duration of administration will be provided to the teaching staff in writing (by signed note or prescription label) or dictated over the telephone by a physician or other persons legally authorized to prescribe medication. This requirement applies to both prescription and over-the-counter medications.

Medication will be kept at the temperature recommended for that type of medication, in a sturdy, child-resistant container that is locked and prevents spillage.

Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

e. Communicable and Infectious Diseases

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 whooping cough, mumps, measles and chickenpox. Please contact the health office with any questions/concerns you may have.

f. Student Illness or Injury at School

A student who becomes ill or is injured at school must notify his or her teacher or another employee as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify the parents/guardians. If the student is too ill to remain in school, the student will be released as per parent directives.

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/guardians where the student has been transported for treatment.

VII. Students and Families

a. Positive Behavioral Interventions and Supports (PBIS)

All students are taught the school wide expectations of being on the ROSTER (respect, ownership, safety, trustworthiness, empathy, and responsibility). Being on the ROSTER means that students are following the common expectations, and that they demonstrate appropriate behavior for their grade level.

Challenging Behavior

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

Consequences for Misconduct

Best practices in behavior management include clear and rigorous expectations, acknowledgements, and consequences. If a student acts out in a way that violates any of the school or classroom expectations, consequences may follow. Examples of consequences include, but are not limited to:

- Loss of privileges
- Reteaching
- Office referral
- Parent contact or meeting
- In-school suspension
- Out-of-school suspension

b. Attendance - Absenteeism - Tardiness

Students are expected to attend all scheduled classes during the school year except for illness and family emergencies. Not only is this important for your child's education, but it is also a law in Iowa ([Iowa Code, chapter 299](#)). **If a student is absent, it is the parent's responsibility to notify the school by phone before school begins (please call (641) 923-2831 to report absent children).** If we do not receive notification, the student will be marked as unexcused. We will then try to call the parent to verify the absence. It is ultimately the principal's responsibility to determine if a child is considered excused or unexcused.

In case of any emergency or unusual need to leave the school before the end of the day, a parent should call the school and they will pull the child. The child can be picked up at the Main Office at door S6. Every attempt should be made to schedule health care appointments outside of regular school hours.

c. Attendance and Truancy Intervention

| ABSENCES | ACTIONS |
|----------|---|
| 3 | <ul style="list-style-type: none">• Letter sent home from principal |
| 5 | <ul style="list-style-type: none">• Second letter sent home from principal |
| 7 | <ul style="list-style-type: none">• Third letter sent home from principal• Parent and School Attendance Cooperation Agreement meeting• Parents, student, and principal sign the Cooperation Agreement |
| 9 | <ul style="list-style-type: none">• Principal notifies the Hancock County County Attorney• Mediation hearing is scheduled with parents, principal, and county attorney |
| 10+ | <ul style="list-style-type: none">• Principal notifies Hancock County Attorney• Truancy charges are filed against parent of truant student |

d. The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest;
 - Other schools to which a student is transferring;
 - Specified officials for audit or evaluation purposes;
 - Appropriate parties in connection with financial aid to a student;
 - Organizations conducting certain studies for or on behalf of the school;
 - Accrediting organizations;
 - To comply with a judicial order or lawfully issued subpoena;
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

e. Custodial and Non-Custodial Parents

If the custodial parent indicates that the non-custodial parent should not visit the school, or the non-custodial parent does not have authority to take the child from the school, it shall be the custodial parent's responsibility to immediately provide the school of attendance with documentation regarding any restrictions applicable to the non-custodial parent, such as a custody agreement, court order, or decree. When in doubt about releasing the student, the district shall call the custodial parent. The custodial parent will be required to come to school if there is any dispute about whether the non-custodial parent may take the child off school premises. The non-custodial parent shall be kept informed during this situation. Throughout the process, the school's primary concern shall be looking after the best interest of the student.

If a non-custodial parent is subject to a court order or other authority restricting his or her access to, or custody of the student, the non-custodial parent will not be entitled to visit or pick up his or her child at school. If a parent resists the school's actions or becomes disruptive, the school administrator will seek all reasonable and necessary assistance, including law enforcement. Copies of newsletters and/or progress reports will be provided to the non-custodial parent upon request.

f. Parent-School Communications

Have you ever wanted to ask a question about school or make a suggestion for the improvement of something or someone in the school? Have you ever wanted to solve a problem but were unsure of how to proceed? We share the need and desire to communicate with you and will try to do so with regular email announcements, paper handouts, or other information sent home with students and phone calls when deemed necessary. If you want to make an inquiry, offer a suggestion, or alert someone to a concern please:

- Talk to the person closest to the situation
- Be positive and optimistic
- Inform teachers or staff when information is unclear or problems need attention
- Inform the principal when the school is not serving you or your child as effectively as possible.

Other opportunities for communication include:

- Parent/Teacher conferences will be scheduled two times per year, once in the fall, and once in the spring
- Teachers may be contacted by email, school phone, or notes sent in your child's "take-home folder"
- Parents are urged to contact the teacher whenever the need arises; this may include, but is not limited to, concerns, issues, suggestions, or feedback.
- If you need to meet with the teacher in person, please schedule ahead. Teacher schedules do not allow time for drop-in conferences.

g. Fire, Tornado and Emergency Drills

A minimum of two fire and two tornado drills are held each semester, as well as one emergency drill per semester. Drills are always announced to the students, by the principal. This is so students understand that any time an alarm is sounded without warning, it should be taken seriously and not considered a drill. It is also to help ease the minds of the students, so they know that the drill being run is “practice”.

h. Reunification Procedures

In the event that students need to be moved off campus due to an emergency event, a message will be sent out via School Messenger and/or JMC. The message will be sent out to parents notifying them of where students will be located and procedures that need to be followed to pick up their child(ren).

VIII. Transportation

a. Bus Qualification

Your child qualifies for preschool busing if you are considered a rural address. To find out if you qualify for transportation, please contact our transportation center at (641) 923-2718. If your child does qualify, they will be picked up at the rural route location, and dropped off at the same location after school dismisses. For any questions about this, please contact our office at (641) 923-2831, or call the transportation center at (641) 923-2718.

b. Bus Rules

Each student is expected to follow the bus rules and obey the driver. Failure to do so could result in a three-part disciplinary action: 1) Discussion with the student and parent about the issue; 2) Suspension of bus riding privileges for up to one month, and 3) Suspension of bus riding privileges for the rest of the semester.

IX. General School Rules & Information

The following general school rules apply daily. They are not all-inclusive, but cover a majority of our expectations.

1. Keep updated information on record through JMC. Anytime there is a change in address, phone number, etc., please notify the office promptly.
2. Documentation of child custody agreements, if it exists, for those whose parents are split should be given to your child's teacher or the office. Without this notification, children of either parent could legally pick them up from school.
3. The following items are not permitted:
 - Fighting or bullying

- Weapons or other dangerous objects including look-alikes
 - Explosive devices
 - Other types of property that would present a safety or health threat to others
 - Hard balls (baseballs, footballs) skateboards and rollerblades
 - Electronic devices
4. Students will not use or possess tobacco products, alcohol or drugs
 5. Gum and candy on school buses are not allowed
 6. Party invitations may be sent to school to pass out if there is one for every child in the class. If only a few students are to be invited, arrangements must be made at home by phone or mail.
 7. Students are not allowed to receive flowers or balloons at school.
 8. Because the school facilities and equipment belong to the whole community, students will treat school district property with care and respect. Students found to have deliberately damaged or destroyed school property will be required to reimburse the school district, as well as being subject to additional discipline. At the discretion of the principal, such students may be turned over to local law enforcement officers. Each student in 4th grade will be assigned a hall locker; each student in grades TK-3 will be assigned a hook and cubby. The lockers and cubbies are for the use of the student during the school year but remain, at all times, the property of the school district. Students are expected to use their own locker or cubby and keep it neat. School administrators and/or designated representatives retain the authority to conduct a reasonable search of student lockers periodically. Items in violation of school district policies, rules, or regulations found in student lockers will be confiscated. Illegal items may be given to law enforcement officials.

X. Section 504/ADA

Section 504 Rehabilitation Act of 1973 provides that "no otherwise qualified individual with a disability in the United States... shall, solely by reason of his or her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance..." 29 U.S.C. § 794(a) (1988) [hereinafter, § 504]. School Districts receiving federal funds are required to provide an education to students with disabilities. The school District not only must provide appropriate educational programming but also must address accessibility issues, including physical accessibility to school District facilities.

A student with a disability is defined as a student who:

- has a physical or mental impairment which substantially limits one or more major life activities;
- has a record of such an impairment; or
- is regarded as having such an impairment.

The phrase "physical or mental impairment" means:

Any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal, special sense organs, respiratory, including speech organs, cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skin and endocrine or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Physical or mental impairments may also include diagnosed depression, diagnosed chronic fatigue syndrome or diagnosed eating disorders. Common examples in schools may be more hidden disabilities such as migraines. Educators should recognize that not all disabilities will be visible to the naked eye and those “invisible” disabilities are entitled to accommodations, too.

"Major life activities" means:

Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Parents/guardians rights under Section 504 of the Federal Rehabilitation Act of 1973 and the American Disabilities Act (1990) are found at the Iowa Department of Education website and you may also request additional information from building principal.

<https://educateiowa.gov/pk-12/learner-supports/section-504>

Section 504 of the Federal Rehabilitation Act of 1973 requires annual notification of parent/student rights in identification, evaluation, and placement. Inquiries may also be directed, in writing, to the Iowa Civil Rights Department, or to the director of the Region VII Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, Missouri 64114. Such inquiry or complaint to the state or federal office may be done instead of, or in addition to, an inquiry or complaint at the local level. Inquiries regarding compliance with Section 504/ADA shall be directed to:

District Coordinator: **Michael J. Meyering**

Address: 620 West 11th Street
Garner, Iowa 50438

Phone: 641-923-2831

E-mail: mmeyering@ghvschools.org

XI. Affirmative Action/Equal Employment Opportunity (EEO)

The Garner-Hayfield-Ventura Community School District has established a policy of Equal Employment Opportunity with respect to race, color, national origin, sex, disability, age, religion, creed, sexual orientation and gender identity. The District has an established policy of taking affirmative action in recruitment, appointment, assignment, and advancement of women, minorities, and disabilities. Inquiries regarding compliance with affirmative action and equal employment opportunities shall be directed to:

Coordinator: **Ken Kasper**

Address: 605 W. Lyons Street
Garner, Iowa 50438

Phone: 641-923-2718

E-mail: kkasper@ghvschools.org

XII. 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.

Note: Federal law requires a school district to notify students and parents about the school district's asbestos management plan annually. Each school building must have a plan in the office.

XIII. Chapter 103 Annual Notification Statement

Notice: Corporal Punishment, Restraint, and Physical Confinement and Detention

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

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent.

If you have any questions about this state law, please contact your child's principal or any other school administrator. The complete text of the law and additional information is available on the Iowa Department of Education's website at <http://www.educateiowa.gov>.

XIV. Educational Records & FERPA

Student records containing personally identifiable information, except for directory information, are confidential.

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

They are:

1. The right to inspect and review the student's education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff, law enforcement unit personnel, and certain volunteers); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or professional responsibility. Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll. (Note: FERPA requires a school district to make a reasonable attempt to notify the parent or eligible student of the records request unless it states in its annual notification that it intends to forward records on request. This paragraph meets the annual notice requirement: so, by including the notice here, the school district does not need to notify every parent when records are forwarded.)
4. The right to inform the school district the parent does not want directory information, as defined below, to be released. Any student over the age of 18 or parent not wanting this information released to the public must make objection in writing by September 3 of the current year, to the principal. The objection needs to be renewed annually. This is filled out on student information during registration: NAME, ADDRESS, TELEPHONE LISTING, DATE AND

PLACE OF BIRTH, E-MAIL ADDRESS, MAJOR FIELD OF STUDY, PARTICIPATING IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, PHOTOGRAPH AND LIKENESS AND OTHER SIMILAR INFORMATION. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC, 20202-4605 or visit the website at: <http://www.ed.gov/offices/OII/fpco/> for more information.

XV. Grievance Procedure

Students, parents of students, employees, and applicants for employment in the school district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

a. Level One: Local Police Department (Informal/Optional - may be bypassed by the grievant)

Employees with a complaint of discrimination based upon their race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity or socioeconomic status (for programs) are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. An applicant for employment with a complaint of discrimination based upon their race, color, national origin, sex, disability, age, religion, creed, sexual orientation, and gender identity are encouraged to first discuss it with the personnel contact person.

A student, or a parent of a student, with a complaint of discrimination based upon their race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, or socioeconomic status (for programs) are encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

b. Level Two: County Sheriff

If the grievance is not resolved at Level One and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be

obtained from the Compliance Officer. The complaint will state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level Two must be within 15 working days from the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Compliance Officer. A minor student may be accompanied at that meeting by a parent or guardian. The Compliance Officer will investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

XVI. Homeless Youth

In Iowa, the rules regarding Education for Homeless children are located in [281--Iowa Administrative Code 33](#). Click the link below for more detailed information.

[Homeless Students](#)

XVII. Multicultural/Gender Fair and Equal Opportunity in Programs

Enrolled children in the school district community shall have an equal opportunity for a quality public education without discrimination regardless of their race, color, national origin, sex, sexual orientation, gender identity, marital status, socioeconomic status, disability, religion and creed. The education program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of, respect and appreciation for, the historical and contemporary contributions of diverse cultural groups as well as men and women to society. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes. Integration of minority populations will occur throughout the educational program and the school system. Inquiries regarding compliance with equal education opportunity shall be directed to:

Coordinator: **Shawn Miller**
Address: 605 W. Lyons Street
Garner, Iowa 50438
Phone: 641-923-2632
E-mail: smiller@ghvschools.org

XVIII. Non-Discrimination on the Basis of Sex or Handicap

Public laws provide for the resolution of complaints brought by patrons, students or staff of the School District toward any activities sponsored or undertaken by the School District. Complaints will be investigated and resolved within ten (10) days unless exceptional circumstances exist. Where special

circumstances exist, the resolution shall not exceed thirty (30) days. The complaint form is to be filed with the building administrator. In the event the complainant is not satisfied with the resolution at the building level, an appeal may be made to the District complaint officer. FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC, 20202-4605.

XIX. Non-Discrimination Statement

It is the policy of the Garner-Hayfield-Ventura Community School District not to discriminate on the basis of race, color, age (for employment), national origin, sex, sexual orientation, gender identity, marital status (for programs), socioeconomic status (for programs), disability, religion, and creed in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments and Section 504 of the Federal Rehabilitation Act of 1973. It is also the policy of the District that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society.

Inquiries regarding compliance with Title IX, Title VI may be directed to **Ken Kasper**, Garner-Hayfield-Ventura Community School District, 605 Lyons Street, Garner, Iowa 50438; to the Director of Iowa Civil Rights Commission, Des Moines, Iowa; or to the Director of Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri 64106.

The Garner-Hayfield-Ventura Community School District does have a grievance procedure for any individual who feels that they have been discriminated against. Please contact the Superintendent's Office for information regarding procedures and forms contained in the District's plan.

Recess Clothing Expectations



60's
or higher

Your Choice

50's
Layers



40's
or lower
Coats, Hats, &
Gloves



or colder

Inside
Recess



GHV Elementary Entrances/Exits

