

AHSTW Community School TK Handbook 2025-2026

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Avoca, IA 51521

712-343-6364



The AHSTW Community School District inspires students to learn and empowers them to excel.

Superintendent: Mr. Darin Jones

Primary Principal: Mrs. Sarah Kock

Intermediate Principal: Mrs. Cristin Rold

High School Principal: Mr. Davis Pattee

Technology Director: Mr. Ryan Smith

Business Manager: Mrs. Alisha Cook

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MISSION

The mission of AHSTW's Early Childhood TK Program is to provide all students the skills and tools necessary to be successful.

PHILOSOPHY AND GOALS

AHSTW's Early Childhood TK Program is founded on the philosophy that children, their families, and society benefit from high-quality early childhood programs. We believe that early childhood education is critical to success later in life.

We will partner with families and community partners to provide a high-quality education through hands-on learning experiences, predictable routines, and a Transitional Kindergarten (TK) curriculum that is directly aligned with both the Iowa Core Kindergarten Standards and the Iowa Early Learning Standards. We will provide a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of TK children.

BELIEF STATEMENTS

We believe each child should receive quality care and be provided with a developmentally appropriate education.

We believe that all children and families should be treated with respect and kindness. We will always appreciate family, cultural and individual differences.

We believe all young children experience success through active learning opportunities within a safe, nurturing environment to meet the individual needs of the child.

We believe that with the combined efforts of parents, educators, community and students, all children will succeed intellectually, physically, emotionally, and socially.

We believe young children learn best through activities and explorations that are hands-on and include supportive adult-child and child-to-child interactions.

ENROLLMENT

Equal Educational Opportunity

It is the policy of the AHSTW Community School District to provide equal opportunity in programs provided to all students regardless of race, color, national origin, gender (sex), sexual orientation, gender identity, marital status, socioeconomic status, disability, religion or creed in its educational programs, activities, or rights legislation, including the Civil Rights Act of 1964, the Educational Amendments of 1972, the Rehabilitation Act of 1973, and the Education of All Handicapped Children Act of 1975; and of all applicable Iowa statutes, rules and regulations of the public school district.

Eligibility

- Children must be 5 years old on or before September 15th of the current school year
- Current physical
- Immunization card (See “Immunization” section for further details.)
- Registration forms completed to include emergency information
- Permission form signed for emergency care
- Authorization for child pick-up/dismissal
- School registration fee

Class Size

The AHSTW Community School District values a proper student:adult ratio. Therefore, the maximum capacity of the TK program will be 15, unless special permission is granted by administration to exceed this capacity. Administration also reserves the right to lower this capacity, if necessary to meet students’ needs in the program.

Enrollment Guidelines:

AHSTW Community School has placed an emphasis on enrolling students within the AHSTW School District. We will prioritize enrollment in the following manner:

- Resident five-year-old students, or students whose older siblings are open enrolled into the district, demonstrating financial need;
- Resident five-year-old students, or students whose older siblings are open enrolled into the district;
- Non-resident five-year-old students demonstrating financial need;
- Non-resident five-year-old students

Parents of AHSTW Preschool students must submit their request for TK enrollment by May 1st of the child’s preschool year.

Additional Guidelines:

- A five-year old student with a documented IEP **and** a recommendation for TK from the child’s IEP team will receive priority. However, not every special education student will necessarily be recommended for TK. The IEP team will make recommendations according to the individual needs of the student.
- If AHSTW’s TK program is near capacity and two students enroll for the upcoming school year, the decision will be brought to committee.
 - Names will not be provided to the committee, but the committee will determine entrance based upon the teacher recommendation rubric and any additional available data such as ASQ data, observational data, etc.
 - Teacher recommendations will be made to parents by April 1st of the child’s preschool year, and will be based upon a rubric of academic skills, social/emotional skills, and birthdate.

SEL Rubric:

Quarter 3 SEL Scores	0 points	1 point	2 points	3 points	4 points
GOLD SEL Manages Feelings (1a)	7 or more	X	X	X	6 or less
GOLD SEL Follows Limits and Expectations (1b)	7 or more	X	X	X	6 or less
GOLD SEL Interacts with Peers (2a)	6 or more	X	X	X	5 or less
GOLD SEL Solves Social Problems (3b)	7 or more	X	X	X	6 or less
Extra Adult Support Needed (more prompts and additional guidance required from adults)	No additional prompts or guidance needed compared to peers	X	Few adults prompts or guidance needed compared to peers	X	Several additional prompts or guidance needed compared to peers
Tier II Behavior Supports in Place	No	X	X	X	Yes
Birthdate	Dec. or earlier	Jan. or Feb.	March or April	May or June	July-Sept.
Total Points Per Column					

Total SEL Points _____

SEL Point Recommendation:

14 or more: Needs TK

13-9: TK or Kindergarten (more parent choice at this level)

8 or less: Kindergarten

Academic Rubric:

Quarter 3 Academic Scores	0 points	1 point	2 points	3 points	4 points
GOLD PHYSICAL Uses Fingers and Hands (7a)	Uses small, precise finger and hand movements (8)	X	7	X	Uses refined wrist and finger movements (6)
GOLD COGNITIVE Attends and Engages (11a)	7 or more	X	6	X	5 or less
GOLD LITERACY Notifies and Discriminates Discrete Units of Sound (15c)	Beginning to verbally blend and separate onset and rime in one-syllable words (5)	X	Shows awareness of separate syllables in words (4)	X	Shows awareness of separate words in sentences (2)
GOLD LITERACY Identifies Letter-Sound Correspondences (16b)	Produces correct letter sounds for 21+ letters	Produces correct letter sounds for 16-20	Produces correct letter sounds for 11-15	Produces correct letter sounds for 5-10	Identifies the sounds of a few letters
GOLD LITERACY Retells Stories and Recounts Details from Informational Text (18c)	Retells a familiar story and recounts an informational text in proper sequence, including major events and characters, as appropriate (6)		Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts (4-5)		Retells some events or information from a familiar story or other text with close adult prompting (2-3)
GOLD LITERACY Writes Name (19a)	Writes accurate first name (12)	Writes partially accurate first name (10)	Writes letter strings (8)	Writes mock letters or letter-like forms (6)	Makes controlled linear scribbles (4)
GOLD MATH Counts (20a)	6 or more	X	X	X	5 or less
GOLD MATH Connects Numerals with Quantities (20c)	6 or more	X	5	X	4 or less
GOLD MATH Knowledge of Patterns (23)	7 or more	X	5-6	X	4 or less
Total Points Per Column					

Total Academic Points _____

20 or more: Needs TK

19-14: TK or Kindergarten (more parent choice at this level)

13 or less: Kindergarten

If either category result of this 2-page rubric says "Needs TK," the student needs TK.

If both category results say "TK or Kindergarten," it's the family's decision, we would support either choice.

If 0-1 category result says "TK or Kindergarten," we recommend Kindergarten.

Late Registration

Families who would like to register their child after the beginning of the school year are welcome to do so, provided there are still openings available. If no openings are available, the student may enroll in the regular kindergarten program.

HOURS & SCHEDULE

Classes will be offered Monday through Friday 8:30am-3:30pm. We will follow the District Calendar.

Arrival and Departure of Children

Drop Off: Families may drop off their children between the hours of 7:50 - 8:30. **No supervision is available until 7:50 A.M. Please do not drop your child off prior to this time, as it creates a safety concern. Children should arrive between 7:50 - 8:30.**

Buses will unload in the west parking lot. Children will report to the cafeteria if they need to eat breakfast, or to the elementary gym if they do not. If it is after 8:15, students may go directly to the TK classroom.

Pick Up: Families can pick up their child at 3:30. Those children who ride the bus home will be walked to the bus by the classroom teacher.

The teacher will incorporate lessons throughout the year regarding student safety as pedestrians and bus/vehicle passengers. A staff member is on duty before and after school outside of the building to monitor students' safety as pedestrians upon arrival and dismissal.

Transportation

The AHSTW Community School District will transport TK students on the regular school bus route if the child's residence is within the normal bus route.

At dismissal time, TK students have the following options:

1. Parent pick-up
2. Pick-up by other responsible adult as designated by the parent. Families must notify the classroom teacher or the office before dismissal.
3. Transported by the bus

If your student needs to ride a different bus or will have a change in pick-up arrangements, please send a note to the teacher. This will help us keep your child as safe as possible. If you are unable to send a note, please call the school at least thirty minutes before dismissal.

Buses

Buses are operated throughout the district for the convenience of the student. When riding school buses, the students are under the direct supervision of the bus driver and must obey him/her. If a student does not adhere to the established bus rules, the driver will generate a Bus

Referral. The administration reserves the right to determine the level of referral based on the severity of the infraction. If the misconduct continues to interfere with the safety of self and others, the student may be suspended from riding the bus.

When an incident occurs, the driver will speak with the student and notify his/her parents of the incident. An electronic referral is submitted to the office. Severe infractions may result in immediate suspension from the bus.

The bus driver, along with teachers/staff, will model expectations for behavior on the bus.

Please read and familiarize yourself with the following safety rules.

BUS RULES:

- If the bus has seat belts, they must be worn.
- Stay seated while bus is in motion.
- No food or drinks on the bus including sunflower seeds and candy.
- No littering.
- Open windows and escape openings by permission of driver only.
- Close windows before departing bus.
- No taunting, teasing, harassing, or physical touching of fellow students.
- Report problems to driver.
- Use appropriate language and voice level.
- Do not vandalize bus.
- No cleats worn on the bus.
- ALWAYS follow directions of driver.
- Driver may assign seats.

ATTENDANCE

Students are expected to be in class and to make attendance a top priority. Only through consistent attendance and class participation do students achieve the benefits of the educational program. Students and their parents/guardians are asked to consider the impact of participating in several activities that may require numerous school absences due to competition or major travel. Absences will be verified either by a telephone call or note from the student's parent or guardian. **A parent or guardian should call the school office at 712-343-6364 before 8:30 A.M. on the day of an absence.**

No supervision is available until 7:50 A.M. Please do not drop your child off prior to this time, as it creates a safety concern. Children should arrive between 7:50 - 8:30.

AHSTW uses an automated system to notify families if a student is marked absent in the morning but his/her absence has not been reported to the office. These automated alerts are sent out at approximately 9:30 AM each day.

Chronic Absenteeism is the failure to attend school for the minimum number of days or hours by the board in guidance from the Department of Education.

- A student missing 10% of school days or hours in a grading period will be identified in this category.
- After missing 8% of the expected hours and/or days, parents and students will receive a notification from the building principal providing the first warning in regard to becoming chronically absent.
- The district is also required to contact the County Attorney after a student's number of absences equal 10% of the days required.
- After missing 15% of the expected hours and/or days, parents, students, AHSTW Student Resource Officer, and principal will gather in a school engagement meeting designed to develop a plan to remedy the student's chronic absenteeism.
 - The building principal will then follow-up weekly to monitor the progress towards meeting the expectations of the plan.
 - Failure of adherence to the plan or failure to meet to participate in creation of the plan, will require the county attorney to initiate a proceeding.

It is important that students realize the importance of being on time. When arriving late, students miss out on important directions and information pertaining to the day. In addition, being tardy disrupts the entire class and teacher. Students who arrive late must obtain a note from the office to be admitted to class. Children will be counted tardy if they arrive at school after 8:30 A.M. but before 9:30 A.M. Arrivals after 9:30 A.M. will be counted as one-half day absent. Children who leave school earlier than 2:00 P.M. on a school day will be counted absent for at least one-half day.

AHSTW considers student tardies or time missed at the end of the day in calculating absenteeism totals as well. For example, if a student repeatedly arrives late, that amount of time will accumulate and may be counted as excused or unexcused "days" absent. This accumulation of time could be included in truancy concerns reported to the County Attorney.

EXCUSED ABSENCE: An excused absence is one in which school officials have approved the parent's request to excuse a student's absence. Parents do not determine whether an absence is an excused absence. Parents/guardians can assist in providing the best possible experience for the student by requesting to excuse their child from school only in cases of emergency or illness, and not for conducting business that can be completed on weekends or outside of school time. Examples of approved absences are: illness, doctor's appointments, pre-approved travel, or emergency situations. A doctor's note may be needed to have an absence be excused.

MISSED WORK: Students have the same number of days that they were absent plus one (1) additional day to make up work that they have missed. In cases of prolonged illness, special arrangements may be made with the instructor. If a student knows that they are going to be absent from school due to an appointment, family travel, school-related trips and activities, or for some other reason, they should make every attempt to complete assignments ahead of time.

UNEXCUSED ABSENCE: An unexcused absence is one that has not been approved by school officials. By Iowa law, “a child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age. However, if a child enrolled in a school district or accredited nonpublic school reaches the age of sixteen on or after September 15, the child remains of compulsory age until the end of the regular school calendar. A child who has reached the age of five by September 15 and who is enrolled in a school district shall be considered to be of compulsory attendance age unless the parent or guardian of the child notifies the school district in writing of the parent’s or guardian’s intent to remove the child from enrollment in the school district. A child who has reached the age of four by September 15 and who is enrolled in a statewide preschool program shall be considered to be of compulsory attendance age unless the parent or guardian of the child notifies the school district in writing of the parent’s or guardian’s intent to remove the child from enrollment in the preschool program.”

TRUANCY: Any child of compulsory attendance age who fails to attend school as provided in Iowa Code chapter 299, or as required by the school board's or school governing body's attendance policy, or who fails to attend competent private instruction under chapter 299A, without reasonable excuse for the absence, shall be deemed to be truant. Attendance Cooperation Agreements, required doctor notes, and referrals to the County Attorney for mediation and/or prosecution may occur in such situations.

STAFF

Program Administrator

The Primary principal is designated as the program administrator supervising the TK program.

Teacher

A full-time teacher licensed by the Iowa Board of Educational Examiners is assigned to the TK classroom.

Paraeducator

Any paraeducator working in the classroom carries out activities under the supervision of the teacher. Depending upon the size of the class, there may or may not be a paraeducator assigned to TK.

School Nurse

The TK will have the assistance of the school nurse. The school nurse is available full-time. She maintains student health records by updating them quarterly and attends to the health needs of the students while they are at school. The school nurse is available for parent consultation when necessary.

Support Staff

Green Hills Area Education Agency (GHAEA) support staff provides resources and assistance to the teacher and classroom upon request to help all children be successful in the TK setting. Such

staff may include: school psychologist or special education representative, speech and language pathologist, social worker, occupational therapist, physical therapist, or others.

CURRICULUM

The TK program uses a comprehensive curriculum designed for Kindergarten age students, but it provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing, writing, listening and retelling. It addresses all areas of early learning: language and literacy, math, science, social studies, and social skills.

The TK program will also focus heavily on the importance of social and emotional learning. Additional learning will be done to teach - friendship making skills, sharing, managing feelings, following limits and expectations, interacting with peers, solving social problems, controlling emotions, following directions, routines and expectations, waiting for a turn, etc.

In the event of a shared PK/TK classroom, the curriculum TK students will experience will be a combination of Kindergarten Iowa Core Standards and Preschool curriculum.

CHILD ASSESSMENT

As of November 12, 2014 the Iowa Department of Education mandated that children who are kindergarten age eligible and receive kindergarten funding should be taught the kindergarten Iowa Core. These children must also be given the FAST (Formative Assessment System for Teachers) assessment 3 times a year. Students will be tested in the following areas of literacy: concepts of print, onset sounds, letter names, letter sounds, word segmenting, sight words, and nonsense words. AHSTW students will also be tested in the following areas of math:

- Numeral Identification
 - Numeral Identification NI-K assesses a student's ability to correctly identify the name of the symbol that represents a number. The kindergarten version includes numerals up to 30.
- Number Sequence
 - The Number Sequence NS-K test assesses the student's understanding of the mental number line. Types of items include: Count Sequence, Number After, Number Before, and Number Between.
- Match Quantity
 - Match Quantity assesses a student's ability to correctly identify the symbol/numeral that represents a given quantity. This task differs from Numeral Identification in that students are making a connection between quantity and numeral, instead of the symbol and the name of the numeral.
- Decomposing
 - The Decomposing DC-K subtest assesses the student's ability to put together and take apart numbers by using "parts" and a "whole."

Student scores will be shared with parents after each testing period.

The information gathered from assessments is used in the following ways:

- To provide information about children's needs and abilities in order to intentionally plan developmentally appropriate experiences and instruction
- To indicate possible areas that requires additional assessment

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. In addition, a TK Report Card will be sent home 4 times during the school year. Informal conferences are always welcome and can be requested at any time.

If, through observation or data collected, the teacher feels that there is a possible concern related to a developmental delay or other special need, she/he will communicate this to the family during a conference, sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

- The teacher requests assistance from the Green Hills Area Education Agency (AEA) as an early intervention process. This team engages in problem identification, planned interventions, provides consultative support, and makes outside resources available to those individuals requesting assistance. The Green Hills AEA team's assistance is available for all students and teachers in the building.
- A request made to Green Hills Area Education Agency for support and additional ideas or more formalized testing can be made.
- A request for a special education evaluation can be made.

The TK teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated. The family is encouraged to advocate for services for their child and be actively involved in the eligibility process.

Intervention Process

AHSTW Community Schools has a process in place to assist students experiencing behavior and/or learning difficulties. The building SAT (Student Assistance Team) will work in cooperation with the guidance counselor, at-risk coordinator, GHAEA personnel, and administration.

Students or parents who wish to access this process should contact the building principal.

[AHSTW's SAT Process](#)

STUDENT BEHAVIOR

Teaching staff will equitably use positive guidance, redirection, and planning ahead to prevent problems. They will encourage appropriate behavior through the use of consistent clear rules, and involving children in problem solving to foster the child's own ability to become self disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action. Teaching staff will encourage children to respect other people, to be fair, respect property and learn to be responsible for their actions. Teaching staff will use discipline that is consistent, clear, and understandable to the child. They will help children

learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking.

Challenging Behavior

The teacher in the TK program is highly trained, responsive, respectful, and purposeful. The teacher anticipates and takes steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, teachers promote prosocial behavior by:

- interacting in a respectful manner with all children
- modeling turn taking and sharing as well as caring behaviors
- helping children negotiate their interactions with one another and with shared materials
- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

Teaching staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Children will be taught social, communication, and emotional regulation skills. If a child displays persistent, serious, and challenging behavior, the teaching staff, parents, and AEA support staff will work as a team to develop and implement an individualized plan that supports the child's needs.

Aggressive physical behavior toward staff or children is unacceptable. Teaching staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior.

Positive Behavioral Interventions and Supports (PBIS)

The outline of AHSTW Primary's PBIS program can be found on the district website.

All students will follow the Viking Pride expectations by being safe, respectful, and responsible. Students will be explicitly taught expectations in all school settings.

Posters will be displayed in certain areas stating the specific expectations for that area. The students will be taught exactly what is expected of them in each area. Classrooms will also display individual teacher expectations, in addition to the PBIS procedures.

If students fail to follow the PBIS expectations, they may be issued a referral. The Building Principal and/or the issuing teacher will contact parents when major referrals are issued to students. Minor referrals are those handled by classroom teachers, and may or may not result in a parental contact. If the staff PBIS Team or building administration determine that a student has had an unreasonable number of minor referrals, a major referral may be given. Major referrals result in discipline determined by the Building Principal.

Viking Pride Expectations for Primary School

Be Respectful, Be Responsible, Be Safe

Lunchroom

Use quiet voices
Use good manners
Stay in your personal space
Keep your area clean

Hallway

Walk quietly
Hands to your side
Keep hallway clean
Keep to the right in a single file line

Classroom

Stay in your personal space
Follow teacher direction
Work completed on time
Bring appropriate materials
Keep classroom clean

Special Events

Stay in your seat
Hands and feet to yourself
Enter/Exit quietly
Respond appropriately

Restroom

Keep restroom clean
Respect privacy of others
Wash your hands with soap and water
Return to class promptly and quietly

Bus

Stay seated
Follow bus driver's directions
Keep belongings to yourself
Use quiet voice
Stay in your personal space
Keep bus clean

Pod

Use quiet voices
Stay on task
Respect personal/school property
Keep pod area clean

Playground

Use equipment appropriately
Use kind words
Enter/Exit peacefully
Treat others the way you want to be treated
Leave the playground clean

Prohibited Practices

The program does not, and will not, employ any of the following disciplinary procedures:

1. threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. subject a child to neglect.
4. withhold food as a form of discipline.

COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes as well as informal conversations. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Staff will use these notes to inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to

maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Various calendars (activities, lunch, district master calendar) can be found on our school website: <https://www.ahstwschools.org> The PK-3 Primary Building has a facebook page as well. Search for the name: AHSTW Primary School, PK-3rd Grade, and “like” the page to be notified of new postings.

Children’s Records

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

Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.

Ethics and Confidentiality

Staff follow an important code of ethics to guide their involvement with children and families. It is essential to protect the confidentiality of all information concerning children and their families. Maintaining a professional attitude includes being responsive to the needs of children and their families while balancing the need for confidentiality. Children are people who deserve respect. One way we demonstrate this respect is to refrain from talking about the children in their presence unless the child is part of the conversation and to refrain from labeling a child negatively or positively. No information regarding any particular child shall be shared with another child’s parent. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults. All teaching staff will receive training on ethics and confidentiality as part of their orientation.

Grievance Policy

Open and honest communication between families and the TK program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child’s teacher. If additional help is needed, either party may ask for assistance from the AHSTW Primary School Principal.

If you have a concern regarding some aspect of the program or policy, please contact the AHSTW Primary School Principal who is the program administrator. If you remain dissatisfied, you may contact the Superintendent of AHSTW Community Schools.

FAMILY INVOLVEMENT

AHSTW Community School District values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time. Program staff communicates with families, on a regular basis, regarding children's activities and developmental milestones, shared caregiving issues, and other information that affects the well-being of their children. Parent-Teacher Conferences are held in both the fall and spring semesters, as well as when either party requests.

Although in-person contact cannot be replaced, TK staff also rely on notes home, phone calls, and social media as an alternative means to establish and maintain open, two-way communication.

AHSTW invites you to become involved in one or all of the following ways, and welcomes other ideas as well.

- Support your child's daily transition to school by sharing information about your child's interests and abilities. Keeping the teacher informed of changes and events that might affect your child, allows the teacher to be more responsive to your child's needs.
- Attend family meetings.
- Return all forms, questionnaires, and so on, promptly.
- Attend Parent-Teacher Conferences in the Fall and Spring semesters.
- Check your child's folder and backpack each day.
- Participate in field trip activities.
- Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken.
- Share any of your families' cultural traditions, celebrations, or customs.
- Read all the material sent home with your child.
- Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards.

It is the policy of the AHSTW Community School not to discriminate on the basis of race, national origin, creed, age, marital status, or physical disability in its education programs, activities, or

employment policies as required by Title VI or VIII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

The school district will, to the extent possible, provide full opportunities for meaningful participation of the families with children with limited English proficiency, families with children with disabilities, including providing information and school reports in an understandable and uniform format and, including alternative formats upon request, and, to the extent possible, in a language families understand.

The school district believes that families should be supported in making decisions about services that their children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Open House

Families are invited to attend an Open House night at the school prior to the first day of school.

The focus of Open House is:

- Children are introduced to the classroom and allowed to explore and become familiar with their preschool setting.
- Staff answers any additional questions families may have in regard to policies and procedures.
- Families may bring the child's school supplies that evening to help encourage the child to feel ownership of their new classroom.

Parent-Teacher Conferences

AHSTW will have formal Parent-Teacher Conferences in the fall and spring. During the conference the teacher will share results of classroom assessments and samples of your child's work. Conferences will allow you the opportunity to share what new skills you have seen your child developing at home or in the community. Together we can make a plan to continue to encourage your child's growth and development.

Transitions

Home-school connections are crucial to the transition to regular kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Kindergarten round-up is held annually in the spring.

School Advisory Committee (SIAC)

The AHSTW Community School has a school advisory committee composed of parents, school staff, and other community members interested in the school programs. This group provides feedback on services that meet children and family needs. They also serve as a sounding board

for new ideas and services. Please let teachers know if you are interested in being part of the SIAC Committee.

Early Childhood Advisory Committee

The AHSTW Early Childhood staff feel it is important to develop a cooperative partnership with our parents and the community to ensure continued development and expansion of our early childhood programs. Through this committee, we hope to develop recommendations to the board of education and provide information to the public and prospective parents regarding the rules, regulations, and expectations of an Iowa preschool program and Transitional Kindergarten program. It is our belief that through group discussions and gathering input from all interested parties, this organization will collaboratively improve the education process.

The following statements are goals of the Early Childhood Advisory Committee:

- Develop ideas regarding the expansion of our existing preschool program;
- Design surveys to send to district patrons;
- Review data and form recommendations for program decisions;
- Present recommendations to the AHSTW Community School Board.

HEALTH AND SAFETY

AHSTW TK Program is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult.

Emergency Procedures

The AHSTW TK Program has in place an “Emergency Operations Plan” that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Crisis Intervention Plan, Crisis Intervention Steps, and Media Procedures
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations

The plan will be reviewed by each staff member at the beginning of each school year and when changes are made to it.

Health and Immunization Certificates

Before a child begins the program, health records that document the dates of service shall be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the Iowa Department of Public Health.

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

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school nurse's office. Files are kept current by updating as needed, but at least quarterly. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent or legal guardian for access to records; the child's parent or legal guardian; and regulatory authorities, upon request.

Child Health and Safety Records will include:

- Current information about any health insurance coverage required for treatment in an emergency;
- Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
- Current emergency contact information for each child, that is kept up to date by a specified method during the year;
- Names of individuals authorized by the family to have access to health information about the child;
- Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
- Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions); conditions that require regular medication or technology support; and
- Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implements a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.

- Under the supervision of the TK teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff are to follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All teaching staff complete "Occupational Exposure to Blood-borne Pathogens" annually.

Illness Policy and Exclusion of Sick Children

School Exclusion Guidelines

Deciding when a child is too sick to go to school can be difficult. Please use the following guidelines to help make your decision. When in doubt, contact the school nurse for further guidance. Be sure to call your child's school to let them know why your child is absent. If illness has become excessive, a doctor's note will be required.

A student will be sent home from school or should be kept home from school for any of the following reasons:

- A. Fever- A fever is a temperature over 100.4 degrees. A student should remain home until fever-free for 24 hours without the use of fever reducing medications such as Tylenol or ibuprofen.
- B. Sore throat- If diagnosed with Strep throat, students must be on antibiotics for 24 hours before returning to school.
- C. Vomiting and/or diarrhea- A student may return when "normal" after a minimum of 24 hours.
- D. Suspicious body rash-consult your child's healthcare provider before sending your child to school.
- E. Conjunctivitis (Pink eye)-appearing as redness of the conjunctiva (lining of eye/eyelid) with or without pus drainage from eye and/or swelling. Students should not return to school until examined by their healthcare provider. If pink eye is diagnosed, students must be on eye drops for 24 hours before returning to school.
- F. Severe cough- See healthcare provider to rule out influenza, covid, whooping cough, RSV.

If a student becomes ill, a staff member will call the student's parent/guardian or emergency contact. (Please make sure all emergency contact information is up to date) At that point a decision will be made to: 1. Allow the student to rest at school and return and return to class in a reasonable amount of time (1 hour). 2. Make arrangements for the student to be picked up and taken home within 30 minutes of notification.

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least

annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures

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

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent or legal guardian has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the six right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. (6) The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

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

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

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

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

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

A medication log will be maintained by the school nurse via JMC's "health" tab, including administration information and any reactions.

Inclement Weather

It may be necessary at times to dismiss school early, start late, or cancel school because of weather conditions. Announcements will be made through JMC (an automated district message through our Student Information System,) local radio (KNOD & KMA, KJAN & KSOM), and television (KETV, WOWT) stations. Please DO NOT call the school. In the event of an early dismissal or cancellation of school, extracurricular activities will also be canceled.

Smoke Free Facility

In compliance with the Iowa Smoke free Air Act of 2008, AHSTW Community School buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the school building to inform people that they are entering a non-smoking place. No smoking is allowed on the school grounds or within sight of any children.

Child Protection Policies

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant or volunteer for temporary or permanent employment with the school involves direct interaction with or the opportunity to interact and associate with children must execute and submit an affidavit of clearance from any and all crimes against a child or families. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

The program has written school board policy for reporting child abuse and neglect as well as procedures in place that comply with applicable federal, state, and local laws. The policy includes requirements for staff to report all suspected incidents of child abuse, neglect, or both by families, staff, volunteers, or others to the appropriate local agencies. Staff who report suspicions of child abuse or neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious. All teaching staff complete "Mandatory Reporter: Child and Dependent Adult Abuse" at least every five years and within six months of employment.

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

designate an independent investigator to look into the allegations. The school district has designated the school counselor as our Level I Investigator.

Substance Abuse

Persons under the influence of drugs or alcohol will not be permitted on the premises of the AHSTW Community School District. At no time will children be released to a person under the influence of alcohol or drugs.

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher if you would like to be a school volunteer. We request that all volunteers complete the application process and allow the district to complete a background check before working with students. This is done for the safety of our students. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old.

Snacks/Foods and Nutrition

Attitudes about food develop early in life. The food children eat affects their wellbeing, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

A snack is served daily. The school serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program in individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day.

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is

endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon.

GENERAL INFORMATION

Birthdays

Birthdays are an important and significant event in the life of a child. They afford the opportunity for children to be given special recognition. Accordingly, students who wish to bring treats for the class on their birthday may do so. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Those who have summer birthdays are welcome to choose a school day to celebrate with their class. Invitations to parties outside of school that do not include the entire class will not be distributed at school.

Clothing

Your child will be learning through creative, active play that can sometimes be messy. Your child should wear comfortable, washable clothing as well as rubber-soled and closed-toe shoes to school. While we encourage the use of paint smocks or shirts during art projects, we can't guarantee that spills or stains will not occur. Clothing should be free of words, graphics, or pictures that are profane, immoral, illegal, or disruptive in nature. Families may be asked to provide an extra set of clothing for their child in case of an "accident" or messy play. Please clearly label the clothing with your child's name to reduce the possibility of mistakes.

It is our belief that clothes and personal attire directly influence a student's behavior and attitude. Our major objective is to provide the best education possible and the best learning environment. A student's dress may cause a disruption to the learning environment in our school. Articles of clothing or dressing styles inappropriate for our learning environment include (but not limited to):

- Clothing having vulgar, profane, or suggestive language and/or gestures
- Clothing having racially biased, offensive language/pictures, or sexually inappropriate references
- Clothing that advertises alcohol, tobacco, or anything representing the drug culture
- Clothing that does not appropriately cover the body or detracts from the learning process
- Clothing that does not cover the midriff (the shirt must meet the beltline)
- Hats or head coverings, including bandannas
- Shoes/sandals must be worn
- All undergarments must be covered
- Slacks/shorts/pants must be worn appropriately (cannot be worn below waist)

Students having inappropriate clothing will be required to change or will be given clothing that is appropriate.

Field Trips

An important learning opportunity can take place in the form of a field trip that is relevant and reinforces what has been taught in the classroom. The AHSTW Community School District buses or vans are used for these field trips. Parents will be informed of each field trip through a newsletter and calendars in advance. A parent or legal guardian must sign an informed consent form for trips for each child upon enrollment. Adult family members may be asked to volunteer to go on these trips to provide increased supervision and adult/child ratios.

A first aid kit, emergency contact information, and emergency transport authorization information for the children in the group will be taken on all trips. Children will be counted periodically while on a field trip. Children may only use a public restroom if they are accompanied by a staff member. Children will never be left alone in a vehicle or unsupervised by an adult.

Attendance will be taken of all children before, during, and after transport for any field trip during the school day. Prior to and during the field trip, teachers will review with students safety precautions, procedures, and protocols regarding how to be a safe pedestrian, bus/vehicle passenger, and participant during the field trip.

Objects From Home

Because the TK program provides ample toys and learning materials for your child, we ask that you do not bring toys from home. If your child brings an “attachment” item from home, we ask that it is small enough to fit inside his/her backpack or cubby. Please do not allow children to bring gum, candy, money, or toy guns to school. The program cannot be responsible for lost or broken toys brought from home.

Outside Play and Learning

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We consider recess part of the Elementary school program and all students are expected to participate. During severe cold weather, we do not stay out for long periods of time, nor do we have recess outdoors during rainy days.

Individual exception to the recess policy includes:

- Doctor request to have the child remain indoors for a period of time designated by the physician.
- Written parent request to keep a child indoors for a period not to exceed three days.

Students need to come prepared for the ever-changing Iowa weather. It is better to come prepared than to listen to the forecast. **During the winter, students must have coats, hats, and mittens/gloves for outdoor recess.** When there is snow on the ground, they will need boots. Carrying an extra jacket or sweater in their book bag is also a good practice.

Recess rules and expectations, including apparel requirements can be found [here](#).

MISCELLANEOUS POLICY INFORMATION

Jurisdictional Statement

This handbook is an extension of board policy and is a reflection of the goals and objectives of the district's Board of Directors. The AHSTW Board and Staff expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat staff, students, visitors, and guests with respect and courtesy. Students may not use abusive language, profanity or obscene gestures or language.

This handbook and board policies, rules and regulations are in effect while students are on school grounds, school property or on property with the jurisdiction of the district, while on school-owned and/or school-operated buses or vehicles or chartered buses, while attending or engaged in school activities, and while away from school grounds if they are attending or engaged in school activities, and while away from school grounds if the misconduct directly affects the good order (efficient management) and welfare of the AHSTW Schools or involves students or staff.

The school reserves and retains the right to modify, eliminate or establish school policies, rules and regulations as circumstances warrant, including those contained in the handbook.

Definition

In this handbook, the word "parent" also means "guardian" unless otherwise stated. An administrator's title, such as superintendent or principal, also means that individual's designee unless otherwise stated. The term "school grounds" includes the schools or school-operated buses or vehicle and chartered buses. The term "school facilities" includes all school buildings. The term "school activities" means all school activities in which students are involved whether they are school sponsored or school-approved, whether they are an event or an activity, or whether they are held on or off school grounds.

Activity Tickets

Activity tickets are available to all students. The fee entitles admission to numerous school sponsored activities. Students must have the activity ticket in hand at the gate or they will be charged the admission price. Activity tickets may be purchased at any of the school sites and at some activities. Activity tickets are not honored at tournament games.

Asbestos Notification

The Environmental Protection Agency has developed guidelines for schools to use in identifying asbestos within buildings. The Institute for Environmental Assessment has designed a system for determining relative risks and suggesting appropriate safety responses.

A district asbestos management plan is in place to monitor buildings containing low risk levels of asbestos. The plan is located in the High School Building, Avoca, Iowa. For additional information detailing the AHSTW Community School Building's management plan, contact the Superintendent at (712) 343-6364.

Breakfast/Hot Lunch Program

The AHSTW Community School District offers breakfast and lunch to the students and staff. Those who wish to eat school lunch and/or breakfast may establish accounts with the building secretaries. Breakfast will be served from 7:45 – 8:20 at both the elementary and secondary cafeterias.

Students are notified by the front office when their account is under \$5. If the account cannot be paid, students will be expected to bring meals from home. Students, parents and guardians shall not bring meals to school for other students. Students, parents and guardians shall not collect money from students and then deliver food that was purchased from other vendors.

Free and reduced price meal applications are available for those children whose parents meet federal income guidelines. Application forms for these services are available at fall registration and in the front offices. Students requiring special diets (i.e. milk allergies) should bring a note from their family doctor.

Electronic Devices

It is the policy of AHSTW Community School District that students may not use personal electronic devices during classroom instructional time.

For purposes of this policy, a "personal electronic device" is a device that is used by a student to send or receive information or create or review content, including cellular and mobile phones, watches or other wearable devices in a receive or transmit mode, laptop or notebook computers, tablets, video game devices, portable media players, and any applications or programs installed by the student on a school-owned or issued device. A "personal electronic device" does not include a device possessed by the student for documented legal, health, and safety purposes and used solely for those purposes.

Any other electronic device will need administrative approval to be used throughout the school day. The use of any unapproved device during school hours may result in disciplinary action as defined in Board Policy 503.09.

AHSTW Primary students may use personal electronic devices on school-provided transportation to and from school. **Students bringing their own electronic devices to school do so at their own risk and assume all responsibility and liability for their devices. Student-owned devices can be confiscated by school employees if disrupting the educational environment.**

Communication:

Parent to Student:

- A parent or guardian, after verification by school officials, may communicate with a student through the school office.
- If there is an emergency requiring the student's immediate attention, a parent or guardian may contact the school office at 712-343-6364 ext. 7600 [5th -12th Grade] or 712-343-6364 ext. 7400 [PK-4th Grade]. Contact may also be made directly to the following staff members if necessary:
 - School Nurse: Ext. - 7504
 - HS Guidance Counselor: Ext. 7600
 - MS Guidance Counselor: Ext. - 7600
 - Primary Guidance Counselor: Ext. - 7400
- Any health related leave during school hours must be verbally communicated and verified through either the school office or health office.

School to Parent:

- In the event of an emergency while at school, the school will contact the parent or guardian by the method most recently listed by the parent in the school's student information system immediately when it becomes safe to do so.
- In the event of an emergency involving the broader school community, the school will contact parents and guardians through our school information system. The contact may come in any or all forms of the following:
 - Voice messages
 - Text messages
 - Email

Student-Specific Exceptions to Policy

- *Petition by Parent or Guardian.* A parent or guardian of a student may petition to allow their child to access a personal electronic device for a legitimate reason related to the student's physical or mental health, based on the unique facts of the student's case. The reason must be tied to the student's multi-tiered system of supports. The petition shall be addressed to the building principal. If not granted, a parent or guardian may appeal to the superintendent or designee, whose decision shall be final. A parent or guardian has the burden of providing a legitimate reason for allowing the child to access a personal electronic device contrary to AHSTW Community School District's policy.
- *Student Plans.* A student who has a current Individualized Education Plan, a plan under section 504 of the federal Rehabilitation Act, or health plan may maintain access to a personal device during an appropriate portion of the school day as documented in the plan. The device should be used solely in the manner necessary and documented.

Emergency Drills

Code No. 507.5

The school holds two emergency fire and tornado drill each semester. At the beginning of each semester, teachers notify students of the procedures to follow in the event of a drill. Students are expected to remain quiet and orderly during a drill or an emergency. Students who pull the fire alarm or call in false alarms, in addition to being disciplined under the school district's policies, rules and regulations, may be reported to law enforcement officials.

Equity Statement

AHSTW Community School District declares and affirms to its students, employees, and to the public that it does not discriminate on the basis of sex, race, age, color, creed, national origin, religion, marital status, sexual orientation, gender identity, physical appearance, socioeconomic status, personality traits and/or disability in its educational programs, activities, admission procedures, or employment practices. The AHSTW Community School District affirms its commitment to comply with all applicable federal and state laws, regulations, and orders as required by Iowa Code 216.9 and 256.10(2), Title VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX, Section 504, and the American with Disabilities Act.

If you have any questions or grievances related to compliance with this policy, please contact the AHSTW School Equity Coordinator, Darin Jones, at 768 South Maple Street, Avoca, Iowa 51521 or by phone at 712-343-6364; or the Director of the Office of Civil Rights, US Department of Health and Human Services, 601 East 12th Street, Kansas City, MO 64106, or telephone number 800-368-1019.

Fee Reduction or Waiver

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income, transportation assistance under open enrollment, or who are in foster care are eligible to have student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they qualify for temporary financial hardship should contact the main business office for a waiver form. All who believe they are eligible on an annual basis must complete waiver forms. The waiver does not automatically extend from year to year.

Harassment

Harassment on the basis of race, color, religion, national origin, sex, disability, gender identity, age, or marital status includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb, or trouble persons when:

1. Submission to such conduct is made either explicitly or implicitly as a term or condition the student's participation in school programs or activities.
2. Submission to or rejection of such conduct by a student is used as a basis for decisions affecting the student.
3. Such conduct has the purpose or effect of unreasonably interfering with a student's performance or creating an intimidating or hostile working or learning environment.

Sexual harassment includes, but is not limited to:

- Verbal, physical or written harassment or abuse.
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats.

Harassment based upon factors other than sex includes, but is not limited to:

- Verbal, physical, or written harassment or abuse
- Repeated remarks of a demeaning nature
- Implied or explicit threats concerning one's grades, job, etc.
- Demeaning jokes, stories or activities

Harassment 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.

Students who feel that they have been harassed should:

1. Communicate to the harasser that they expect the behavior to stop, if they are comfortable in doing so. If the student needs assistance communicating with the harasser, the student should ask a teacher, counselor or principal to help.
2. If the harassment does not stop, or the student does not feel comfortable confronting the harasser, the student should:
 - a. Tell a teacher, counselor or principal
 - b. Write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
 - What, when, and where it happened
 - Who was involved
 - Exactly what was said or what the harasser did
 - Witnesses to the harassment
 - What the student said or did, either at the time or later
 - How the student felt
 - How the harasser responded

Homeless Children and Youth

Parents of, or children or youth from the age of 3 years through 21 years who are identified as homeless under Chapter 33 of Iowa Administrative Code should contact the District Liaison for Homeless Children and Youth, the student services coordinator, for assistance enrolling in school, transportation assistance, and the allocation of clothing and supplies.

The definition of "Homeless child or youth" is a child or youth from the age of 3 years through 21 years who lacks a fixed, regular, and adequate nighttime residence and includes the following:

1. A child or youth who is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; is living in a motel, hotel, trailer park, or camping grounds due to the lack of alternative adequate accommodations; is living in an emergency or transitional shelter; is abandoned in a hospital; or is awaiting foster care placement;
2. A child or youth who has a primary nighttime residence that is a public or private place not designated for or ordinarily used as a regular sleeping accommodation for human beings;

3. A child or youth who is living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; or
4. A migratory child or youth who qualifies as homeless because the child or youth is living in circumstances described in paragraphs “1” through “3” above.

Interrogation by Outside Agencies

As a general rule, individuals from outside of the school district may not interrogate students. If an individual, such as a law enforcement officer wishes to interrogate a student, the request must come through the administrative office. The Department of Human Services, however, has the right to interview students without administrative or parental approval or notification.

Intervention Process

AHSTW Community Schools has a process in place to assist students experiencing behavior and/or learning difficulties. The building SAT (Student Assistance Team) will work in cooperation with the guidance counselor, at-risk coordinator, GHAEA personnel, and administration.

Students or parents who wish to access this process should contact the building principal.

[AHSTW's SAT Process](#)

Mandatory Child Abuse Reporting

Schools have a legal and moral responsibility to report all suspected cases of child abuse. A teacher who has reason to believe or suspect that a child has been abused is legally responsible to report such information to the DHS. The school may notify parents that a report is being made to the Department of Human Services, but is not required to do so by law.

Multicultural-Gender Fair Education

Code No. 603.4

Enrolled students have an equal opportunity for a quality public education without discrimination regardless of race, color, sex, creed, religion, national origin, gender, age, gender identity, disability, or marital status. The educational program is free of such discrimination and provides equal opportunity for participants. The program fosters knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. It also reflects the wide variety of roles open to both men and women and provides equal opportunity to both genders.

Open Enrollment

Iowa's open enrollment law allows students residing in one school district to transfer to another school district upon parental request. Contact the superintendent's office for information and forms.

Release of Information and Photographs

In the AHSTW Community School District, photographs or likenesses may be released without written consent unless qualified objectors comply with the following procedure:

If any parent or guardian of students under the age of 18, or students over the age of 18, object to this policy of releasing photographs or likenesses, they should contact in writing by September

15 of the current year (or within two weeks of the student's enrollment should it occur after this date), the superintendent who will then notify the appropriate school principal. Address requests to: AHSTW Community School District, Superintendent, P.O. Box 158, Avoca, IA 51521.

Search and Seizure

Code No. 502.8

School authorities may, without a search warrant, search a student, student lockers, desks or work areas 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 not be limited to nonprescription controlled substances, alcoholic beverages, tobacco products; cigarettes; e-cigarettes; vape products; any component, part, or accessory for an e-cigarette device (including tobacco/vapor oils); or any other smoking/vaping device or paraphernalia, weapons, explosives, poisons, and stolen property. Possession of such items will be grounds for disciplinary action and may be grounds for reporting to local law enforcement authorities.

Sexual Abuse or Harassment of Students by Employees

Code No. 402.3

The AHSTW School District does not tolerate employees physically or sexually abusing or harassing students. Any employee who commits such acts is subject to disciplinary sanction up to and including discharge. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal, or another employee. Guidance Counselors and Building Level Principals are designated the Level I investigators. Additionally, a trained, experienced professional has been contracted to serve as its Level II investigator. The program protects the rights of the accused staff person as well as protect the children in the program.

Special Education

Code No. 603.3

The special education services are designed to provide both direct and indirect assistance for children with speech, hearing, physical, academic, emotional and/or social problems. Direct services include individual diagnostic work-ups, therapy, counseling, and special classroom placement, among other services. Indirect services include consultation with teachers and other school personnel, along with providing in-service programs in all the above areas. For more information on these services, please contact the principal.

Community Resources

*This list is of known providers of a particular service. The providers on the list are from a variety of sources. The list is being provided as a courtesy, for information only, and the user should understand that no assurances or guarantees regarding the providers on the list are being made by providing this list. The AHSTW Community School District neither endorses, approves, nor recommends any specific provider listed below. This list is not inclusive of all community agencies, services, or organizations that provide the particular service, and the omission of an agency, service, or organization from this list does not imply disapproval. It is the responsibility of the user of this list to determine whether any of the content is of value to them and whether or not the agency, service or organization meets their specific needs.

Avoca Food Pantry

Open Mondays 4:00-6:00
United Church of Avoca
304 N Elm St.
Avoca, IA 51521
712-343-6945

Walnut Food and Clothing Pantry

Open Thursdays 4:00-6:00
Walnut Community Center
415 Antique City Dr.
Walnut, IA 51577
712-249-2592

Shelby Food Pantry

Open M-F 8:00-4:00
You can also call during the week and make an appointment for the weekend.
419 East St.
Shelby, IA 51570
712-544-2404

DHS Intake Hotline 1-800-362-2178

Myrtue Medical Center

Hospital
1213 Garfield Ave.
Harlan, IA 51537
712-755-5161

Harlan Clinic
1220 Chatburn Ave.
Harlan, IA 51537
712-755-5130

Shelby Clinic
301 East St.
Shelby, IA 51570
712-544-2511

Avoca Clinic
510 N Elm
Avoca, IA 51521
712-343-6455

Cass County Health System

Hospital and Health Clinics
1501 E. 10th St.
Atlantic, IA 50022

Children's Hospital

1001 N. 90th Street Suite #200
Omaha, NE 68114
402-955-3900

712-243-3250

Boys Town, RTC

14092 Boys Town Rd
Boys Town, NE 68010
531-355-1449

Children's Square U.S.A.

520 N. 7th Street
Council Bluffs, IA 51503
712-828-7430

Family, Inc. birth - age 5

Council Bluffs Office
3501 Harry Langdon Blvd. Suite 150
Council Bluffs, IA 51503
712-256-9566

Green Hills AEA, Early Access, birth - age 3

712-366-0503
<https://www.ghaea.org/families/early-access>

ADHD Clinic-Kim Levering

Children's Behavioral Health
402-955-3900

Children's Behavioral Health (have both psychologists and psychiatrists on staff)

1000 N. 90th Street, Suite 200
Omaha, NE 68114
402-955-3900

Lutheran Family Services www.lfsneb.org

Center for Healthy Families
(Play, PCIT, R-Safe, Mental, Behavior)
300 W. Broadway, Suite 7
Council Bluffs, IA 51503

Child Health Specialty Clinics

Council Bluffs Regional Center
300 West Broadway, Suite 106
Council Bluffs, IA 51503
712-309-0041

Heartland Family Services

515 E. Broadway
Council Bluffs, IA 51503
712-322-1407

First Five (birth - age 5)

Kerry Hurley khurley@familyia.org
712-256-9566 ext. 208
<https://firefly.kids/services/public-health/1st-five/#>

Hope 4 Iowa Crisis Line

844-673-4469
Hope4Iowa@boystown.org
www.Hope4Iowa.org

Barb Gobel

(EMDR, PTSD, Behavior, Mental, Abuse)
500 Willow Ave., Ste 215
Council Bluffs, IA 51503
402-689-4664

712-242-1040 (Bilingual)

Alegent Creighton Health Psychiatric Associates (Behavior, Mental, and Chemical)

801 Harmony Street

Council Bluffs, IA 51503

712-328-2609 (Bilingual on-call)

Catholic Chari

Phoenix House Domestic Violence/Sexual Assault Crisis Line

(confidential address)

Council Bluffs, IA

712-328-0266 or 888-612-0266

Center for Healing and Hope

Jacqueline Marcum

427 E. Kaneshville, Suite 102

Council Bluffs, IA

712-256-9660

Harlan Dental

5013 Ridgeway Dr.

Harlan, IA 51537

712-766-3466

Southwest Orthodontic Associates

907 Chatburn Ave.

Harlan, IA 51537

712-755-2854

Midwest Dental

1501 E. 10th St. Unit 213

Atlantic, IA 50022

712-243-1833

Stafford Orthodontics

1404 E. 10th St.

Atlantic, IA 50022

712-243-9742

Family Vision Center

4 W. 5th St.

Atlantic, IA 50022

712-243-1965

Harlan Vision Clinic

2306 12th St.

Harlan, IA 51537

712-755-3893

Avoca Public Library

213 N. Elm St.

Avoca, IA 51521

712-343-6358

Walnut Public Library

224 Antique City Dr.

Walnut, IA 51577

712-784-3533

Grief Info

**Grief's Journey (nonprofit for grieving kids)
(Formerly Ted E. Bear Hollow)**

7811 Farnam Drive

Omaha, NE 68114

402-502-2773

www.tedebearhollow.org

Memory Bag for Grieving Children

Contact: Jennie Edmundson Hospital

Family Resource Center

712-396-4200

Mental Health Resources

Further Evaluations:

Myrtue Medical Center Emergency Room 1213 Garfield Ave Harlan, IA 51537 (712) 755-5161	CHI Health Mercy Emergency Room 800 Mercy Dr Council Bluffs, IA 51503 (712) 328-5000
Jennie Edmundson Emergency Room 933 E Pierce St Council Bluffs, IA 51503 (712) 396-6111	Immanuel Medical Center 6901 N 72nd St Omaha, NE 68122 (402) 572-2121
MercyOne Des Moines Emergency Room 1111 6th Ave Des Moines, IA 50314 (515) 247-3211	

National Suicide Prevention Hotline: 800-273-8255

Counseling Services:

Alegent/Creighton Mental Health 800 Mercy Drive Council Bluffs, IA 51503 712-328-5000 https://www.chihealth.com/en/services/behavioral-care.html Accepts insurance	Boys Town Hospital Behavioral Health Omaha, NE 531-355-3358 24/7 Hotline 1-800-448-3000 https://www.boystownhospital.org/services/behavioral-health Accepts insurance
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<p>Family Connections, Inc.</p> <p>500 Willow Ave. Council Bluffs, IA 51503 http://www.familyconnectionsia.com/ 712-256-4420 Accepts insurance and some availability within the school</p>	<p>Healthy Homes Family Services</p> <p>118 N. Elm St Avoca, IA 51521 712-307-6014 https://healthyhomesfs.com/ Accepts insurance & offers some telehealth services</p>
<p>Heartland Family Services</p> <p>515 E. Broadway Council Bluffs, IA 51501 712-322-1407 https://www.heartlandfamilyservice.org/ Accepts insurance and works on a sliding scale</p>	<p>Methodist Jennie Edmundson Behavioral Health Clinic</p> <p>933 E. Pierce St. Council Bluffs, IA 51503 712-396-6000 https://jehfoundation.org/greatest-needs/patient-and-hospital-support/behavioral-health Accepts most insurances including Medicare and Medicaid</p>
<p>Myrtue Medical Center Behavioral Health</p> <p>1110 Morningview Dr. Harlan, IA 51537 https://www.myrtuemedical.org/services/behavioral-health/ 712-755-5056 Accepts insurance</p>	<p>Southwest Iowa Mental Health Center</p> <p>1408 E. 10th St Atlantic, IA 50022 712-243-2606 https://zioniaowa.org/swimhc/ Fees for service depend on family size, gross income, and county of residence</p>

Extra Resources: <http://211iowa.org/>