

HARLAN COMMUNITY SCHOOL DISTRICT
BOARD OF DIRECTORS - REGULAR MEETING
MEDIA CENTER - HARLAN COMMUNITY HIGH SCHOOL

August 10, 2020

5:30 p.m.

AGENDA

A. Call meeting to order and determination of a quorum

B. Public Forum

In accordance with Policy 213 - Public Participation in Board Meetings the board recognizes the importance of citizen participation in school district matters. In order to assure citizens are heard and board meetings are conducted efficiently and in an organized manner, the board has set aside this specific time for public comment.

*Citizens wishing to address the board during public comment must notify the board secretary **no later than 2 hours** prior to the board meeting. The board president will recognize these individuals to make their comments at the appropriate time during public comment. Citizens wishing to present petitions to the board may also do so at this time. The board however, will only receive the petitions and not act upon them or their contents.*

Normally, speakers will be limited to five minutes. However, the board president may modify this time limit, if deemed appropriate or necessary. Public comment is a time set aside for community input, but the board will not discuss or take any action on any matter during public comment. Only individuals recognized by the board president will be allowed to speak. Comments by others are out of order. If disruptive, the individual causing disruption may be asked to leave the board meeting.

C. Approve the Agenda

D. Presentations

E. Discussion Items

1. Return to Learn Plan
2. Personnel Update

F. Action Items:

1. Resignation of Personnel
 1. Jennifer Wright – HS Special Education Associate
 2. Julie Armentrout – MS Special Education Associate
 3. Jane Klein – Elementary School Nurse
2. Employment of Personnel
 1. Rose Smith – Elementary Food Service

3. Approval of Substitute Teacher Rate
4. Appointment of District 6 Board Member
5. Approval of Handbooks
 1. Preschool Student Handbook
 2. Elementary Student Handbook
 3. Middle School Student Handbook
 4. High School Student Handbook
 5. K-12 Component to the Student Handbook
 6. Support Staff Handbook
 7. Teacher Handbook
 8. Elementary School Staff Handbook
 9. Middle School Staff Handbook
 10. Coaches and Sponsors Handbook
 11. High School Teacher Handbook
 12. Mobile Computing Handbook

G. Consent Agenda

1. Non-Personnel Contract – Rising Hope Academy Therapeutic Classroom - IKM-Manning School District (in partnership with Green Hills AEA) and the AHSTW and Harlan Community School District

H. Upcoming Events and Community Updates

1. August 11th 6:30 – 7:30 p.m. – Elementary Parent Zoom Meeting
2. August 12th 6:30 – 7:30 p.m. – Middle School Parent Zoom Meeting
3. August 13th 6:30 – 7:30 p.m. – High School Parent Zoom Meeting

I. Adjournment

HARLAN COMMUNITY SCHOOL DISTRICT

Classified Staff Contract

THIS CONTRACT is entered into by and between **SMITH, ROSE**, hereinafter called the Employee, and the Board of Directors, hereinafter called the Board, of the Harlan Community School District, with Administrative Offices in Harlan, Shelby County, Iowa.

The Employee agrees to serve as **Elem. Baker** in the School District for the 2020-2021 school year, with service commencing and ending on the dates designated by the Board or its duly authorized representative. Daily usage of the computerized time clock system is required. Work days, hours and duties will be designated and assigned by the supervisor. Work time will be approved by the supervisor.

In consideration for the services under this contract, the District agrees to pay the amount of **\$12.67** per hour, payable on the 20th day of each month for a period of twelve consecutive months, the first payment to be made on September 20th. The estimated annual pay is **\$16,141.58**. The monthly payment amount will be adjusted for additional time worked and reduced for hours not worked due to unexcused absence or other unpaid leave. If service under this contract is less than the number of hours assigned, final settlement under this contract shall be made so that the total amount paid by the District for work performed under this contract shall be an amount equal to the product of the number of hours' service multiplied by the amount considered as pay for one hour of service.

Other than hourly compensation, the Employee shall not receive employment benefits except as provided in Board Policy or as additionally outlined below:

- 1) Employee shall work 7 hours per day.
- 2) Employee shall work 176 student attendance days, two (2) days to open/close the kitchen, and be paid for four holidays (Labor Day, Thanksgiving, Christmas, New Year's Day.)
- 3) This contract is subject to immediate amendment or adjustment based upon the needs of the District.
- 4) Employee agrees to meet annual professional development hours which will be paid as additional hours.

Where applicable, or where required by the District, evidence shall be provided to the District that a certificate as required by law has been registered as required by law before accepting payment of any part of the consideration under this contract. Such other records or qualifications as may be required shall be likewise submitted.

The Employee agrees to conform to all rules and policies as established by the Board or its authorized representatives. The Employee shall be subject to background checks as required by law and District policy.

This contract may be terminated by either party for any reason and without cause, by giving thirty (30) days written notice; provided, however, this provision shall not in any way affect the right of the District, if it so elects, to terminate this contract immediately for cause.

THIS CONTRACT shall be without force and effect unless it is in the hands of the Board, bearing the signature of the Employee, on or before the 20th day of August, 2020.

Dated _____, 2020

Employee

Dated _____ 2020

President, Board of Directors
Harlan Community School District

ELEMENTARY PARENT/GUARDIAN 2020-21 HANDBOOK UPDATES

The format of the handbook was changed in totality. The K-12 Component has been embedded within the document for ease of the client user. This summary does not include minor word and grammar changes that do not change the intent or the practice. The following captures substantive changes to the handbook:

Pg. 5 Added

Section 1 INTENT OF HANDBOOK

This handbook is intended to be used by students, parents/guardians, and staff as a guide to the rules, regulations, and general information about Harlan Community Elementary School. Each student is responsible for becoming familiar with the handbook and knowing the information contained in it. Parents/guardians are encouraged to use this handbook as a resource and to assist their child in following the rules contained in this handbook.

Although the information found in this handbook is detailed and specific on many topics, the handbook is not intended to be all encompassing so as to cover every situation and circumstance that may arise during any school day, or school year. This handbook does not create a "contract." The administration reserves the right to make decisions and make rule revisions at any time to implement the educational program and to assure the well-being of all students. The administration will be responsible for interpreting the rules contained in the handbook. Should a situation or circumstance arise that is not specifically covered in this handbook, the administration will make a decision based upon all applicable school district policies, and state and federal statutes and regulations.

Section 3 DEFINITIONS

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 school district facilities, school district property, property within the jurisdiction of the school district or school district premises, school-owned or school-operated buses or vehicles and chartered buses. The term "school facilities" includes school district 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.

Pg. 9 Added

Section 1 MISSION STATEMENT AND BELIEFS

The mission of Harlan Community Schools is to prepare life-long learners and productive citizens.

BELIEFS

1. All individuals have equal value and worth.
2. Each individual deserves the respect of self and others.
3. A comprehensive education is the shared responsibility of the community, school, home, and individual.
4. A positive environment stimulates learning.
5. Learning is a life-long process.
6. An increasingly complex world demands on-going change in teaching and learning processes.

7. Everyone is capable of learning when individual differences are identified, responded to, and valued.
8. Schools are a resource for the community.
9. Responsibilities accompany privileges.

Section 2 GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, sexual orientation, gender identity or disability.

In providing the education program of the school district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- Acquire entry-level job skills and knowledge necessary for further education;
- Acquire the capacities for satisfying and responsible roles as family members;
- Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- Develop an understanding of their own worth, abilities, potential and limitations; and,
- Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

Pg 10 Changed to reflect changes for this year primarily due to busing at end of day and earlier start time by 5 minutes.

Section 1 DAILY SCHEDULE

Regular School Day

7:35 a.m.	Breakfast
8:00 a.m.	Start of School
3:05 p.m.	Town Shuttle Riders Dismissed
3:10 p.m.	Walkers Dismissed
3:20 p.m.	Bus Route Riders Dismissed
3:25 p.m.	Parent Pickup Students Dismissed

Pg. 11 Added

Birthdays/Celebrations

A child may treat their homeroom classmates on their birthday with a simple treat. Please check with your child's teacher to ensure any dietary restrictions that may exist (i.e. food allergies, medical restrictions, etc.). Healthful snacks are encouraged in these situations. Invitations to birthday parties should be kept outside of school. However, some course curriculums may include projects that involve student or parent prepared foods made at home. In order to ensure student health and safety, please consult school administration for approval. All foods will be consumed in a food approved area of the campus.

Birthday or surprise parties for teachers are not allowed. You may, however, recognize them and wish them well. Candy or treats should not be eaten on the playground or bus.

Visiting During School Hours

(Except during Pandemic) Visits to school provide parents with first-hand knowledge of the school program and demonstrates to a child that his/her parents are truly interested in what he/she is doing while at school. Arlington Elementary encourages its families to visit during the school day. If you are planning a visit please abide by the following guidelines to ensure limited disruption to the learning environment.

- Please call your child's teacher a *minimum* of one day in advance to schedule a classroom visit. If the teacher is unaware of the visit, the visitor may be asked to come back at a later time that is pre-arranged with the teacher.
- Children who do not attend and/or are too young to attend Arlington Elementary are not permitted into classrooms during regular hours of instruction
- A visit should last approximately thirty minutes in one instructional area.
- Please avoid visiting during the first few days (two weeks for Kindergarten) of school.
- If visiting for lunch, please wait for the student(s) in the lunch room or office, not by their classroom, as this may be disruptive to the learning environment.

All visitors MUST sign in at the office and be acknowledged by office staff as to where they are going to be visiting.

Please note that students who attend other school districts may not attend Harlan Community Elementary when he or she is on vacation or visiting in town. We do not have the authority to assume responsibility for them.

Personal Items Brought From Home

The school is not responsible for any broken, stolen or damaged items which are brought from home.

The teacher can permit some of these items to be brought to school if they serve a school purpose. Such items are to remain in the child's homeroom area during the day. Whenever an item becomes a nuisance, it will be confiscated and returned to the parent or the student. **Trading cards are not to be brought to school.**

Pg. 14 Added

Recess Items From Home

Students should not bring toys, video games, balls, etc. to use at recess. This can lead to stolen or lost items as well as disagreements during recess time. Adequate recess equipment will be provided for each grade. The school is not responsible for stolen or damaged goods brought from home.

Pg. 15 Added

SECTION 1 IDENTIFICATION BADGES

All visitors must report to the office upon entering the building. Visitors and all staff members will be required to wear ID badges while on school premises. Visitor badges are to be returned to the office at the completion of your visit. Parents are welcome at all times. Please sign in/out at the office upon entering/exiting the school. Office personnel must provide authorization to area being visited.

Section 3 CARE OF SCHOOL PROPERTY

1. Students are responsible for the proper care of all books, equipment, supplies and furniture supplied by the school.
2. Students who disfigure property, break windows or do other damage to school property or equipment will be required to pay for the damage done or replace the item.
3. Fines are determined on a situational basis.

Pg. 17 Added

Section 10 ACCIDENTS

Every accident in the school building, on the school grounds, or at any event sponsored by the school must be reported immediately to administration. The individual staff member involved should complete an accident report immediately.

Pg 18 Added

Section 3 PROMOTION, RETENTION

The professional staff at Harlan Community Schools will place students at the grade level best suited to them academically, socially and emotionally.

Students will typically progress annually from grade to grade. Retaining a student is a very serious decision and will make a lifelong impact on the child. Each student situation will be handled on a case by case basis and will follow the Student Assistant Team (STAT) procedures. Parents who are interested in information about retention should talk the building principal. Please note: there is a significant amount of research suggesting that retention is rarely successful in the attempt to increase student learning

Section 4 INTERIM REPORTS

Various supplemental reports may be sent to parents throughout the school year concerning student's performance. These reports may describe student work of an exceptional nature or work which needs improving. These reports will be sent as the teacher determines.

Included in the academic improvement report may be a request from the teacher for parents to contact the teacher by phone to discuss the student's academic progress. Teachers may arrange with the parents for days when the student can meet with the teacher outside the regular class period until the student returns to satisfactory academic standing.

Section 6 IOWA STATE ASSESSMENT REQUIREMENT

All students in grades 3-5 will be required to take Iowa State assessments. Students will test in the spring. Refer to the chart below for the grade level when each test is given.

<i>Grade</i>	<i>Reading</i>	<i>Math</i>	<i>Science</i>
Grade 3	X	X	
Grade 4	X	X	
Grade 5	X	X	X
Grade 6	X	X	

Pg. 23 Added

Section 13 MULTICULTURAL NON-SEXIST CURRICULUM

Harlan Community School District will do everything in its power to promote and integrate a curriculum that will foster respect and appreciation for the cultural and diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as member of a multicultural, non-sexist society. Complaints may be directed to the Equity Coordinator Bill Mueller.

Pg. 26 Added

Hearing and Vision Screening

We perform routine health trainings. Our local personnel will do vision screening and the Green Hills Area Educational Agency will do periodic hearing screenings on elementary students as part of routine health screenings

Pg. 27 Added

Section 1 CORE BELIEFS FOR STUDENT DISCIPLINE

Core Beliefs That Guide Enforcement of School Rules and Expectations

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, 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; or 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 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 participate in or obtain their education; or conduct that is violent or destructive; or 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.

Section 1 **STUDENT CONDUCT AND DISCIPLINE POLICIES**

The common goal of students, parents, faculty and administration of Harlan Community Schools is to maintain a school atmosphere which is conducive to learning. In order to achieve this, Harlan Community Schools will continue to review and distribute a set of reasonable and fair rules and policies. VIOLATIONS OF THE HARLAN COMMUNITY SCHOOL'S RULES AND POLICIES WILL RESULT IN DISCIPLINARY ACTION.

Part I: Forms of School Discipline

SANCTIONS

The principal or their designees are delegated full authority and are authorized to take all action appropriate or necessary to implement student disciplinary sanctions in the Harlan Community Schools. Actions taken include, but are not limited to, the following:

- **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
- **OFFICE DETENTIONS:** 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 or the building principal, disciplining the student. Skipping a detention will result in double detentions to begin the day following the skipped detention. Failure to serve this time will result in further disciplinary intervention, up to suspension from school.
- **IN-SCHOOL SUSPENSION:** Students so placed are in affect being given another opportunity to succeed in school. They will attend school but be temporarily isolated from one or more classes while under supervision. They will work on regular school assignments in a designated area from 8:00 a.m. until 3:30 p.m. In-school suspension will not exceed ten consecutive school days.
- **ACTIVITY SUSPENSION:** A student will attend school and classes but may be denied participation in or attendance at school sponsored activities for a period of time.
- **LOSS OF PRIVILEGES:** A student may be denied access to a privilege previously granted them such as computer usage, parking lot usage, pass privileges, lunch room privileges, and others.
- **OUT OF SCHOOL SUSPENSION -** A student may be removed from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct. A student may be suspended out of school for any portion of a school day up to and not exceeding TEN consecutive school days for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. Students will have the opportunity to complete work missed while suspended. The principal may suspend students after conducting an investigation of the charges against the student, giving the student an oral or written notice of the allegations against the student, and an opportunity to respond to those charges. At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student. No participation in after school events during this time.
- **EXCLUSION** - A student may be excluded from school under the following circumstances: if the student has a dangerous communicable disease transmittable through normal school contacts and poses an eminent threat to the health and safety of the school community; if the student's conduct presents a clear threat to the physical safety of himself, herself, or others, or is so extremely disruptive as to make temporary removal necessary to preserve the rights of other students to pursue an education.
- **EXPULSION** - Only the board may expel a student from the school environment. The removal of a student from the school environment which includes, but is not limited to, classes and activities is considered an expulsion. Students may be expelled for violations of board policy, school rules, or the law. It is within the discretion of the board to discipline a student by using an expulsion for a single offense or for a series of offenses depending on the nature of the offense and the circumstances surrounding the offense. It is within

the discretion of the superintendent to recommend to the board the expulsion of a student for disciplinary purposes. Only the board may take action to readmit the student.

- 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 and terms will result in immediate reinstatement of the penalty.
- In certain instances, students may be required to acquire a release from a mental health care professional before returning to school.

Part II: Student Conduct

- A. Student Conduct Expectations. Students are not to engage in conduct which causes or which creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity or purpose or interfere with the health, safety, well-being or rights of other students, staff or visitors.
- B. Threats. Threats made by students toward other students and/or adults and suggest the use of weapons or loss of life is unacceptable in a school environment. Students should refrain from language that instills fear in others and could result in criminal charges. Students who are angry with other students and/or adult(s) are encouraged to seek out an adult with whom they are comfortable and ask for their assistance in an attempt to resolve the issue. In all cases, threats of violence should be avoided. Situations where students ignore this request and use language that threatens others with the use of a weapon and/or the loss of life will be addressed as follows:
1. Administration will interview students/adults to confirm that the threat actually happened.
 2. Once confirmed, law enforcement may be involved in the investigation.
 3. The administration will contact parents
 4. If involved, law enforcement will assess intent and share their findings with the administration.
 - a. Law enforcement will determine the charge, if any, based on their investigation.
 - b. The school will require that the student meet with a practicing mental health professional and that the therapist personally contact the school and report his/her findings prior to being readmitted to school
 5. The student will be suspended from school pending results of the investigation
 6. When the findings reflect no intent, the student will be suspended until the above conditions have been met with additional time added, if they have not served the equivalent of 3 days/Saturdays.
 7. If findings reflect that the student(s) pose(s) a continuing threat to the safety of students and adults, the administration will call for a Board hearing with a recommendation of expulsion for a minimum of the balance of the semester.

Harlan Community Middle School Handbook Changes-August 2020

Page 1 School Year date change 2020-2021

Page 1 Bus Barn Coordinator-change from Matt Koesters to Jared Klein, Transportation Coordinator/Mechanic

Page 1 General Information changed 15 from Planners/Hall Passes to 15. Hall Passes

Page 2 Middle School Class Schedules changed to reflect current schedules

Page 3 District Calendar Dates changed to 2020-2021 Calendar Dates

Page 3 Section 8 Arriving at School

Changed time from 3:45 to 3:30 for times recommended that students not be in the building unless under supervision.

Removed "Students who must arrive at school prior to 7:55 a.m. are requested to proceed to the cafeteria and wait until the 7:55 a.m. bell. Students are not to go to their lockers without permission prior to this bell."

Page 3 Section 9

Changed "People who wish to pick up a student during the school day are to report to the office." To ""People who wish to pick up a student during the school day are to contact the office upon arrival."

Page 4 Section 11 Visitors

Added "*During COVID-19, there will be different protocols for visitors to the building.*"

Page 4 Section 13 Cell Phones

Removed "and left in student lockers"

Page 4 Section 15 Planners/Hall Passes

Removed Planners from Section name.

Replaced the word Planners with Pass Folders and removed "/planner" when used together

Removed "organizing assignments, reviewing student handbook information, and"

Removed "Students will be assessed a replacement cost for lost or damaged planners."

Page 5 Section 21 Lockers

Added "*At this time, Middle School lockers will not be assigned for the 2020-2021 School Year due to COVID-19.*"

Added "The K-9 Drug Unit will periodically be in the Harlan Community School District buildings."

High School Student Handbook Changes

Handbook format from the previous format

pages i & ii - change date

page v - change date 20-21

Page 1 added board members and administrative staff

Members of the Board of Education

Name - District	Contact Information
Amy Rueschenberg, President (2)	(712) 755-1117
Jessica Anderson, Vice President (4)	(712) 733-8335
Al Hazelton (1)	(712) 755-3583
Seth Piro (3)	(712) 592-0780
Joni Larsen (5)	(712) 799-4266
open (6)	
Monte Schechinger (7)	(712) 627-4177

Section 3 Administrative Staff

Name	Position
Lynn Johnson	Superintendent
Scott Frohlich	High School Principal
Davis Patee	Assistant Principal/Activities Director

REGULAR SCHEDULE

PERIOD 1 8:00-8:47
PERIOD 2 8:51-9:38
PERIOD 3 9:42-10:29
PERIOD 4 10:33-11:20

First lunch - 11:20-11:50

5th period - 11:54-12:41

Second lunch -11:45-12:15

5th period (1) 11:24-11:45

5th period (2) 12:15-12:41

Third lunch 12:11-12:41

5th period 11:24-12:11

PERIOD 6 12:45-1:32

PERIOD 7 1:36-2:23

PERIOD 8 2:27-3:14

TWO HOUR LATE START

PERIOD 1 10:00-10:30

PERIOD 2 10:34-11:04

PERIOD 3 11:08 - 11:38

PERIOD 5

1st Lunch- 11:38-12:08

Period - 12:12-12:57

2nd Lunch - 12:03-12:33

Period 11:42-12:03

Period 12:37-12:57

3rd Lunch - 12:27-12:57

Period - 11:42-12:27

PERIOD 4 1:01-1:31

PERIOD 6 1:35-2:05

PERIOD 7 2:09-2:39

PERIOD 8 2:43-3:13

TWO HOUR EARLY DISMISSAL

PERIOD 1 8:00-8:32

PERIOD 2 8:36-9:08

PERIOD 3 9:12-9:44

PERIOD 4 9:48-10:20

PERIOD 6 10:24-10:56

PERIOD 7 11:00-11:32

PERIOD 5

1st Lunch 11:32-12:02

Period - 12:06 - 12:52

2nd Lunch 11:57-12:27

Period - 11:36-11:57

Period - 12:27 -12:52

3rd Lunch 12:22-12:52

Period - 11:36-12:22

PERIOD 8 12:56-1:28

Page 13 change end of the school day - 3:27 PM to 3:15 PM

Page 25 change Poms to Dance Team

Added College Course grading

College level course grading:

A 100-90 B 89-80 C 79-70 D 69-60 F 59

CHANGES TO
PreK-12 Handbook Section
2020-2021

STUDENT LOCKERS

Student lockers are the property of the school district. Students should use the lockers assigned to them for storing their school materials and personal items necessary for attendance at school. It shall be the responsibility of each student to keep his/her assigned locker clean and undamaged. The expenses to repair damage done to a student's locker are charged to the student.

The furnishing of a locker, desk, or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility. School officials may conduct periodic inspections of all, or a randomly selected number of school lockers, desks, and other facilities or spaces owned by the school and provided as a courtesy to a student. ~~During periodic inspections, students may be required to place their backpacks (or any other container used by a student for holding or carrying personal belongings of any kind) in their locker or in the hallway outside of their locker. Periodic inspections of school lockers, desks, and other facilities or spaces owned by the school and provided as a courtesy to a student may be conducted using a drug sniffing animal. A drug sniffing animal may not be used to search a student's body.~~ **Either students or another individual will be present during the inspection of lockers. School district authorities may, without a warrant, search a student locker based on a reasonable and articulable suspicion that a school policy, rule, regulation or law has been broken.**

A search warrant must be obtained prior to searching a locker or other personal belongings of a student where the search is based upon a drug dog sniff conducted by law enforcement.

STUDENT FUNDS AND FUNDRAISING

Requests for such fundraising activities shall be submitted in writing to the building principal. The building principal may reject or approve the requests. All requests involving solicitations of funds from businesses or individuals will also require final approval from the superintendent. Certain requirements may be mandated as a condition of approval. ~~Students may raise funds for school activities upon approval of the Superintendent of Schools.~~ Requests must be made at least 2 weeks prior to the fundraising event or the start of a fundraising campaign. Funds raised remain in the control of the school district and the board. School-sponsored student organizations must have the approval of the principal prior to spending the money raised.

Permitted types of fund raising include:

- a. **breakfasts, dinners, suppers which people attend on their own accord, with no door-to-door ticket sales;**
- b. **booths set up for sales situated such as not to confront or solicit patrons;**
- c. **advertised sales or promotions, via printed coupons or other utilization of media, mailings, or telephone contacts for information only,**
- d. **Solicitations of funds from businesses or individuals will be allowed on a limited basis,**

- e. other non-soliciting types of fund raising such as car washes, worker auctions, and bake sales.

Students may not solicit funds from teachers, employees, or other students during the school day. Students who violate this rule will be asked to stop. Violations of this rule may result in future fundraising activities being denied.

TOBACCO FREE DISTRICT POLICY

~~All facilities owned or leased by the Harlan Community School District, including school vehicles, shall be off limits for smoking or use of other tobacco 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 request shall be required to extinguish their smoking material/discard their smokeless tobacco product or leave the school-district premises immediately.~~

~~Smoking and use of other tobacco products are also banned in the grandstand and bleacher areas of the outdoor athletic stadium.~~

~~It shall be the responsibility of all school district personnel to enforce this policy. School district personnel who violate this policy may be subject to disciplinary action.~~

The Harlan Community School District is tobacco-free in and on all district property. Primary and Intermediate Elementary schools are tobacco free and follow the Harlan School District Policy.

The district realizes that tobacco use is detrimental to health and is concerned about providing a healthy environment for students, employees and community members. In that regard, the district recognizes the importance of adult role modeling for students and each other, particularly in an educational environment.

The use of tobacco and nicotine products; including, but not limited to, cigarettes, nicotine chew, snus, dissolvable, electronic cigarettes and/or other nicotine products that are not approved by the Federal Drug Administration for tobacco cessation; on District property; including in District buildings, on District grounds, in District transportation vehicles, or at any District activity; is prohibited. This policy extends to all students, employees, volunteers and visitors. This policy applies at all times, including during school-sponsored events and during non-school-sponsored events. Community members are asked to cooperate with this policy and refrain from using tobacco on district property. Visitors who do not comply will be asked to leave the district premises. District personnel and students failing to abide by this policy may be subject to disciplinary action.

It is the district's intention to provide education, encouragement and assistance for all students, employees and community members in making a personal choice to refrain from tobacco use while within or upon any/all district property. This will allow students, employees and community members to share the responsibility for creating a healthy environment in which we all live, learn and grow.

It will be the right and responsibility of all students, employees and community members to observe and support this policy through personal commitment and advocacy.

It shall be the responsibility of all District personnel, and specifically District administrators, to enforce this policy.

TECHNOLOGY USE PROVISIONS

Prohibited activities include, but are not limited to:

1. Using the Internet for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities shall be defined as a violation of local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended uses of the network, and/or purpose and goal.
2. Accessing, downloading and/or transmitting materials that are sexually explicit, obscene, offensive, threatening, or otherwise intended to harass or demean others. This includes the use of profanity or other language that may be offensive to another. HCSD administration invokes its discretionary right to determine such suitability.
3. Transferring files or any software to or from a school computer without prior approval from an authorized staff member. This includes the downloading or copying information onto disks, hard drives or any other storage medium.
4. The sharing of user accounts or passwords, or leaving a computer logged in and unattended. If others gain access to your user account, you are responsible for any misconduct in which they may engage.
5. Using an account owned by another user.
6. Gaining unauthorized access to others' files or vandalizing the data of another user.
7. Attempting to gain unauthorized access to any resource including, but not limited to, password protected areas or network administration software.
8. Forging electronic mail messages and/or anonymous communications.
9. Taking the writings or literary ideas of another (i.e., plagiarism) and selling and/or publishing them as one's own writing. Brief quotes or use of cited sources do not constitute plagiarism.
10. Installing or transmitting illegally any copyrighted materials.
11. Copying materials or programs in violation of copyright laws, which includes decompiling programs or changing icons.
12. Stealing data, equipment or intellectual property.
13. Intentionally degrading or disrupting equipment or system performance and/or overloading (crashing) the network and connected computers (examples include, but are not limited to, denial of service attacks a.k.a. DOS).
14. Vandalism is not permitted and will be strictly disciplined. Vandalism is defined as any attempt to harm or destroy computer equipment as well as the data of another user or of another agency or network that is connected to the Internet. Vandalism includes, but is not limited to, the uploading, downloading, or creation of computer viruses, or programs that infiltrate computer systems and/or damage software components.
15. Attempting to circumvent the file protection system, disconnecting cables, erasing applications, and changing configuration on any school computer.
16. Sharing personal information, except in an instructional context or in the performance of business of the Harlan Community School District.
17. Using the Internet for financial gain or for any commercial or illegal use.
18. Making personal purchases or unauthorized orders using the HCSD name.
19. Possession of any data which might be considered a violation of these rules in paper, digital (disk) or any other form is not allowed.
20. Security violations must be reported to the principal or appropriate staff member immediately. You agree to inform a teacher immediately if you:
 - Accidentally enter an Internet site that is inappropriate, as defined by this AUP.
 - Accidentally change the configurations on any computer.
 - Receive a message which makes you uncomfortable or is offensive and you will not delete the message until a teacher has seen it so it can be used to trace the sender.
21. Internet Safety

- Students shall not post personal contact information on the internet with their school computer. This includes name, age, gender, home address, and telephone number.
 - Students shall not share personal photos, personal videos, or photos/videos of others with their school computer.
22. Students should inform district personnel of any threatening, derogatory, or obscene communication immediately.
23. The Board of Education expressly forbids cyber-bullying. For the purposes of this policy, "cyberbullying" shall mean using the communication capacities of computers, the Internet and/or other digital communication devices to bully others by:
- Sending or posting cruel messages or images;
 - Threatening others;
 - Excluding or attempting to exclude others from activities or organizations;
 - Starting or passing on rumors about others or the school system;
 - Harassing or intimidating others;
 - Sending angry, rude or vulgar messages directed at a person or persons privately or to an online group;
 - Sending or posting harmful, untrue or cruel statements about a person to others;
 - Pretending to be someone else and sending or posting material that makes that person look bad or places that person in potential danger;
 - Sending or posting material about a person that contains sensitive, private or embarrassing information, including forwarding private messages or images; and/or
 - Engaging in tricks to solicit embarrassing information that is then made public.

§ Students found to be engaging in activities as described above shall be subject to the terms and sanctions found in this policy as well as the Board of Education Policy104 –Anti-Bullying/ Harassment Policy.

§ Any school or personal electronic device of any student suspected of violation of the above policy will be confiscated for investigation and may be turned over to law enforcement.

24. All HCSD students in grades Kindergarten through 12 will be assigned a school issued email account. Email use is only permitted with a school-issued email, unless permission is granted from the Technology Department. I understand that district-issued email is archived indefinitely and can be reviewed for misuse or content at any time. When given an email account, I agree that I will not:

- Send electronic mail inappropriate for educational purposes,
- Subscribe to inappropriate newsgroups,
- Harass other users,
- Use inappropriate language,
- Reveal personal information about myself or another person,
- Use email for commercial, political or advertising purposes,
- Use email to generate or forward mass emails, or
- Allow others to use my email account, name, or password.

25. With the implementation of Google Tools, Google's Acceptable Use Policy must also be adopted and adhered to. Their policy states: You agree not to, and not to allow third parties or Your End Users, to use the Services:

- to generate or facilitate unsolicited bulk commercial email;

- to violate, or encourage the violation of, the legal rights of others;
- for any unlawful, invasive, infringing, defamatory, or fraudulent purpose; to intentionally distribute viruses, worms, Trojan horses, corrupted files, hoaxes, or other items of a destructive or deceptive nature;
- to interfere with the use of the Services, or the equipment used to provide the Services, by customers, authorized resellers, or other authorized users;
- to alter, disable, interfere with or circumvent any aspect of the Services;
- to test or reverse-engineer the Services in order to find limitations, vulnerabilities or evade filtering capabilities;
- to use the Services, or a component of the Services, in a manner not authorized by Google.

26. In summary, the network should only be used for educational purposes as approved by school personnel.

REMEDIES AND RECOURSES

If privileges are revoked during a class project, the student is responsible for completing the project outside of the school facilities or will receive a zero for the project, at the teacher's discretion.

If you are accused of any of the violations, you have all of the rights and privileges provided in the school policy for other violations. Violations of this AUP are subject to the disciplinary actions found under the "Technology Code of Conduct" in the handbook.

The District has the right to restrict or terminate network or Internet access at any time for any reason. The District further has the right to monitor network and Internet activity in any form that it sees fit to maintain the integrity of Internet.

2020-21 SUPPORT STAFF HANDBOOK UPDATES

Pg 11 – New Language: **UNPAID LEAVE:** Any requests for unpaid leave will be made to immediate supervisor and the immediate supervisor will make a determination based on the merits of the request applying the following: a) the request for unpaid leave is for an emergency and/or unusual, uncontrollable situation, b) all other leave is exhausted, and c) you will email me with the information and rationale so that I am advised.

Pg 14 – Updated Board policy numbers

2020-21 **TEACHER HANDBOOK UPDATES**

Pg 2 – New Language: **UNPAID LEAVE:** Any requests for unpaid leave will be made to immediate supervisor and it will be conveyed to them that they will need the approval of the superintendent as unpaid leave is only to be used in emergency and/or unusual and uncontrollable situations. In addition, it will be conveyed to them that all other leave (personal, cyclone leave, etc) must be exhausted before it will even be considered. In these cases, I will make a decision and that decision will be communicated to you via email for tracking purposes.

Harlan Community Elementary Schools
MTSS Handbook
2020-2021

**M
T
S
S**



Whole Child

Proactive

Systemic

Multi-Tiered System of Supports

Harlan Community Elementary School...

1. Utilizes FAST as the universal screener for all students kindergarten through 5th grade.
2. Analyzes data to align resources including all staff, services, time and materials.
3. Assesses Tier I effectiveness in meeting essential learning benchmarks (Power Standards)
 - a. 90% of students will score an 80% or better on power standard assessments
4. Delivers Tier II and Tier III interventions based on data collected through the universal screening and diagnostic assessments.
5. Frequently monitors intervention progress and adjusts accordingly.

Professional Learning Communities (PLC)

Grade level teams gather 3X per week for 45 minutes as a professional learning community. Teams consist of each teacher at that particular grade level. Grade level SPED teacher, instructional coach, and the interventionists will attend as needed by the group. Teams will use the PLC agenda template to plan for these meetings.

- First the focus is on Tier I instruction by unpacking the standard, designing an assessment, and creating lessons using the gradual release Fisher/Frey Instructional Framework.
- Second, the teams create a plan for students that have mastered the concepts and those who need additional help. Teams will determine Tier II interventions that are needed at this time.
- Finally, Tier III interventions are addressed by the teacher team consisting of grade level teachers, grade level SPED teacher, interventionist, instructional coach, and grade level paras.

Student/Teacher Assistance Team (STAT)

Students who show a lack of improvement despite Tier II or Tier III interventions are referred for a STAT team meeting. The STAT team will include the student's classroom teacher, building principal or Dean of students, school psychologist and grade level SPED teacher. Based on the student's needs, an interventionist, instructional coach, school counselor, behavior therapist and/or the school nurse could also be invited to STAT. The team uses this time to gather additional information, brainstorm changes to current interventions, or recommend additional interventions.

Guaranteed Viable Curriculum (GVC) (Power Standards)

GVC is the promise that HCES has made that at least 90% of all students will have "met standard" (80%) in each and every Power Standard, as measured by grade level formative assessments. Grade level teams will determine power standards.

SMART Goals

PLC teams will create grade level SMART goals around the current Power Standard. Formative assessments will be given to all students in order to determine level of understanding. Students are considered to have "met standard" when a score of 80% is achieved on the benchmark assessment. Once a grade level has achieved 80% "standard met" the grade level team will then determine how to meet the needs of students not yet at benchmark. This is considered the Tier II intervention. 90% of students will need to have "met standard" for each Power Standard.

Data Analysis

All grade level teams shall create a benchmarking timeline for each Power Standard. After each benchmarking period, grade level teams meet for data analysis. When they meet the data analysis worksheet is completed (see [appendix A](#)), teachers determine the amount and percentage of students scoring at benchmark. Next, teachers determine a plan for intervention (tier II) before the next formative assessment. (See page 4 for Tier I-II flowchart.)

With curricular interventions in place, grade level teams will also determine students in need of Tier III intervention.

- These interventions will be based first on screening data from the FAST assessment.
- Teacher teams will use the Tier III intervention flow chart (see page 5) in order to determine specific skill deficits and appropriate interventions
- Teacher teams will analyze PM data every other week as to determine individual needs.
 - As data is analyzed, any specific skill area that contains 60% or more of students below benchmark (80% proficiency on formative assessment) will be listed as a skill area for whole class intervention.
- Grade level teams will then create a plan to adjust the curriculum as needed.

Progress Monitoring

Students who receive Tier III intervention will be progress monitored weekly on FAST and bi-weekly on the selected intervention. The staff member providing the intervention will be responsible for specific skill instruction, progress monitoring the intervention and data entry.

Teacher teams will complete the data analysis worksheet (see appendix A) upon the analysis of Progress Monitoring data.

Grouping and Regrouping:

In order to best meet the changing needs of students, flexible grouping practices are essential. Teachers will review Tier II intervention data on a weekly basis and will determine group needs based on formative assessment data. Tier III regrouping will be considered on a bi-weekly basis.

Fidelity and Accountability:

- PLC teams are first and foremost responsible to monitor the fidelity and accountability for following MTSS and PLC procedures.
- The building leadership team will analyze building data and team actions monthly. This will include the review of data analysis worksheets, formative assessment data and Tier III progress monitoring data.
- Lead team will complete and share a building accountability worksheet with staff following lead team meetings.
- The principal will conduct monthly fidelity checks on the implementation of interventions.

“Walk to” Tier III Intervention model:

Harlan Community Elementary School will utilize a “walk to” model for Tier III intervention. This block of supplemental intervention instruction will be known as “WIN” (What I Need). All students at a given

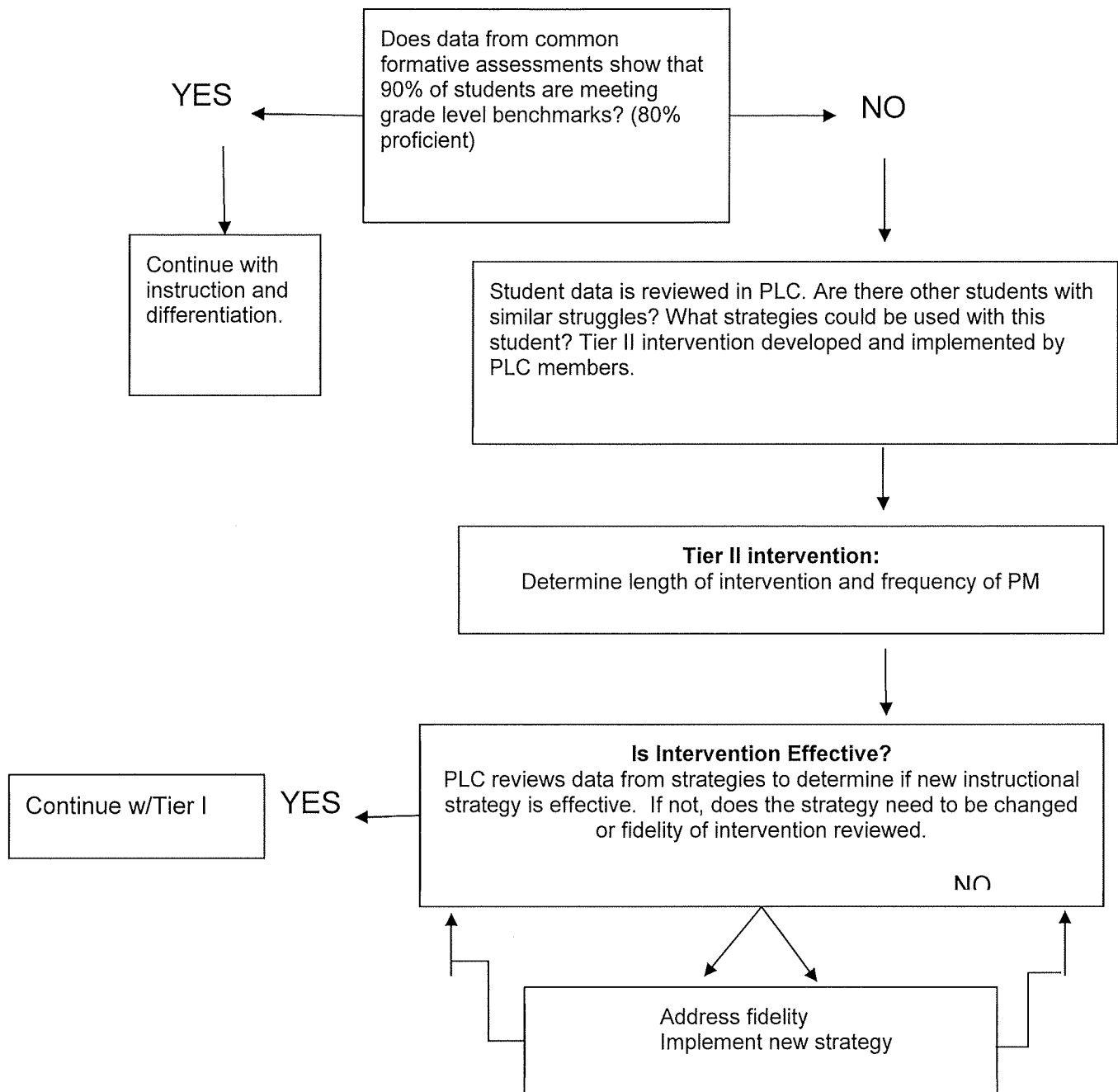
grade level will move to small group intervention at the same time every day. The greater the need, the smaller the group size. Grade levels will be saturated with as many staff members as possible during WIN time. Staff members will be trained in specific interventions and will be specialized in specific content areas. The following staff members will be assigned to grade levels during WIN time.

- Classroom teachers (4-5)
- Interventionists (2)
- Special education teacher (1)
- Grade level associate (1)

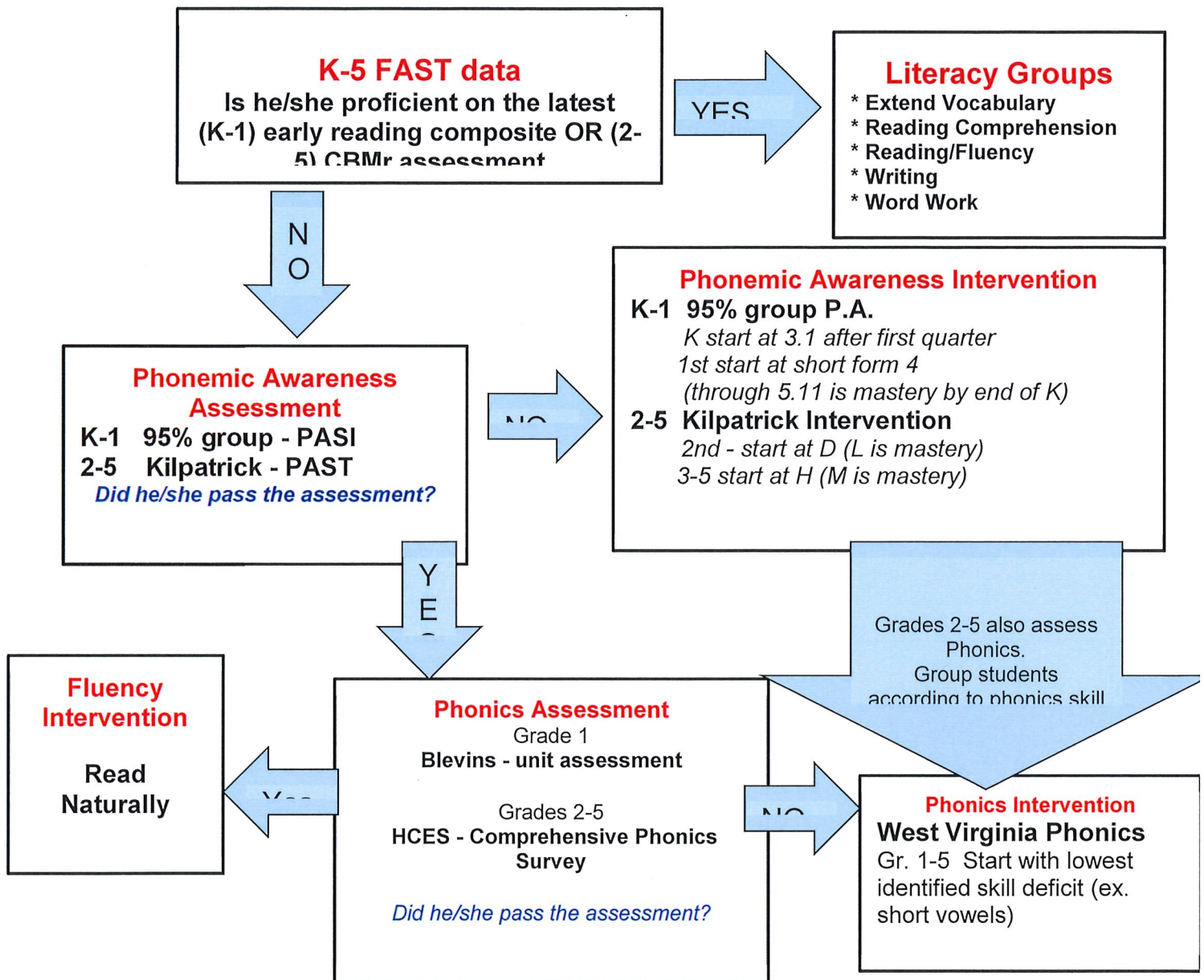
MTSS Quick Reference

- 90/80 Rule...Teacher team will get 90% of students scoring at 80% or higher on benchmark assessments.
- 60% Rule...Whole class intervention will be utilized until at least 60% of the class is at 80% or higher on benchmark assessments.
- PLC meetings will take place 3X per week
- All PLC teams will utilize the standard PLC Agenda (Appendix D)
- PLC Teams will develop team norms during 1st meeting of the school year
- Teams will focus on the same Power Standard at the same time
- At least one SMART goal will be developed and monitored for each power standard
- Formative assessments will be developed, delivered and analyzed until 90% of students are meeting the benchmark at 80%. (See Tier I/II flow chart)
- Following fall screening window teams will refer to the Tier III flow chart for student placement for intervention.
- Every other week, PLC teams will analyze grade level data and determine the effectiveness of interventions. Regrouping shall be considered at this time.
- Lead team will analyze building data every month to determine the fidelity of MTSS process. (Develop worksheet for analysis)

MTSS Tier I Core Instruction and Tier II



Goal: 90% of students will score 80% on formative assessment for each power standard.



TIER III Intervention Flow Chart

MTSS Teams

	TEAM PURPOSE	TEAM MEMBERS	FREQUENCY of MEETINGS
Grade level teams (PLC)	<p>The team has five main functions:</p> <ol style="list-style-type: none"> 1. Clearly define power standards for their grade level 2. Provide Tier 1 instruction 3. Use formative and summative assessment to monitor student learning and the effectiveness of instruction 4. Analyze data to identify students in need of additional support 5. Take lead responsibility for Tier 2 interventions 	<ul style="list-style-type: none"> • Grade level teachers <p>Some meetings may also include other members:</p> <ul style="list-style-type: none"> • SPED teacher • Interventionist • Instructional Coach • Principal • Grade Level Paras 	3 times a week for 45 minutes
STAT TEAM (School Assistance Team)	<p>Primary function is to analyze various forms of data to determine how to best meet the needs of students requiring Tier 3 interventions.</p> <ul style="list-style-type: none"> • Determine students' academic/behavioral needs • Diagnose causes of struggles in tier 1 and tier 2 • Determine appropriate intensive intervention • Monitor student progress • Revise Intervention as needed • Determine next steps for student 	<p>The attendees will be based on the student and his/her needs. This could include:</p> <ul style="list-style-type: none"> • Principal • Dean of Students • Counselor • Interventionist • Instructional Coach • General education Teacher • Special education teacher • School nurse • ELL teacher • Behavior therapist • Parent 	Follow-up meetings are held 4-6 weeks following an initial team meeting.
Building Lead Team		<ul style="list-style-type: none"> • Grade level teacher • Instructional Coach • Dean of Students • Interventionist 	Monthly .5 day meetings

Reading - Core Instruction and Screening Assessments

	K	1	2	3	4	5
Phonemic Awareness	Heggerty • 3x year screener	Heggerty • 3x year screener	Kilpatrick • PAST (3x year)	NA	NA	NA
Phonics and Word Work	<u>From Phonics to Reading</u> ~ embedded assessments	<u>From Phonics to Reading</u> ~ embedded assessments	<u>From Phonics to Reading</u> ~ embedded assessments	<u>From Phonics to Reading</u> ~ embedded assessments	CCC Guided Spelling ~ embedded assessments	CCC Guided Spelling ~ embedded assessments
Fluency	BAR whole group ~ Rereading ~ Partner Reading ~ Poetry ~ Listening to reading	BAR whole group ~ Rereading ~ Partner Reading ~ Poetry ~ Listening to reading	BAR small group sets ~ Rereading ~ Partner Reading ~ Poetry ~ Listening to reading	BAR small group sets ~ Rereading ~ Partner Reading ~ Poetry ~ Listening to reading	 ~ Rereading ~ Partner Reading ~ Poetry ~ Listening to reading	 ~ Rereading ~ Partner Reading ~ Poetry ~ Listening to reading
Vocabulary	Making Meaning	Making Meaning	Making Meaning	Making Meaning	Making Meaning	Making Meaning
Comprehension	Making Meaning BAR small group sets	Making Meaning BAR small group sets	Making Meaning BAR small group sets	Making Meaning BAR small group sets	Making Meaning	Making Meaning

Reading - Interventions and Diagnostic Assessments

	K	1	2	3	4	5
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Phonemic Awareness	95% group • PASI (after 1st qtr) Start with skill 3	95% group • PASI Start with short form 4	Kilpatrick • PAST Start at D (L is prof.)	Kilpatrick • PAST Start at H (M is prof.)	Kilpatrick • PAST Start at H (M is prof.)	Kilpatrick • PAST Start at H (M is prof.)
Phonics	NA	W. Virginia Phonics Blevins unit assessments	W. Virginia Phonics • HCES phonics screener	W. Virginia Phonics • HCES phonics screener	W. Virginia Phonics • HCES phonics screener	W. Virginia Phonics • HCES phonics screener
Fluency	NA	Read Naturally	Read Naturally	Read Naturally Live	Read Naturally Live	Read Naturally Live
Comprehension	NA					

Appendix A

PLC - Data Analysis Worksheet

Grade Level: _____

Date: _____

Members Present:

SMART Goal:

Data Collection

Teachers	# Students Taking Assessment	# or % Students Scoring Proficient	# or % Students Scoring Benchmark	# or % Students Scoring Strategic	# or % Students Scoring Intensive

_____ We did meet our goal.

_____ We did not meet our goal

Target Students (Continue on Additional page if necessary)

Students Scoring Benchmark	Students Scoring Strategic	Students Scoring Intensive
See Attached File	See Attached File	See Attached File

Analyze Obstacles – Identify Skills/Standards Most Missed By:

Benchmark Students	Strategic and Intensive Students

Look for trends and patterns that will identify the specific areas of need.

Revised SMART Goal:

Brainstorm Instructional Strategies – Non-Proficient Students

Use Teacher's Edition for next unit/chapter. Agree on one or two strategies that everyone will use.

Identify Results Indicators

Strategy 1:	Strategy 2:
Evidence that we are doing it:	Evidence that we are doing it:

Evidence that it is working:	Evidence that it is working:
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Adapted from Doug Reeves, Center for Performance Assessment, Data Teams Training

Appendix D

HCES PLC Agenda Template

Grade Level:

Meeting Date:

<u>Members Present:</u>	<u>Members Absent:</u>
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<u>Team Norms:</u>

<u>School Goal:</u>
<u>SMART Goal:</u>

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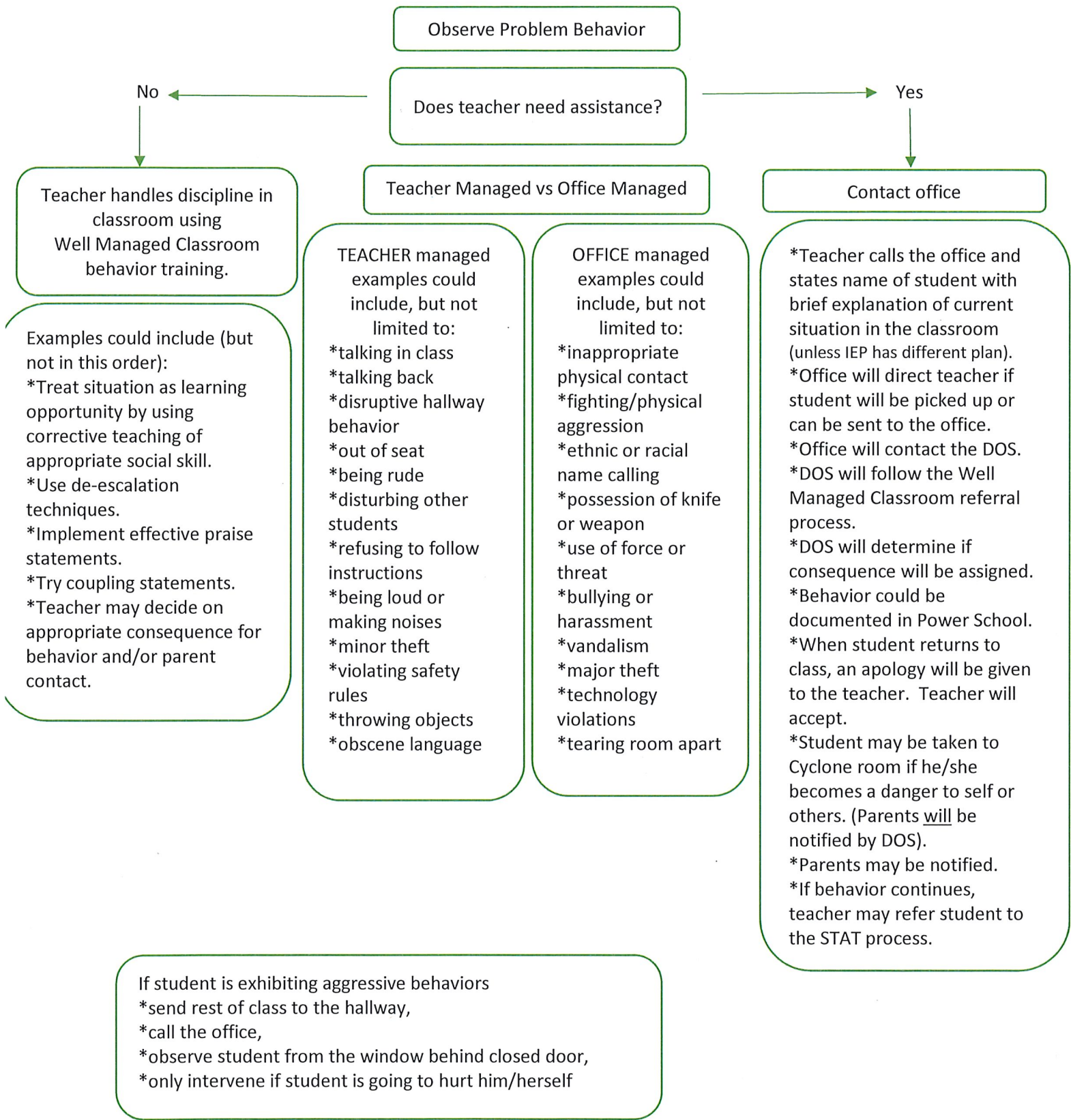
<u>Focus Questions:</u>
<u>Discussion and Plans:</u>
<u>Unanswered Questions:</u>

Other Notes:

- To prepare an agenda for each PLC Meeting, the PLC team will develop new focus questions or finish any uncompleted questions from the previous meeting.
- To document/record the discussion and plans made during the PLC meeting, the PLC recorder uses the discussion and plans section of the agenda.
- If a question arises during the PLC meeting that cannot be answered, the PLC team should place it in the “unanswered questions” location and determine who will find the answer to that question to report back at the next PLC meeting.
- At the end of the PLC meeting, the PLC team should determine what will be on the agenda for the next meeting and remind the team when and where the next meeting is.
- The facilitator will type the agenda and send it to the team prior to the next PLC meeting.
- The recorder will type the minutes and send them to the team shortly after the PLC meeting.

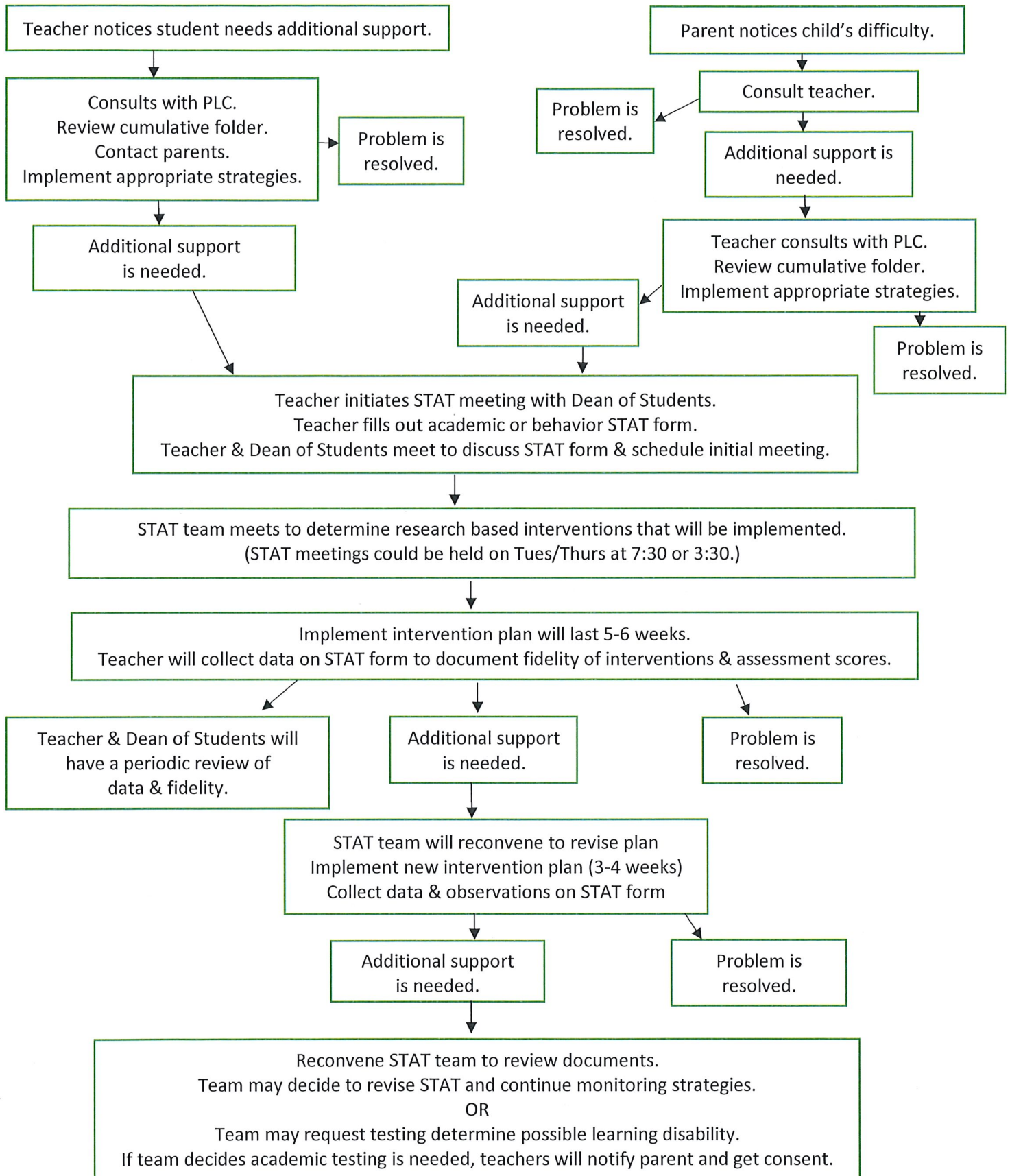
Harlan Elementary Classroom Management Flowchart

revised August 2020



Harlan Elementary School STAT Flow Chart

Revised August 2020



STAT team members

- Academic: Dean of Students, Instructional Coach, Interventionist, SPED teacher, AEA representative, classroom teacher
- Behavior: Dean of Students, School Counselor, SPED teacher, AEA representative, classroom teacher

MS

Harlan Community Staff Handbook 2020-2021

Page 1 Years changed to 2020-2021

Page 4 Teacher's Hours

Added "unless other specific hours are assigned by the building Principal."

Page 4 Hall Supervision

Removed (7:45-8:05)

Page 4 Substitute Teachers

Changed Mallory Meyer to Ashley Darling

Page 7 Evacuation

Removed " The evacuation site for Middle School staff and students will be the Immanuel Lutheran Church, 1700 19th St, Harlan, IA."

Removed "Once there" Replaced with "Upon arrival at the evacuation site"

Page 9 HCS Directors/Coordinators Changes

Level 1 Investigator, Scott Frohlich

504 Coordinator, Lynn Johnson

Special Education Director, Lynn Johnson