



Monticello Community School District

2026-2027

**Shannon & Carpenter Elementary
Student Handbook**

It is the policy of the Monticello Community School District not to discriminate in its educational programs, activities and employment practices on the basis of race, color, national origin, sex, disability, religion, creed, sexual orientation, age (for employment), actual or potential parental, family or marital status. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy or for information about the district's grievance procedures please contact the District's Equity Coordinator, Todd Werner, 860 East Oak Street, Monticello, Iowa 52310, 319-465-3000, todd.werner@monticello.k12.ia.us.

Approved: July 27, 2026

Monticello Community School District

Mission Statement:

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens, who will be life-long learners.

Vision:

Providing rigorous, authentic personalized learning utilizing the local and global communities

Core Values:

Effective Instruction ~ Technology & 21st Century Learning ~ Collaborative Relationships

2026-2027

Monticello Board of Education

Craig Stadtmueller-President

Mandy Norton-Vice President

John Schlarmann

Creighton Randolph

Tony Amsler

Handbook Guidelines

This document is provided as a guideline to support students and parents/guardians. This handbook cannot anticipate every situation or answer every question about policy or practice. The school board allows the superintendent the discretion to interpret and apply the rules in this handbook. In addition, the school board reserves the right to interpret and apply the rules in this handbook, if necessary. Additional information related to this handbook may be included in Board Policy.

The District may from time to time adopt and publish changes in these rules. Such changes shall become effective only after they have been board approved.

TABLE OF CONTENTS

<u>Getting Started.....p. 1</u> ● Enrollment ● Mandatory Immunizations ● Arrival Time ● Daily Schedule <u>Attendance & Daily Procedures.....p.2</u> ● Attendance/Tardies ● Leaving School During the Day ● Family Vacations ● Dropping Off & Picking Up Students ● Telephone Use ● Visitors ● Volunteers <u>Transportation.....p.4</u> ● Bus Transportation/Passes ● Bus Behavior ● Inclement Weather ● Early Dismissals/Late Starts ● Bicycles <u>Health & Student Services.....p.6</u> ● Health of Students ● Medication ● Communicable Diseases ● Health Screenings ● Homeless Information ● Specialized Programs & Services <u>Meals & School Activities.....p. 8</u> ● Breakfast/Lunch Program ● Birthdays/Class Snacks ● Field Trips ● Conferences ● Book Orders ● Lost & Found	<u>Student Expectations.....p. 10</u> ● Appearance & Dress ● Cell Phones ● Things Not to Bring to School ● Vision and Belief Discipline Statement ● Student Conduct ● PBIS ● Office Referrals ● Addressing Violent and Disruptive Behavior ● Recording Disciplinary Actions ● Discipline Appeals ● Search & Seizure ● Drug-Free Schools ● Harassment/Bullying ● Prohibition of Harassment <u>Safety.....p. 19</u> ● Disaster Plans ● Use of Video Cameras <u>Miscellaneous.....p. 19</u> ● Solicitation/Fundraisers ● Wednesday Night Policy <u>District Policies & Legal Information..p. 20</u> ● Equity Compliance/Grievance Procedure ● Student Conduct Policy ● Title I Parent & Family Engagement <u>Reference Materials.....p. 26</u> ● Staff Directory ● Supply Lists ● School Maps
--	---

GETTING STARTED

ENROLLMENT *(Reference POLICY #501.1)*

Children wishing to enroll in kindergarten must be at least five (5) years of age on or before September 15 of the year in which they wish to enroll. You must present a birth certificate or other comparable evidence of age before that child may enroll.

MANDATORY IMMUNIZATIONS *(Reference POLICY #506.3)*

State Law requires all parents/guardians of students K-12 to submit proof of immunization upon school enrollment. Documentation of a valid Certificate of Immunization Exemption (Religious or Medical) or Provisional Certificate of Immunization may be submitted in lieu of a Certificate of Immunization. See Board policy #506.3 Student Health and Immunizations for more information.

DTaP - Diphtheria, Pertussis, (Whooping Cough), Tetanus – five doses required if born after Sept. 15, 2003

MMR - Two doses after 12 months

Hepatitis B - Three doses.

Varicella (chicken pox) – Two doses after 12 months required unless documentation of natural disease received

HIB - vaccines are required for ECSE and preschool students. Please see the nurse regarding this requirement.

Pneumococcal – vaccines are required for ECSE and preschool students. Please see the nurse regarding this requirement.

Polio – four doses are required with one dose required after the age of 4 years if born after Sept. 15, 2003

Meningococcal – One dose required for grades 7th and up if born after Sept. 14, 2004. Two doses required for grade 12 if born after Sept. 15, 1999.

This immunization information must be on file **prior to the child attending classes.**

DENTAL SCREENING: A state dentist or dental hygienist should complete a dental screening form prior to the child enrolling in the fall of their kindergarten year. Forms can be picked up in the principal's office or at the dentist's office. If dental screening forms are not completed, the Department of Dental Health I-Smile Program will send a registered dental hygienist to do a free screening of those students. Parents/guardians who do not want their child screened by the I-Smile dental hygienist will need to indicate that in writing to the principal prior to October 1 of current year.

LEAD SCREENING: Date and results are to be reported to the school prior to the child enrolling in the fall. Your health care provider can fill out the lead screening results on the school health physical form.

VISION SCREENING: It is recommended that your child be screened by an eye care professional prior to enrolling in the fall.

ARRIVAL TIME *(Reference POLICY #502.1, 502.1R1)*

Students at Carpenter and Shannon Elementary Schools should plan to arrive at school **no earlier than 7:50 a.m.**

Students should not expect to use this time as a play period. There is **no supervision outside the building until 7:50 a.m.**; therefore, students are discouraged to arrive before this time.

Exception: Students that ride the shuttle buses may be on the school site (as necessary) prior to 7:50 a.m.

DAILY SCHEDULE

Carpenter

Shannon

7:50 Students supervised on school grounds Breakfast students may enter front entrance	7:50 Students supervised on school grounds Breakfast students may enter front entrance
8:05 Students enter the building	8:05 Students enter the building
8:15 Classes begin	8:15 Classes begin
3:10 Dismissal for buses to Middle School	3:10 Dismissal for buses to Middle School 3:11 Dismissal for shuttle bus to Carpenter
3:15 Dismissal for shuttle bus to Shannon Dismissal for walkers/those being picked up	3:15 Dismissal for walkers/those being picked up

ATTENDANCE & DAILY PROCEDURES

ATTENDANCE/TARDIES *(Reference POLICY #502.4)*

Attendance has a huge impact on a student's academic success starting in kindergarten and continuing through high school. Even as children grow older and more independent, families play a key role in making sure students get to school safely every day and understand why attendance is so important for success in school and in life. It is important that the schools work together with students and parents/guardians to make student attendance a priority in our school district.

Some absences may be unavoidable due to health problems or other circumstances. But, when students miss too much school— regardless of the reason – it can cause them to fall behind academically. Your child is less likely to succeed if they are chronically absent—which means missing 18 or more days over the course of an entire school year.

Research shows:

- Children chronically absent in kindergarten and 1st grade are much less likely to read at grade level by the end of 3rd grade.
- By 6th grade, chronic absence is a proven early warning sign for students at risk for dropping out of school.
- By 9th grade good attendance can predict graduation rates even better than 8th grade test scores.

Absences can add up quickly. **A child is chronically absent if he or she misses just two days every month!!**

Please ensure that your child attends school every day and arrives on time. Here are a few practical tips to help support regular attendance:

- Make sure your children keep a regular bedtime and establish a morning routine.
- Lay out clothes and pack backpacks the night before.
- Ensure your children go to school every day unless they are truly sick (i.e. - vomiting, fever)
- Avoid scheduling vacations or doctor's appointments when school is in session.
- Talk to teachers and counselors for advice if your children feel anxious about going to school.
- Develop back up plans for getting to school if something comes up. Call on a family member, neighbor, or another parent/guardian to take your child to school.

Let us know how we can best support you and your child(ren) so that they can show up for school on time every day. We want your child to be successful in school! If you have any questions or need more information, please contact us at school.

Attendance Notification - It is the responsibility of the parent/guardian to contact the school when their child will be absent during the school day. By 9:00 a.m. if no parent/guardian phone call has been received by the school, the automated system will begin to call and notify the parent/guardian that their child is not in attendance at school.

Excused Absences - Student absences approved by the principal are excused absences. These absences include, but are not limited to, illness, family emergencies, recognized religious observances, appointments that cannot be scheduled outside the school day, school-sponsored or approved activities. It is the responsibility of the parent/guardian to notify the school if a student is to be absent and the reason for the absence.

Unexcused Absences Students who are absent without a reasonable excuse, as determined by the principal, will receive an unexcused absence. Without notification within 48 hours the student's absence may be considered unexcused. Leaving the building during the day without prior parental permission and authorization from the principal is considered an unexcused absence. Missing a class while being elsewhere in the building without the authorization of a teacher, may be considered an unexcused absence. Students with an unexcused absence may be required to complete work as part of the course requirements. The student may be assigned a detention, suspension, Saturday School, or other consequences for an unexcused absence.

A half-day absence is when a child arrives at school after 10:00 a.m. They are marked as absent for the morning. If they leave school before 1:30 p.m., they are marked absent for the afternoon.

If your child will be absent for several days, arrangements can be made to send work home or to be picked up after school. Please contact the school secretary about these arrangements.

Tardiness - An excused tardy is any tardy in which we have a valid call, note, or message from the parent/guardian prior to 8:15 a.m. reporting that the child will be tardy (arriving at school after 8:15 a.m.) or when contact with the parent/guardian by phone or note is successful. An unexcused tardy is any tardy in which a child arrives at school after 8:15 a.m. and we have not had any contact from the parent/guardian before 8:15 a.m. (beginning of the school day) and we have been unsuccessful in reaching the parent/guardian.

Truancy - Truancy is the failure to attend school for the minimum number of days/hours established in the school calendar by the board. Students of compulsory attendance age will attend school a minimum of one hundred and sixty (160) days if the calendar is based on days or 90% of hours offered if the calendar is based on hours. At the principal's discretion, excessive absences or tardiness may be reported to the Department of Human Services (DHS) or the County Attorney.

LEAVING SCHOOL DURING THE DAY

Students are allowed to be picked up with prior written authorization or phone call to the office from parents/guardians. Parents/guardians must come to the office to pick up their child. Please inform the office for the reason for the student's absence.

FAMILY VACATIONS

If parents/guardians elect to take their child out of school, we would like advanced notice (two weeks preferred). Much of what the child loses is the interaction with the teacher relating to the skills that are taught. This cannot be made up.

DROPPING OFF & PICKING UP STUDENTS

At certain times of the day, the amount of vehicles and pedestrian traffic around Shannon and Carpenter Elementary Schools may create congestion. Please leave our bus lane in front of the schools open for unloading and loading buses. Parents/guardians who drop off their students at school should be careful to observe the school area speed limit and look carefully for other students walking to school.

When picking up students at these locations while buses are loading, do not stop in the busy street. It is suggested that you park near the school and escort your child by foot to your car in safety from the bus loading area. Parents/Guardians should drop off students or pick students up with the passenger side of the car closest to the building curb after buses have departed so students do not have to cross the street in front of other cars. Safety comes only with vigilance by everyone.

Please call ahead by 1 p.m. if changes are made for your child's return home. Thank you for your cooperation in maintaining a safe arrival and departure for our students.

TELEPHONE USE

Children will not be allowed to use the school telephone for social or personal reasons. We encourage parents/guardians and children to plan ahead so they remember notes, school supplies, lunches, etc. We discourage them from using the phone every day for such needs. Permission must be obtained from a teacher or secretary before a student uses the telephone. Children will not be able to leave class to call or talk on the phone except in emergency situations.

Parents/Guardians are asked to be very careful when needing to call with messages for students, especially at the end of the school day. **Please plan ahead and send written notes with children if at all possible for these communications.** Thank you for your consideration, understanding, and efforts.

VISITORS

Adult visitors are welcome at the school. It is best to call or send a note before visiting. Visitors may enter the school buildings through the front doors only and must check in at the office with the secretary when they arrive. This procedure enables school personnel to know who is in the building throughout the day for the safety of students and staff.

VOLUNTEERS

Anyone interested in volunteering regularly with the school should communicate with office staff. For the safety of the students and staff, a standard background check must be completed prior to volunteering.

TRANSPORTATION

BUS TRANSPORTATION & PASSES (*Reference POLICY #702.3*)

The school district provides a shuttle bus for students. The students who attend Carpenter and Shannon Elementary Schools may ride a shuttle bus from the Middle School to their respective school in the morning and return on a shuttle after school. There is also a shuttle bus from Carpenter to Shannon and Shannon to Carpenter in the morning and after school.

Students who ride a school bus home with another student or are going to another destination must **bring a note signed by their parent/guardian to the office giving permission.** The student will be issued a **BUS PASS** by the secretary.

When your child is going to a **location other than their normal destination**, (walking to another student's home or being picked up by an adult) **the parent/guardian must send a signed note stating this fact.** If the

school does not have official notice (note or phone call) from the parent/guardian, the student will be sent home via his/her regular arrangement. It is also important that parents/guardians communicate these changes with child care providers. ***Please call by 1 p.m. if changes are made for your child's return home.***

BUS BEHAVIOR (Reference POLICY #503.9)

We believe the driver of a school bus has one of the most demanding and stressful jobs in the school system. They are the sole person involved with the control, the safety, and transportation of up to 70 students at one time in all kinds of weather and road conditions.

When your child is not going to ride, please call 319-465-3000 - option 7 (MCSD Transportation Office).

School Bus Rules:

1. Obey the driver.
2. Students remain seated and head, hands, books, etc. should be kept inside the bus, not out the windows.
3. Keep noise to a minimum.
4. Use respectful language.
5. Students use school manners and best behavior.
6. Pay for damages a student may cause and bus privileges suspended.
7. No tobacco, drugs, alcohol - state law.
8. Be on time and ready when the bus arrives.
9. No eating, drinking, spitting or throwing objects.

Bus Discipline Procedure:

In the event a general education student's conduct is inappropriate while being transported to and from school, the following actions could result (depending on severity, certain steps may be by passed):

Step 1) A student/driver conference will be held centering around the student's behavior, the rule that was violated, and the expectations for the future.

Step 2) The parent/guardian of the student may be contacted by the driver and/or the Director of Transportation and/or building administrator. A written report will be filed with the building principal of the student and a copy forwarded to the parents/guardians.

Step 3) A student/driver/principal conference may be held concerning the incident. A written report will be filled out by the driver and principal. The building principal will contact the parents/guardians of the student and an accompanying letter may be sent to the parents/guardians. The student may be suspended from bus privileges from one to five days.

Step 4) A student/driver/principal conference may be held concerning the incident. A written report will be filled out by the driver and principal. The building principal will contact the parents/guardians of the student and an accompanying letter may be sent to the parents/guardians. The student will be suspended from bus privileges from five to ten days. A parent/guardian/student/driver/principal conference will be held prior to the return of the student to bus privileges.

Step 5) A student/driver/principal conference may be held concerning the incident. A written report will be filled out by the driver and principal. The building principal will contact the parents/guardians of the student and an accompanying letter may be sent to the parents/guardians. The student will be suspended from bus privileges indefinitely or pending the result of a hearing by the superintendent.

The above steps are intended as a guide for the Director of Transportation and building principals. Depending on the severity of the offense and/or the number of previous offenses, the Director of Transportation and/or building principals may use their discretion in determining the beginning step and severity of consequences, up to and including loss of riding privileges for a calendar year.

INCLEMENT WEATHER- Cancellations, Late Start, Early Dismissal & Other Important Notifications

Please tune to radio stations - WMT (AM & FM), KMCH, or KCRG, AND TELEVISION STATIONS KGAN or KCRG for any announcement regarding school cancellations, late starts, and early dismissals due to inclement weather. You may also receive text messages from KCRG by signing up on their website.

The Monticello Community School district has officially launched SchoolMessenger. SchoolMessenger is a broadcast system that keeps you informed of all that is happening in your school district. You may have already received emails pertaining to attendance. Soon you will be notified of activity cancellations, weather notifications, field trip reminders, and emergencies. Please keep your phone number and email address up to date in Infinite Campus. Keeping your information current will ensure that you are getting the most up to date alerts. If you need help with your Infinite Campus account, please contact Morgan Murray-Zimmerman at 319-465-3000 ext.1551 or morgan.murray@monticello.k12.ia.us. You can also follow the Monticello CSD on Facebook and Twitter.)

Parents/Guardians are asked to see that students come to school prepared with proper clothing for these weather conditions or other inclement weather. Except in rainy conditions or sub-zero temperatures, students will not be brought inside before 8:05 a.m. 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.

The elementary schools have developed a plan to deal with the cold. Students will go out for recess during normal temperature conditions, down to -10 degrees wind-chill. Between the temperatures -10 degrees and -20 degrees wind-chill, students will take short fresh air breaks during recess times. Below -20 degrees wind-chill, students will not go outside. Indoor recess will be held.

For Early Dismissals: Emergency plans should be made so that your child will know where they are to go on early dismissal days.

For Late Starts: Breakfast will not be served on late start days.

BICYCLES

All children, who agree to ride safely and with the approval of their parent/guardian, are allowed to ride bicycles to school. Once the child arrives at school, the bike is to be parked in the bike rack and left there until the child leaves school. If there is a problem this privilege may be withdrawn. (Note: Bicycle helmets can help prevent injuries.)

HEALTH & STUDENT SERVICES

HEALTH OF STUDENTS

The school office will be open at 7:45 a.m., so please call the office if your child is ill or if you need to discuss your child's health or check on medication.

Health records are kept on each student. This in turn becomes a part of the student's cumulative record. To aid in this task, please keep the nurse informed of visits to the doctor, dentist, and eye doctor, etc. Each year parents/guardians are asked to update Infinite Campus, as part of e-registration, with updated phone numbers for parents/guardians and emergency contacts.

MEDICATION (*Reference POLICY #506.5 & #506.5R1*)

If a student must take prescribed medication or non-prescription medication (i.e. Tylenol, cold tablets, cough syrup, cough drops) during school hours, written authorization and instructions must be provided by parents or legal guardians of the student. Written authorization from the physician may be requested. A Medication Procedure Form needs to be filled out on any kind of medication and given to the school office.

Medications taken at school and dispensed by school personnel must be sent in a labeled bottle, from the pharmacy, with specific instructions on the dosage and time to be given. Pharmacists will supply you with such a labeled container upon request.

No medication shall be dispensed to any student unless the following rules are observed:

1. The medication must be prescribed by a licensed medical or osteopathic physician or dentist.
2. The parent or guardian must sign a request to have this prescribed medication dispensed to the child according to the written direction of the prescribing physician or dentist.
3. All medication shall be kept in a designated locked drawer or cabinet or refrigerated, if indicated.
4. All access to medicine is under the authority of the school nurse or a person designated by the principal.
5. A written record will be kept on any medication(s) given at school.

COMMUNICABLE DISEASES (*Reference POLICY #506.4*)

The term “communicable disease” means an infectious or contagious disease spread from person to person or animal to person. Once the administration, in conjunction with the school nurse, decides that the student’s condition poses a health threat to other students, the student will be excluded from school for the duration of the period of contagion. A signed permit from a doctor may be required for reentry by administration. In order to prevent the spread of communicable diseases, parents should use their good judgment in keeping sick children home from school. When the administration has knowledge of the presence of a communicable disease, the State Department of Health may be notified.

HEALTH SCREENINGS (*Reference POLICY #506.1*)

1. Blood pressure screenings may be done each year for students in grades 2 and all special classes.
2. Height, weight and dental screenings may be done yearly on all students.
3. The school nurse may screen vision on an as needed basis.
4. Grant Wood Area Education Agency (GWAEA) conducts hearing screenings for all students in: 4-Year-Old Preschool, any 3 year olds in Preschool with an Individualized Education Program (IEP), 1st Grade and 5th Grade. Parents/Guardians have the right to opt their child out of the hearing screening. To do so, please submit a written notification to the school health office at the beginning of the school year or prior to screening. If you have any concerns about your child's hearing, please contact the school nurse or Grant Wood Area Education Agency directly at (319) 399-6746 to schedule a hearing test at any time.
5. Psychological screenings are done as requested by the child study team.

HOMELESS INFORMATION (*Reference POLICY #501.5*) - McKinney-Vento Homeless Education Assistance Act

If your family lives in any of the following situations:

In a shelter, motel, vehicle, or campground; on the street; in an abandoned building, trailer, or other inadequate accommodations; or doubled up with friends or relatives because you cannot find or afford housing;

Your children have the right to:

- Go to school, no matter where you live or how long you have lived there.
- Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible.
- Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
- Attend a school and participate in school programs with children who are not homeless.
- Enroll in school without giving a permanent address.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.

- Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school and to school programs.

When you move, you should do the following:

Contact the school district's local liaison for homeless education (Gina McConahay, 319-465-3000) for help in enrolling your child in a new school or arranging for your child to continue in their former school (or, someone at a shelter, social services office, or the school can direct you to the person that you need to contact). Contact the school and provide any information you think will assist the teachers in helping your child adjust to the new circumstances. Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

SPECIALIZED PROGRAMS & SERVICES

Title 1 Reading - *Reference Policy #608.3* - is a federally funded program which serves students who need extra help in the development of their reading skills. *Appendix B - Policy Title: Title I Parent and Family Engagement*

Little Panthers Preschool – is a preschool program for children turning four on or before September 15th.

Please contact the Shannon Elementary Office for more information. Included in the preschool are two additional programs identified below:

- **Early Childhood Special Education** – for qualifying 3 and 4-year-old children who are delayed in developing age appropriate-skills. Skills of focus include: Self-help, motor, social, communication, and cognitive areas. Instructional activities depend on the handicap needs of the individual students and each student must have an IEP.
- **Special Education**– Students who qualify for special education support receive specially designed instruction by a certified special education teacher. Specially designed instruction may occur within or outside the classroom and must always ensure that the student has access to a Free and Appropriate Public Education. These services are documented in an Individualized Education Plan (IEP) and are decided upon by the IEP team which includes the school team and parents.

Additional support services may include the school counselor, extended learning teacher, literacy specialist, media specialist, and nurse. Grant Wood Area Education Agency support staff may include psychologist, social worker, special education consultant, speech-language pathologist, occupational and physical therapist, and others.

MEALS & SCHOOL ACTIVITIES

BREAKFAST/LUNCH PROGRAM- FEES (*Policy #701*)

School fees for book rental, lunch, and milk are collected at registration in the fall before school starts. Book fees, lunch and milk can also be paid in the school office.

Book Rental	K-4th gr.	\$55.00	Milk (sack lunch and/or break)	K-4th gr.	\$0.50
Breakfast	K-4th gr.	\$2.10	Adult Lunch		\$5.20
Reduced		\$0.30			
Lunch	K-4th gr.	\$2.65			
Reduced		\$0.40			

If an adult wishes to eat lunch with a student, please send a note or call NO LATER THAN 8:30 a.m. to let the office know for the lunch count.

Milk is served with a school lunch / breakfast. Students may purchase extra cartons of milk if they wish. Children who bring a cold lunch from home may purchase milk individually.

If your child is allergic to milk, juice may be supplied. Parents/Guardians need to obtain a doctor's written verification regarding any milk allergy. You need to visit with the school nurse about this matter.

Parents/Guardians: Please do not send pop, soda or other carbonated beverages with lunches from home. Students are not to drink those items at lunch or bring them into the lunchroom. Carbonated beverages are allowed only for special occasions, class parties, field trips, etc.

Breakfast students may enter at 7:50 a.m. at Shannon and Carpenter Elementary Schools. Kindergarten students must have written permission from their parent/guardian before they will be served breakfast.

Parents/Guardians or students who believe they may qualify for a temporary hardship should contact the secretary at registration time or stop in the school office and pick up an application form. Parents/Guardians may apply any time during the year if the status or circumstances change in the home. This form does not carry over from year to year and must be completed annually.

All students are eligible to participate in the breakfast/lunch program. Our program operates similarly to a checking account. Each student is assigned an account number where deposits are added and withdrawals (lunch, breakfast, and milk breaks) are subtracted on a daily basis. Parents/Guardians have access to view their child's account balance, and can deposit money into the account at any time either online or by sending money to the school. Low balance notifications are emailed to the parent/guardian.

School Lunch Account Negative Balance

Families with a negative lunch account balance of \$20.00 or more will be given a brown bag lunch at no charge. This lunch will meet the nutritional standards and include a cheese sandwich, vegetable or fruit, and a carton of white milk.

Student fees may be waived or partially waived if families meet the income guidelines for free and reduced lunch prices. Free and reduced lunch forms can be obtained from the school office.

Students having negative balances for breakfast/lunch/milk or any other outstanding bills (registration fees, preschool tuition, lost or damaged books, etc.) are to be paid by the last day of school. You may stop in and pay at either elementary building office. Negative balances will be carried over to the next school year. Money left in the lunch account at the end of the year will be carried over to the next school year. Balances in the accounts of students going into second grade or fifth grade will be transferred to the student's new account at Carpenter and Middle Schools. Refunds will not be given unless a student is moving out of the district.

BIRTHDAYS/CLASS SNACKS

A birthday is a special event in the life of an elementary student. With prior approval from the teacher, students may bring birthday treats to share with their classmates. ***Whether for a birthday, or other class snack, we encourage parents/guardians to send fresh fruits and/or vegetables. Other healthy snacks may be sent as individually store-packaged items.*** Please arrange with the teacher for a day and time to bring these items.

Birthday invitations should be distributed outside of school time as those children not invited feel left out. Hurt feelings ruin the educational climate for that student.

FIELD TRIPS (Reference POLICY #608.2)

All out of district field trips will require a “Field Trip Permission Slip” signed by the parent/guardian. **NOTE:** Students may be left at school due to their behavior prior to the trip. Parents/Guardians shall be called if their child loses this privilege.

CONFERENCES *(Reference POLICY #607.2)*

The Board of Directors recognizes the following objectives or purposes of a system of student reporting practices.

1. To inform parents/guardians of the progress made by their children.
2. To bring parents/guardians into closer understanding of the work of the school.
3. To record for pupils their growth or achievement.
4. To assist the pupil, parents/guardians, and the school in working cooperatively for the welfare of the pupil. Conferences shall be scheduled in all of the schools of the district. See school calendar for dates and times.

If you have a concern at any other times, we encourage you to talk with your child’s teacher. We want to work with you in providing the best educational environment for your child.

BOOK ORDERS

When your child purchases books in their classroom from book order companies, please make all checks payable to: **MONTICELLO COMMUNITY SCHOOLS**. It is also becoming very common to order online.

LOST & FOUND

We do keep lost articles: at Shannon on the south hallway wall, at Carpenter in the gym on the “Lost and Found Clothes Line”, and at the bus barn office. Please stop and check these places if you are missing any items. Marking items with a permanent marker helps students to find their clothing. Unclaimed items will be donated at the end of the school year.

STUDENT EXPECTATIONS

APPEARANCE & DRESS *(Reference POLICY #503.7)*

A student’s personal appearance will reflect the high ideals and personal pride that Monticello has in its schools. Personal appearance at school should be reasonable and proper, present no health or safety hazards to the individual or his/her fellow students, or create no undue class disturbance. Students may not wear caps, hats or bandanas **during the school day (8:05 a.m. to 3:15 p.m.)**. Also, attire which can be interpreted as sexually offensive is prohibited.

Clothing deliberately chosen because it is extremely tight or obviously too small is not in good taste. In addition, the following types of clothing will not be allowed during the day because of the likelihood that such attire will cause a material and substantial disruption to the educational process. ***(Grades 2- 4 - halter tops, “muscle shirts”, one-strapped shirts, inappropriate spaghetti strap shirts, shirts with open backs or sides and shirts that reveal a bare midriff.)***

If a student disrupts the educational process, he or she will first be given the opportunity to change clothes. If that option is not exercised, then the student will be disciplined.

If a student has any questions about the appropriateness of an item of apparel, the student should seek approval prior to wearing the item or bring alternative clothing in case the item of apparel is deemed to be in violation of this policy. Final interpretation of these provisions is the responsibility of the administration. Any questions and/or complaints should be addressed to the administration.

Clothing or any other item with suggestive printing or pictures representing negative ideas, advertising about alcoholic beverages, drugs, obscenities, reference to subversion, or any other products which are illegal for use by minors will not be allowed.

a) **Students will need to wear suitable clothing for physical education class and recess time, such as tennis shoes, (weather temperature permitting) shorts or long pants, jackets, long sleeve sweatshirts.** Clean and presentable sweatpants will be allowed. **Students spend time outside each day**, weather permitting, and need to be dressed comfortably.

b) Warm coats, gloves or mittens, hats, snow pants, and boots are necessary for recess on cold snowy or rainy days.

CELL PHONES

Student use of personal electronic devices during instructional time is prohibited. Instructional time is defined to mean periods of classroom instruction from the beginning of the class bell until the end of class bell: including lunch and recess periods. Students have access to distinct-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building administrative office.

THINGS NOT TO BRING TO SCHOOL (*Reference POLICY #503.5*)

- To help ensure the safety and well-being of children at school, items such as bean shooters, aluminum baseball/softball bats, hard balls or any ball smaller than a softball, and other items that can cause problems in control of students should not be brought to school. Toy guns, knives or other weapons like toys should not be brought to school. In the event such items are found, they will be held in the principal's office.
- **Weapons or dangerous objects** shall be taken from students and others who bring them onto the school district's 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 objects on school property shall be notified of the incident. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials, and the student will be subject to disciplinary action including suspension or expulsion.
- Roller blades, roller skates, roller shoes, and skateboards are not to be worn or used on the way to school. These items are not permitted on school grounds while school is in session. If they are brought to school to be taken to a friend's house after school, they are to be left in the principal's office until the end of the school day.
- Any item which becomes a collectible and has potential to increase in value, should not be brought to school (ex. baseball cards, football cards, Pokémon cards, etc.). In the event that such items are found, they will be held in the principal's office until parents claim them.
- Students may not bring portable electronics unless required for school projects (with the student's name on them). They may not be used inside or outside the building.
- Students should not bring any item inappropriate for use at school. In the event such items are found, they will be held in the principal's office until parents claim them.

VISION AND BELIEF DISCIPLINE STATEMENT

The teachers and staff at the Monticello Elementary Schools approach the discipline of students through an instructional mode, rather than a punishment mode. Punishment focuses on what not to do and does not always teach children alternative successful ways to behave. We believe that it is far better to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. For effective discipline throughout our schools, we believe there must be expectations set, teaching of proper behavior, supervision of students, feedback to students on their behavior, and positive relationships built

between peers and adults. Family support of teachers and staff as they work toward implementing instructional discipline will make the program even more effective.

STUDENT CONDUCT (*Reference POLICY #503.1*)

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, and/or presents a threat to the health and safety of students, employees, and visitors on school premises.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or participation; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, community service, restitution, suspension, probation, and expulsion. All actions may be referred to law enforcement, if deemed appropriate.

Teachers, principals, and other responsible persons may not excuse any person because of race, sex, national origin, marital status, age, religion, economic status, or disability from adhering to reasonable standards of discipline or rules of the school district. The entire staff of the Monticello Community School District has the authority and responsibility to set and enforce reasonable standards of Student Conduct.

Students are expected to adhere to the discipline policies at all school activities away, or at home, or on school property.

Sportsmanship is a very important part of athletics at Monticello. Fan support is appreciated, encouraged and necessary to the success of our various athletic teams and individual performances. Negative situations arising from Monticello student(s) at athletic events will be handled in the following matter.

- The first problem will result in a verbal warning from the supervisor on duty.
- The second problem will result in ejection of the student(s) for the remainder of the athletic contest in question.
- The third problem at any time by a particular student(s) will result in their suspension from all athletic contests for the remainder of that season.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

PBIS is a school-wide approach used in addressing student behavior and creating a positive school climate. Rather than a program or curriculum, PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific plans. It is supported by the Grant Wood Area Education Agency and the Department of Education.

Key Features of PBIS

Common expectations have been created at Carpenter and Shannon Elementary Schools. Our expectations are:

1. Responsible
2. Respectful
3. Safe

These expectations are applied throughout classroom and non-classroom areas (lunchroom, hallways, restrooms, etc.) Signs with expectations are posted throughout the buildings.

Students receive direct instruction in expected behaviors. Teachers and staff teach and refer to the school-wide expectations throughout the year.

There is an emphasis on acknowledging positive behaviors. When students exhibit positive behavior, they may receive a “panther paw.” If an entire class is showing positive behavior, they can earn a “golden panther paw.” We have both classroom and building-wide celebrations for reaching goals of certain numbers of paws earned.

Problem behavior is addressed with consistent consequences that are focused on re-teaching expected behavior.

PBIS impacts student achievement by helping to create a positive learning environment.

OFFICE REFERRALS

Minor behaviors and major behaviors have been identified for all school staff along with suggestions on how to address the behaviors. An Office Referral Form is used to report behaviors to the school principal. The principal works through the problem with the student or students. Communications may occur via teacher and/or principal, and incidents will be recorded in Infinite Campus.



Office Referral Form

Name: _____

Date: _____

Grade: K 1 2 3 4

Time: _____

Teacher: _____

Location: _____

Referring Staff: _____

Playground
Cafeteria
Hallway
Arrive/Dismiss
Library/Lab
Bathroom
Classroom
Other

Problem Behavior	Major	Minor
Abusive/Inappropriate Language/Profanity		
Defiance/Disrespect/Insubordination		
Disruption		
Fighting/Physical Aggression		
Forgery/Theft		
Harassment/Bullying		
Lying/Cheating		
Other		
Property Damage/Vandalism		
Misuses of Technology		
Use/Possession of Controlled Item		

Please Check

Possible Motivation
Obtain peer attention
Obtain adult attention
Obtain items/activities
Avoid peers
Avoid adults
Avoid task or activity
Don't know
Other

Circle

Others Involved
None
Peers
Staff
Teacher
Substitute
Unknown
Other

Circle

Instructional Format	
Not Applicable	Ind. Student Work or Seat Work
Full Classroom Activity W/ Teacher	Assessment Administration
Small Group Activity W/ Teacher	Unstructured Time
Individual Activity W/ Teacher	Classroom Transition
Small Group Activity W/ Peers	Other

Circle

Other Comments:

Administrative Decision

Attendance Contract	Out of School Suspension
Bus Suspension	Parent Conference
Detention	Pending
In School Suspension	Restitution
Informational	Restrictions
Intervention	Student Conference
Letter Sent	Time in Office
Loss of Privilege	Truancy Mediation
None	

Circle

Parent Signature: _____

Date: _____

All minors are filed with classroom teacher. Three minors may equal a major.
All majors require administrator consequence.

Additional Information on Back

Additional Information on Back

ADDRESSING VIOLENT AND DISRUPTIVE BEHAVIOR

The Monticello School District supports creating an orderly educational environment for students. Classroom teachers have authority to remove students from the classroom who cause violent or nonviolent disruptions to instruction, however this authority is not absolute. Students who are removed from the classroom must be afforded due process that is consistent with applicable laws and board policy. Discipline will be administered

consistent with law and board policy and accompanying regulations. Removal and discipline of students with disabilities will comply with the provisions of applicable federal and state laws.

Students with an IEP or 504 Plan:

All actions regarding student behavior are dictated by their IEP and the decisions of the IEP team (or 504 plan). Students with behavioral issues are subject to normal discipline procedures up to a certain point, depending on their IEP.

NONVIOLENT DISRUPTION: A nonviolent disruption can be: disorderly conduct, abusive or profane language, bullying, or repeatedly disruptive behavior.

- A teacher is authorized to remove a student and put them under the principal or their designee's supervision for at least 30 minutes.
- A kindergarten through fifth grade student who is removed from a classroom can't return until the teacher and principal, or the principal's designee, meet to discuss the readmission.
- If a student is removed more than once, the teacher, principal, a guidance counselor, and the student's parent will meet to establish a plan to address the student's behavior.
- If the student has an Individualized Education Plan (IEP), a meeting must occur after the first nonviolent disruption. QUESTION #10 DE GUIDANCE DOC
- The 5-in-15 Rule: If a student with an IEP was removed from the classroom five or more times within any fifteen-consecutive-school-day period, then the student's individualized education program team shall meet to discuss the student's behavior.
- A student who is removed from the classroom shall be required to make up any work that the student missed while the student was under the supervision of the principal or the principal's designee.

VIOLENT DISRUPTION: A violent disruption can be: injury, property damage, or assault.

- A teacher is authorized to remove a student and put them under the principal or their designee's supervision.
- A student who is removed from the classroom pursuant to subparagraph (1) shall be required to make up any work that the student missed while the student was under the supervision of the principal or the principal's designee.
- A kindergarten through fifth grade student who is removed from a classroom can't return until the teacher and principal, or the principal's designee, meet to discuss the readmission.
- If a removal happens two or more times in a semester, the principal will assign the student either in or out-of-school suspension and recommend an alternative learning environment that has been approved by the superintendent.
- If a student is removed from a classroom for assaulting the teacher and the teacher does not consent to the student returning, the student shall not be readmitted. This authority is not absolute. Students who are removed from the classroom must be afforded due process that is consistent with applicable laws and board policy.

Removal of a student with an individualized education plan (IEP). In the IEP meeting after a removal, the team must discuss:

- Appropriateness of the student's current educational programming.
- If adjustments should be made to the IEP to address the behavior.
- If the student's current location or an alternative learning environment would best provide the student with a free appropriate public education.
- Accommodations the student requires and whether those can be provided in the general education environment.
- The impact providing special education services in the general education environment will have on the student and other students in the classroom.

Principals will be required to:

- Carry out manifestation determination review meetings after a student is placed in a new learning environment.
- Impose appropriate discipline according to school district policy and federal law.
- Perform functional behavior assessments as needed.
- Adjust behavioral intervention plans as needed.
- The principal will ensure that a mental health professional, guidance counselor, or behavioral interventionist is made available to students, teachers, and other school employees to address immediate trauma arising from a violent or nonviolent disruption. Students less than the age of 18 must have consent from a parent or guardian in order to receive mental health services unless they are an emancipated minor.
- Teachers must be granted up to three days of leave following an injury as a result of a student's violent disruption. A teacher may be granted more leave if they provide a doctor's note.
- A teacher may appeal to the school board a principal's refusal to allow a teacher to remove a student or a principal's readmission of a student.
- A teacher can request a meeting of a student's IEP team at any time.
- This can be denied by an administrator if they provide why federal law does not require the team to meet.
- Additionally: If the student was removed from the classroom five or more times within a fifteen-consecutive-school-day period, then the student's IEP team shall meet to discuss the student's behavior.

IEP Requirements after meeting:

- All teachers responsible for implementing a student's IEP are required to read the IEP, so they know their responsibilities and the accommodations and support that must be provided.
- Regular education teachers will provide written notice to the special education teacher that they have read the IEP.
- It is required that teachers read the new modifications and accommodations portion of the IEP in order to effectively implement it.
- At least one paraeducator must attend all IEP meetings.

RECORDING DISCIPLINARY ACTIONS (*Reference POLICY #503.1*)

As a matter of record keeping, students may be sent to the office to make a written statement concerning their involvement in any disciplinary related incident.

The procedures for discipline/student conduct are as follows:

1. A student who is in violation of the discipline student conduct policies will be informed of the nature of the violation. No action will be taken without reasonable cause.
2. The student shall be given an opportunity to tell their side of the incident. In cases where parental/guardian notification is judged to be appropriate, parents/guardians shall be notified in writing and/or by telephone as soon as possible. In situations in which law enforcement officials are notified, a reasonable attempt will be made to contact the parents/guardians prior to questioning by law enforcement officials.
3. The school official administers the procedures of the policy.

DISCIPLINE APPEALS

Discipline Appeals Process

Parents/Guardians/Students who feel discipline has been administered unfairly may appeal to the next highest authority. Only after an informal attempt has been made to resolve the issue will the following formal process be used.

1. An appeal must be initiated within five days of the assessment of the penalty.
2. The appeal shall be in writing stating the violation, the penalty, and the reason(s) why the student is appealing the decision.

3. A conference shall be held for each appeal, including the school official hearing the appeal, the school official from whose actions the appeal originated, and the student and/or his/her parents or guardian. Decisions from appeals at all levels shall be in writing. Students who are 18 years old may represent themselves.
4. Appeals shall progress in the following order: 1- teacher; 2 - principal; 3 – superintendent; and 4 - Board of Education.
5. An appeal which is upheld shall, if possible, cause the penalty to be removed. If the penalty has already been administered, all written records of the disciplinary action shall be removed from the student's file and destroyed.

SEARCH & SEIZURE (*Reference POLICY.11*)

School authorities may, without a search warrant, search student lockers, desks, work areas, or student automobiles based on a reasonable suspicion under the circumstances and in a manner reasonable in scope to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students and school personnel. School authorities may also seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include but are not limited to non-prescription controlled substances, such as marijuana, cocaine, amphetamines, barbiturates, apparatus used for administration of controlled substances, alcoholic beverages, tobacco, weapons, explosives, poisons and stolen property. Possession of such items will be grounds for disciplinary action and may be grounds for reporting to law enforcement authorities.

DRUG-FREE SCHOOLS (*Reference POLICY #503.4*)

Violation of this policy by students will result in disciplinary action including suspension or expulsion. Use, purchase or being in possession of cigarettes, tobacco or tobacco products for those under the age of eighteen, may be reported to the local law enforcement authorities. Possession, use or being under the influence of beer, wine, alcohol and/or of a controlled substance or drug paraphernalia may also be reported to local law enforcement authorities.

NOTE: This policy is mandatory and complies with the Federal Drug-Free Schools Act but is expanded to also include tobacco products. This policy reflects Iowa law regarding tobacco products and minors.

Possession or use of any tobacco by pupils on school property is prohibited. Disciplinary action for infractions of this policy will be taken.

Tobacco / Nicotine Free Environment - (*Reference POLICY #1004.3*)

School district premises, including school vehicles, shall be off limits for tobacco and nicotine products. This requirement extends to employees and visitors. This policy applies at all times, including school sponsored and non-school sponsored events. Persons failing to abide by this policy shall be asked to cease using the tobacco and/or nicotine product, properly dispose of the tobacco and/or nicotine produce and refrain from future use, or leave the school district premises immediately.

HARASSMENT/BULLYING (*Reference POLICY #503.10*)

Initiations, Hazing, Bullying or Harassment

Harassment, bullying and abuse are violations of school district policies, rules and regulations and, in some cases, may also be a violation of criminal or other laws. The school district has the authority to report students violating this rule to law enforcement officials.

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

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;

- Repeated remarks of a demeaning nature that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Implied or explicit threats concerning one's grades, achievements, property, etc., that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or
- Unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

Sexual harassment 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 by a school employee 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.

Harassment and bullying includes any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"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, pager service, cell phones, electronic text messaging or similar technologies.

Students who feel that they have been harassed or bullied should:

- Communicate to the harasser or bully that the student expects the behavior to stop, if the student is comfortable doing so. If the student needs assistance communicating with the harasser or bully, the student should ask a teacher, counselor, principal, or other appropriate school employee to help.
- If the harassment or bullying does not stop, or the student does not feel comfortable confronting the harasser or bully, the student should:
 - tell a teacher, counselor, principal, or other appropriate school employee; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor, principal, or other appropriate school employee, including:
 - what, when, and where it happened;
 - who was involved;
 - exactly what was said or what the harasser or bully did;
 - witnesses to the harassment or bullying;

- what the student said or did, either at the time or later;
- how the student felt; and
- how the harasser or bully responded.

PROHIBITION OF HARASSMENT (*Reference POLICY #401.2*)

It is the policy of the district to maintain an environment that is free from harassment. The district, therefore, prohibits acts of discrimination or harassment toward employees on the basis of age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, disability, or genetic information, as required under state and federal laws, rules, and regulations.

All members of the district, including, but not necessarily limited to, the board, the administration, the faculty, the staff, and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment.

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

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

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

- unwelcome verbal, written, or electronic harassment or abuse;
- unwelcome pressure for sexual activity;
- unwelcome, sexually motivated or inappropriate patting, pinching, or physical contact, other than necessary restraint of students by teachers, administrators or other school personnel to avoid physical harm to persons or property;
- unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment status or implied or overt promises of preferential treatment with regard to an individual's employment status;
- unwelcome behavior or words directed at an individual because of gender;
- coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
- coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another;
- threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another;
- graffiti of a sexually offensive nature;
- sexual gestures or jokes; or
- spreading rumors about or rating other individuals as to sexual activity or performance.

Inquiries by employees or applicants for employment regarding complaints of employee harassment shall be directed to the District's Equity Coordinator, Todd Werner, 860 East Oak Street, Monticello, Iowa 52310, 319-465-3000 ext. 2002, todd.werner@monticello.k12.ia.us, or the District's Affirmative Action Coordinator, Nick Schauf, High School Principal, 319-465-3000 ext. 1321, nick.schauf@monticello.k12.ia.us, and will be subject to the general grievance procedures (see the General Grievance Procedure regulation). Formal complaints and informal reports regarding sex discrimination, including sexual harassment, will be subject to the Title IX grievance process (see the Title IX Grievance Procedure regulation). The school district will promptly and reasonably investigate allegations of harassment.

Retaliation against any person, because the person has filed a harassment complaint or assisted or participated in a harassment investigation or proceeding, is 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.

It shall be the responsibility of the board members, administrators, licensed and classified employees, students and others having business or other contact with the school district to act appropriately under this policy. It shall be the responsibility of the superintendent and investigator to inform and educate employees or students and others involved with the school district about harassment and the school district's policy prohibiting harassment.

SAFETY

DISASTER PLANS

If a fire, tornado, or any other disaster should happen, the school staff will see that your child is taken to a place of safety. Fire and tornado directions and destinations are posted in each room. Furthermore, fire drills, tornado drills, and lock down drills are routinely practiced.

USE OF VIDEO CAMERAS (*Reference POLICY #703.1*)

The Monticello Community School District Board of Directors has authorized the use of video cameras in the school district's buildings and on school property. The video cameras will be used to monitor student behavior in order to maintain a safe, secure, and healthy environment for students and staff. Students and parents are hereby notified that the content of video recordings may be used in a student disciplinary proceeding. The content of the video recordings may be a confidential student record and, if so, will be retained with other student records. Video recordings will only be retained if necessary for use in a student disciplinary proceeding or other matters as determined necessary by the administration. Parents may request to view recordings of their children in the event the recordings are used in disciplinary proceedings involving their children. Any such request shall be processed by the school district in accordance with applicable law. All audio and video recordings will require permission of the building principal.

MISCELLANEOUS

SOLICITATION/FUNDRAISERS

Due to the need to protect instructional time, students will not be allowed to sell items or conduct fund-raisers for organizations or activities outside of school, during school time. Organizations may solicit students for their organization by writing a short informational note (flier), which may be placed on the MCSD web page Friday Folder.

WEDNESDAY NIGHT POLICY (*Reference POLICY #1003.2*)

Wednesday night is designated as an open night. No student functions, practices, or games will be scheduled after 5:30 PM on this night. The only exception would be if an agency or group outside the school schedules tournaments or meetings on this night.

DISTRICT POLICIES & LEGAL INFORMATION

EQUITY COMPLIANCE/GRIEVANCE PROCEDURE *(Reference POLICY #102.1)*

It is the policy of the Monticello 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, Todd Werner, 860 East Oak Street, Monticello, Iowa, 319-465-3000, todd.werner@monticello.k12.ia.us.

Students, parents of students, employees, and applicants for employment in the school district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. This includes the right to present witnesses and evidence as a part of the investigation. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

Level One - Principal, Immediate Supervisor, or Personnel Contact Person

Employees with a complaint of discrimination based upon their age, race, creed, color, sex, sexual orientation, gender identity, national origin, religion, or disability, 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 gender, race, national origin, religion, age or disability 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 the student's race, color, national origin, religion, sex, disability, or marital status, sexual orientation, gender identity, socio-economic status, or creed are encouraged to first discuss it with the instructor, counselor, supervisor, building administrator, program administrator or personnel contact person directly involved.

Level Two - Compliance Officer

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.

Level Three - Superintendent/Administrator

If the complaint is not resolved at level two, the grievant may appeal it to level three by presenting a written appeal to the superintendent within five working days after the grievant receives the report from the Compliance Officer, the grievant may request a meeting with the superintendent. The superintendent may request a meeting

with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, rather, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights or Office of Special Education Programs, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

The Compliance Officer is: Todd Werner, 860 East Oak Street, Monticello, Iowa 52310, 319-465-3000. Ext. 2101. Office Hours: 8:00 AM – 4:00 PM

Report forms may be obtained in the building principal's office.

For additional information, please see the Department of Education's Parent, Guardian, and Community Concerns Page at: [Parent, Guardian and Community Concerns | Iowa Department of Education](#)

STUDENT CONDUCT POLICY (*Policy #503.1*)

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, and/or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students will conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for any of the following:

1. Conduct which disrupts or interferes with the education program;
2. Conduct which disrupts the orderly and efficient operation of the school district or school activity;
3. Conduct which disrupts the rights of other students to participate in or obtain their education;
4. Conduct that is violent or destructive; or
5. Conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

Teachers and/or others who are in charge of a classroom must be the administrators of classroom discipline. Therefore, minor disciplinary offenses are the responsibility and obligation of the classroom teacher. When a situation arises wherein the educational process is substantially interfered with, it then becomes the responsibility of the administration to assist in the disposition of the discipline problem.

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student, the teacher will report the incident to the school principal within 24 hours of the incident. The principal will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the incident as soon as possible.

Impermissible Conduct

Students may be disciplined for conduct that violates commonly held notions of acceptable, moral or appropriate behavior, including but not limited to the following:

1. Open and/or persistent defiance of authority, school rules, and regulations (including extracurricular rules);
2. Assault or threatened assault on another person;
3. Extortion, intimidation or coercion;
4. Inciting others to violate the law or school rules;
5. Vandalism;
6. Gambling;
7. Theft or possession of stolen goods/property;
8. Sale, manufacture or distribution of illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia;
9. Possession, use or being under the influence of illegal drugs, controlled substances, imitation controlled substances or drug paraphernalia.
10. Possession, use or threatening to use any instrument that is generally considered a weapon, an instrument that is normally not considered a weapon as a weapon, an imitation weapon or an explosive;
11. Possession, use or being under the influence of alcoholic beverages;
12. Use, possession, and/or transmission of tobacco or imitation substances;
13. Profanity;
14. Possession of pornographic/obscene literature, items or materials;
15. Student dress which is suggestive, condones illegal activity or in some way disrupts the educational process;
16. Failure to abide by corrective measures for previous acts of misconduct;
17. Harassment of another person in any form;
18. Conduct which discriminates against others based upon an individual's sex, race, national origin, religion or disability;
19. Destruction, damage, unauthorized use, inappropriate use, and/or manipulation of hardware, software or any aspect or component of the school's electronic information system including the internet; or
20. Inappropriate sexual conduct including harassment, indecent exposure, and visible display of affection.

Assault Against an Employee

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension to determine whether to impose further sanctions against the student which may include expulsion. Assault for purposes of this section of this policy is defined as:

1. An act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
2. Any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
3. Intentionally pointing a firearm toward another or displaying in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants

in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Sanctions for Student Misconduct

The District may impose a range of disciplinary measures for acts of misconduct. Disciplinary measures include, but are not limited to, removal from the classroom, restriction from school activities, detention, suspension, probation, and expulsion. Discipline will be administered depending on the severity and frequency of the acts of misconduct. The imposition of discipline will be within the discretion of the individual responsible for imposing the discipline. In instances where there has been a violation of the law, as well as school rules, appropriate law enforcement officials will be contacted and may become involved in the District's administration of discipline. The school reserves the right to seek restitution from the parents/guardians of a student or the student for damage caused by the student.

Sanctions for Student Misconduct Defined

Restriction From School Activities: A restriction from school activities means a student will attend school, classes, and practice, but will not participate in other school activities.

Removal From the Classroom: Removal from the classroom means a student is sent to the building principal's office. It is within the discretion of the person in charge of the classroom to remove the student.

Detention: Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the licensed employee disciplining the student or the building principal.

Suspension: Suspension means; either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten (10) consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten (10) days.

Probation: Probation means a student is given a conditional suspension of a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions will result in immediate reinstatement of the penalty.

Expulsion: Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Special Education Students

Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The Individual Education Program (IEP) is evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension. If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team will meet to determine whether the IEP is appropriate.

TITLE I PARENT & FAMILY ENGAGEMENT (*Policy #608.3*)

Parent and family engagement is an important component in a student's success in school. The board encourages parents and families to become involved in their child's education to ensure the child's academic success. In order to facilitate parent and family involvement, it is the goal of the district to conduct outreach and implement programs, activities and procedures to further involve parents and families with the academic success of their students.

Title I is the largest federal aid program for public schools, designed to help students from low income

families meet academic standards. As a part of Title I implementation, the elementary school will engage with parents in the following ways:

(1) Involve parents and families in the development of the Title I plan, the process for school review of the plan and the process for improvement by:

- This policy is distributed to parents and family members of participating Title I children through the Elementary Student Handbook, which is shared with every family at the time of registration, included on our district website, and linked to the Title I survey that parents fill out at the end of the year.
- Through the use of surveys, the district conducts an annual evaluation of the content and effectiveness for the Parent and Family Engagement Policy. The evaluation tools and methods identify the type and frequency of school-home interactions and the needs of parents and families have to better support and assist their children in learning. The evaluations will target at least three key areas: barriers, ability to assist learning, and successful interactions.

(2) Provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance by:

- The district will provide technical assistance and support to schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance through professional development regarding parent and family engagement. The district will partner with community groups as a means to engage families more creatively and successfully.

(3) To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant Federal, State, and local laws and programs by:

- The district will work to find ways to work cooperatively with other federal, state, and local programs. The Title I program will work with local public preschool programs, Headstart programs, local library programs, and special education programs (IDEA). Our homeless education program coordinates with the local backpack program to offer support to students that are food insecure, especially over the weekends.

(4) Conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served including identifying: barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, parents of any racial or ethnic minority, parents with disabilities and parents with limited literacy); needs of parents and family to assist their children's learning; and strategies to support successful school and family interactions by:

- The district uses the findings for the annual evaluation to design evidenced-based strategies for more effective parent and family engagement. The evaluation results will help uncover best practices that are working and adapt those ideas to the district and individual school needs.
- At least one annual meeting will be held to inform parents and family members of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved. The meeting shall be for parents of both public and private school. All Monticello elementary buildings will hold an annual meeting in the fall. Notification will be sent in the district and building newsletter.
- Parent and family meetings, including parent conferences, will be held at different times during the day and Title I funds may be used to pay reasonable and necessary expenses associated with parent and

family engagement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.

(5) Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies by:

- The district will involve parents in the planning, review, and improvement of the school's Title I program through participation in the annual stakeholder informational meeting, in person parent meetings, and on the end of the year survey where parents give input and feedback on the Title I program.
- Parents and family members of participating children are given assistance in understanding the Title I program, with timely information about the Title I program. Through annual meetings and parent-teacher conferences, the school will provide parents and family members of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents and family members receive an explanation of the forms of academic assessment used to measure student progress, and the expected proficiency levels in the annual progress report distributed to all stockholders in the spring of the year, through individual reports given to parents at conference time, and through report cards.

(6) Involve parents and families in Title I activities by:

- If requested by parents, the school will provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- A school/parent agreement outlines how parents and family members, the entire school staff, and students all share responsibility for improved student achievement. The agreement also describes the means by which the school and parents will build and develop a partnership to help children achieve our local high standards. It is distributed and reviewed at the annual parent meeting.

The school, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) by providing information and school reports in a format and language the parties can understand.

REFERENCE MATERIALS

STAFF DIRECTORY

Shannon Elementary Staff	Position	Carpenter Elementary Staff	Position
Gina McConahay	Principal	Gina McConahay	Principal
Sandy Hinrichs	Secretary	Karla Stahlberg	Secretary
Kristen Culbertson	School Counselor	Kristen Culbertson	School Counselor
Mikel Millsap	K-12 Social Worker	Mikel Millsap	K-12 Social Worker
Jenny Claussen	Kindergarten	Abby Fagan	Second Grade
Jolene Schlemme	Kindergarten	Shianne Rockwell	Second Grade
Stacy Campbell	Kindergarten	Abby Ritze	Second Grade
Dana Merfeld	Kindergarten	Kelsie Wennekamp	Third Grade
Laura Altieri	First Grade	Liz Moon	Third Grade
Kendra Kedley	First Grade	Cindy Savage	Third Grade
Debra Kurt	First Grade	Tricia Lambert	Fourth Grade
Breanna Welter	Preschool	Lindsay Ryan	Fourth Grade
Dolly Kurt	Preschool	Allison Sweeney	Fourth Grade
Savannah Nealman	Preschool	Nick Thumma	Music
Nick Thumma	Music	Sydney Gibbs	Art
Sydney Gibbs	Art	Sonya Rieniets	PE
Sonya Rieniets	PE	Heather Hansen	Teacher Librarian
Heather Hansen	Teacher Librarian	Dylan Shaffer	ELP/Enrichment
Dylan Shaffer	ELP/Enrichment	Angela Boysen	ELL
Angela Boysen	ELL	Renee Barkema	Special Education
Andrea Janssen	Special Education	Kim Koos	Special Education
Karen Brokaw	Title 1 Reading	Angie Fairley	Title 1 Reading
Jean Kehoe	Instructional Coach	Jean Kehoe	Instructional Coach
Dana Hansen	Associate	Ashley Christensen	Associate
Rita Schmit	Associate	Jill Crowley	Associate
Susan Swift	Associate	Ty Gudenkauf	Associate
Dixie Shady	Associate	Audrey Green	Associate
Kristi Weideman	Associate	Holly Larkins	Associate
Amber Chapman	Associate	Amanda Herman	Associate
Sara Ahumada	Associate	Courtney Casciato	Associate
Kiara Rigby	Associate	Abby Taylor	Associate
Amber Shallenberger	Associate	Lisa Dirks	Associate
Jill Martensen	Custodian	Cael Sampson	Custodian
Marsha Kraus	Kitchen Staff	Stacy Appleby	Kitchen Staff
Vicki Edwards	Kitchen Staff	Lexus Bland	Kitchen Staff
Theresa Westhoff	Kitchen Staff	Stephanie Tepezano	Kitchen Staff

SUPPLY LISTS

- Please send a clean set of clothes to stay in the student's locker to be used if necessary (shirt, socks, underwear, pants).
- Please mark all book bags, coats, hats, mittens, boots, shoes, snow pants, etc. with the child's name.

Kindergarten:

5 –fine tip (skinny) black dry erase markers	1 - book bag for 9x12 papers - <u>no gym bags</u>	1 - school box - 8x5x2
1 - box of Crayola crayons-24 count	2 - boxes of 10 Crayola classic markers-washable, broad-tip	8 - small glue sticks
Headphones to use with iPads (No earbuds or wireless)	25 - individually wrapped snacks for your child	Tennis shoes needed for P.E. and Recess
Winter gear when needed: Boots, snow pants, hats & water proof gloves	Any donations of black sharpies fine tip & ultra fine tip are appreciated	

First Grade:

24 - #2 yellow, wooden pencils	1 – book bag for 9x12” papers - <u>no gym bags</u>	1 - Scissors-5 1/2” pointed (Left or Right Handed) *See below
1 – yellow 2 pocket folder	4 - glue sticks	1 – white polymer eraser
2 - boxes of 24 Crayola crayons	1 – black dry erase markers broad-tip	2 - boxes of 10 Crayola classic markers (washable)
Headphones to use with iPads (No earbuds or wireless)	Tennis shoes needed for P.E. and Recess	Winter gear when needed: Boots, snow pants, hats & water proof gloves
Any donations of: tissues, hand sanitizer and clorox wipes are appreciated		

***Note: Right-handed scissors have the right blade positioned on top, whereas left-handed scissors have the left blade positioned on top. This prevents unnecessary bending and tearing of the paper and allows for a clear view of the cutting line.**

CARPENTER ELEMENTARY SUPPLIES: *Students have limited storage space, some items will need to be replenished during the year.*

FOR ALL GRADES: TENNIS SHOES NEEDED FOR P.E. AND RECESS. WINTER GEAR WHEN NEEDED: BOOTS, SNOW PANTS, HATS, & GLOVES

Second Grade:

24 - #2 pencils	1 - box of 24 Crayola crayons	2 - large erasers
2 - boxes of 10 Crayola classic markers-washable, broad tip	1-book bag for 9 X 12 papers- <u>no gym bags</u>	3 - 2-pocket folders with horizontal pockets: <u>1-red, 1-yellow, 1-blue</u>
1 – wide-lined single subject spiral notebook	1 – Fiskars brand 5 1/2” pointed scissors	Headphones to use with iPads (No bluetooth)
1-box of 12 colored pencils	2 - 4 pack boxes of black EXPO Dry Erase Markers	Any donation of gallon-size & sandwich Ziploc bags

Third Grade:

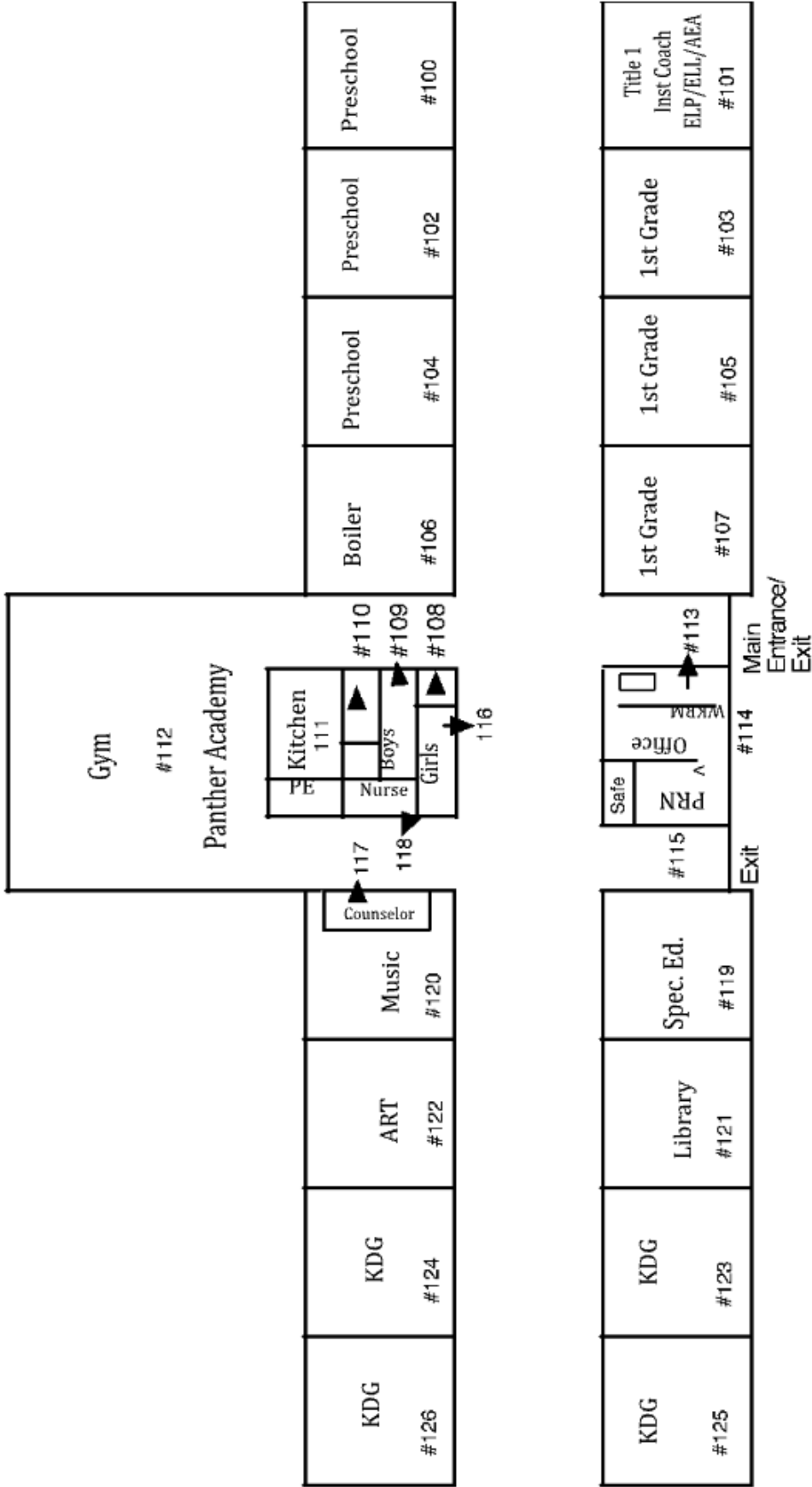
24 - #2 pencils	2 – large erasers	1- pack of glue sticks
1- book bag for 9x12 papers – <u>no gym bags</u>	1 – Fiskars brand 5 1/2” pointed scissors	1 - box of 10 markers-washable, broad tip
1 - box of 12 colored pencils	1 - box of 24 crayons	2 - Expo markers
3 - spiral notebooks, wide-ruled	1 - 2-pocket folder for music (any color)	6 - 2-pocket folders with horizontal pockets: <u>1-yellow, 1-red, 1-blue, 1-green, 2-any color</u>
Headphones or earbuds to use with computers		

Fourth Grade: NO hard-sided binders or trappers

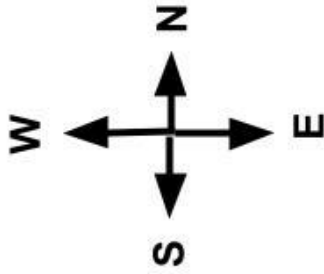
1 - box crayons - 24 OR 1 - box of 12 colored pencils	12 - #2 pencils (as needed throughout year)	1 - single subject spiral notebooks, wide ruled, any color
1 - pocket folder with horizontal pockets	1 - composite notebook, any color, for Social Studies	10 - black fine point dry erase markers
4 - glue sticks	4 - highlighters (all different colors)	1 - Fiskars brand pointed scissors
1 - box of 8 Crayola markers-washable	1 - book bag for 9x12 papers – <u>no gym bags</u>	1 - zippered pencil bag or pencil box
1 - hand-held pencil sharpener that catches shavings	HEADPHONES or EARBUDS - <u>no bluetooth</u> (A spare set is recommended in case the first set is lost or broken.)	Any donations of tissues, hand sanitizer wipes, pump hand sanitizer, clorox wipes, rubber gloves (for snack serving) and dry erase markers are always appreciated. As well as donations of black sharpies (fine tip & ultra fine tip) and glue sticks for art class.

Shannon Elementary School

Updated 6/2/25



Updated
5/29/26



Carpenter Elementary School

