**Stanton Middle/High School**

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**STANTON COMMUNITY SCHOOL DISTRICT MISSION STATEMENT**

The Stanton Community School District, in partnership with parents and community, is dedicated to providing the highest standard of education to ensure that all students acquire the knowledge necessary to grow, learn, and succeed.

 **Empowering**

**ALL**

**Students**

**to**

**Succeed**

The *Stanton Community School District*offers career and technical programs in the following areas of study:

            *Business Education*

*Agriculture Education*

*Industrial Education*

*Family and Consumer Science Education*

It is the policy of the *Stanton*Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact *Mrs. Ashley McDonald* [*605 Elliott St., Stanton, Iowa 51573*](https://maps.google.com/?q=605+Elliott+St.,+Stanton,+Iowa+51573&entry=gmail&source=g)*,**amcdonald@stantonschools.com**,* *(712) 829-2162*

**EDUCATIONAL BELIEFS OF STANTON COMMUNITY SCHOOL**

We believe that…

1. The most effective learning comes from a positive, supportive, and committed team of family, school, and community.
2. High expectations and strong leadership result in excellence and high achievement.
3. All students can learn, and we can teach them.
4. All students should possess the skills, knowledge, and attitudes to lead healthy and productive lives and to actively participate as citizens in a rapidly changing democratic and global society.
5. A positive, caring and safe environment where all persons are respected is essential for student success.
6. Learning is a life-long process.
7. District decisions and actions will focus primarily on the welfare and success of students.
8. Education is constantly changing, and a successful school must also be willing to change in order to best meet the individual needs of all students.

**STANTON SCHOOL SONG**

We’re from old Stanton High,

 Proudly we hail.

We’re never known to sigh,

 We’re never known to fail. Rah! Rah! Rah!

We’re out to win this game,

 We’re always true.

We have but just one aim-

 Hey, team, old Stanton High is backing you – Rah!

**A STUDENT'S CREED**

My purpose in attending this institution is to constantly better myself,

my family, my community, and my country.

**“Parents and the school must be partners in the successful education of children.”**

# STUDENT ACHIEVEMENT GOALS

Students from the Stanton Community School District will be able to:

1. Express their ideas fluently in written and oral communication
2. Display problem-solving skills, academic skills, life skills, and employment skills
3. Display behavior that demonstrates an acquired understanding and acceptance of diversity and the rights and dignity of themselves and others
4. Use effective teamwork, communication, leadership, and technology skills to enhance the quality of their workplaces and their lives
5. Possess the skills to succeed in the world in which they will work and live after high school

School Long Range Improvement Goals

1. All K-12 students will perform at proficient levels in reading to succeed in life beyond high school

2. All K-12 students will perform at proficient levels in math to succeed in life beyond high school

3. All K-12 students will perform at proficient levels in science to succeed in life beyond high school

4. All K-12 students will be proficient in the application of technology.

5. All students will feel safe and connected personally to our drug free school.

 **Stanton High School Personnel**

# Superintendent

David Gute

# Principal/Special Education Director

# Katie Elwood

**School Board Secretary/School Business Official**

Stephanie Burke

**Athletic Director**

John Mainquist

**Staff**

Darla Brooke- FCS

Taylor Giesken-Art

David Snyder -Social Studies

Carla Erickson -Math. Lang. Arts

Jeff Grebin- Business

Jill Isaacson-Math

Ashley McDonald – School Counselor

Andrea Spencer - Ag

-Physical Education/Health

Leland Lantz-Band/Chorus

Mabel Rico-Spanish

Lacey Stephens-Secondary Special Ed.

-Science

Kris Moeller-Literature

Charmla Carpenter-English

**Support Staff**

Christi Elwood-High School Secretary

Elitha Bruning-Paraeducator

Melissa Yeager-Paraeducator

Jennifer French-Paraeducator

Becki Peterson-Paraeducator Interventionist

Sandy Allen-Custodian

Mindy Strough-Food Director

Tammy Magneson-Ass’t Cook

Rick Boyer-Bus Driver

Tom Johnson-Bus Driver

Steve Johnson-Bus Driver

Brian Bates-Bus Driver

**ACTIVITY SCHEDULES**

1. All schedules must be approved by the superintendent or building principal.
2. No students shall be allowed to loiter or practice in any school building at any hour of the day or night or weekend without adult supervision. This includes Sunday night open gym.
3. All planned parties or moneymaking projects must be approved by sponsors and the principal so they can be placed on the calendar and avoid conflicts with other projects. It is the sponsor’s responsibility to get prior approval from the principal.
4. It shall be the policy of the Stanton Community School to schedule no practices or performances on Sunday. The only exception will be the participation in athletics, music, and declamation contest, which are scheduled by officials of the respective state organizations or very special circumstances subject to administrative approval.
5. No school-sponsored activities or practices will be held on Sundays or after 6:30 p.m. on Wednesdays.

**ASBESTOS**

Asbestos has been an issue of concern for many years. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA) in 1986 to determine the extent of asbestos in the schools and to act as a guide in formulating asbestos management policies for the schools.

Asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada and South Africa, and the U.S.S.R. The properties of asbestos make it an ideal material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. There have been over 3000 different products manufactured using asbestos. The Environmental Protection Agency (EPA) began action to limit its uses in 1973. 1978 banned most of the asbestos products used as building materials.

The institute for Environmental Assessment was employed by the Stanton Community School District in 1986 to inspect school buildings and determine if there are any asbestos containing materials (ACM), especially in the form that could represent a risk. Of most concern are areas of asbestos-bearing materials, which can be easily crumbled under pressure (friable materials) and inhaled into the lungs.

Beyond the asbestos assumed to be located in some concrete, roofing felts, pipe elbows, carpet glue, etc. which is minimal public health concern, asbestos was found in some of the following types of materials: thermal pipe joint connections, thermal pipe insulation, thermal boiler insulations and vinyl floor tile.

Stanton Community School has a minimum of ACM in its high school building. Certified EPA personnel have properly encapsulated these materials. Signs are also posted in each of these areas. Additionally, these areas are inspected every 6 months. Encapsulated asbestos containing materials were found primarily in non-occupied locations such as the custodial storage room, and boiler room at the High School. **No known dangers to students or employees currently exist.** **The new elementary school is ASBESTOS FREE.**

A detailed Asbestos Management Building Plan is on file in the school building. The public upon request may inspect this plan. A District Plan is also available for review at the office of the Superintendent of Schools. The Stanton School District has complied with recent legislation and has sent an Asbestos Management Plan to the State Department of Education prior to the deadline.

The Board of Directors and Administration plan to meet or exceed EPA standards as required by law and do whatever is necessary to continually ensure a healthy working/teaching/learning school environment. As always, your input and/or concerns are welcome. On behalf of the Board of Directors, we like to thank you for your continued support and cooperation.

**ATHLETIC PARTICIPATION (NON-SCHOOL)**

High school students who participate in school-sponsored athletics may participate in a non-school-sponsored sport during the same season with approval of the superintendent or his designee. Such outside participation shall not conflict with the school-sponsored athletic activity. If there is a conflict, the first and foremost responsibility of the athlete is to the school-sponsored athletic activity.

# ATTENDANCE

Every effort should be made toward getting students to school every day on time. Much of the child’s progress depends on his/her regular attendance at school as students who do not attend school on a regular basis develop gaps in their learning. Students with poor attendance patterns are more likely to drop out before graduation from high school. Parents should not expect their child to be

promoted if skills are not mastered due to excessive absences. MS/HS students that arrive after 2nd period will be counted a half day for the morning and students that leave before 1:42PM will be counted a half day absent for the afternoon.

Students will be expected to attend classes regularly and to be on time in order to receive maximum benefit from the instructional program. While it is possible for an absent student to make up much of the schoolwork missed, it is impossible to completely compensate for absence from classes. Irregular attendance or tardiness by students not only retards their own studies, but also interferes with the progress of those pupils who are regular and prompt in attendance.

PARENTS NEED TO CALL THE SCHOOL EACH DAY THAT A STUDENT IS NOT IN SCHOOL. A written note is required only if the parents or guardian does not make telephone contact. Written excuses from the parent should include:

1. Date of absence
2. Exact reason for absence
3. Parent’s signature

All parents are asked to call the MS/HS office (829-2162) by 9:00AM if your child will be absent/late/leaving early from school. It is very important that communication is made to the school (A note from the doctor, dentist, etc., may be required upon returning to school.)

## Compulsory Attendance Law

Each child between the ages of six and sixteen is required to be in attendance at least 148 days during the school year and at least 37 days per quarter. Students under age 16 on September 15th are required to attend school through the remainder of the year after the student’s 16th birthday. Failure to do so can result in the child being declared truant and appropriate charges filed with the County Attorney.

## Excused and Unexcused Absences

Absences approved by the principal shall be excused absences. These are absences that cannot be avoided. These absences include, but are not limited to personal illness, death or serious illness in the immediate family or household, medical or dental appointments that could not be arranged other than during school time, work for parents on a short-term basis, reasons which can be justified from an educational standpoint, authorized religious holidays, and school-sponsored or approved activities.

1. Students not in attendance for two, but not more than 6 periods, will be counted one-half day absent. Students not in attendance for more than six periods will be counted one full day absent. Students who have good attendance records are most likely to achieve higher grades, enjoy school life to a greater degree, and have more employment opportunities after leaving school. There are times, however, when school officials may determine that problems associated with absence from school are out-weighed by the advantages of an activity in which the student participates, and they may endorse or sponsor an activity or trip. Attendance at such approved trips and activities will not be considered an absence from school.
2. An excused absence is an absence that is approved by the school. Students who have excused absences will be allowed to make up their work upon returning to school. Parents will be kept informed of the number of absences. The school will notify parents of students who have missed ten days in a semester.
3. An absence is considered unexcused if the school does not receive a note or phone call from the student’s parent regarding the student’s absence from school or the reason for the absence is not approved by the administration.

An excused absence entitles the student to make up his/her work for credit. The responsibility for carrying out this make-up work rests with the student. The teacher’s responsibility is to cooperate with the student by providing assignments and help if needed, permitting tests to be made up, and projects handed in. Make-up work is to be completed within a reasonable time after the absence. Generally speaking, a reasonable time may be considered twice the length of time (i.e. three days absent, six days for make-up). If there are any questions concerning the length of time given for make-up work, the student should contact the teacher immediately upon returning to school. In the case of extended illness, the teacher can prepare make-up work to take home. **Parents: Please notify the school early in the day (before 11:00 a.m.) if you want work to be gathered for student completion.**

Absences, including tardiness, which is not approved by the principal, shall be unexcused absences. These absences shall include, but not be limited to shopping, oversleeping, hair appointments, personal tasks including Senior pictures, truancy, trips, errands, music lessons, and gainful employment.

Students having an unauthorized absence will be considered to be skipping school. They will not be admitted back into school until their parent/guardian makes contact with the principal. On the second absence they may appear before the superintendent of schools to

show reason for their remaining in school. Students will make up double time for each hour missed. Students will receive a "0" for material covered while the unauthorized absence occurred.

Students are given 2 days to complete the work missed for every day absent. Students must make up all work by the prescribed time or will be given a "0". When students know in advance that they will miss school, they are to request a permit slip from the office, which will allow them to get their assignments. These assignments should be secured before their anticipated absence and made up (to the extent possible) before the anticipated absence. If students do not make arrangements with their teacher to get these assignments before their anticipated absence, they may receive a "0" on all work assigned during the absence. This pertains to school sponsored activities also. Students that miss one or two periods due to participating in special school sponsored events (examples: National Honor Society induction, Special Band/Music Program, or Speech Program) must have their work completed for class the following day. Activities are generally planned well in advanced so please plan ahead.

Students will not be allowed to re-enter class after an absence before first clearing the absence with the principal's office. (See Attendance, paragraph 3)

MISSED ASSIGNMENTS: The student is responsible to contact the teacher and get assignments missed or not completed. DO NOT expect the teacher to do this for you. However, it is the teacher’s responsibility to work with the student once the contact is made by the student.

## Repeated Absenteeism

It shall be within the discretion of the principal to investigate and determine whether special action is necessary for students who are absent repeatedly*.* Notes from a doctor verifying illnesses **will be required** when repeated absences are due to illness or a student has been absent on more than 10 occasions during a semester*.* It shall be within the discretion of the principal to determine whether a student is “absent repeatedly” on a case-by-case basis (Refer to Board Policy Code No. 501.9). Periodically, during the quarter/semester, student records are routinely examined regarding school attendance and tardies. It is then determined if it is necessary to update the parent or guardian regarding the number of days missed, and request that the student miss no further days, except for illness. The parent or guardian may also be requested to visit the school to discuss the attendance of their child. If, after the above steps have been taken, and the student continues to have irregular attendance, the administration may notify the Board of Education and recommend that the student re-take the semester the following year.

## Leaving School Early/Appointments

If any student is to leave the school for any reason with a parent or someone other than the parent, legal guardian, or non-guardian, the student must bring a written note (signed and dated) from a parent and/or guardian indicating that he/she will be picked up. The note should include the person’s name and relationship to the family. The child will report to the school office at dismissal time instead of leaving the building and the person who is picking up the child is to present herself/himself in the school office for identification. All students leaving the school before the end of the school day are to sign out through the office. Absences/appointments, which are not approved by the principal, shall be unexcused absences. These absences/appointments shall include, but not be limited to shopping, oversleeping, hair appointments, personal tasks, truancy, trips, errands, music lessons, and gainful employment.

## Notifying the School of Absences/Tardies

If your child must be absent from or tardy to school because of illness or other reasons, it is the parent’s responsibility to notify the school between 7:30 and 9:00 a.m. Steps will be taken to contact parents who have not notified the school concerning their child’s absence. Should a student be absent and no call has been received, we may call his/her home or the parent's place of work. If your child needs to leave early for a doctor or dentist appointment, please call or send a note. Notify the school if you plan to pick your child up early.

Parents are requested to call by phone and report their child's absence from school. Middle and Sr. High parents can call the office (829-2162) after 7:30 a.m. Parents are asked to call for all absences whether it be for all day or part of a day between 7:30-9:00 a.m. Students will not be dismissed from school during the day unless his/her parent has called. Notes are accepted if a student's residence has no phone.

## Tardies

Any student not in his/her classroom at 8:10 AM will be counted tardy. Students are expected to arrive at school on time and will need to bring a note from their parent when they are late, or the student will automatically receive an unexcused tardy. Unexcused tardies shall include, but not be limited to shopping, oversleeping, hair appointments, tasks, truancy, and gainful employment. Unexcused tardies will result in consequences for the student. The first unexcused tardy will result in a warning. Starting with the second tardy students will be assigned detention by the principal. Tardies may be counted against perfect attendance if they exceed three.

# BEHAVIORAL EXPECATIONS AND JURISDICTIONAL STATEMENT

 Seealso ***GOOD CONDUCT***

This handbook is an extension of board policy and is a reflection of the goals and objectives of the school board. The board, administration and employees 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 teachers, employees, students,

visitors and guests with respect and courtesy. Students may not use abusive language, profanity or obscene gestures or language.

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, school district property or on property within the jurisdiction of the school 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 the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. A violation of a school district policy, rule, regulation or student handbook may result in disciplinary action and may affect a student's eligibility to participate in extracurricular activities whether the violation occurred while school was in session or while school was not in session. This includes eighth grade graduation and high school senior commencement.

Students are expected to comply with and abide by the school district's policies, rules, regulations and student handbook. Students who fail to abide by the school district's policies, rules, regulations and student handbook may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to obtain their education or to participate in school activities; 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. Discipline can also include prohibition from participating in extracurricular activities, including athletics. The discipline imposed is based upon the facts and circumstances surrounding the incident and the student's record.

The school reserves and retains the right to modify, eliminate or establish school district policies, rules, regulations and student handbook provisions as circumstances warrant, including those contained in the handbook. Students are expected to know the contents of the handbook and comply with it. Students or parents with questions or concerns may contact the superintendent or principal for information about the current enforcement of the policies, rules, regulations or student handbook of the school district.

***Applicability***

This policy shall apply to students while on school premises, while attending school-sponsored events, while on school-owned and operated buses or on chartered buses while students are engaged in school-sponsored activities, and while students are away from school if their conduct directly affects the good order, efficiency, management or welfare of the district. (Refer to Board Policy Code No.503.1)

## Discipline

The goal of the board of directors is to ensure the right of all students to a safe and productive educational environment in which they may learn the skills and attitudes necessary to develop and to mature as responsible adults, accountable for their own actions. (Refer to Board Policy Code No. 503.1/503.1R1)

It is very important that your child understands the necessity of following rules and regulations in order to have the best educational environment for learning. It is imperative that those students who come to school to learn be afforded that opportunity. It is our sincere hope that the school and the home will join together in this effort so that we can successfully provide an optimum learning environment for all children. (Refer to Board Policy Code No. 503.1/503.1R1)

"School Discipline" is the guidance of the conduct of students in a way, which permits the orderly and efficient operation of the school, i.e., the maintenance of a scholarly, disciplined atmosphere to achieve maximum educational benefits for all students. (Refer to Board Policy Code No. 503.1/503.1R1)

1. Teachers may use reasonable force to protect themselves and other students. Whenever physical restraint is used, it shall be reported to the building principal. (Refer to Board Policy Code No. 503.5)
2. After a punishment is administered it should be forgotten as quickly as possible and not allowed to influence subsequent action.
3. Any student who is kicked out of a class three times may be dropped from the class with an "F".
4. The Board of Education reserves the right to expel any student from school, as per state law, whenever in their judgment the best interests of the school demand it.
5. Obscene material found at school will be confiscated and parents will be called.
6. Pupils may be kept after school for disciplinary reasons.

***Sanction***

Students who violate the policies, regulations, rules or directives of the district, including those activities specified in section 503, or who have documented cases of conduct detrimental to the best interests of the district, may be disciplined by one or more of the following actions (Refer to Board Policy Code No. 503.1R1):

1. Denial of extracurricular activities or privileges.

The building principal or superintendent may exclude a student from participation in extracurricular activities for a period of time to be determined by the building principal or superintendent for violation of a district policy, rule, regulation or directive or for violation of a rule in effect for participants in the activity. Procedures for excluding students from participation in extracurricular activities shall be the same as those procedures for short-term sanctions as outlined in section 503. Prior to any exclusion for violation of a rule in effect for participants in an activity, the building principal shall approve the rules and the participants shall be notified of the rules. Posting of the rules in an area where the participants meet shall be deemed sufficient notice.

Any student determined by law enforcement officials or school authorities to be in possession of or having consumed beer, liquor or other controlled substances will be suspended from all extracurricular activities. The consequences will be enforced according to the Good Conduct Policy & Tobacco/Alcohol/Illegal Drug Policy. These activities include athletics, music contests, speech contests, cheerleading, drama, dances and other activities that the administration deems appropriate (Refer to Board Policy Code No. 503.4).

1. Temporary removal from class to the office of the principal or his/her designee for a period not to exceed three days.
2. Probation: conditional attendance during a trial period.
3. Detention: a requirement that a student remain after school, or come to school early, or remain in class during lunch periods for purposes of discipline.

Students may be allowed one day to make arrangements for transportation, if necessary. If the detention is not served on the day arranged, parents will be notified by the teacher and the time will be doubled. If the detention is still not served, the student will be referred to the principal and the student will be given in-school suspension. Detentions not served the last week of school will carry over the following fall semester.

1. In-school suspension: the temporary isolation of a student from one or more classes, while under proper administrative supervision, where the misconduct does not warrant removal from school by suspension.
2. Removal from class for the remainder of a semester: the isolation of a student from a specific class for the remainder of a semester while under proper administrative supervision where the misconduct does not warrant removal from school by expulsion.
3. Short-term suspension: the student is prohibited from attending classes or any school activity for a temporary period of time, not to exceed ten school days.

The superintendent or building principal may suspend a student temporarily with consideration given to the maturity of the student, the offense committed, the history of prior offenses and any other circumstances deemed pertinent (Refer to Board Policy Code No. 503.1R1). The student shall be told orally or in writing of the charges against the student. If the student denies the charges, he/she shall be given an opportunity to explain his/her side of the story and shall be given an explanation of the evidence against the student. There need be no delay between the time of notice of the charges and the student's opportunity to respond. If the student does not deny the charges, or after the principal or superintendent hears the student and makes a decision, the principal or superintendent shall notify the student of the terms of the disciplinary action.

Students whose presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be immediately removed from school, with the above procedures to be followed as soon as practicable.

The superintendent or principal shall attempt to inform the parent or guardian by phone or in person on the same day of taking the disciplinary action. If a parent or guardian cannot be reached, the student shall remain on school property until the close of the school day, unless the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process.

Formal written notice of the disciplinary action taken shall be mailed or personally delivered to the parent or guardian within two school days of the action, with a copy forwarded to the superintendent and board president.

A student who has been suspended may be readmitted only after a conference between the superintendent or building principal, the student, and if possible, the parent or guardian. In extreme or repeated cases a conference with the parents or guardian will be mandatory.

Upon verification of facts, suspension may occur for the following causes (Refer to Board Policy Code No. 502.6/502.7/503.1):

1. The use or possession of tobacco or any tobacco product.
2. The use or possession of beer or liquor.
3. The use or possession of any controlled substance unless such substance was obtained directly from or pursuant to, a valid prescription or order of a practitioner while acting in the course of his/her professional practice.
4. Attendance or participation in any school activity in an intoxicated state or under the influence of a controlled substance unless such substance was obtained directly from or pursuant to, a valid prescription or order of a practitioner while acting in the course of his/her professional practice.
5. The distribution of, transmittal of, or sale of any tobacco product, beer, or liquor, or controlled substance to other persons.
6. Disorderly conduct: including temper tantrums; fighting or rowdy behavior; making loud noises so as to cause interference with other persons; using abusive language or gestures which the student knows or reasonably should know is likely to provoke a violent reaction by another; disruption of meetings, activities, or assemblies of persons by conduct intended to be disrupting; obstructing school premises or access to school premises or places where school functions are to be held, with the intent to prevent or hinder its lawful use by others; or any other behavior intended to interfere with the rights of others.
7. Refusal to conform to policies, rules, regulations, directives or requests of the district or of its officers, employees or agents of the district when acting within the scope of their employment or duties.
8. Physical attacks or threats of physical attack to other students, officers, employees, visitors or agents of the district. In the event any officer, employee or agent of the district is attacked or threatened by a student or group of students, the school officer, employee or agent shall immediately report the incident to the building principal. The employees may use reasonable force to protect themselves and others. The student(s) shall be suspended for five (5) school days and may be recommended for expulsion. The procedures for suspensions and expulsions outlined in sections 503.1R1, and 503.2 shall apply.
9. Extortions.
10. Possession or use of dangerous weapons or objects including laser pointers or anything similar to this.
11. Display of racial bigotry or intolerance.
12. Criminal or illegal behavior.
13. Committing a theft or robbery or attempting to commit a theft or robbery.
14. Damaging, altering, injuring, defacing or destroying any building, fixture, piece of equipment or item, which includes writing, drawing, or making marks on walls, furniture, and fixtures.
15. Intimidation.
16. The use of obscene, lewd or profane language.
17. Initiating, circulating or participating in the circulation of a report or warning of fire, epidemic, or other catastrophe knowing such report or warning to be false.
18. Threatening to place or placing any incendiary or explosive device or material in any place where it may endanger persons or property.
19. Truancy: absence from school or assigned classes without the consent of parent and principal.
20. Trespassing on school property: entering upon or into school property without justification or without the permission of school officials or remaining on school property after being notified to leave by school officials.
21. Joining, becoming a member of, or soliciting other students to join, or become a member of, or taking part

in forming or organizing a fraternity or society of students without prior approval of the board of directors.

1. Students who use technology to disrupt the learning environment by the videotaping of students, teachers, or other employees of Stanton Schools will be subject to disciplinary measures.
2. Long-term suspension: the student is prohibited from attending classes or any school activity for a temporary period of time to be determined by the board of directors.

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

It shall be within the discretion of the Board of Directors 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.

By majority vote of the board of directors, following a recommendation of the superintendent and/or building principal, a student may be suspended for a period of time to be determined by the board of directors (which may exceed five school days) or may be expelled from school for an indefinite period of time for a breach of discipline, immorality, violation of district regulations and rules, or when the presence of the student is detrimental to the best interests of the school. In addition, the board of directors may expel any incorrigible child or any child who, in the board's judgment, is so abnormal that regular instruction would be of no substantial benefit to him/her, or any child whose presence in school would be injurious to the health or morals of other pupils or to the welfare of the school.

Written notice of the charges prompting the administrative recommendation of expulsion, notice of the district policy, rule, or regulation alleged to have been violated, and notice of the time, place and date of the hearing shall be mailed or delivered personally to the parent or guardian. If the student is married or is eighteen years of age, or older

and is not residing with a parent or guardian, notice shall be given to the student. Such notice shall also be given the board president.

A hearing before a majority of the board of directors shall be held within five school days of the mailing of or personal delivery of the notice to the parent or guardian or student. The parent or guardian or student may request additional time in which to prepare, but in no event shall the hearing be held later than ten school days following the mailing or personal delivery of the notice. In the event the parent or guardian or student requests additional time and the student is suspended pending the hearing, the student shall continue to be suspended until the date of the hearing.

The student may be accompanied to the hearing or be represented by a parent(s) or guardian(s) and/or legal counsel or any other advisor of his/her choice. Legal counsel or any other advisor of its choice may also advise the administration and/or board of directors.

At the hearing, each party shall have an opportunity to testify on his/her own behalf, introduce evidence, present witnesses, submit statements orally or in writing and question any witnesses. The hearing shall be administrative in nature and shall not be governed by formal rules of evidence or procedure.

If a party to the hearing should conduct himself/herself in a manner disruptive of the hearing, the board of directors may exclude him/her and proceed with the hearing as if he/she had not personally appeared.

The hearing shall be in closed session of the board of directors unless the student or a parent or guardian of the student requests an open session if the student is a minor. In the event the student or parent or guardian requests an open session, it shall be deemed a waiver of confidentiality of any personal information regarding the student contained in records or writings used at the hearing.

If the student or his/her representative fails to appear at the hearing, or if he/she desires to make no response, the administration shall nevertheless submit evidence in support of the recommendation to expel.

A transcript and/or tape recording shall be made of the hearing.

At the conclusion of the hearing, the board shall consider all relevant evidence introduced at the hearing and shall make a decision. The board shall meet in open session and by roll call vote entered in the minutes; make a decision on the merits. The board may adopt, modify or deny the administration's recommendation.

Within five days following the conclusion of the hearing, written findings of fact and conclusions of law shall be sent to or personally delivered to the parent or guardian or student or his/her representative.

At the time of suspension or expulsion, the board may determine whether the student should have access to programs or whether the student should be excluded from all programs of the district.

A student may be readmitted to school following a suspension or expulsion by the board of directors only upon action by the board of directors (Refer to Board Policy Code No. 503.2).

1. Expulsion: the student is prohibited from attending classes or any school activity for an indefinite period of time.
2. Referral to other agencies.

***Dissemination***

The superintendent or his designee shall provide for the dissemination of this policy 502/503 to students, parents, and the employees of the district.

This policy 502/503 shall be published in student handbooks and shall be posted in at least one location in each attendance center, and copies shall be available in each building principal's office.

# BICYCLES

Bike racks are provided for students who ride bicycles to school. Locking bicycles is highly recommended. Students, who do not demonstrate knowledge of bicycle driving rules and regulations, practice safe driving or use behavior not conducive to safety, may be denied the privilege of riding their bike to school. Students are also strongly encouraged to wear bike helmets for safety***. The school is not r******esponsible for stolen bicycles.***

**BUS BEHAVIOR**

Your child is responsible for good conduct while riding in the bus. The bus driver/any staff personal is in charge of the bus and he/she will expect good behavior from each child. Students who consistently break the rules will lose their privilege of riding the bus for a period of time.

1. Students are to ride regularly assigned buses except in cases of emergencies or when he/she drives to school.
2. If a student uses school transportation to an activity (game, contest, play, etc.) he/she will return to Stanton via that same transportation. Two exceptions will be allowed:
	1. If the parent personally requests that the student ride home with the parent, he/she may.
	2. If the student has a note from their parent giving the student permission to ride home with parents of another student, he/she may. (The sponsor must personally contact the parent with whom the student is riding home.)
3. Students not riding a bus to school activities must bring a written statement from home with parent's permission. This permission slip must be given to the sponsor before the trip takes place.
4. Students will be expected to ride school transportation to all school activities unless extenuating circumstances exist, parents will be expected to contact the principal for approval.
5. Students WILL NOT be allowed to ride home with a student that has driven to the activity.

***Rules and Regulations***

1. Drivers will follow the schedule established by the Superintendent as nearly as possible.
2. Drivers will wait for pupils at the designated pick-up point until the scheduled departure time.
3. Drivers will have their buses parked at the school’s pick-up point at least 5 minutes prior to elementary

school dismissal time (3:15).

1. Students are the driver’s responsibility while they are loading the bus, while they are on the bus, and until they have safely disembarked from the bus including crossing the road, if crossing the road is necessary. The driver is also responsible for discipline on the bus. Students must never be boisterous, stand, or switch seats while the bus is in motion, or misbehave and bother other students. Only quiet talking will be tolerated. If a student disregards the rules, and fails to cooperate with the drive, parents will be notified. If the problem continues the principal will be notified. The student may be suspended from riding the bus for a period of time.
2. Students should get on the bus immediately, sit down, and visit quietly until departure time. If a pupil consistently is boisterous, or misbehaves, parents will be notified. A bus driver will not simply remove the student from the bus, only the administration can do this.
3. If a bus is late for some reason, students should wait a safe distance from the loading zone.
4. The driver is responsible to know and follow the rules and suggestions given in the handbook and by the Administration.
5. Each bus driver will hold an annual safety orientation session on the first Friday after school begins for those students who ride the bus.
6. Each driver will conduct an emergency bus safety drill at least once each semester. **Drivers will unload the bus under mock emergency conditions**.

**STUDENTS MUST HAVE A NOTE FOR THE BUS DRIVER IN ORDER TO BE LEFT ANY PLACE OTHER THAN THE REGULAR STOP. HIS/HER PARENT/GUARDIAN AND THE BUILDING PRINCIPAL OR HIS DESIGNEE MUST SIGN THIS NOTE.**

## Bus Conduct on Routes and Activities

Cooperative passenger of the school bus must be able to make the following statements honestly:

1. I always walk on the left side of the highway facing traffic when there are no sidewalks.
2. When walking along the highways with other children, I walk single file or not more than two abreast.
3. I do not play games on the street, highway, or parking lot while waiting for the school bus.
4. I start to school on time so that I do not have to take unnecessary chances, and I am always on time for the school bus.
5. I never ask or accept rides from strangers.
6. I do not push my playmates on the way to school.
7. I wait for the bus to come to a full stop before I attempt to get on the bus or before I get up from my seat to get off the bus.
8. I go immediately to my assigned seat and stay there until the bus comes to a complete halt at my assigned stop or at the school.
9. I do not tamper with the bus or any of its equipment.
10. I never tamper with the windows; I never put my hands, arms, legs or any part of my body out of the windows, whether the bus is stopped or moving.
11. I always observe classroom conduct on the bus.
12. I do not talk with the driver while the bus is in motion.
13. I do not spit or throw trash in or around the bus.
14. I am always a courteous traveler.
15. I always obey and cooperate with the driver.
16. I leave the bus at other than my assigned stop only with the consent of the driver and principal.
17. When I leave the school bus to cross the road, I always cross in front of the bus.
18. I wait for the bus only at the designated places and stay out of the street or parking lot until the bus arrives.
19. I cross the street or highway when the driver has signaled that the way is clear.
20. ABSOLUTELY NO EATING OR DRINKING ON THE BUS UNLESS PREVIOUSLY OKAYED BY THE ADMINISTRATION.

**CANDY, GUM, AND POP**

Students will not be permitted to bring candy or outside food to school. Exceptions to the rule include birthday treats or special class events. Pop, fruit juices, punch, etc. are not allowed in the classrooms. Special circumstances other than those previously listed may be granted subject to approval by the building principal.

Drinks: Only water bottles with water, or sports drinks in the original container will be allowed.

PEANUT/NUT AWARENESS POLICY (full policy p.58)

At Stanton Schools, it is our top priority to ensure the safety of all students, staff, and visitors. The incidence of food allergies is rising rapidly, and therefore the following policy is now in place at Stanton Schools.

* All treats brought into the school **must be** commercially prepared and packaged with an ingredient label. Students will not be allowed to pass out treats that do not meet these requirements.
* Students that bring “cold lunch” to school will have a designated table to sit at in the lunchroom. Note: Students are allowed to bring peanut and tree nut containing products to school for cold lunch but should not eat any nut containing products anywhere in the school other than the designated cold lunch table.
* No peanut/tree nut products will be served by staff-including ala carte items.
* All bars for sale at the concession stand must be individually bagged or wrapped.

**CARS**

1. Students may drive cars to school, but they are not to leave the school grounds after arriving at school in the morning.
2. Students needing to use cars for special purposes during school hours are to get permission from the principal.
3. Students failing to comply with the above rules will be forbidden to park on school property.
4. Students are to stay out of the cars during school hours.
5. Students are urged to park in an orderly manner in the parking lot. They will not be allowed to leave the building to move a car so another student can get a car out of the lot (exceptions permitted by the principal only). Park so all can get out!

**CHEATING**

Cheating is hard to define because people interpret cheating differently. For our purposes at school, any student giving or receiving answers on schoolwork without doing the work themselves will be considered guilty of cheating. Those guilty of cheating will receive a failing grade for that assignment. Any situation with extenuating circumstances will be reported to the principal and he/she will consider each case accordingly. Otherwise, each teacher will judge the situation on its own merits.

We want to encourage parents giving extra help at home. Helping your child work out a problem or understand a concept is not the same as giving or copying an answer from someone else without the student attempting to do the work.

# CITIZENSHIP

As part of the students’ education program, students shall have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state, and school district community. As part of this learning opportunity students shall be instructed in the elements of good citizenship and the role quality citizens play in their country, state, and school district (Refer to Board Policy 603.11).

**CLASS SPONSORS AND HOME ROOMS FOR MEETINGS**

 Grade 6: Mrs. Kris Moeller/Mrs. Charmla Carpenter

Grade 7: Mrs. Jill Isaacson/Mrs. Andrea Spencer

 Grade 8: Mr. Jeff Grebin/

 Grade 9: Mrs. Darla Brooke/

 Grade 10: Mrs. Carla Erickson /Mrs. Mabel Rico

 Grade 11: Mrs. Lacey Stephens/ Becki Peterson

 Grade 12: Mr. Dave Snyder/Leland Lantz

 Pep Club: Ms. Amanda Focht

# CLOTHING

The way people dress influences the manner in which they conduct themselves. This is especially true for students. Because we believe that school is a “place of learning,” we ask students to dress accordingly. There is a strong connection between academic performance, students' appearance and students' conduct. Students should wear clothes becoming to young people and suitable for schoolwork. Items of clothing that disrupt the learning environment, such as shirts with alcohol, smoking, and inappropriate artwork advertisement, clothing displaying obscenity, profanity, vulgarity, racial or sexual remarks, making reference to prohibited conduct or similar displays are prohibited. For safety purpose, billfold chains are prohibited. **Parents are asked to not allow their child to wear clothing to school that would disrupt learning or be embarrassing to them or the school.** This is a parent responsibility; however, for those students who do not dress appropriately for school, the administration will make the final determination of appropriateness of the student’s appearance.

Specific language for clothes… No clothing that permits inappropriate exposure of the body. All undergarments must be covered (no bra straps showing), no spaghetti straps, plunging necklines, or no cleavage is acceptable. No belly buttons shown. No specific shirt

strap width as long as undergarments are covered all the time. Sleeveless t-shirts can be worn if the seam is still there and not showing sides of the body. Also, no unlined mesh, sheer or see through attire. If you are wearing a pull-over sweater it must cover all

inappropriate attire all the time. Hats, caps, hoods, scarves, bandanas, stocking caps, visors, etc. may not be worn in school. Students should place these items in their locker when arriving at school.

Students are prohibited from wearing shoes with cleats except for outdoor athletic practices. Under certain circumstances or during certain classes or activities a stricter dress code may be appropriate, and students must comply with the stricter requirement. The principal makes the final determination of the appropriateness of the student's appearance. Students inappropriately dressed are required to change their clothing or leave the school.

Inappropriate student appearance may cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on school grounds. Students are expected to adhere to reasonable levels of cleanliness and modesty.

**COLLEGE DAY VISITATIONS**

Juniors and Seniors, upon receipt of a request from parents, may visit a college, university or vocational school. It is encouraged that the student/parents arrange the college visit through the school Counselor. College day visit will be limited to 2 visits. The principal must approve additional visits.

# COMMUNICABLE AND INFECTIOUS DISEASES

Students who have an infectious or communicable disease are allowed to attend school as long as they are able to do so and their presence does not pose an unreasonable risk of harm to themselves or does not create a substantial risk of illness or transmission to other students or employees. If there is a question about whether a student should continue to attend classes, the student shall not attend class or participate in school activities without their personal physician's approval. Infectious or communicable diseases include, but are not limited to, mumps, measles and chicken pox.

# COMMUNICATIONS

School communications will be sent to the parent who has legal custody when there is a question of who to inform. When there is joint legal custody, communications will be sent to the parent who has physical custody. Parents who are not receiving official school communications can receive these communications by providing a written request to the building principal. Parents need to notify the school office if there is a change in a child’s after school or emergency dismissal plans.

**COMPUTER REGULATIONS**

# See *INTERNET USE*

# DAMAGE TO PRIVATE PROPERTY

Occasionally, incidents occur in which one student’s property is damaged or stolen by another student. In those cases, the guilty person will be treated in accordance with whatever school rules have been broken. The school will not be responsible for setting the price of damaged or stolen property, nor will it be responsible for collecting the costs for the owner. It will be responsibility of the students and their parents to determine how much will be paid and to collect the costs. The building principal will notify parents accordingly. The parents may report the incident to the sheriff’s department for further investigation.

# DAMAGE TO SCHOOL PROPERTY

All damage to school property should be reported immediately to the classroom teacher or principal. We acknowledge that accidents can happen regardless of how careful the person is trying to be. With accidental breakage or damage to a piece of equipment including school owned computers or material, reimbursement is usually not required. Students are responsible for any damage that they do to the buildings, furnishings, buses, or books of the Stanton Community School District, and shall pay in full for willfully defacing or damaging any school property. If something is damaged or broken because a student was breaking a rule or being careless, or because he/she destroyed it intentionally, those will require restitution and/or reimbursement involved at whatever the cost is to the school. The student may also be disciplined by any other means set forth in this policy, dependent upon the severity of the damage, the circumstances of the incident and the prior history of the student (Refer to Board Policy Code 502.2).

Students should take special note to return library books, as lost books will need to be replaced by the student. Damage to library books will result in a fine. The replacement cost for all library books not returned to the school will be determined by the librarian and principal. The cost to replace classroom textbooks will be determined by the original cost of the textbook. Students who have not paid fines or

owe a school bill will need to have their parents meet with the building principal prior to receiving any school issued supplies, including computer.

# 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 and vehicles. 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.

# DETENTION AND AFTER SCHOOL HOURS

 See also ***BEHAVIORAL EXPECTATIONS***

It is necessary occasionally to detain students after regular school hours as a consequence for misbehavior. This is considered to be a detention and its length is determined by the seriousness of the misbehavior(s). A student may be kept after regular school hours to complete unfinished schoolwork or homework. Students will be made aware ahead of time concerning expectations for their work.

Students may be allowed one day to make arrangements for transportation, if necessary. If the detention is not served on the day arranged, parents will be notified by the teacher and the time will be doubled. If the detention is still not served, the student will be referred to the principal and the student will be given in-school suspension. Detentions not served the last week of school will carry over the following fall semester.

Teachers will supervise their own detentions. Detention time begins immediately after school. Parents are expected to work with the teacher/principal in a joint effort to meet the individual needs of the child and resolve any problems.

# DISCIPLINE

## See BEHAVIORAL EXPECTATIONS

**DOWN SLIP LIST/CONSEQUENCES**

#  See *ELIGIBILITY*

# DUAL ENROLLMENT

Home school or home school assistance program students enrolled in classes or participating in school activities in the school district are subject to the same policies, rules and regulations as other students and are disciplined in the same manner as other students. Dual enrollment students interested in participating in school activities or enrolling in classes should contact the building principal.

# EARLY ARRIVAL

Supervision by school staff begins at 7:40 a.m. Please do not send your child before that time unless they plan to participate in the breakfast program, scheduled activity, or requested by a teacher.

# EARLY DISMISSALS

Early dismissal notices for in-service will be sent home in regular school communications. For announcements of early dismissal or no school due to “bad weather,” listen to **KMA 960, Shenandoah and KCSI 95.3, Red Oak, check Facebook page, Website, or text messages Alerts set up through the office.** Please do not call the school, superintendent, or principal to find out if there is school. School will be in session unless closing information is given on the radio. Announcements will be made by 6:30 A.M. whenever possible.Please plan with your child what to do on a scheduled early dismissal day, as well as what to do when unusual weather occurs and school is dismissed early.

1. No rural students shall be allowed to loiter in the school building after dismissal on days that it is necessary to close school early because of bad roads or bad weather, unless there are extenuating circumstances. Parents are asked to make arrangements for their child to be picked up on time.
2. No regular practice may be scheduled on days school is closed for bad roads or bad weather.
3. No student is to be in any school building without supervision of an adult.

**EARLY GRADUATION**

If a student has met the graduation requirements and attained the minimum number of credits (50), he/she may graduate prior to the completion of the Twelfth Grade. If at the end of the first semester of his/her senior year, he/she may participate in graduation exercises. However, he/she will not participate in the rest of the extra-curricular activities--such as senior trip, sports, etc. The student must make application for early graduation to the Board of Education, in the form of a letter presented to the principal. This application should be in the hands of the principal by December 1.

# ELECTRONIC DEVICES

Students should have opportunities to use a wide variety of technologies and learn responsible use of different forms of technology. Personal devices such as cellular phones and similar electronic devices may be brought to school for educational uses. However, the school will not be responsible for lost or stolen devices.

Proper etiquette must be used at all times and students must have permission of the classroom teacher to use any device(s) in their classroom. Improper use may lead to confiscation of the device(s). At the discretion of the administration, repeated offenses will lead to loss of privileges for an extended period of time. Any student serving an in-school suspension will surrender their phone and/or other electronic devices to the office at the beginning of the day (they may be retrieved at the end of the day). Any inappropriate activity may lead to legal and disciplinary action.

In the event of an illness or emergency, parents/guardians and students are to use the school phones. Students are not to call their parents/guardians directly to pick them up if they feel sick. Students must report to the office and the office will contact the parents/guardians.

**ELIGIBILITY**

1. No student shall participate in an athletic practice or contest without filing a doctor's certificate of good health, and without participating in the insurance program offered by the school or showing evidence of having other accident insurance.
2. Students must be in school the last 1/2 of the day (four full periods) before they may participate in extra-curricular activities. There may be extenuating circumstances (doctor, orthodontist, emergencies) that may excuse a student from this rule. The activities director or administration will handle these on an individual basis. (Note - If students are gone on a school-sponsored activity, they are considered to be in school.).
3. Students failing a class either at mid-term or end of quarter will not be allowed to miss classes to accompany their athletic team or sponsored school activity to the event if students are to be dismissed for the activity during normal school hours.

Students must be passing all classes to participate in extra-curricular activities. Extra-curricular activities include but are not limited to: athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FCCLA, National Honor Society, all honorary and elected offices (e.g. homecoming king/queen/court, class officer, student government officer or representative), state contests and performances for cheerleading and drill team, dances, prom, senior trip, any public performance or competition with other schools, field trips and other activities that the administration deems appropriate including participating in eighth grade graduation and high school senior commencement ceremonies. Instrumental and Vocal Music Performances are exempt from the academic ineligibility and good conduct requirements when these performances are part of a course grade. (This follows the guidance from the Iowa High School Music Association.)

1. If a student is failing a class, the following action will result:
2. At the end of each mid-term: ineligible and all privileges suspended for a minimum of five (5) school days. He/she will attend a mandatory study hall during the scheduled practice/activity period or as arranged by the teacher. After five (5) days students will be eligible when passing and all mandatory study halls have been met.
3. At the end of each nine weeks: ineligible for two weeks (10 school days) and all privileges suspended. He/she will regain eligibility after the two weeks IF he/she is passing the class.
	1. The eligibility rules set forth by the Iowa High School Athletic Association shall be adopted in full as part of the requirements of eligibility of the Stanton Community School District. (Under Iowa law students must receive passing grades in all courses the previous period to participate in athletics. Students who do not meet this requirement are not allowed the privilege of participating in athletics for the first period of 30 consecutive calendar days in the interscholastic event in which the student is a contestant.)

# EMERGENCY DRILLS

Periodically the school holds emergency fire, tornado drills, bus evacuation, and intruder drills. At the beginning of each semester, teachers notify students of the procedures to follow in the event of a drill. Emergency procedures and proper exit areas are posted in all rooms.

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. In the event of an actual emergency the school will not release students to leave with parents until it is safe to do so.

# EMERGENCY PROCEDURES

In case of an accident, the school will immediately try to contact the child’s parents using the information provided at registration. When it becomes apparent that the student should be sent home because of illness, parents will be notified to come to pick up their child or OK student to drive home while the child waits in the office area. In both cases, if parents cannot be reached, others designated on the card will be called. If no one can be contacted about the accident, instructions for calling the doctor or hospital as given on the card will be followed. Children **WILL NOT** be sent home without the parent/guardian having been previously contacted. In extreme emergency, Stanton Rescue will be called to transport your child to Montgomery County Memorial Hospital. Parent/Guardian will be responsible for transportation and emergency room fees.

**EXTRA-CURRICULAR ACTIVITIES**

In addition to the academic program, the school provides opportunities for participation in student activities and organizations. You are urged to engage in at least one extra-class activity. The main thing to remember in choosing extra-class activities is that as you become engaged in them you are depriving yourself of one or more study periods, since some of these activities are scheduled during the regular school day. You should, therefore, plan to have some homework to do regularly in order to maintain your highest possible grade average in academic courses.

Remember, if you decide to participate in any of these activities, you are making a commitment to the activity and to the other members of the team, cast, group, etc. If you are not willing to make this commitment, you should not take part!

It is detrimental to the activity if a student says she/he is going to participate, and then makes a half-hearted attempt to do so! Remember, your word is your bond--if you say you will do something, DO IT! Students who choose to participate in an activity in which they receive a grade are advised that contests, concerts, and all assigned performances are mandatory, unless the student is currently in violation of the Good Conduct Policy. You must participate unless excused for illness or family emergency. Having a job is not an acceptable reason for missing a performance. Students that fail to attend a mandatory performance can expect their grade to be lowered or possibly to be dropped from the activity.

Boys Athletics Girl's Athletics Declamatory
Football Softball All School Play

Basketball Volleyball Large Group Speech

Baseball Basketball Individual Speech

Track Track

Cross Country Jr. H./H.S. Cross Country Jr. H./H.S.

Golf Golf

Instrumental Music Vocal Music Publications

Marching Band Mixed Chorus Annual Staff (Viking)

Concert Band Bass Clef Glee

Pep Band Treble Clef Glee

Ensembles Small Groups

Solos Solos Others

 Select Chorus F.C.C.L.A.

 Swing Choir F.F.A.

 National Honor Society

Student Government Pep Club T.A.G

Student Council Cheerleading

 Pep Club

**FEES**

## Textbook Fee Lunches Breakfast K-12 $90.00 K-5 TBD K-12 TBDFamily Cap of $270.00 6-12 TBD Adults TBD Adults TBD

Free and reduced lunches are available for those who qualify. Applications and guidelines are available at registration in August upon request. Students qualifying for free lunches are required to pay for milk when they bring a cold lunch and want milk from the school lunch program. Students who bring sack lunches will also eat in the lunchroom. They may purchase a carton of milk in the lunchroom if they desire to do so.

Please ensure that lunch accounts are continually funded. Students who have a negative balance may be asked to bring a sack lunch until the account is replenished.

**FIELD TRIPS**

Each year parents are asked to give consent allowing their children to go on educational field trips with their class. A written notice of field trips will be sent home prior to the event. If you have any questions about the field trip, please call your child’s teachers. Students will not attend field trips unless parent permission slips are signed and returned by the requested date. The principal will make the final decision when unusual circumstances arise.

**FIRE DRILLS**

The superintendent will form Fire Drills procedures. Students will be expected to follow all procedures as set forth at the practice drills.

In order to make our school as safe as possible, it will be necessary to have fire drills throughout the school year.

**GOOD CONDUCT**

The intent of the Good Conduct Rule is to keep our students safe, live healthy lifestyles, encourage responsible decisions, help students to become productive citizens, make the right choices and be good role models for the younger students.

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for a lifetime. Students wanting to participate in school activities must meet the requirements set forth by the Stanton School Board of Directors.

***STUDENT ELIGIBILITY FOR EXTRA-CURRICULAR ACTIVITIES***

The Board of Directors of the Stanton Community School District offers a variety of voluntary activities designed to enhance the classroom education of its students. Students who participate in extracurricular activities serve as ambassadors of the school throughout the calendar year, whether away from or at school. Students who wish to exercise the privilege of participating in extra-curricular activities must conduct themselves in accordance with board policy and must refrain from activities that are illegal, immoral, unhealthy, or highly inappropriate. Participation in these activities is a privilege, conditioned upon meeting the eligibility criteria established by the Board of Directors. The Principal shall keep records of violations of the Good Conduct Rule.

The following activities are covered by the Good Conduct Rule:

Athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FCCLA, National Honor Society, all honorary and elected offices (e.g. homecoming king/queen/court, class officer, student government officer or representative), state contests and performances for cheerleading and drill team, dances, including prom, senior trip, any public performance or competition with other schools, field trips and other activities that the administration deems appropriate including participating in eighth grade graduation and high school senior commencement ceremonies.

Instrumental and Vocal Music Performances are exempt from the academic ineligibility and good conduct requirements when these performances are part of a course grade. (This follows the guidance from the Iowa High School Music Association.)

Teachers, coaches and sponsors of extra-curricular activities and co-curricular activities shall not academically penalize a student who is suspended as long as the student completes the required alternative in a satisfactory manner.

Any student who is in a vehicle stopped by a law officer, and the vehicle contains alcoholic beverages, tobacco, or controlled substances, shall immediately report said event to the proper school official (the next school day or prior to the next scheduled contest, whichever occurs first).

Any student who, after a hearing at which the student shall be confronted with the allegation, the basis of the allegation, and given an opportunity to tell the student’s side, is found to have violated the school’s Good Conduct Rule, will be deemed ineligible for a period of time as described below. A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

* Possession, use, or purchase of tobacco products including vaping or juuling or the use of e-cigarette devices or any other unhealthy practices that would be similar to theses, regardless of the student’s age.
* Possession, use, or purchase of alcoholic beverages, including beer and wine;
* Possession, use, purchase or attempted sale/purchase of illegal drugs;
* Exceedingly inappropriate or offensive conduct such as assaulting staff or students, gross insubordination, serious hazing or harassment of others.
* If a student transfers in from another Iowa school or school district and the student had not yet completed a period of ineligibility for a violation of a Good Conduct Rule in the previous school, the student shall be ineligible if the administration determines that there is general knowledge in our school district of the fact of the student’s misconduct or violation in the previous district or is contacted by the previous school district.
* Involvement in illegal activity: arrested or cited in the criminal or juvenile court system, excluding minor traffic offenses.

***CONSEQUENCES:***

The school administration will apply the Good Conduct Rule firmly, fairly and consistently, based on the individual circumstances of each violation. The starting and ending dates of student suspensions and/or expulsions will be determined by the administration.

Any student who, after a hearing process before the administration, is found to have violated the Good Conduct Rule, during the school year or calendar year, is subject to a loss of eligibility as follows:

**FIRST OFFENSE:** 50% of season. 30% if they self-report before 8:00 am the next morning after the action.

10 hours of Community Service /Administration may issue ISS / OSS

**SECOND OFFENSE:** 75% of the season (no self-report allowed)

10 hours of Community Service -Administration may issue ISS / OSS

**THIRD OFFENSE:** 1 calendar year (no self-report allowed)

10 hours of Community Service - Administration may issue ISS / OSS

**FOURTH OFFENSE:** 1 ½ (1 yr. +183 days) (no self-report allowed)

10 hours of Community Service- Administration may issue ISS / OSS

**FIFTH OFFENSE:** rest of high school career (no self-report allowed)

10 hours of Community Service **-** Administration may issue ISS / OSS

**SELF-REPORTING. HONESTY CLAUSE**

If you notify the Superintendent, Principal, or your current coach BEFORE 8:00 am the following morning of the incident, you can reduce your 1st Offense from 50% to 30% of the season. The Administration will make the final decisions if needed.

**COMMUNITY SERVICE**

This will be a part of each offense. It is the responsibility of the student to set this up and report to the Superintendent or Principal who will give the final OK. The student will need a written document which will show the hours served and a signature of the person who oversaw the student perform the community service.

**IN SCHOOL SUSPENSION ((ISS) / OUT OF SCHOOL SUSPENSION (OSS**)

 The Principal or Superintendent may impose ISS or OSS based on the level of incident or location of the incident.

**REMAINING ON A TEAM OR ACTIVITY** Students may not dress or participate in activities. They may go with the team as long as the activity transportation does not leave before school is out. A coach may or may not allow the student to accompany them, or sit with them. In order for the student to “remain” on the team, the student must continue to go to all practices and participate in a positive way that is not a negative aspect of the team.

**EXPLANATION OF THE % PROCESS USED**
 Explanation of the % process used to calculate the time/activities missed while serving their good conduct policy**.**
 -the % of the offense will be figured by dates scheduled of the season or the remaining dates scheduled left in the season.
 1) If the student is not involved in an activity then time will be based on:
 5% = 1 week / 50% = 10 weeks.
 2) If it occurs at the end of the season then figure the % of the dates missed until the end of the
 season.
 Then time between season= 5%/week. If % is left then place that toward the next season.
 3) When figuring the number of activities and it is a decimal, the number will be rounded up.
 (ex. FB = 9 dates x 50% would be 4.5- round up would be 5 dates) season.

Violation of the Good Conduct Rule will be CUMULATIVE throughout a student’s Junior/Senior High School Career in Grades 7-12.

Law enforcement will be involved as deemed necessary and appropriate by the school administration. Students in violation of a state law may be arrested by proper authorities.

In all cases, the Good Conduct Rule will be applied in conjunction with the school’s policy on Tobacco/Alcohol/Illegal Drug Use and/or Possession.

**\*\* Pranks during the school year and senior pranks at the end of the school year will NOT be tolerated. Pranks will be disciplined via the Good Conduct Policy and the Behavioral Expectations policy.**

**GRADING**

***JMC Online Grading Plan***

JMC, our online K-12 grading program, allows students and parents greater access to the students’ academic progress. Each parent will be assigned a username and password that will work for each of his/her children. They may check students’ grades at any time of the day or semester.

K-12 teachers will be required to update grades in a timely fashion. In most cases, this will be done within 1-2 days of the assignment being turned in. Longer or larger assignments may be entered within 7 calendar days of completion. This will not only expedite and improve access to student grades but will make students, parents, and teachers more accountable for improved student performance and success.

1. Report cards will be emailed/mailed during the week following the end of a 9-week period.
2. Progress reports will be sent to parents at the end of the 4th week of the 9-week period.
3. The standard grading scale will be:

 A 100-95

A- 94-90

B+ 89-87

B 86-83

B- 82-80

C+ 79-77

C 76-73

C- 72-70

D+ 69-67

D 66-63

D- 62-60

F 59-Below

It should be noted that some individual classroom grading scales may vary slightly than what is listed above. All classroom instructors will provide students with a copy of their grading scale at the beginning of the school year for each class they teach. Incomplete marks will be recorded on the report cards. These must be completed at the end of the next period or a failure will be recorded.

For the purposes of grade-point average, a 4-point scale is used, with "A" being 4.0 and D being 1.0. Students with a G.P.A. (grade point average) of 2.67 to 3.66 are "B" honor roll. Those with 3.67 and above are "A" honor roll students. To earn lounge privileges, a student must have achieved at least a 2.67 average on his/her previous 9-weeks grade card (semester grade does not count towards lounge privileges). Students will not be placed on the honor roll or lounge list if they have a "D+" or lower on their report card for that grading period.

1. Report cards are to be taken home and given to the parents or guardian.
2. Parent-Teacher Conferences will be scheduled in the fall of the school year. Parents will pick up report cards at these conferences. Special conferences will be scheduled at any time, upon request of the parent or teacher.
3. Both parents and teachers should be proactive in scheduling conferences with each other as soon as possible if problems arise.

**GRIEVANCE PROCEDURE**

Any student or employee of the Stanton Community School District shall have the right to file a formal complaint alleging non-compliance with regulations outlined in Title VI of the 1964 Civil Rights Act\* (Not required by federal law but recommended as good administrative policy), Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act 1973.

***Level One-Principal or Immediate Supervisor***

(Informal & Optional-may be bypassed by the grievant)

Any employee with a grievance of discrimination on the basis of sex, race, national origin or disability may first discuss it with his/her principal or immediate supervisor, with object of resolving the matter informally. A student with a complaint of discrimination on the basis of sex, race, national origin or disability may discuss it with his/her teacher, counselor, or building administrator.

***Level Two-Title VI, Title IX, and Section 504 Compliance Officer***

If the grievance is not resolved at level one and the employee or student wishes to pursue the grievance, the employee or student may formalize it by filing a complaint in writing on a Compliance Violation form, which may be obtained from the Compliance Officer. The complaint shall state the nature of the grievance and remedy requested. The filing of the formal, written complaint at level two must be within fifteen (15) working days from date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such occurrence. The grievance may request that a meeting concerning that complaint be held with the Compliance Officer. A minor student may be accompanied to that meeting by a parent or guardian. The Compliance Officer shall investigate the complaint and attempt to resolve it. A written report from the Compliance Officer regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Title VI\*, Title IX, and Section 504 Compliance Officer Name: Ashley McDonald, Guidance Counselor

Office Address: Stanton High School

Phone Number: 712-829-2162

Office Hours: 7:45 A.M.-3:45 P.M. Monday through Friday

***Level Three-Superintendent***

If the complaint is not resolved at level two, the grievant may proceed to level three by presenting a written appeal to the Superintendent within ten (10) working days after the grievant receives the report from the Compliance Officer. The grievant may request a meeting with the Superintendent or his/her designee. The Superintendent or his/her designee has the option of meeting with the grievant to discuss the appeal. The Superintendent or his/her designee will render a decision within ten (10) working days after receipt of the written appeal.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, other agencies available for mediation or rectification of affirmative action grievances, or to seek private counsel for complaints alleging discrimination.

# GUIDANCE

During almost every student’s life the need arises for counseling. This counseling may take place during individual or group sessions.

The needs and problems of the individual or group may fall in one or more of the following areas: finance, living conditions, employment, curriculum and teaching procedures, social and extra-curricular development, value system, adjustment to school, morals and religion, home and family, and peers.

It is critical when potential problems arise that the appropriate person is notified. The school nurse, teacher, and the principal may also provide counseling within their roles.

# HARASSMENT/BULLYING (See Board Policy at the back of the book)

It is the policy of the Stanton Community Schools to maintain a learning and working environment that is free from harassment/bullying. The school district prohibits harassment, bullying, hazing, or any other victimization based on real or perceived race, sex, creed, color, national origin, religion, marital status, disability, sexual orientation, physical appearance, and/or personality characteristics. School employees shall be responsible for promoting understanding and acceptance of, and assuring compliance with, state and federal laws and board policy and procedures governing harassment within the school setting. Students whose behavior is found to be in violation of this policy will be subject to the district’s investigation procedure that may result in disciplinary action including expulsion. Students who believe they have suffered harassment shall report such matters in a timely manner to a teacher, a counselor, or a building administrator. (Refer to Board Policy Code No. 502.10).

## Reporting Harassment/Bullying

Step 1: Communicate to the harasser that you expect the behavior to stop. You may do so verbally or in writing. If you need assistance communicating with the harasser, ask a teacher, counselor, or principal to help*.*

Step 2: If the harassment does not stop or you do not feel comfortable confronting the harasser, you should:

1. Tell a teacher, counselor, or principal.
2. Write down exactly what happened, keep a copy for yourself, and give one to the teacher, counselor or principal, including the following details*:*

 \* What happened \* When it happened \* Where it happened

 \* Who harassed \* List any witnesses \* What you said/did

 \* How you felt \* How harasser responded \* Note exactly what was said

Step 3: If the behavior is repeated, go to a higher authority (i.e. building principal, central office administrators). Board Policy 502.10E1

**HAZARDOUS CHEMICALS**

The board authorizes the development of a comprehensive hazardous chemical communication program for the school district to disseminate information about hazardous chemicals in the workplace. School district personnel who will be instructing or otherwise working with students shall disseminate information about the hazardous chemicals they will be working with as part of the instructional program. School district personnel are required to disseminate the information when the materials are used in the instructional program (Refer to Board Policy 403.4).

# HOMELESS CHILDREN AND YOUTH

The board shall make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to the education which may exist in district policies or practices (Refer to Board Policy 501.16).

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

**HOME ROOM REGULATIONS**

1. Must have permission to talk.
2. Students may use the restrooms at this time. (One at a time.)
3. Students leaving any room must have a pass.
4. Homeroom teachers may establish their own regulations in addition to the above.

# HOMEWORK

Homework is work assigned during the regular class period and is expected to be completed outside the regular class time. This allows for more teacher-student interaction during the day and the opportunity for concepts to be reinforced in order to increase student understanding. The assigned homework will not only teach skills and concepts but also teach responsibility and foster the development of good study skills, which are important to students’ school success.

The basic philosophy of Stanton Community Schools is to challenge each student to perform at his/her full potential and promote lifelong learning. This can be best achieved by putting forth maximum effort during the regular school day in both the areas of teacher instruction and student learning. Instruction during the school day shall consist of teacher demonstration, guided practice, supervised study time and individual help as needed.

###### *Absences Resulting in Incomplete Work*

#  See *ATTENDANCE*

# ILLNESS

Parents are encouraged to have children examined annually by their family physician and dentist. A child should not be sent to school if there is a question of his/her being well. Be aware that the school nurse **does not diagnose** illness. Contact your family doctor for a diagnosis. Children who show any of the following signs or symptoms should not be in school:

1. Acute cold, sore throat, earache, or swollen glands.
2. Red or discharging eyes.
3. Nausea, vomiting, or diarrhea.
4. Fever…your child’s temperature should have returned to the normal level for **24 hours before returning to school**.

Students will need a doctor’s excuse if they need to miss PE for more than 2 consecutive class periods.

When you must keep your child home, telephone the school between 7:30-9:00 a.m. giving the reason for his/her absence. If you are

unable to telephone the school, your child should bring a written explanation from you when he/she returns to school.

It is important that allergies, unusual physical conditions, etc., be communicated at registration. It is vital that the information provided is current. The school should be notified immediately of change in address or telephone numberso that parents or guardians can be contacted quickly in the event of illness or emergency.

A student who becomes ill or is injured at school must notify his or her teacher and the office as soon as possible and then the school will ensure that the parent is contacted. In the case of a serious illness or injury, the school shall attempt to notify the parents according to the information on the emergency form. If the student is too ill to remain in school, the student will be released to the student's parents or, with parental permission, to another person directed by the parents.

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

# INSURANCE

The school **does not provide** medical insurance for your child and **is not responsible** for medical costs resulting from accidents or injuries at school. An all-pupil insurance program may be offered to the parents of pupils in the district. The purchase of pupil insurance shall be voluntary with the entire cost being paid by the student or his parents (Refer to Board Policy 507.6). Parents can apply for low- or no-cost health insurance for their children through the state’s Healthy and Well Kids in Iowa (HAWK-I) program. Children birth to 19, who meet certain criteria, are eligible. The coverage includes doctor’s visits, hearing services, dental care, prescription, immunizations, physical therapy, vision care, speech therapy and hospital services to name a few. Parents are urged to call 1-800-257-8563 (toll-free) or go to the web site at www.hawk-i.org for more information.

School insurance will be sold during the first part of the school year. Participation in the program will cover the students for the entire year. All students who are participating in any sport sponsored by the school must have insurance before they are eligible to participate. Those participating in sports not wishing to take the medical insurance must present a written statement from parents or guardian verifying insurance of some sort. All accidents happening on the way to school or on the way home from school or at school should be reported to the office or to the homeroom teacher as soon as possible.

**INTERCOM USE**

The intercom system will be used for announcement purposes. Only teachers and other school personnel should use the intercom system unless approved by the principal.

**INTERNET USE**

The Stanton Community School District would like to offer students access to the Internet. The vast domain of information contained within the Internet’s libraries can provide unlimited opportunities to students. Students will be able to access the Internet through their teachers and must do so under his/her direct supervision. All students wishing to use the Internet throughout the year must have a permission form signed by their parents or guardian (Refer to Board Policy Code No. 605.6).

All information on the Stanton Community School District computers belongs to the school district. Any inappropriate activity or visiting of inappropriate sites will lead to legal and disciplinary action in the handbook and/or the following consequences (Refer to Board Policy Code No. 605.6):

1. First Offense: The student may lose access for up to three weeks at the discretion of the supervising teacher or principal.
2. Second Offense: The student will lose access for a period of three weeks.
3. Third Offense: The student will forfeit all Internet privileges for the balance of the school year.

**Interventions (9th Hour Wednesdays)**

Starting in the 2022-23 school year we will hold a “9th Hour” on designated Wednesdays. This time will be used for any students who may need extra assistance or additional time to complete coursework from the previous week’s grade check. Students who have missing coursework will be required to stay from 1:15-2:00 PM to work on missing assignments and/or make-up work. School transportation will be provided for students as needed.

Grades will be updated the previous Friday by 4 PM. We will then document missing assignments and meet with students the following Monday. The STAT coordinator will work in conjunction with the office to contact students and parents to let them know they will be expected to stay on Wednesday. Any students with missing assignments (JMC symbols M or MI) will be expected to stay for the 9th hour on the designated Wednesdays.

**JOB SHADOWING**

Job shadowing experiences with an employer in the career area that a student is interested in pursuing are included in the English curriculum. Job shadowing experiences are also available as part of the upper level science classes.

**LOST AND FOUND**

If a student loses an item, he/she should report this matter to the office. If something of value is found, it should be brought to the office.

# LUNCH HOUR (CLOSED CAMPUS)

We encourage all students to eat lunch at school. If you so desire, you may bring sack lunches and eat in the concourse. We strongly encourage all food brought into school to be healthy and meet the guidelines and standards set by the Federal and State governments. Inviting visitors other than parents to lunch please see p. 37 under visitors.

Students that bring “cold lunch” to school will have a designated table to sit at in the lunchroom. Note: Students are allowed to bring peanut and tree nut containing products to school for cold lunch but should not eat any nut containing products anywhere in the school other than the designated cold lunch table.

Students will be expected to use proper manners at all times in the lunchroom.Students who use inappropriate behavior while eating lunch or breakfast at school may lose the privilege of eating in the lunchroom. There is a teacher or adult aide on duty in the lunchroom at all times.

# MEDICATION

The administration policy for dispensing medication must be followed. Copies of the policy are available in the school office. A sample copy is provided in the back of this handbook. All medications need to be taken to the office and be in their original bottle and original label with written and dated request signed by the parents. Students should not keep their medications on their persons. See page 57 for more information.

**NATIONAL HONOR SOCIETY**

***Selection Procedures***

The Stanton Chapter of the National Honor Society seeks members who have a commitment to study and to learning, which extends beyond the required high marks necessary for consideration for membership. They seek members who extend themselves in giving both small and large service to school and community. Demonstrated leadership of a positive nature is much sought after in the selection of members to the society.

Listed below are the steps followed in selecting new members for the National Honor Society.

1. All students in the junior and senior classes with a cumulative GPA of 3.0 or higher on a 4.0 scale are eligible for consideration.
2. Eligible students are asked to fill out an application (students will have two weeks to complete their application) to be reviewed by members of the faculty. This application asks students to highlight their leadership and service activities throughout their high school careers. The application also asks the students to write a short essay on their character strengths. If the student elects not to complete the application by a predetermined date they will not be considered for membership that year.
3. All faculty members are asked to review each application and rate each student in the areas of **leadership**, **service**, and **character**. This rating is on a 4-point scale, with 0 being the lowest score and 4 being the highest. Faculty members that feel they do not know the student well enough to rate them may withhold from rating that student. The students’ GPA grade will be the contributing score for the area of scholarship.
4. The faculty sponsor receives the rating sheets of the faculty members and compiles the total number of points received by each student considered. The totals are listed numerically from highest to lowest. This list is made available to the faculty council without names.
5. The faculty council, consisting of the heads of each department, considers the total number of points received by the various students and decided the number of points necessary for a person to become a member of the chapter.
6. The faculty sponsor reveals the names of those students who meet the cut-off value determined by the faculty council. The council then votes on these students and the ones receiving a majority vote will be extended an invitation to join the Stanton Chapter of National Honor Society.
7. Those students who meet the minimum number of points and who receive a majority vote of the faculty council are invited personally by the sponsor to become members of the society. Those students who choose to join the chapter are installed as new members at an all-school assembly in the month of October. The present Honor Society members conduct the assembly and install the new members.

**Dismissal of National Honor Society Members**

The following guidelines concerning due process and dismissal of NHS members have been developed and publicized by the Stanton High School faculty and the chapter advisor. Each member of the Stanton Chapter of the NHS must maintain these standards in order to remain a member of the society. If not, the dismissal process is included here.

***Scholarship***

Failure to maintain at least a "B" average each semester is to be considered grounds for dismissal from the society. The faculty council will consider extreme circumstances that might affect a member's academic performance.

***Service***

Failure to continue to render outstanding service to school and community will be grounds for dismissal.

***Leadership***

Participation and leadership in activities that reflect the mores of the school and community as determined by the high school faculty is expected of NHS members. Participation in activities clearly in violation of civil law or contrary to acceptable social behavior for our community will result in dismissal from NHS.

***Character***

Failure to meet the requirements of character by members of the society as perceived by the faculty of Stanton High School will be grounds for dismissal. ***Examples:*** improper use of alcohol and other controlled substances, (violation of the Good Conduct Policy), school suspension (s) (\*\* all suspensions will be considered on a case-by-case basis reviewed by the NHS Advisor and Faculty Council).

**Procedure for Dismissal:**

1. It will be the duty of the advisor to give any member in violation of standards of the society notice of the standard(s) they are violating. The date will be given when the member must again be in accord with standards of the society (where applicable).
2. The advisor will give the notice in most cases during a private conference scheduled for that purpose only.
3. Should the compliance to the standard(s) in violation not be made, the advisor will meet with the faculty council to discuss the situation.
4. If dismissal is initiated, the actions of the faculty council will be written and sent to the student and parent(s). The student will be given a hearing with the faculty council if it is desired.
5. NHS regulations state that if a member is dismissed, they are not eligible for membership again.

# NOTICES OF EVENTS

All notices of school events will be sent to the parent who has legal, physical custody. Non-custodial parents will need to contact the school to make special arrangements to obtain these notices. Please be aware that we do take steps to publish events in the local media, the weekly school bulletin, Facebook and school website.

# PHYSICAL EDUCATION

Law for all students requires four years of physical education. Students will take P.E. in High School on Monday, Wednesday and Thursday. EXCEPTIONS: Other exemptions from P.E. as per the following State guidelines:

1. Students in grade twelve may be excused from physical education by the principal, if requested in writing by the parent, and if:
	1. The student is enrolled in a cooperative or work study program or other educational program authorized by the school which requires the student to leave the school premises during the school day, or
	2. The academic course is not otherwise available to the student, or
	3. Their involvement in organized and supervised athletic programs occurs during which their excuse is sought.
2. Students in grades nine through eleven may be excused from physical education if requested in writing by the parent, and if an academic course they wish to take is not otherwise available to the student, if the school board determines it to be appropriate.
3. Students in grades nine through eleven may be excused from physical education for up to one semester, if requested in writing by the parent, if their involvement in an organized and supervised athletic program occurs during which their excuse is sought.
4. Religious exemption: If a pupil's parent or guardian files a written statement with the principal that the physical education course conflicts with the pupil's religious beliefs, the pupil shall not be required to enroll in physical education.

Only tennis shoes are allowed on the gym floor (NO street shoes allowed on the gym floor). No spikes or football shoes are to be worn in the building. Students with hard-soled shoes are not allowed to participate. Please remember this as you buy shoes for school. A doctor’s excuse is required for a student to miss 2 consecutive class periods.

***Gym/Weight Room Rules***

No K-12 students are to be in the gym or weight room without adult supervision! Adults have to be physically in the gym with the students in order to supervise properly. Anyone allowing children or students to do otherwise is personally liable. The person or persons who do the damage will pay for any damage done to school property. Everyone's cooperation is appreciated.

# REPORT CARDS AND CONFERENCES

 See ***GRADING***

**RIGHT TO KNOW**

Parents have the right to know the qualifications of their child's teacher(s). The district will ensure that parents will be notified in writing that their child has been assigned to or will be taught for four or more consecutive weeks by a teacher who is not highly qualified.

**SCHOLARSHIPS**

There are many scholarships available. The guidance counselor through the year receives scholarship information from individual colleges, universities, plus private companies, and private organizations.

The guidance counselor will inform seniors and senior parents each year about the eligibility criteria for each scholarship.

ALL SCHOLARSHIPS WILL BE PAID AT THE BEGINNING OF THE SECOND SEMESTER UNLESS STATED OTHERWISE.

**SCHOOL DAY**

School doors will be opened at 7:40 AM. You must be in your classrooms when the tardy bell rings at 8:10.

 Grade 6-8: South hallway

 Grades 9-12: West hallway

Teachers not assigned first period will be in the halls to help students get to their assigned first period classes.

# SCHOOL HOURS

School day begins 8:10

Lunch 12:05-12:54

School day ends 3:18

Buses depart 3:23

# SCHOOL LAWS AFFECTING STUDENTS AND PARENTS

Parents and students should be aware of several laws affecting education, which govern the school’s procedures in certain areas. These are as follows:

## Child Abuse

All school staff have the responsibility as mandatory reporters under penalty of law to contact the County Department of Human Services of any and all suspected cases of child abuse (Refer to Board Policy 402.2). Student abuse by a school employee in the Stanton Community School District is the responsibility of the Level I investigator who is:

Dr. David Gute The Alternate Level One Investigator is:

Superintendent Montgomery County Sheriff’s Office

 605 Elliott 106 W. Coolbaugh

 Stanton, Iowa 51573 Red Oak, Iowa 51566

 712-829-2162 712-623-5107

## Directory Information/Release of Information

The following information may be released to the public in regard to any individual student of the school district as necessity or desirability arises. Any student, parent or guardian not wanting this information released must make objection in writing to the principal or other person in charge of the school, which the student is attending. This objection shall be renewed at the beginning of each school year.

Directory information shall include, but not limited to, name, address, telephone listing, date and place of birth, e-mail address, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous school or institution attended by the student, photograph and likeness and other similar information. (Refer to Board Policy 506.2).

In addition, two federal laws require local education agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories-names, addresses and telephone listings-unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

## Fees Waived

Students whose families meet the income requirements for free or reduced-price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of fees. Parents or students who believe they may qualify for a waiver should contact the principal at registration for a waiver form. This waiver does not carry over from year to year and must be completed annually (Board Policy 503.3E1/R1).

## Human Growth and Development

In May 1988, Governor Branstad signed the Human Growth and Development bill, Senate File 2029. This law mandates that each school district provide instruction in grades Kindergarten through Twelfth in human growth and development. This instruction shall be appropriate to the pupil’s grade level, age and level of maturity. The curriculum must include instruction in the following areas:

1. Self-esteem, responsible decision-making and personal responsibility and goal setting,
2. Interpersonal relationships,
3. Discouragement of premarital adolescent sexual activity,
4. Family life and parenting skills,
5. Human sexuality, reproduction contraception and family planning, prenatal development including awareness of mental retardation and its prevention, childbirth, adoption, available prenatal and postnatal services and support and male and female responsibility,
6. Sex stereotypes,
7. Behaviors to prevent sexual abuse or sexual harassment,
8. Sexually transmitted diseases, including AIDS/HIV and their causes and prevention,
9. Substance abuse prevention and treatment,
10. Suicide prevention, and
11. Stress management.

If you wish to review the Human Growth and Development curriculum, you may do so by contacting the principal. If after reviewing the materials, you prefer that your child be excused from any component of the curriculum, you may do so by filing a written request with the building principal. If you choose to exercise this right, your child will be given an appropriate alternative assignment, which will be supervised by school district personnel. If you have any questions, concerns or comments please feel free to contact the principal.

## Immunization

Iowa law demands prior to starting school or when transferring into the school district, students must present an approved Iowa Department of Public Health immunization certificate signed by a health care provider stating that the student has received the diphtheria, pertussis, tetanus, poliomyelitis, rubella, and rubella vaccination immunizations required by law. In addition, students must have a blood lead test and dental screening. Students without the proper certificate are not allowed to attend school until they receive the immunizations or the student makes arrangements with the principal. Only for specific medical or religious purposes are students exempted from the immunization requirements. Further information is available from the school nurse.

# *Interventions*

Stanton High School employs general education interventions to help students in the regular education classroom.

# *Locker & Desk Searches*

Student lockers and desks are the property of the school district. Students shall use the lockers and desks assigned to them for storing their school materials and personal items necessary for attendance at school. It is the responsibility of each student to keep the student's assigned locker and desk clean and undamaged. The expenses to repair damage done to a student's locker and desk are charged to the student. Students with locks on their locker must turn in the combination or extra key to the office.

Although school lockers, desks and other spaces are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in ensuring the lockers; desks and other spaces are properly maintained. For this reason, lockers, desks and other spaces are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker, desk or other space. School officials in the presence of the student or another

individual may conduct periodic inspections of all or a random selection of lockers, desks or other space. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker, desk or other space (coat, backpack, purse, etc.) may be searched when a school official has a reasonable and articulable suspicion that the contents contain illegal or contraband items or evidence of a violation of law or school policy or rule. Such searches should be conducted in the presence of another adult witness when feasible.

***Student Searches***

In order to protect the health and safety of students, employees and visitors to the school district and for the protection of the school district facilities, students and their belongings and school-owned lockers and desks may be searched or inspected. A search of a student will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order.

Considering factors such as the following may form reasonable suspicion:

1. Eyewitness observations by employees;
2. Information received from reliable sources;
3. Suspicious behavior by the student; or
4. The student's past history and school record, although this factor alone is not sufficient to provide the basis for reasonable suspicion.

A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

* The age of the student
* The sex of the student
* The nature of the infraction
* The emergency requiring the search without delay.

A student's body and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order.

Personally intrusive searches will require more compelling circumstances to be considered reasonable. If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible. A more intrusive search, short of a strip search, of the student's body, handbags, book bags, etc, is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures. The Montgomery County Sheriff’s Department will be called as the administration deems appropriate.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's automobile on the school premises may be searched if the school official has reasonable and articulable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

# *Open Enrollment Notification*

Iowa’s open enrollment law allows students residing in one school district to request transfer to another school district upon theparents’ request. Students wishing to open enroll to another school district must apply for through the district office.

Parents/guardians of open enrolled students whose income falls below 160% of the federal poverty guidelines are eligible for

transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend.

Students interested in open enrolling out of the Stanton Community School District must contact the Superintendent of Schools at 829-2162 for information and forms (Refer to Board Policy 501.14/15).

# *PROBLEM SOLVING APPROACH*

For students exhibiting difficulties in the classroom the following steps will be followed:

**Level I** – Consultation between Teacher and Parent. Classroom instructors will work collaboratively with parents to determine the basis of concern and will work in concert to develop approaches in dealing with the identified student concern. The classroom instructor will be held responsible for documenting identified concern, interventions, and collaborative efforts made to resolve the concern. Should the parent and instructor desire outside input they will have the Student/Teacher Assistance Team, local special education staff, and other district instructors or district administration available to assist them on an informal basis.

**Level II** – Consultation with Other Resources. Meaningful collaboration between teacher and parent will continue at this level. The Student/Teacher Assistance Team will now become involved on a formal basis when requested. The classroom instructor will present documentation of concerns and interventions made at Level I to the Student/Teacher Assistance Team. Special Education, Compensatory Education, and Area Education Agency personnel will continue to be available on an informal basis. However, involvement with these personnel will require verbal permission by the parent if the student will be singled out for observations by any of the aforementioned personnel.

**Level III** – Consultation with Extended Problem-Solving Team. At Level III all interactions and subsequent interventions will be on a formal basis with appropriate documentation kept. Area Education Agency personnel will become involved to provide assistance with data collection, intervention design, and monitoring. At this level interventions will be carried out in the regular classroom. Parents must provide verbal permission requesting AEA intervention.

**Level IV** – Due Process – IEP Consideration. This level of intensive intervention is available through Special Education and will require written parental permission. Area Education personnel will complete evaluations with input from previous interventions that were collaborated between home and school.

## REVIEW OF STUDENT RECORDS

Parents of special education students under the age of 18 and students over the age of 18 may exercise the opportunity to review educational records of the student, to obtain copies of the records, to write a response to the material in the record, to challenge the content of the record, inaccuracy of the record or may appeal the context of the record (Refer to Board Policy 506).

## Right to Privacy

School records may not be shared with any person or institution other than parent or legal guardian without written consent of the parent or legal guardian. Written release must be obtained from parent or guardian before the school may send records to an institution other than a school or share any personal or professional information. The school may not disclose the names of students in special programs or give names and addresses of members of the student body to non-school sources without parent/guardian permission as indicated in the directory information section (Refer to Board Policy 506).

Parent’s and Eligible Student’s Rights

Parents or eligible students have a right to inspect and review educational records; request an amendment of the educational records; consent to disclosure of personally identifiable information in educational records; file a complaint with the U.S. Dept. of Education regarding alleged noncompliance with the law; obtain a copy of the records policy; withdraw students’ directory information from general release (FERPA-20 USC 1232g; 34 CFR 99.7).

**SCHOOL MEMENTOS**

1. The matter of choosing class rings shall be left to the decision of the individuals.
2. The matter of choosing senior pictures shall be left to the sponsors, and principal.
3. The matter of choosing graduation announcements shall be left to the decision of the class as to which style they would like.

**SCHOOL PROPERTY**

In the past, property of the school (sweat suits, uniforms, etc.) has been stolen. This creates an added expense for our district. Anyone found to have stolen property from our school can expect to be prosecuted.

# SPECIAL EDUCATION

The district provides Special Education services. Trained professionals must evaluate a student before being placed in a special education program. Parent approval is necessary for assessing and placing students in a special education program.

A student receiving special education services will be in the least restrictive environment that best meets the needs of the individual student. The amount of time spent in the regular classroom and special education classroom is determined by the need of the student.

Students receiving their total instruction for a curriculum area will receive their grade from the special education instructor.

**STUDENT/TEACHER ASSISTANCE TEAM (STAT)**

The purpose of the STAT team, upon referral, will be to engage in problem identification, plan interventions, provide support, and make outside resources available to those individuals requesting assistance. It is intended that the Student/Teacher Assistance Team be available to and functional for all students and teachers in the building. Instructors will consider the Student/Teacher Assistance Team as an early intervention process.

Prior to the first team meeting, parents will be informed of any concern being referred to the Student/Teacher Assistance Team. Parents will be invited to participate in any team meeting scheduled beyond this initial meeting. Should the core team determine a need for the parent’s degree of involvement, the committee chairperson/classroom instructor will notify parents of any intervention(s) selected by the referring teacher.

Students may become involved in the STAT program in several different ways:

1. A student may voluntarily seek information and/or assistance.
2. A teacher or other staff member may refer students based on declining or unacceptable school performance or behavior.
3. A concerned friend may seek information or assistance on behalf of a classmate.
4. A concerned family member may request help from the school STAT team.
5. Persons or agencies that have contact with the student and/or other family members may seek the assistance and support of the school's STAT team.

Any information shared with a STAT member will be held in the highest confidence unless it poses danger to that student or others.

***Community Resources***

Wabonsie Mental Health Center 1-800-432-1143 Child Abuse Hotline 1-800-362-2178

Immanuel Family Counseling 1-800-523-7294 Lutheran Family Services 1-712-243-2920

 Montgomery Co Memorial Hospital 1-712-623-7000

Jenny Edmundson Memorial Hospital 1-712-328-6000 Iowa Dept of Human Services (Mont Co) 1-712-623-4838

Alcohol & Drug Assistance (Red Oak) 1-712-942-0333

 24-hour hotline 1-800-ALCOHOL

***AT-RISK STUDENTS***

The Stanton Community School District plans to better meet the needs of our students (K-12) who will be identified as at-risk using the Department of Education’s definition of “any student who is not meeting the goals of the educational program set by the district, who does not complete a high school education, or who is not becoming a productive worker.” Additionally, we plan to target students “whose aspirations and achievements may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status and disability.”

Our at-risk program, Student/Teacher Assistant Team (STAT), will help raise student achievement levels through collaboration.

Our STAT program includes:

* Strategies for early identification of at-risk students
* Objectives for providing support services to those students
* Plans for in-service training for school personnel
* Strategies and activities for involving and working with parents
* Plans for appropriate counseling services for students and families
* Strategies for coordinating school programs and community-based support services
* Creation of integrated educational environments in compliance with federal and state

 nondiscrimination legislation

Identification of students at risk will be based on referrals made by teachers, counselors, parents, administrators, and support personnel or by the students themselves. Input from the student’s teachers, counselors, administrators, school nurse, and parents together with academic records, test results, and attendance records will then be evaluated to determine how to best meet the needs of that particular students. Each identified student may have an Individual Education Plan developed. The complete comprehensive At-Risk Plan is available upon request in the office.

**STUDY HALLS**

Study periods are provided to a student to give him/her time to prepare his academic class work. These are study periods and should be used for this purpose. Unless you are in a class or in an extra-class activity, you are required to be in study hall. You will be assigned a seat, which you will take prior to the tardy bell. If possible, all students will sit at a table alone. If numbers make it necessary, two can sit at a table, facing each other, then three at a table if there are more than two students per table. Students will not speak to anyone without the study hall teacher's approval. No more than two students should be talking at one time, and it should center on subjects and class work. If students wish to work together, they may get the study hall teacher's permission to go to the conference room or to the reading section. Students who wish to read magazines or newspapers, will do so in this reading section or one of the lounge chairs. As you see from this, we have a large area where you will be expected to work and a smaller area where you may study together or read. Remember, study halls are a place to prepare for your subjects, not a place for visiting.

Students must:

1. Use the first 15 minutes to study.
2. Receive permission to talk.
3. Must have a pass before leaving study hall.
4. To use bathroom - must sign out with a pass.
5. No games are permitted during study hall time.
6. Students are not to be in the library office unless supervised (Students are to use the double doors to enter and leave study hall -not the door across from the office).
7. Students must be signed out if not in study hall.
8. If a student wants to go see another teacher, he/she must have a slip from that teacher. If not, he/she may not go. (The study hall monitor may let a student see a teacher at his/her discretion.) Exceptions: Resource room and/or students practicing during 8th period, arranged between study hall monitor and coach of the sport.
9. There are to be no students in study hall during lunch period unless the study hall monitor is there. No exceptions.

JUNIOR HIGH - The first 30 minutes of every period will be used as a study period. This means no talking, checking out, or reading newspapers. All Jr. High students will be kept after school if they do not bring class work to study hall to work on. It must be something other than library books.

**STUDENT PROPERTY**

Students must lock all of their valuables in their assigned P.E. (athletic) lockers if they wish to leave them in the locker rooms. Don't leave valuables in the locker rooms that are not locked up!

**TEACHERS WORKROOM & COACHES OFFICE**

The Teachers' Workroom and Coaches' Office are for teachers and school personnel only. If you want to see a teacher, get a teacher or secretary to get the teacher for you.

**TELEPHONE USE/CELL PHONE POLICY**

Please take care of your business at home before you come to school. Only in emergency cases will we call students from the classroom to answer the telephone. The principal or secretary will take a message and deliver it between classes. **Please refrain from habitually calling the school to deliver messages**. A student must have a written pass from their teacher to use the phone.

***Stanton Cell Phone Policy for classrooms***

Due to distractions caused by cell phone use in the classroom, this will be the policy we will use. When students come into all classrooms, including music and study hall, they will be expected to put their phones away. Some staff may have a place prepared for students to store their phones during class. In general, students should not use their cell phones during class unless specific permission is granted by a teacher or administrator.
Here are some other notes to the policy.

1. If a phone is seen, it will be taken to the office where it can be picked up at the end of the day. The 2nd time it is taken a parent will need to come to the school to pick up the phone. There will be no warnings given.
2. If there are **emergencies** where communication is needed to a student, those calls can be made to the office, where the student can be called in with their phone to take any calls and information.
3. Students can still use their phones between classes and at lunch.
4. We do not encourage students to leave their phones in their locker. Students can leave their phones in the main office if they like. Students are not to check out of class to go to their locker to check their phone. If they are seen looking at their phone during class the phone will be taken to the office (See #1)
5. Students who use technology to disrupt the learning environment by the videotaping of students, teachers, or other employees of Stanton Schools will be subject to disciplinary measures.

**THREATS OF VIOLENCE**

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

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

The following factors will be considered in determining the extent to which a student will be disciplined for threatening or terroristic behavior: the background of the student, including any history of violence or prior threatening behavior; the student’s access to weapons of any kind; the circumstances surrounding the threat; the age of the student; the mental and emotional maturity of the student; cooperation of the student and his or her parent(s) or guardian(s) in the investigation; the existence of the student’s juvenile or criminal history; the degree of legitimate alarm or concern in the school community created by the threat; and any other relevant information from any credible source.

**TOBACCO/ALCOHOL/ILLEGAL DRUG USE AND/OR POSSESSION**

 See ***GOOD CONDUCT***

**TORNADO DRILLS**

Evacuate to the Viking Center or girls or boys locker room. In the event elementary students are in the concourse eating, they will evacuate to the boys locker rooms. In the event of an actual tornado the school will not release students to leave with parents until it is safe to do so.

**TRANSFERING OUT OF THE DISTRICT**

Students leaving the Stanton Community School District need to report to the building principal at least two days before their final day of attendance. A transfer slip will be issued that must be signed by each of the student’s teachers and librarian. Books need to be returned to each teacher before they sign the transfer slip. The transfer slip needs to be returned to the building principal on the final day of attendance at Stanton. Official transcripts will be sent to the new school district upon their request.

**VALUABLES**

We ask that students do not bring money or valuables to school. If it is a necessity, we would be willing to keep them in the office and return them at the end of the day. Students will be responsible for their own lost or stolen items.
**VISITORS**

Parents are always welcome at school. A 24-hour notice is requested but not mandatory. If you desire a special conference, please call for an appointment before you visit. ***Always check in at the office upon your arrival for a school visit***. It is hoped that you will visit school and observe your child to become informed and involved in your child’s education.

Students are asked not to bring preschool brothers/sisters. Students who wish to have guests accompany them in classes must get permission from the principal. These guests will be obligated to follow the same rules as S.H.S. students. ("Boyfriends" or "girlfriends" of S.H.S. students will not be permitted to accompany them as visitors to class). Any visitors who would like to eat hot lunch must contact the school secretary at least one day in advance of the day they would like to eat at the school.
**VOLUNTEERS**

The school welcomes parent volunteers who have time to share in helping carry out the educational program. Volunteers can provide a valuable service by supervising writing centers, typing, reading to children, listening to children read, practicing math facts with students, and many other kinds of activities. If you would like to be a volunteer, contact your child’s teacher(s). All volunteers may be subject to background checks before they are allowed to work with our students.
**WEAPONS POLICY**

The Stanton Community Schools believes that district facilities are not an appropriate place for weapons or dangerous objects. Weapons and other dangerous objects shall be taken from students and others who bring them within the jurisdiction of the school district.

Parents of students who bring these items on school property will be notified. Confiscation of weapons or dangerous objects shall be reported to the law enforcement officials and the student will be subject to disciplinary action including suspension or expulsion. **Students bringing a firearm to school shall be expelled for not less than twelve months** (Refer to Board Policy Code 502.6).

Any student who threatens another person on school property or at a school event with a dangerous weapon or an object that resembles a dangerous weapon, or who displays any object in such a manner as reasonably to place another person in fear for his or her safety shall be subject to discipline including suspension or recommendation for expulsion.

## Weapons Brought to School for an Educational Purpose

The principal may allow authorized persons to display weapons or other dangerous objects for educational purposes. However, students will not be allowed to transport said objects themselves.

**CLASS REQUIREMENT AND ELECTIVES**

**NINTH GRADE**

Required by all Electives Family Living

English I Ag I Computer Science

Algebra I or Journalism

Applied Math or Art

Pre-Algebra Foods I/Foods II

Civics and World Area Studies (Geography) Driver Ed. (summer/spring)

Physical Science Spanish I

PE Health

Computer Literacy Design Clothing & Interiors

Personal Finance

**TENTH GRADE**

Required by all Electives

Biology Ag II Computer Science

Communicative English Intro to Business Pre-Algebra

Business Computer Applications World History Art

English II Driver Ed. (summer/spring) Algebra II

\*Math Health Modern American History

PE Foods I/Foods II Personal Finance

Computer Literacy Design Clothing & Interiors

Spanish I or II Family Living

Journalism Computer Program/Web Design

Child Development Independent Living

**ELEVENTH GRADE**

Required by all Electives Computer Science

Am. History (2 semesters) Voc. Ag. Journalism

English III Health World History

\*Math Intro to Bus. Accounting I

\*\*Science Current Issues Chemistry

PE Art Entrepreneurship

Geometry Business Comp. Applications

Computer Literacy Spanish I, II, III

Algebra II Family Living

Child Development Computer Program/Web Design

Anatomy & Physiology Independent Living

Foods I/ Foods II Welding (RO)

Pre-Algebra Modern American History

Personal Finance Design Clothing & Interiors

**TWELFTH GRADE**

Required by all Electives Computer Science

Government Health Accounting II

English IV or Intro to Business Consumer Math

Applied Sr. English Current Issues Algebra II

Personal Finance Family Living Physics

\*Math Spanish I, II, III, or IV Art

\*\*Science Entrepreneurship Computer Literacy

PE Computer Apps Sociology

 Trig (Math IV) Welding (RO)

 Child Development Design Clothing & Interiors Independent Living Modern American History

 Anatomy & Physiology Journalism

 Foods 1/ Foods II Voc. Ag. (RO)

\*See Math Requirements Computer Program/Web Design Geometry

\*\*See Science Requirements

**NORMAL COURSE LOAD**

The normal course load consists of seven academic subjects each semester, not including physical education. These seven must be in classes other than music. By successfully carrying seven academic subjects each semester for four years, a student will have the required number of credits to graduate. A credit is given for each semester of a course passed. A unit is the equivalent of two credits. A student should not have more than 1 study hall per day unless approved by administration.

1. **IN ORDER TO BE CLASSIFIED AS A**...

 Senior - **36** credits must have been earned.

 Junior - **24** credits must have been earned.

 Sophomore – **12** credits must have been earned.

 Junior High Retention - Any student in grades 6, 7 or 8 who fails 3 or more semesters of the basic subjects (Language Arts, Reading, Math, Science, and Social Studies) will be considered retained in that grade and required to take all of the failing courses the following year. Such student may then take any additional courses in the next higher grade level as the schedule permits.

2. Any student in grades 6, 7, or 8 failing one or two of the basics indicated above would be considered passing to the next higher grade. This includes the provision that any core skills that the student is not proficient in will be made up through intervention time or summer school.

**ENGLISH CURRICULUM REQUIREMENTS**

Students must take English I during the freshman year, English II during the sophomore year, and English III during the junior year. Those seniors not taking English IV must take Applied Senior English. Communicative English is required of all students graduating from Stanton High School. These courses must be successfully passed prior to graduation.

**SCIENCE CURRICULUM REQUIREMENTS**

Students must take three years of Science. They will take Physical Science during their freshman year and Biology during their sophomore year. They must take one (or more) of the following during their junior-senior years: Physics, Chemistry, Anatomy and Physiology. Three years of Science must be successfully passed prior to graduation.

**MATH CURRICULUM REQUIREMENTS**

Three years of Math must be successfully passed prior to graduation.

**SOCIAL STUDIES CURRICULUM REQUIREMENTS** Students must take three years of Social Studies. They will take Civics and World Area Studies during the freshman year, American History and Government during the junior-senior years. One additional course must be completed. Three years of Social Studies must be successfully passed prior to graduation.

**FINANCIAL LITERACY REQUIREMENTS**

All students will complete at least 1 semester of Personal Finance Literacy as a condition of graduation.

**PRE-REQUISITES FOR SCHEDULING**

1. Spanish courses must be taken sequentially.
2. Accounting II--Should have successfully completed Accounting I and have teacher approval.
3. Algebra II-Should have completed Algebra I.
4. Geometry--Should have completed Algebra I.
5. Trig (Math IV)--Should have completed Algebra I, II, and Geometry.
6. Chemistry--Should have completed Algebra I.
7. Physics--Should have completed Algebra II.
8. Anatomy and Physiology--must have completed Physical Science and Biology.
9. Programming & Web Design-should have completed Computer Applications and have teacher approval.

**DROPPING & ADDING SUBJECTS**

Students will be given 3 to 5 days at the beginning of each semester to drop or add a subject. The decision to allow the student to drop or add a subject will be made by the principal, counselor and teacher involved. The best interest of the student will be used in deciding.

For exceptional reasons students may be permitted to drop or add a full-year course at the semester or at other times during the semester, only after careful examination of the circumstances by the principal, counselor and teachers involved. Again, the best interest of the student will be considered in deciding whether or not to permit dropping or adding a class at this time.

**REGISTERING FOR SUBJECTS IN ANOTHER GRADE LEVEL**

A pupil who transfers to this school will continue in his courses provided those courses are offered here. Transfer students will be required to satisfy the graduation requirements of this school even if it necessitates earning credits in subjects offered at a different grade level from his/her own.

Other problems arising in this area will be decided on available data by the principal.

**REQUIREMENTS FOR GRADUATION**

All students are required to earn 25 units (50 credits) of high school work plus four years of physical education in order to qualify for a high school diploma. A unit is earned in a class meeting 5 times a week for two semesters. Students may earn ½ credit for vocal music and .675 for P.E. per semester. These will not count towards a student’s GPA. Twenty-five units must be distributed as follows:

 Fields of Subject Matter Units Credits

 English 4 1/2 9

 Science 3 6

 Mathematics 3 6

 Social Studies 3 6

 Electives 11 1/2 23

 25 50

All students must complete at least one semester in a computer related course prior to graduation. All students must complete at least two semesters in a physical education class.

**PREPARATION FOR HIGHER EDUCATION**

As a general rule, anyone planning to attend school of any sort beyond high school should prepare themselves adequately with 4 years of English, and 3 or 4 years of science and mathematics. Those students who choose a different curriculum will not necessarily fail to be admitted to college if they decide to go. However, there may be high school courses that they did not take which the college may require them to complete before earning college credits. These are taken in college and no credit is earned. This delays your graduation from college. Students who plan to enroll in a four-year college should plan to take Algebra I, Geometry and Algebra II.

**COURSE DESCRIPTIONS**

**Computer Science**

Computer Science provides students the skills they will need to navigate the high-tech world we live in. The course covers a broad range of foundational topics such as programming, algorithms, the Internet, big data, digital privacy and security, and the societal impacts of computing. Students will collaborate with classmates to build projects and create apps. They will learn how people are using computer science to change the world with breakthroughs in every field. They will also learn how apps and websites actually work, explore the internet and coding, and understand the benefits and downfalls of living in an increasingly online world.

**ENGLISH**

***BUSINESS/APPLIED ENGLISH***

Business/Applied English courses teach students communication skills - reading, writing, listening, speaking - emphasizing applications in the "real world." The emphasis is usually on the practical application of communication as a business tool, and may focus on technical reports and manuals, business letters, resumes, and applications, as opposed to the course being designed around scholarly and literary uses.

***COMMUNICATIVE ENGLISH*** ***(English Lab)***

This course provides instruction in basic language skills and integrates reading, writing, speaking, and listening, placing great emphasis on individual student progress. Course topics may include (but are not limited to) research and organization, outlining, visual and presentation skills, analysis and critique, and development of self-confidence.

***ENGLISH/LANGUAGE ARTS II (10th Grade)***

English/Language Arts II (10th grade) courses usually offer a balanced focus on composition and literature. Typically, students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph thematic essays and compositions. The study of literature encompasses various genres as students improve their reading rate and comprehension and develop the skills to determine authors' intent and theme and to recognize the techniques employed by the author to achieve the goal.

***ENGLISH/LANGUAGE ARTS I (9th grade)***

English/Language Arts I (9th grade) courses build upon the students' prior knowledge of grammar, vocabulary, word usage, and mechanics of writing, and usually include the four aspects of language use: reading, writing, speaking, and listening. Usually, the various genres of literature are introduced and defined, with writing exercises often linked to reading selections.

***ENGLISH/LANGUAGE ARTS IV (12th grade)***

English/Language Arts IV (12th grade) courses blend composition and literature into a cohesive whole, as students write critical and comparative analyses of selected literature. Typically, multi-paragraph essays predominate as the form of student composition, but one or more major research papers may also be written.

***ENGLISH/LANGUAGE ARTS III (11th grade)***

English/Language Arts III (11th grade) courses continue to develop students' writing skills, emphasizing clear, logical writing patterns, word choice, and usage, as students write essays and begin to learn the techniques of writing research papers. Students continue to read works of literature, which often form the backbone of the writing assignments. Literary conventions and stylistic devices may receive greater emphasis than in previous courses. Preparation for the PSAT may be included.

***JOURNALISM***

Journalism courses are typically associated with the production of a school newspaper, yearbook, or literary magazine; therefore, they not only emphasize writing style and technique, but also production values and organization. Beginning Journalism courses introduce students to the concepts of newsworthiness and press responsibility; develop students' skills in writing and editing stories, headlines, and captions; and teach students the basics of production design, layout, and printing of a publication. Advanced Journalism students learn and practice more refined journalistic techniques, participate to a greater extent in the formation and/or management of the production team, and gain experience in critical evaluation of story content and the publication as a whole. Photography and photojournalism skills may be included.

**MATHEMATICS**

***ALGEBRA I***

Algebra I courses include the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.

Review Topics: ration and proportion, operations with sets, simplifying radical expressions, operations with exponents, and solution of simple linear equations.

Enhancement topics: field properties and theorems, set theory, solving systems of linear equations and inequalities, and solving and graphing more complex quadratic equations.

***ALGEBRA II***

Algebra II course topics include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of high degree equations; and operations with rational and irrational exponents.

Review topics: operations involving real numbers, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, operations with and factoring of polynomials, and solving simple quadratics.

Enhancement topics: the complex number system; polynomial, logarithmic, and exponential functions, relations, and their graphs; conic sections; elementary probability and statistics; matrices and determinants; sequences; and series.

***CONSUMER MATH***

Consumer Math course reinforces general math skills for students who have previously attained them, may extend the general math skills to cover additional math concepts, and use these skills in a variety of consumer applications. In addition to reinforcing general math topics, such as arithmetic using rational numbers, measurement, and basic statistics, these courses apply theses skills to consumer problems and situations. Applications may include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.

Enhancement topics: ration and proportion, further statistical concepts (i.e., measures of central tendency) and basic probability theory.

***GEOMETRY***

Geometry courses, emphasizing an abstract, formal approach to the study of geometry, include topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic, geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; rules of congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in triangles, including trigonometry, coordinate geometry, and transformational geometry.

Review topics: basic measurement, perimeter, area, and volume, and inductive methods of reasoning.

Enhancement topics: topology, locus, and non-Euclidean geometries.

***PRE-ALGEBRA***

Pre-Algebra courses are generally intended to provide an extra year of study for students who have attained general mathematics objectives but are not yet ready to enter Algebra I. Pre-Algebra covers a variety of topics, such as properties of rational numbers (i.e., number theory), ratio, proportion, estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, solving first-degree equations and inequalities, operations involving real numbers, evaluating rational algebraic expressions, graphing first-degree equations and inequalities, translating word problems into equations, polynomial operations and factorization, and solving simple quadratics.

***TRIGONOMETRY/MATH ANALYSIS (Math IV)***

Covering topics of both Trigonometry and Math Analysis, this course prepares students for eventual work in calculus. Topics include the study of right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic, mathematical induction; matrix algebra; sequences and series; and limits and continuity.

Enhancement topics: elementary probability and statistics, derivatives, and integrals.

**SCIENCE**

***ANATOMY AND PHYSIOLOGY***

Usually taken after Biology, Anatomy and Physiology presents the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

***BIOLOGY***

Biology course is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered include (but are not restricted to) cell structure and function, general plant and animal physiology, genetics, and taxonomy.

***CHEMISTRY***

Chemistry course involves the composition, properties, and reactions of substances. The behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure are typical concepts explored in Chemistry - First Year courses. Chemical formulas and equations and nuclear reactions are also studied.

***PHYSICAL SCIENCE***

Physical Science course involves the study of the structures and states of matter. Typically (but not always) an introductory survey course, topics covered may include forms of energy, wave phenomenon, electromagnetism, and physical and chemical interactions.

***PHYSICS***

Physics course involves the study of the forces and laws of nature affecting matter: equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, magnetic, and electric phenomenon.

**SOCIAL STUDIES**

***AMERICAN HISTORY***

American History course provides an overview of the history of the United States, examining time periods from discovery or colonialism through World War II or after. Political, military, scientific, and social developments are typically included in the historical overview. Course content may or may not include a history of the North American peoples prior to European settlement.

***CIVICS***

Civics course provides an overview of the structure and functions of the U.S. government and political institutions, and examine constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may or may not examine the structure and function of state and local government. Course content may include some coverage of economic and legal topics.

***CURRENT ISSUES***

Current Issues studies political, economic, and social issues facing the world, with or without an emphasis on the United States. These courses may focus on current issues, or may examine selected issues from throughout the 20th century. The focus may be on historical causes or possible solutions; an interdisciplinary approach may be used.

***GOVERNMENT***

These courses examine a specific topic pertaining to U.S. government and political institutions, rather than providing a general overview. The courses concentrate on one of many possible topics related to governmental structure, function, and purposes, such as the Constitution, the Supreme Court, Congress, or the Office of the Presidency.

***MODERN US HISTORY***

Modern U.S. History courses examine the history of the United States from the Civil War or Reconstruction era (some courses begin at a later period) through the present time. These courses typically include a historical review of political, military, scientific, and social developments.

***SOCIOLOGY***

Sociology introduces students to the study of human behavior in society. This course provides an overview of sociology, generally including (but not limited to) topics such as social institutions and norms, socialization and social change, and the relationships of individuals and groups in society.

***WORLD AREA STUDIES (WORLD GEOGRAPHY)***

World Geography courses provide an overview of world geography, but may vary widely in topic coverage. Possible topics include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas. These courses may or may not place an emphasis on U.S. geography.

***WORLD HISTORY***

World History - Overview courses provide an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History - Overview courses may include geographical studies, but often, these components are not explicitly taught as geography.

**PHYSICAL EDUCATION**

***PHYSICAL EDUCATION***

Physical Education courses provide experience and develop skills in a range of activities, from more than one of the following areas: team, individual, dual, or recreational sports, or fitness and conditioning activities.

Physical Education is a carefully planned sequence of learning experiences designed to fulfill the growth, developmental and behavioral needs of each student. It encourages each student to:

**DEVELOP** an interest and a desire to participate in lifetime recreational sports.

**ACQUIRE** an appreciation of and a respect for good physical condition, a functional posture and a sense of personal well-being.

**DEVELOP** the skills of movement, the knowledge of how and why one moves, and the ways in which movement may be organized.

**PROMOTE** self-analysis that enables the individual to understand one's physical capabilities through movement principles and concepts.

**LEARN** to move skillfully and effectively through exercise, lifetime activities, sports, dance and aquatics.

**ENRICH** one's understanding of the concepts of space, time and force related to movement.

**EXPRESS** culturally approved patterns of personal behavior, interpersonal relationships and self-discipline in and through games, sports and dance.

**CONDITION** the heart, lungs, muscles and other organic systems of the body to meet daily and emergency demands.

**FOREIGN LANGUAGE**

***SPANISH***

Spanish courses teach the language and culture of another people, usually through a series of sequential courses. First-year courses emphasize basic grammar and syntax, simple vocabulary, and the spoken accent so that students can read, write, and speak on a basic level. Second-year courses enable students to expand upon what they have learned, increasing their skills and depth of knowledge. Third- and fourth-year Spanish courses typically focus on having students express more complex concepts both verbally and in writing, and comprehend and react to native speech. Throughout the sequence of Spanish courses, appreciation of the cultures in which the language is spoken is taught, through study of native fine and/or popular art, literature, food, public behavior and expectation, traditions and holidays, and history.

**HEALTH EDUCATION**

***HEALTH EDUCATION*** Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. Brief studies of environmental health, personal development, and/or community resources may also be included.

***Health Careers I***

Designed for students to learn the skills and characteristics expected for professional preparation and employability in various health careers. Provides an overview of the health industry, current trends, and issues. Study the work environment as it is related to health and safety regulations.

***Health Careers II (CNA)***

Upon completion of Health II, students will be eligible to take certification testing in CNA I. This course meets the training requirement of the OBRA for aides working in nursing facilities and skilled nursing facilities. Students learn basic care giving skills and concepts to provide safe, effective resident care.

***Medical Terminology***

Designed to help logically understand medical terms. Basic prefixes, suffixes, and root words are emphasized as a method of acquiring and retaining knowledge. Exercises stressing the spelling, pronunciation, and usage of medical terms are included.

**VOCATIONAL EDUCATION CORE**

**BUSINESS/VOCATIONAL EDUCATION**

***ACCOUNTING/ACCOUNTING II***

Accounting courses introduce and then expand upon the fundamental accounting procedures used in small businesses. Typically, the first year covers the full accounting cycle, and incorporates topics such as payroll, taxes, debts, depreciation, ledger and journal

techniques, and periodic adjustments. Students may learn how to apply standard auditing principles to the projects they work on and may prepare budgets and final reports. Calculators, electronic spreadsheets, or other automated tools may be used. In advanced courses, elementary principles of partnership and corporate accounting are introduced and explored, as are the managerial uses of control systems and the accounting process.

***ENTREPRENEURSHIP***

Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own business. Topics from several fields typically form the course content: economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. This course provides an overview of economics with some emphasis on the principles of microeconomics and a focus on the U.S. economic system; this course covers topics such as principles of macroeconomics, international economics, and comparative economics. Upon completion of this course a student will be able to develop a business plan.

***INTRODUCTORY BUSINESS***

Introductory Business courses survey an array of topics and concepts related to the field of business. These courses introduce business concepts such as banking and finance; the role of government in business, consumerism, credit, investment, and management; and may provide a brief overview of the American economic system and corporate organization. In addition, Introductory Business courses may expose students to the varied opportunities in secretarial, accounting, management, and related fields.

***BUSINESS COMPUTER APPLICATIONS*** *(Formerly Multi Media Keyboarding)*

This is a required class of all sophomores. This class is offered to students who want to learn more about the uses, applications, and integration of various new technologies for use in word processing. Students will review basic word processing skills as needed for writing and formatting business letters, memorandums, outlines, tables, and reports. Students will be learning how to use the latest word processing software. They will then learn to incorporate information from various sources to be used in their assignments. Students will also learn proper internet etiquette to use and post information online. The course content will go beyond current Microsoft Word activities/projects in Computer Applications.

***COMPUTER LITERACY***

Computer Literacy courses provide to students the knowledge and ability to use computers and technology efficiently. Typically, course content includes exposure to word-processing, spreadsheets, and presentation applications, but also may include the various uses of computers in modern society. Specific course content aligns with state standards to promote students’ technological literacy.

***PERSONAL FINANCE***

Consumer Economics/Personal Finance courses provide students with an understanding of the concepts and principles involved in managing one’s personal finances. These courses emphasize lifespan goal-setting, individual and family decision-making, and consumer rights as well as topics that are commonly associated with personal finance so that one can become a financially responsible consumer. Topics may include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts, and consumer protection. These courses may also investigate the effects of the global economy on consumers and the family.

***PROGRAMMING AND WEB DESIGN***

The purpose of this course is to engage students in grades 10 -12 in the web design process with emphasis on designing and maintaining the Stanton Community School District web site. Students will receive instruction in the basics of HTML, Microsoft FrontPage, Microsoft Word, Microsoft Excel, Microsoft Access, and Microsoft PowerPoint. Textbooks, online tutorials, lessons, and information will be used to build students' knowledge of this process.  **Prerequisite:** Students enrolling in this class must have successfully completed Computer Applications and Advanced Computer Applications.

**FAMILY AND CONSUMER SCIENCES**

***Design; Clothing and Interiors***

Clothing and Textiles courses introduce students to and expand upon the various aspects of apparel, garment construction, and the textile industry, conveying the commercial application of design principles, production processes, and maintenance techniques. These courses usually address the selection, characteristics, care, and repair of various textiles; operation and care of commercial sewing machines; design, construction, and production of fabrics and/or garments; and career opportunities in the garment or textile industry.

***Foods I***

Students need to acquire basic cooking skills and techniques to prepare themselves for their future. This class will teach students basics about food, the kitchen, and cooking. Students will study nutrition, fad diets and dieting, and guidelines for making food choices that will enhance growth and development. Basic skills in preparing breads, meats, pastas, vegetables and simple meals will be covered in class. Emphasis will be placed on safety and sanitation, the use of kitchen equipment and utensils and reading and understanding recipes.

***Foods II***

This class will continue to build on the central themes developed in Foods I. Students will learn advanced food preparation skills (food preservation, cake decorating, desserts, meats, etc.) and continue to study nutrition and food choices and how they affect our lives. Management of time, energy and money will be emphasized as students make menu and marketing decisions. Important issues that affect the food industry will be explored.

***Family Living***

This class will give students an in-depth look at families today. Students will study the structure of a family, the characteristics of a family, and the development of a family. It will also work to develop the skills to become a good family member and learn effective communication tools to use with a family to ensure positive relationships.

***Independent Living***

This class will teach students the skills that they need to become an independent and successful adult. Students will learn about finances, food, health, clothing, relationships, careers and much more.

***Child Development***

The Child Care and Development class will help students prepare for parenting and/or a career working with children. Subject matter is selected to help students make responsible decisions about parenting and career choices. The students will examine important issues related to raising healthy children and building positive relationships with children in the home and work place.

**INDUSTRIAL TECHNOLOGY**

***INTRO. TO ENGINEERING DESIGN - 1 semester (Grades 9-12)***

Introduction to Engineering Design is a fundamental drafting course that will provide the basic skills needed to pursue advanced courses in the program. Concepts covered include reading and scaling techniques, geometric construction, orthographic views, dimensioning and sectional views. Computer-aided design (CAD) is also introduced. **Successful completion of this course is a prerequisite to Engineering Design Technology. Maximum class size 10.**

***ENGINEERRING DESIGN TECHNOLOGY - 1 semester (Grade 10-12)***

EDT is the last course in the Engineering Design series. This is an advanced course for more in depth study of mechanical and working drawings. Concepts include: tolerance keyways, gears and cams, weld assemblies, piping components, assembly drawings and animation of components. Some manual along with computer drawing techniques will be used in this course.  **Maximum class size 10.**

***INTRODUCTION TO MANUFACTURING - 1 semester (Grade 9-12)***

Manufacturing provides the study of materials and processes used in industry. Areas of study will include sheet, metal, oxy acetylene and arc welding, machining, foundry, forging and heat treating and tempering. Laboratory experiences will enhance classroom activities through hands-on projects. A fee for some materials will be assessed to the student.  **Maximum class size 15.**

***ELECTRICTY - 1 semester (Grade 10-12) (Not Offered in 2019-2020)***

This course is designed for students interested in exploring a career in the electricity or electronics field. Areas of discussion will include electrical safety, electron theory, characteristics of resistors and circuit breakers, Ohm's law, and series, parallel, and combination circuits. The course of study will include a limited amount of house electrical systems. **Maximum class size 15**.

***MATERIAL PROCESSING TECH - All Year (Grades 10-12)*Pre-requisite:  Intro to Engineering Design**
The material processing tech course is a yearlong course where students will study the following areas.
The material processing tech course is a yearlong course where students will study the following areas.
1. Basic shop and safety practices (personal safety equipment, general safety and equipment practices, maintaining a safe work environment, and maintaining equipment).
2. Design and Problem Solving (Utilizing design processes and problem solving strategies, working with and editing working drawings, material estimating).
3. Development Skill Competencies (the use of rubric skill sheets are used to develop the following layout work, tool and technique selection, assembly and finishing techniques and materials).
4. Careers and Society (exploration of woodworking careers and industry, lumbers impact on the environment)Small project work is incorporated into the course to reinforce curriculum.

***ADVANCED MANUFACTURING*-1 semester (Grades 10-12)**

Advanced Manufacturing is designed for more in-depth study of the manufacturing processes.  Areas of study will include design and layout of sheet metal patterns, experience with various welding technologies (Mig, Tig), machine tool processes, precision measurement, foundry pattern design and mold production and forging processes.  A fee will be assessed to the student.  **Maximum class size 12.**

**VOCATIONAL AGRICULTURE**

**Ag 1- (Intro to AFNR) Introduction to Agriculture, Food and Natural Resources**

**General Course Description:** *Introduction to Agriculture, Food, and Natural Resources* (AFNR) introduces students to agricultural opportunities and the pathways of study in agriculture. Students participating in the *Introduction to Agriculture, Food, and Natural Resources* course experience hands-on activities, projects, and problems. Student experiences involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise.

In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

This is a CASE (Curriculum for Agricultural Science Education) certified course.

***Recommended Grade:*** Freshman – others by permission of instructor

***Recommended Prerequisite Classes:*** Introductory Course – no pre-requisite.

This course required to pursue further high school agricultural education course offerings.

***Max Class Capacity:*** 12

***FFA Career Development Event:*** Conduct of Meetings, Creed Speaking

***Student Certification:***

**Ag 2 - Conservation Science**

(Environmental Systems or Natural Resource System Career Pathways)

**General Course Description:**Examine science concepts related to conservation, environmental science and natural resources. Students will develop skills, build an understanding of science and learn scientific techniques taught through the lens of conservation with an emphasis on hands-on experiences. The focus is on wildlife conservation and outdoor recreational activities that financially

support the North American Model of Wildlife Conservation, such as hunting, fishing, trapping, conservation work, shooting sports and boating. Example lab includes fishing line knot tying and determining tensile strength.

***Recommended Grade:*** Sophomore or Junior

***Recommended Prerequisite Classes:*** Ag 1 – AFNR or by permission of instructor.

***Max Class Capacity:*** 10 - 12

***FFA Career Development Event:*** Soils Evaluation, Envirothon

***Student Certification:*** Hunter Safety Certification (exam provided free of charge for class through the Iowa DNR – instructor is certified in Hunter Safety Education).

**Ag 3 - Agricultural Business Foundations & Leadership**

**(Agribusiness Systems Career Pathway)**

**General Course Description:** *Agricultural Business Foundations* (ABF) introduces students to business management in agriculture. Mathematics, financial literacy, reading, and writing components are woven in the context of agriculture. Throughout the course are practical and engaging activities, projects, and problems to develop and improve business and employability skills. Additionally, students investigate and develop viable business plans in order to solve local problems. The business plan ideas are communicated to student peers and members of the professional community. Leadership, career ethics and job relations are also explored in the leadership section and students will prepare materials and presentation skills to complete a job interview.

***Recommended Grade:*** Sophomore, Junior or Senior

***Recommended Prerequisite Classes:*** Ag 1 – AFNR or by permission of instructor.

***Max Class Capacity:*** 15

***FFA Career Development Event:*** Job Interview, Prepared Public Speaking, Farm Business Management, Ag Marketing Plan, Ag Sales (Individual & Team)

***Student Certification:***

**Ag 4 - Animal Science**

**(Animal Systems Career Pathway)**

**General Course Description:**This course provides an overview of the livestock system.  Students will explore both the production side of raising and caring for animals. The course will lead students through animal terminology, breeds, reproduction, nutrition, health issues, marketing, and animal products. Students will gain knowledge and skills through direct instruction, labs, and field trips. Livestock covered include: beef, dairy, swine, sheep, goats and poultry.

***Recommended Grade:*** Junior or Senior

***Recommended Prerequisite Classes:*** Ag 1 – AFNR or by permission of instructor

***Max Class Capacity:*** 10 -12

***FFA Career Development Event:*** Livestock Evaluation, Beef Extravaganza, Poultry Evaluation, Horse Evaluation, Dairy Cattle Evaluation

***Student Certification:*** Beef Quality Assurance

***AG ENGINEERING I – 1 Semester – Fall (Grades 10-12 Other grades by permission of instructor)***

Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

***AG ENGINEERING II – 1 Semester – Spring (Grades 10-12 Other grades by permission of instructor)***

**Prerequisite:  Ag Engineering I**

Students will explore projects and problems similar to those that a mechanic, technician or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role developing an informed agricultural education student.

Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

***FOOD SCIENCE & SAFETY I – 1 Semester – Fall (Grades 11-12 Other grades by permission of instructor)***

For this course, students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development and marketing.

***FOOD SCIENCE & SAFETY II – 1 Semester – Spring (Grades 11-12 Other grades by permission of instructor)***

**Prerequisite: Food Science & Safety I**

For this course, students will complete hands-on activities, projects, and problems that simulate actual concepts and situations found in the food science and safety industry, allowing students to build content knowledge and technical skills. Students will investigate areas of food science including food safety, food chemistry, food processing, food product development and marketing.

**HIGH SCHOOL ART**

***CREATIVE ART***

Art course provides students with the knowledge and opportunity to explore an art form and to create individual works of art. Career opportunities in the art world may also be discussed and explored. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although the focus of creative art course is creation, the study of major artists, art movements, and styles may also be included.

**MUSIC**

***CHORUS***

Chorus courses provide the opportunity to sing a variety of choral literature styles for men and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

***CONCERT/MARCHING BAND***

Courses in Concert/Marching Band are designed to develop skill and technique for playing brass, woodwind, and percussion instruments, and cover band literature styles for both concert and marching performances. Fees for books, reeds, oil, and a horn is the responsibility of the student. Band cannot be dropped except at the end of the semester.

***SWING CHOIR***

Swing choir is a selected group that works with lighter music and choreography.

**SPECIAL RESOURCES**

***COMMUNITY LIVING***

Community living courses place a special emphasis on the student's relationship to the surrounding community. Instruction varies with the students and their needs and IEPs; however, these courses provide the skills necessary for independent functioning within the surrounding environment. Course topics may include available community resources and how to access them; emergency skills; and independent living strategies.

***SPECIAL RESOURCES***

Special Resources courses provide students with educational services and resources as needed. Reinforcement of any content area may be offered with the use of specific materials or teaching techniques through group instruction or individual tutorial assistance.

**STUDENT MENTORING**

Students may be permitted under special circumstances to complete their class schedule with student mentoring at the elementary school, however, they will receive NO credit.

**ADVANCED PLACEMENT COURSES**

Students may be permitted to take Advanced Placement (AP) courses via Iowa Learning Online. Courses include: AP Calculus AB, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP Physics B, AP Statistics, and AP US History. Students interested in AP courses should visit with the guidance counselor.

**SENIOR YEAR PLUS**

Source: Iowa Code/2013 IOWA CODE/2013 IOWA CODE/TITLE VII EDUCATION AND CULTURAL

AFFAIRS/SUBTITLE 3 HIGHER EDUCATION/CHAPTER 261E SENIOR YEAR PLUS PROGRAM/261E.1 Senior year plus program. 261E.1 Senior year plus program.

1. A senior year plus program is established to be administered by the department of education to provide Iowa high school students increased access to college credit or advanced placement coursework. The program shall consist of the following elements:

a. Advanced placement classes, including on-site, consortium, and online opportunities and courses delivered via the Iowa communications network.

b. Community college credit courses offered through written agreements between school districts and community colleges.

c. College and university credit courses offered to individual high school students through the postsecondary enrollment options program in accordance with section 261E.6.

d. Courses offered through regional and career academies for college credit.

e. Internet-based courses offered for college credit, including but not limited to courses within the Iowa learning online initiative.

2. The senior year plus programming provided by a school district pursuant to sections 261E.4

 and 261E.6 may be available to students on a year-round basis. 2008 Acts, ch 1181, §51 © Iowa Legislature

Policy for online classes

SENIOR YEAR PLUS OPTION: Enacted by the legislature in 2008, Senior Year Plus was created to provide increased and more equal access to college credit and advanced placement courses. Courses delivered through Senior
Year Plus provide students the opportunity to take a rigorous college curriculum and receive, in many cases, both high school and college credit concurrently.
Any student interested in a Senior Year Plus enrollment option should make application in writing to the school through the counselor or principal before enrolling. Authorization for approval of courses, institution, credit, and payment for courses must be obtained from the Board of Education in advance of the pursuance of concurrent enrollment options or the district
assumes no responsibility or obligation. For Senior Year Plus options approved in advance by the Board of
Education, the district shall pay a tuition reimbursement amount to an eligible post-secondary institution that has enrolled its resident eligible pupils as prescribed by law. If a student drops after the official date stated by the high school (specific dates of said term), the student will be assigned a grade of “F” for that course and appear on the high school transcript as
such. The grade may not be reflected on the college transcript, however. All courses taken through Senior Year Plus at school expense or as part of a student’s minimum course load will be added to the student’s high school
transcript and grades earned will be used when calculating high school GPA and class rank. If a class is dropped, the student may lose his/her study hall privileges and may be assigned other academic responsibilities by the principle or school counselor. Any parent or student desiring more information or application forms about Senior Year Plus should contact the counselor or principal.

**SOUTHWESTERN COMMUNITY COLLEGE**

The following classes are available through Southwestern Community College in Creston, Iowa. Please visit <http://www.swcciowa.edu/academics/college-catalog> for complete course listings.

MAT 127 College Algebra and Trigonometry - Prerequisite: Recommended COMPASS score and high school geometry or MAT101 Intermediate Algebra. This course is a modern integrated study of algebra and trigonometry. Topics covered: real number system, functions, graphs, trigonometric functions, exponential functions, logarithmic functions, complex number system, polynomial functions, matrices, and solutions of triangles.

MAT 156 Statistics - Prerequisite: Recommended COMPASS score or MAT 101 Intermediate Algebra. Statistics is a non-calculus-based course designed to lay a foundation which will enable students to understand statistical thinking and apply basic statistical techniques. The qualitative and quantitative study in statistics will be useful for students pursuing majors in a wide variety of disciplines: psychology, sociology, business, economics, physical science, biological sciences, education, engineering, journalism, and career and technical program.

MAT 210 Calculus I - Prerequisite: Recommended COMPASS score and MAT 127 College Algebra and Trigonometry or equivalent. This course studies limits and continuity, derivatives of elementary functions, curve sketching, extreme values, rates of change, integration, and applications of integration.

MAT 216 Calculus II - Prerequisite: MAT 210 Calculus I. This course studies transcendental functions, techniques of integration, infinite series, conic sections, parameterized curves, and polar coordinates.

HIS 110 Western Civilization: Ancient to Early Modern - This course explores cultural, political, literary, and economic aspects of Western civilization from the first civilizations in Mesopotamia and Egypt to the Greeks, Hebrews, and Romans. This course also discusses the varied conflicts of the Middle Ages, the Renaissance, and the Reformation.

SPC 101 Fundamentals of Oral Communications: Students will develop speaking and listening skills by studying and applying communication theories and principles. Public speaking, small group communication, and interpersonal com­munication will be emphasized.

**Health Career Academy**

Health Careers I

Health Careers II

HSC 110 Intro to Health Occupations -This course is designed to offer students an opportunity to explore health-related professions.

HSC 114 Medical Terminology - This course will aid in the student’s understanding of core medical terms. Attention will be given to prefixes, suffixes and root words used in the medical field. Exercises stressing

the spelling, pronunciation, and usage of medical terms are included.

HSC 172 Nurse Aide: HSC 172 3

Prerequisites: HSC 110 Introduction to Health Occupations and criminal background check. This course builds upon the topics in HSC 110 Introduction to Health Occupations. Students will complete the 75 Hour Nurse Aide training and will be eligible for certification testing.

**Welding Career Academy**

WEL 111 Welding Blueprint Reading

WEL 114 Introduction to Fabrication

WEL 139 Intro Oxyacetylene, Cutting & Brazing

WEL 162 Intro to Shielded Metal Arc Welding

**HS Online Academy**

**Recommended Courses**

HIS 110 Western Civilization: Ancient to Early: This course explores the cultural, political, literary, and economic aspects of Western civilization from the first civilizations in Mesopotamia and Egypt to the Greeks and Romans. This course also discusses the conflicts of the Middle Ages, Renaissance, and Reformation.

HIS 111 Western Civilization: Early Modern to Present - This course explores cultural, political, literary, and economic aspects of Western civilization from the practice of absolutism to the intellectual revolutions of science, agriculture, and philosophy. This course also discusses the varied conflicts of the 18th, 19th, and 20th centuries.

ENG 105 Composition I - This is an intensive writing course, designed to develop skills in the use of language, clear thinking, critical reading, and effective writing within an essay format. Special emphasis will be placed on development of content, clear organization, sentence and paragraph structure, and correctness in usage, grammar, and mechanics.

ENG 106 Composition II - Prerequisite: ENG 105 Composition I. This course is intended to build upon the skills students develop in ENG 105 Composition I. As such, the course assumes that students have a basic control of paragraphing, mechanics, grammar, and punctuation. The primary focus of the course shifts from the personal writ­ing of ENG 105 Composition I to analytical, persuasive, and research writing. The course emphasizes critical thinking and clear, coherent development of thought. Using their research skills and the ability to organize the results of information gathering, students will be expected to analyze and present the results of their research in clear, organized, persuasive, and interesting writing projects.

BUS 102 Introduction to Business - The functions and practices of modern business and the economic institutions that facilitate the operation of individual business units. The interrelations existing in the various phases of business activity: organization, finance, production, and marketing.

MUS 100 Music Appreciation - This course is designed for arts and sciences students as an elective in the humanities area. It will help the student learn how to listen to music, to make sense of what he/she hears, and increase his/her perceptive powers. The course covers the changing musical scene from the Renaissance to the present.

SOC 110 Introduction to Sociology - This survey course explores the discipline of sociology which focuses on human interaction, groups, and society. Topics will include but are not limited to: culture, socialization, social structure and interaction, organization, and various social institutions such as family, religion, politics, deviance, etc. Appropriate language, theory, and research process will be covered. This course is focused primarily upon United States cultural patterns.(620:110) (3, 0)

PSY 111 Introductory Psychology - An introductory course to the scientific study of human behavior and mental processes. This course includes such topics as the background of modern psychology, personality development, brain and behavior, heredity and environment, learning and motivation, emotional processes, intelligence, human interaction, and psychological disorders.

PSY 121 Developmental Psychology - Prerequisite: PSY 111 Introduction to Psychology or instructor approval. This course affords the student an overview of the psychology of human growth and development from conception through death. Emphasis is placed upon the continuous interaction and inter­relationship of these processes with environ­mental forces and conditions that influence patterns of behavior. Major developmental theories are presented: cognitive, personality, social, and behavioral.

ART 101 Art Appreciation - This course is a study of the elements, principles, and forms of expression from the major periods of Western Art. Although the works will be studied in the context of history, this is not a chronological survey of art. A variety of approaches to learning will be used, including films, hands-on experiences, possible field trips, and slides.

BIO 151 Nutrition - Prerequisite: One year of high school chemistry or CHM 101 Fundamentals of Chemistry or equivalent or instructor approval. Study of an individual’s health as related to the influence of nutrients and energy metabolism. Emphasis is on normal nutrition, although discussion of nutrition during disease is included. Designed for students in health related fields.

**Other Available Courses**

CSC 110 Introduction to Computers - Prerequisite: Keyboarding skills. This is an introductory course that surveys a variety of computer topics to include history, hardware, software, terminology, communications,

computer ethics, and societal impact. In addition to computer literacy, students will complete hands-on modules for Microsoft Office programs.

HSC 114 Medical Terminology - This course will aid in the student’s understanding of core medical terms. Attention will be given to prefixes, suffixes and root words used in the medical field. Exercises stressing the spelling, pronunciation, and usage of medical terms are included.

GEO 121 World Regional Geography - A geographic survey of nations and continents with emphasis on important physical characteristics of the major regions of the world. Attention is devoted to their demographic, economic, political, and cultural development with each other. The course covers physical

and cultural geography as well as basic geographical literacy. The human impact on the environment and growing problems of resources are discussed.

HIS 268 American Experience in Vietnam - A survey of the 2,000-year history of Vietnam, the French Indochina War and U.S. involvement, the military role, the view from those who participated and discussion of the consequences of American participation in the Asian conflict. The conflict will be viewed within the context of the Cold War and explore the events, attitudes and political scene leading up to the United States’ commitment in Southeast Asia. Exploration of the anti-Vietnam War movement will also take place.

BUS 121 Business Communications - Prerequisite: ENG 101 Elements of Writing or minimum COMPASS writing score of 69. This course is a study of communications for the typical business situation. To be covered are reports and letters of inquiry, orders, credit, collections, sales, and handling disputes.

MUS 204 History of Rock and Roll - A study of Rock and Roll from the mid1950s to the present. Designed to create critical listeners of popular culture music through analysis of song forms, rock band instrumentation, and the political, cultural, and social significance of song lyrics.

BIO 162 Essentials of Anatomy and Physiology - (Designed for nursing and allied health students.) Prerequisites: One year of high school biology or one year of high school chemistry or CHM 101 Fundamentals of Chemistry or instructor approval. Introduces the student to the structure, function,

and organization of the human body and all body systems.

LIT 178 Mythological and Biblical Literature - Every culture tells stories of where we came from, who we are, and how we should act toward each other. An understanding of various world mythologies, especially Greek and Roman, and of some basic stories from the Bible, is vital for understanding and appreciating much of the world’s literature and art. This class will examine these early oral stories as pieces of literature and how Western culture has referred to these stories.

BUS 161 Human Relations - Human Relations is a course designed to improve students’ ability to function

in the workplace. This class will work on increasing students’ self-awareness and improving their ability to get along with customers, coworkers, and supervisors. The course will build communication and human relation skills.

PEC 108 Sports and Society - Explores pervasive appeal of sports in American society. Interrelationships among sport, behavior, culture and social institutions of business, religion, politics, education and family will be examined.

LIT 101 Introduction to Literature - As a study of the nature and purpose of literature in our culture, this course will include reading, discussion, and evaluation of literary works (including short stories, drama, and poetry) from different countries and different time periods.

HIS 151 US History to 1877 - This course explores the cultural, political, literary, and economic aspects of the colonies as they developed into the United States of America. Such topics as the American Revolution, the Constitution, the Trail of Tears, and the Civil War will be examined.

**MIDDLE SCHOOL**

***SIXTH GRADE READING***

This course focuses on developing critical thinking/comprehension skills, phonics/structural analysis, language skills, study skills, literary elements and there is an opportunity to read a large number of Accelerated Reading books during the year and complete AR tests.

***SIXTH GRADE LANGUAGE ARTS***

This course focuses on sentence structure, factual and creative writing, dictionary skills, word formation, capitalization, punctuation, parts of speech, homophones, homographs and daily practice of utilizing these skills through the Daily Oral Language (DOL). Leveled Spelling – 25 words/week.

***SIXTH GRADE SOCIAL STUDIES***

This series engages students in the study of the development of civilizations, geography, economy, government, and culture of the world’s people. Also includes area map and globe skills, interpreting and creating charts, graphs, and timelines. The series features citizenship and American values. Cooperative learning and questions stimulate students to think about experiences of men, women, and children in different racial, religious, and ethnic groups. Daily Oral Geography (DOG) provides daily exposure to geographical terms and worldwide locations. The purpose is to increase students’ knowledge and understanding of physical and political aspects of the world as they relate to geography.

***SIXTH GRADE SCIENCE***

There are four major blocks in our science program. They include Life Science, Physical Science, Earth Science, and the Human Body. Areas of study are plant and animal life, climate, matter and atoms, light and sound energy, electricity, the Earth’s resources, space, forecasting weather, control systems of the body, and human growth and development.

***SIXTH GRADE MATH***

This course focuses on multiplication and division of 2 and 3 digit number; addition, subtraction, multiplication, division of fractions and decimals; measurement, ratio, and percent. Problem solving is included in all the areas listed above and is transferred to different subject areas when possible. Basic introductory geometry.

***AGX -  AGXPLORE – 6th Grade***

**General Course Description**: Hands-on activities that focus on various agricultural pathways. A basic overview and introduction to agricultural concepts, careers, and the FFA. Emphasis on the importance of agriculture in our everyday life.

***SEVENTH GRADE LANGUAGE ARTS***

This course includes: reading which goes into better listening, thinking, speaking and writing, also grammar, punctuation, spelling, sentence structure and reference work.

***SEVENTH GRADE LIFE SCIENCE***

Life science is a starting point for students wanting to learn about life. This class deals with the very basic principles of the plant and animal kingdoms. Students have a lab workbook. Lab is held twice a week, the other three days work sheets, workbook and lecture method is used. Students are exposed to the correct way to use laboratory apparatus. How to write a lab write-up is stressed throughout the year. A notebook and taking notes on lab experiments is required.

***SEVENTH GRADE MATH***

This course includes: a careful study of arithmetic; the properties of the set of whole numbers, and then extended to the non-negative rational numbers; and an intuitive study of geometry of plane and space figures.

***SEVENTH GRADE SOCIAL STUDIES***

The study of the Eastern Hemisphere. Students will learn how the people of the Eastern Hemisphere lived in the past and how they live today, as well as learning about the various nations and how they developed.

***SEVENTH GRADE FAMILY & CONSUMER SCIENCE***

In the 7th grade FCS class the students will learn about Character Education. The six pillars of Character Education that are studied are trustworthiness, respect, responsibility, fairness, citizenship, and caring. Other character traits will be learned also. Students will engage in many activities that study these six pillars and complete many projects that relate to the six pillars. This class is one quarter in length.

***AGX -  AGXPLORE– 7th Grade***

**General Course Description**: Experiential learning curriculum that focuses each week on Agricultural careers in different agricultural pathways. Pathways covered: Agribusiness Systems, Agricultural Education/Communications, Animal Systems, Biotechnology Systems, Environmental Services System, Food Products & Processing Systems, Natural Resources Systems, Plant Systems and Ag Engineering. Introduction to FFA and FFA membership and the opportunities available to middle school students.

***SEVENTH GRADE KEYBOARDING***

This is a one-quarter course designed to help students learn how to type with the speed and accuracy needed for many areas of Junior and Senior High School courses. Students will learn all alphabetic, punctuation and number keys, develop speed and accuracy, centering, setting tab stops, and using proofreading mark, formatting letters and memos (if time allows).

***EIGHTH GRADE EARTH SCIENCE***

The course, after a brief unit concerning various types of scientists, begins with the study of the nature of the universe. Then, the study "zeroes in" on the earth, by studying in sequence the universe, the galaxies, the solar system, and then the earth itself.

***EIGHTH GRADE LANGUAGE ARTS***

This reviews the seventh-grade program and the grammar goes into more detail with clauses, phrases, note taking and outlining.

***EIGHTH GRADE MATH***

This course includes: the development of computational skills; a study of geometry; a careful treatment of both the U.S. and metric systems of units; and a presentation of open number sentences, relations, and functions.

***EIGHTH GRADE SOCIAL STUDIES***

A study of U.S. History from the colonization through the Viet Nam War.

***EIGHTH GRADE FAMILY & CONSUMER SCIENCE***

The 8th grade FCS class is one semester in length. The students will cover a wide range of family and consumer science topics from clothing and textiles, leadership, housing and interiors, food and nutrition, child development, drugs and alcohol, and sex education. Students will complete many projects within each area, including a clothing project of the student’s choice.

***EIGHTH GRADE KEYBOARDING***

This is a one-semester course designed to review and reinforce keyboarding skills learned in their one-quarter course in 7th grade (see seventh grade course description). From the 7th grade foundation, students will earn to correctly format reports, envelopes, business letters, personal business letters, standard and simplified memos, multicolumn tables, outlines, etc.

***AGX -  AGXPLORE – 8th Grade***

**General Course Description**: Lab based curriculum that focuses each week on a different agricultural pathway. Pathways covered: Animal Science, Plant Science, Natural Resources, Agricultural Engineering, Food Science, and Agribusiness. Students take a closer look at agricultural careers and considering a work-based learning project if they do not already have one established.  Learning how to maintain records of their Supervised Agricultural Experience (SAE) and FFA involvement in the online Agricultural Experience Tracker (AET). Students are FFA members and FFA opportunities are explained and encouraged.

***JUNIOR HIGH BAND***

Junior high band includes working on fundamentals of marching (in the fall) scale techniques, rhythms, and new materials. Prepares the student for high school band.

***JUNIOR HIGH CHORUS***

A general course for preparing the student for high school vocal music. It includes working on melodies, learning about and singing two, three, or four part music, recognizing parts and harmony and also includes some musical history.

***JUNIOR HIGH ART:***

Students are introduced to art history, art production and art appreciation. Students explore a variety of media as they continue to build their skills in drawing, painting, word art, printmaking, mixed media and sculpture. Students develop technical skills, foster their expressive abilities and employ the use of the elements and principles of art throughout the production process; as well as problem-solving and critical thinking skills.

**HEALTH INFORMATION**

**HEALTH SERVICES**

The primary object of school health services as provided by our professional school nurse is to strengthen the educational process of children and youth by assisting them to improve or adapt to their health status. In cases of illness, the child should stay home to preserve their health and the health of other students. If a child becomes ill at school, he/she will be taken to the health room. Parents will be notified to pick up the child at the school. Students will be sent home for temperatures, persistent headaches, and flu symptoms. Parents should make arrangements to pick up their child as soon as possible after being notified by the school. Parents will be notified of injuries on school grounds and the supervisor of that activity will complete an accident report. **IN CASE OF EXTREME EMERGENCY-911 WILL BE CALLED AND THE PARENTS WILL BE NOTIFIED.**

**IMMUNIZATIONS**

Iowa law requires certain immunizations, which apply to all students’ kindergarten through twelfth grade that are enrolled in public and non---public schools, and children enrolled in licensed childcare centers.

A parent is responsible upon the enrollment of his/her child to show a record of the child’s immunizations. These “certificates” are available at doctor’s offices, schools, health departments and county public health nurse’s offices. The doctor or health department will review your child’s immunization record and if all the required immunizations have been received, they will enter the dates and vaccines received and validate it by signing the certificate.

According to the law, students not presenting an appropriate “certificate” to the school are not entitled to enrollment. School officials cannot allow your child to attend school unless they have one of these “certificates.” Elementary/Secondary School Requirements (4 years of age and older):

5 doses Diphtheria/Tetanus/Pertussis with at least 1 dose received > 4 years of age if born on or after September 15, 2003: or 4 doses, with 1 dose received > 4 years of age if born after September 15, 2000, but before September 15, 2003; or 3 doses, with 1 dose received > 4 years of age if born on or before September15, 2000.

1 dose of meningococcal vaccine received on or after 10 years of age for the applicant in grades 7 and above, if born after September 15, 2004; and 2 doses of meningococcal vaccines for the applicant in grade 12, if born after September 15, 1999; or 1 dose if received when the applicant is 16 years of age or older.

4 doses of Polio with 1 dose received > 4 years of age if born on or after September 15, 2003; or 3 dosed, with 1 dose received > 4 years of age if born on or before September 15, 2003

2 doses of Measles/Rubella; the first dose shall have been received > 12 months of age; the second dose shall have been received >28 days after the first.

3 doses Hepatitis B; if born on or after July 1, 1994.

2 doses Varicella > 12 months of age if born on or after September 15, 2003; or 1 dose received > 12 months of age if born on or after September 15, 1997, but before September 15, 2003, unless the applicant has a reliable history of natural disease.

**MEDICATION POLICY**

Whenever possible, the parent or guardian should make arrangements so that medication can be administered at home, before and after school. However, the school recognizes that some students may require medication be given during the school day. Medications will be administered only when the following requirements are met (state law).

1. The school and school personnel are permitted to supply aspirin or Tylenol with a signed permission form from parents.
2. No medication will be administered without written consent from the child’s parent or legal guardian.
3. A parental signature signed and dated on a statement requesting and authorizing school personnel to administer the medication in accord with the prescription or parent request shall be filed at school. A sample form is available on the next page.

**PRESCRIPTION MEDICATION AND REQUIRED LAWS**

Prescription medication must be brought to the school in a container provided and properly labeled by the dispensing pharmacist with the physician’s order for the medication. Proper labeling for school containers includes:

* Name of Student
* Name of Physician
* Prescription number and date prescribed
* Name and address of pharmacy
* Directions for administration and time(s) to be given at school
* Special storage instructions (i.e. refrigeration required)

**NON-PRESCRIPTION MEDICATIONS**

Non-prescription or over-the-counter medications must be in the original manufacturer’s container and labeled with the student’s name. The parental request accompanying the medication must specify when the medication is to be given and the dosage for the individual student. School personnel will not exceed the recommended dosage or frequency the medication can be given as stated on the label. The nurse may also determine that an over-the-counter medication order by a parent could be detrimental to the student. In this case, the registered nurse may refuse to administer the medication and will inform the parent of the reason in writing.

**STORAGE OF MEDICATION**

All medication including over-the-counter (i.e. Aspirin and Tylenol) will be locked in a cabinet in the office until the student requires the medication. Only appropriate personnel shall have access to the locked cabinet.

**Peanut/Nut Aware Policy**

The incidence of severe food allergies in the general population is increasing. At Stanton Community Schools, we are aware of the tremendous risk children and adults who are allergic to peanuts/nuts can face from even the smallest trace of peanut butter or other nut products. The consequences are life threatening in many cases and require immediate intervention with medication or even hospitalization. Stanton Schools want to create and maintain a safe school environment for students with peanut/tree nut allergies.

Our school is not “peanut free,” but we do provide a safe environment for students and staff with known peanut/tree nut allergies and other food allergies. We provide our staff with annual education and information on preventive measures and treatment in case of a reaction. We understand that each situation is unique and will address each and every student’s situation, as needed. Although we cannot guarantee that nuts or nut containing products won’t be brought into the school, we will initiate the following protocol for Stanton Community Schools. It is our protocol and expectations that nuts or products containing nuts, produced on equipment or in factories that produce nuts or have a warning label will not be brought into the classroom or served in the cafeteria by kitchen staff.

The general protocol for our staff/parents/students is outlined below.

**School Nurse:**

Before school starts (or as soon as possible after diagnosis):

* Develop an Emergency Plan in collaboration with the student’s health care provider and parent/guardian for all students with known peanut/tree nut allergies depending on the nature and extent of the student’s allergy, the measures listed in the plans may include, but are not limited to:
1. Posting signs
2. Designating special tables in the cafeteria
3. Prohibiting particular food items from certain classrooms
4. Educating school personnel, students, and families about allergies and appropriate response.
5. Implementing particular protocols around cleaning surfaces touched by food products and washing hands before and after eating, food service staff changing gloves before serving student with known allergy, etc.
* Discuss with parents the necessity in keeping two epipens at school with one epipen in the classroom containing necessary instructions. This epipen travels with the student during his/her school day. The other epipen is kept in the high school or elementary office with a copy of the students Emergency Plan.
* Provide to parents the appropriate allergy forms and explain required forms must be returned and approved by the school nurse prior to the child attending school.
* Present to parents, for signature, a release of information form to provide needed communication between the supervising physician and school for effective implementation of the Allergy Action Plan and Emergency Plan.
* Assure parents the Allergy Action Plan and Emergency Plan include the students name, allergens, symptoms of allergic reactions, risk reduction procedures, emergency procedures, required signatures.

When school starts (or as soon as possible after diagnosis):

* Introduce herself to the student and show him/her how to get to the nurse’s office or main office.
* Review the Allergy Action Plan and Emergency Plan and update plans as needed: includes the students name, allergen, symptoms of allergic reactions, risk reduction procedures, emergency procedures, required signatures.
* Educate staff about food allergies and use of Epipens
* Ensure all school personnel who may be involved with the student shall be informed of the Emergency Plan, as appropriate.
* Implementation of protocol consistent with the protocol of the district pursuant to the needs of the individual student.

During the school year:

* Treat student per doctor’s orders in the instance of allergic reaction.
* Each emergency response will include a protocol for documenting or recording each emergency incident and use of epinephrine. Documentation will include the following:
1. Time and location of the incident
2. Food allergen that triggered the reaction
3. Medication given, time given, and route of administration
4. Notification of EMS and parents
* Periodically check medication for expiration dates and arrange for them to be current.
* Keep Epipens between 59 and 86 degrees at all times to present Epipen failure.
* Be aware of any food “bullying” incidents, and notify classroom teacher, guidance counselor, principal, school nurse, and parents.
* Continue to provide information about students with food allergies to all staff on a need-to-know basis (including bus drivers, kitchen staff, and coaches)
* Educate new personnel as necessary
* Track inservice attendance of all involved parties to ensure they have been trained.
* Maintain appropriate documentation of allergic reactions and follow up as needed.
* Track inservice attendance of all involved parties to ensure they have been trained.
* Maintain periodic contact with the student’s parents and treating physician in order to learn of changes in the diagnosis or treatment.
* Obtain approval from the student’s parent and treating physician when making change to Allergy Action Plan or Emergency Plan.
* Educate students in the self-management of their food allergy, as age appropriate.
* Follow all federal, state, and local laws and regulations relating to disabilities, school health, and privacy, including, but not limited to, the AMericans with Disabilities Act (ADA), the Individual with Disabilities Education Improvement Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Family Educational Right and Privacy Act (FERPA)

**Parent(s)/Guardian:**

When school starts (or as soon as possible after diagnosis):

* As soon as possible, provide the school nurse with a physician or licensed prescriber’s order, parent authorization, and properly labeled filled prescriptions notifying the school nurse of the student’s allergy and the need to administer medication in a case of anaphylaxis.
* Provide emergency contact information and other relevant information as requested.
* In partnership with the school nurse, the child’s health care provider, and the student (if appropriate), participate in the development of the Emergency Plan.
* Provide a list of foods, ingredients, and other allergens to avoid.
* Help create a “safe snack” list for the classroom teacher to send home to families of children in the student’s classroom.
* Provide a water bottle.
* Provide safe snacks and lunches contained in a secure lunch bag to avoid cross contamination.
* Provide Epipen and/or Benadryl as specified by physician.

During the school year:

* Provide current medication, and replace them in the event of them being used, or expiring.
* Provide non-perishable food in case of an emergency (forgotten lunch/spilled contents, etc)
* Educate your student in the self-management of their food allergy, as age appropriate.
* Notify school nurse or office staff immediately of any changes in the management of your student’s allergy.

**Student:**

* Take as much age-appropriate responsibility as possible for avoiding allergens.
* Use his/her own water bottle.
* Will wash his/her hands:
1. Prior to entering the classroom at the start of the school day.
2. After using the restroom.
3. Before and after eating.
4. Before and after recess.
* Epipen will be taken outside is so specified in students Emergency Plan. The Epipen will be carried by a designated staff member or by the student.
* Learn to recognize symptoms of an allergic reaction as listed in the Emergency Plan.
* Promptly inform an adult as soon as accidental exposure occurs or symptoms begin.
* Take more responsibility for managing their allergies as they get older (refer to parent responsibilities outline).
* Get to know the school nurse, principal, classroom teacher, and office staff to assist in identifying issues related to the management of their allergies in school and to know where to get help in case of accidental exposure.
* Say “no thank you” when offered food that did not come from their home or is not prepackaged with a label to identify all ingredients.
* Notify an adult immediately if they eat something they believe may contain the food to which they are allergic to.
* Notify an adult if they are being picked on or threatened by other students due to an allergy.

**School Administration:**

* Support the school nurse in implementation of Emergency Plan.
* Assist school personnel as needed (kitchen staff, office staff, coaches, etc)
* Will be trained on how to administer an Epipen in case of emergency.
* Will attend annual training on food allergies.
* Will understand signs and symptoms of an anaphylactic reaction.
* Be aware of any food “bullying” incidents, and notify classroom teacher, guidance counselor, nurse and/or parents as necessary.

**Teacher:**

* Will become trained on how to administer an Epipen.
* Will understand the signs and symptoms of an anaphylactic reaction.
* Never allow a student who is possibly having an allergic reaction to walk to the office alone.
* Be familiar with each student’s Emergency Plan.
* Will have students wash their hands:
1. Prior to entering the classroom at the start of the school day.
2. After using the restroom.
3. Before and after eating.
* Keep Epipens between 59 and 86 degrees at all times to prevent failure.
* Epipen will be taken outside if specified in the Emergency Plan. The Epipen may be carried by student (as age appropriate) or designated staff member. Epipen should also be taken on all field trips or trips away from the school.
* Be aware of any food “bullying” incidents, and notify guidance counselor, principal, school nurse, and/of parents.
* Will help make the classroom a peanut safe environment (snacks, crafts, activities). Avoid putting together collages that use nuts or seeds if any child is allergic to these. Inspect all modeling materials thoroughly. Peanut butter jar or any nut product jar may not be used for storage of classroom material, even if the containers have been thoroughly washed. Miracle Grow potting soil will not be used when students are planting flowers, vegetables, etc.
* Notify any guest presenters of food allergies in the classroom.
* Will not allow homemade treats or food items in the classroom. All treats must be commercially prepared and packaged for distribution with an intact ingredient label.
* Help student with allergy inspect package and read the ingredient list to ensure no allergens are a listed ingredient.
* Remind students no trading food, sharing food, or sharing utensils is allowed.
* Help students with “cold lunch” find designated seating in the lunchroom.
* Will include a copy of the student’s allergy action plan in the substitute folder. The substitute should be aware that the nurse or office staff needs to be contacted immediately if the student complains of signs/symptoms of anaphylaxis.

**All Staff:**

* Staff will be educated on food allergies and the use of Epipens annually.
* Never allow a student having a possible food allergy reaction to walk to the school nurse’s office or main office alone.
* Support the school nurse in implementation of the Emergency Plans.
* Keep Epipens stored between 59 and 86 degrees at all times to prevent failure.
* Epipen will be taken outside if specified in the Emergency Plan. The Epipen may be carried by student (as age appropriate) or designated staff member. Epipen should also be taken on all field trips or trips away from the school.
* Be aware of any food “bullying” incidents and notify classroom teacher, guidance counselor, principal, school nurse, and/or parents as necessary.
* Remind students no trading food, sharing food, or sharing utensils is allowed.

**Food Service:**

* Staff will be informed of the students Emergency Plan and trained in Epipen use if needed.
* Staff and their substitutes will be trained to read all food labels and recheck routinely for potential food allergens.
* Contact information for manufacturers of food products will be maintained (consumer hotline).
* All food service staff will use latex-free gloves.
* Staff will assist with having students who bring a “cold lunch” with sitting at designated tables. If student is sitting alone another student without peanuts/tree nuts may also sit at the designated table.
* Staff will use separate wiping cloths on designated “cold lunch” tables to prevent cross-contamination.
* Lunchroom tables will be cleaned after each lunch shift.
* Staff will take measures to avoid cross-contamination in the kitchen and serving lines.
* No peanuts, peanut butter, or tree nuts will be served by kitchen staff to any students.
* Kitchen staff will monitor for signs and symptoms of an allergic reaction as outlined in the Emergency Plan.

**Custodial Staff:**

* Consistently implement the protocols to protect the health and safety of students identified with allergies, as they pertain to cleaning surfaces such as, but not limited to, tables in the cafeteria and desks in the classroom.
* Coordinate with food services staff, school nurse, classroom teachers and administration as appropriate.
* Will attend annual training regarding food allergies and Epipen usage.
* Will monitor for signs and symptoms of an allergic reaction as outlined in the Emergency Plan.

**Transportation Staff:**

* Staff will be informed of the student’s Emergency Plan and trained in Epipen use.
* Ensure student and his/her bus driver are introduced to each other and bus driver is aware of allergy.
* Assist student with wiping bus seat with wipes where student will sit.
* Consistently enforce that no student is allowed to eat or drink of the bus, while at bus stops, and when loading or unloading the bus.
* Will attend annual training regarding food allergies and Epipen usage.
* Will monitor for signs and symptoms of allergic reaction as outlined in the Emergency Plan.

**Concession Stand Workers:**

* Workers will ensure that any homemade bars are individually wrapped or bagged prior to being brought into concession stand.
* Workers will ensure peanut oil will not be used when making popcorn.
* Workers will put out a sign stating that peanut butter/peanuts may be present in homemade items.
* All hard surfaces will be thoroughly wiped down with designated wipes at the end of each concession stand.

**Field Trips:**

* Students Epipen and Allergy Action Plan/Emergency plan will be sent on all field trips. They will be carried by teacher or student depending on age and appropriateness.
* A staff member with allergy and Epipen training will accompany the student.
* Prior to student sitting on the bus, the student or teacher will wipe down the students bus seat with designated wipes.
* If a “cold lunch” is required student with allergy will sit furthest away from any student with peanuts, peanut butter, or nuts in their lunch.
* Promote and monitor good handwashing before and after meals/snacks.

\*\*Note: Antibacterial gels and liquids kill germs, but they do not remove protein from the skin and should not be used in place of soap and water and/or wipes.