

**Stanton Middle/High School
Student Handbook
2025-2026**

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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, Finance, Marketing, and Management Education

Agriculture, Food, and Natural Resources Education

Applied Sciences, Technology, Engineering, and Manufacturing Education

Human Services 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, 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](mailto:amcdonald@stantonschools.com), 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.

School-Wide Values
Community, Respect, Safety, and Learning

“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:

- Express their ideas fluently in written and oral communication.
- Display problem-solving skills, academic skills, life skills, and employment skills.
- Display behavior that demonstrates an acquired understanding and acceptance of diversity and the rights and dignity of themselves and others.
- Use effective teamwork, communication, leadership, and technology skills to enhance the quality of their workplaces and their lives.
- 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

Katie Elwood

Assistant Principal

Jerry Hartman

School Board Secretary/School Business Official

Stephanie Burke

Athletic Director

Donnie Weis

Special Education Director

Lance Ridgely

Staff

Lori Burton - FCS/Health
 Kristin King - Art
 Morgan Brown - Social Studies
 Carla Erickson - Math and Lang. Arts
 Jeff Grebin - Business
 Jill Isaacson - Math
 Ashley McDonald – School Counselor
 Annie Brooke - Agriculture

Donnie Weis - Physical Education
 Leland Lantz - Band/Chorus
 Mabel Rico - Spanish
 Lacey Stephens - Secondary Special Ed.
 Morgan Peterson - Secondary Special Ed.
 Dan Kenkel - Science
 Kris Moeller-Literature
 Charmla Carpenter-English

Support Staff

Jennifer French - High School Secretary
 Elitha Bruning - Paraeducator
 Melissa Yeager - Paraeducator
 Brianna Nowlin - Paraeducator
 Samantha Giangreco - Paraeducator
 Kyleigh Wildrick - Paraeducator
 Jake Ashley - Custodian
 Jonathan Lantz - Assistant Custodian
 Mindy Strough-Food Director
 Deanna Hegar - Assistant Cook
 Brenda Garland - Dishwasher
 Tom Johnson-Bus Driver
 Mike Dukes-Bus Driver
 Brian Bates-Bus Driver
 Thomas 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 money making 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

The district believes that traditional, in-person school attendance leads to the greatest learning opportunities for students. Students who are present in school and engaged, active learners take greater ownership over their educational outcomes. For this reason, it is the priority of the district to foster regular student attendance throughout the school year and reduce barriers to regular attendance for students in the district. 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.

Student absences will be calculated by periods over the entire school year. Attendance resets at the start of the 2nd semester. Every period a student is late or absent adds up to the total allowed for attendance purposes. Both unexcused and excused reasons count as absences. Students must be in school for the entire day to be counted present for a full day.

Chronic Absenteeism and Truancy

Chronic absenteeism/absences means any absence from school for more than ten percent of the days in the semester.

Truant/truancy means a child of compulsory attendance age who is absent from school for any reason for at least twenty percent of the days in the semester.

Chronic absenteeism and truancy do not apply to the following students who:

- have completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma
- are excused for sufficient reason by any court of record or judge;
- are attending religious services or receiving religious instruction;
- are unable to attend school due to legitimate medical reasons (families must provide a doctor's note with specific dates for absences)
- have an individualized education program that affects the student's attendance;
- have a plan under section 504 of the Federal Rehabilitation Act, 29 U.S.C. 794, that affects the child's attendance;
- are attending a private college preparatory school accredited or probationary accredited;
- are excused under *Iowa Code 299.22*; and
- are exempt under *Iowa Code 299.24*.

Students are subject to disciplinary action for truancy including suspension and expulsion. It is within the discretion of the administration to determine, in light of the circumstances, whether a student may make up work missed because of truancy. Students receiving special education services will not be assigned disciplinary action unless the goals and objectives of the student's IEP are capable of being met.

****This is a mandatory policy.***

Chronic Absenteeism

When a student meets the threshold to be considered chronically absent, the school official will send notice by mail or e-mail to the county attorney. The school official will also notify the student, or if a minor, the student's parent, guardian, or legal or actual custodian via mail that includes information related to the student's absences from school and the policies and disciplinary processes associated with additional absences. ***School officials will send notice when the student's absences meet the threshold (7% of the days in a semester), but before the student is deemed chronically absent (10% of the days in a semester).***

School Engagement Meeting

If a student is absent from school for at least 15% of the days in the semester, the school official will attempt to find the cause of the absences and start and participate in a school engagement meeting. All of the following individuals must participate in a school engagement meeting:

- The student;
- The student's parent, guardian, or legal or actual custodian if the student is an unemancipated minor; and
- A school official.

The purpose of the meeting is to understand the reasons for the student's absences and attempt to remove barriers to the student's ongoing absences; and to create and sign an absenteeism prevention plan.

Absenteeism Prevention Plan

The absenteeism prevention plan will identify the causes of the student's absences and the future responsibilities of each participant. The school official will contact the student and the student's parent/guardian at least once per week for the remainder of the school year to monitor the performance of the student and the student's parent/guardian under the plan. If the student and student's parent/guardian do not attend the meeting, do not enter into a plan or violate the terms of the plan, the school official will notify the county attorney.

% of Days Missed	1st Semester (72 Days)	2nd Semester (84 Days)	School Action:
10% of Days Missed Chronic Absenteeism	7 Days	8 Days	Letter sent to parent outlining the number of days missed. (A letter will also be sent at 7% to ensure communication before the 10% threshold.)
15% of Days Missed Family Engagement Meeting is Required	11 Days	13 Days	Letter to parent outlining the number of days missed. School personnel will contact the parent. An attendance engagement meeting will be held with the student, parent(s), and school personnel. An absenteeism prevention plan will be put in place for the student.
20% of Days Missed Truancy	14 Days	17 Days	If further absences occur which violate the absenteeism prevention plan, additional meetings will be held with school personnel and the County Attorney will be notified.

Academic and Disciplinary Action

Students are required to be in attendance, pursuant to board policy, for 141 days per school year unless their absences have been excused by the administration for illness (absences of five or more consecutive days due illness require a doctor's note), family emergencies, doctor or dental appointment, recognized religious observances and school sponsored or approved activities. Reasonable excuses may also include family trips or vacations approved by the administration if the student's work is finished prior to the trip or vacation. Parents are expected to contact the school office at least one week prior to the trip/vacation. Absences that do not fall within the categories listed above will be considered unexcused unless approved by the administration. Parents are expected to telephone the school office to report a student's absence prior to 9:00 am on the day of the absence.

Students with excused absences will have the opportunity to make up missing school 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 (2 days for one day absent; If a student is absent for multiple consecutive days, they get 2 days for the first day absent and 1 day for each additional absence). Students must make up all work by the prescribed time or will be given an "0". 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.

If a student accumulates 20% unexcused absences in a class for the semester, he or she may lose credit for the class if the student was previously warned at the family engagement meeting (15%) that any further absences may result in loss of credit. Prior to imposing the loss of credit in one or more classes, the administration will provide the student an opportunity for an informal hearing.

Students will remain in class until administration makes a decision regarding loss or restoration of credit. Full credit is awarded to all assignments and tests submitted that meet the teacher's specifications until a decision regarding credit has been made. If a student loses credit, this will be recorded in the student's record as an "AD" (Administrative Drop).

A student who loses credit due to excessive absences will be assigned to another class or location for the period(s) in which the course(s) meets. A student who, after a hearing before the board, loses credit in all courses due to unexcused absences, will not be allowed to participate in any school activities until the following semester. However, the student is eligible to participate in practice if all other eligibility criteria have been met.

The administration and guidance staff will make reasonable efforts to advise and counsel, and may impose discipline upon any student approaching 15% unexcused absences. Such advice, discipline and counseling is in addition to the requirements listed above and includes, but is not limited to, oral or written notices to the student and his or her parents, conferences with the students and parents, written contracts, or loss of non-academic privileges such as extracurricular activities, late arrival, early dismissal, etc.

If a student is above the compulsory age and has accumulated too many absences, they may not be able to graduate on time due to missed class time.

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 parent must email the school, or 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 (see above).

Notifying the School of Absences/Tardies

Parents must contact the school when their student will be absent for any reason. **Please notify the school early in the day (before 9:00 a.m.) if your student will be absent, late, or leaving early from school.** Contacting the office can be done through email or phone call and should include the date, time and reason for the absence. It is very important that communication is made to the school. 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 by the first period bell will be counted tardy. Students are expected to arrive at school on time and will need a phone call or a note from their parent(s) 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.

Extra-Curricular Eligibility

Students in extracurricular activities must be in school no later than 8:25 am on the day of an activity or practice in order to attend or to participate in that day's activity, unless otherwise approved by the principal. If the absence is not pre-approved or is not an excusable absence, the student will not be allowed to attend evening events. Appointments scheduled on activity days must be pre-approved a day in advance. Any student who leaves school ill before the end of the day will not be allowed to participate in any extra or co-curricular event that evening. Students are reminded that participating in extracurricular activities is a privilege and good attendance is required of those students who choose to participate in events.

BEHAVIORAL EXPECTATIONS AND JURISDICTIONAL STATEMENT

See also ***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):

- a. 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).
- b. Temporary removal from class to the office of the principal or his/her designee for a period not to exceed three days.
- c. Probation: conditional attendance during a trial period.

- d. 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.
- e. 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.
- f. 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.
- g. 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.
 22. 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.
- h. 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).

- i. Expulsion: the student is prohibited from attending classes or any school activity for an indefinite period of time.
- j. 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 responsible 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:
 - a) If the parent personally requests that the student ride home with the parent, he/she may.
 - b) 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).
4. 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.
5. 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.
6. If a bus is late for some reason, students should wait a safe distance from the loading zone.
7. The driver is responsible to know and follow the rules and suggestions given in the handbook and by the Administration.
8. Each bus driver will hold an annual safety orientation session on the first Friday after school begins for those students who ride the bus.
9. 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 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 APPROVED 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. Jill Isaacson
 Grade 7: Mr. Dan Kenkel / Mr. Jeff Grebin
 Grade 8: Mrs. Carla Erickson / Mrs. Annie Brooke /
 Grade 9: Mrs. Lori Burton / Mrs. Morgan Brown
 Grade 10: Mrs. Charmla Carpenter / Mrs. Mabel Rico
 Grade 11: Mrs. Lacey Stephens / Mrs. Laura Bollinger
 Grade 12: Mrs. Ashley McDonald / Leland Lantz
 Pep Club: Ms. Amanda Focht & Kaitlin Allen

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 or midriffs shown. Shirt/tank top straps should be at least 1 inch in width. Undergarments should be 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. When shorts or skirts are worn they need to be mid-thigh or longer in length. 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. No blankets will be allowed in classes. 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 visits 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 the 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 computers.

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 school work 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 an 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.

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 for the entire school day in order to participate in extracurricular 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 extracurricular 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.)
4. If a student is failing a class, the following action will result:
 - a. 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.
 - b. 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.
5. 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 20 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 in the student information system 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

Football
Basketball
Baseball
Track
Cross Country Jr. H./H.S.
Golf
Wrestling
Soccer
Tennis
Bowling

Girl's Athletics

Softball
Volleyball
Basketball
Track
Cross Country Jr. H./H.S.
Golf
Wrestling
Soccer
Tennis
Bowling

Declamatory

All School Play
Large Group Speech
Individual Speech

Student Government

Student Council

Pep Club

Pep Club

Instrumental Music

Marching Band
Concert Band
Pep Band
Ensembles
Solos

Vocal Music

Mixed Chorus
Bass Clef Glee
Treble Clef Glee
Small Groups
Solos
Select Chorus
Swing Choir

Publications

Annual Staff (Viking)

Others

Cheerleading
T.A.G
F.C.C.L.A.
F.F.A.
National Honor Society

Corner Conference and Stanton Entry Fees: \$5 for all JH Events; \$7 for all HS Events

Regional and State Fees: set by the state activity associations

Activity Passes:

All Season \$120	Fall \$50	Winter \$55	Spring/Summer \$50	Seniors 60+: \$75
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FEES

Textbook Fee	Milk	Lunches	Breakfast
K-12 \$90.00	\$.35	K-5 \$2.35	K-12 \$1.60
Family Cap of \$270.00		6-12 \$2.50	Adults \$2.10
		Adults \$4.97	

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.

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 these, 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. 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.

4. Report cards are to be taken home and given to the parents or guardian.
5. 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.
6. 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 the 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: 7:30 A.M.-4:00 P.M. Tuesday 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.

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:
 - a. Tell a teacher, counselor, or principal.
 - b. 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.
1. Red or discharging eyes.
1. Nausea, vomiting, or diarrhea.
2. 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 number so 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)

Starting in the 2022-23 school year we will hold a "9th Hour". 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 attend 9th Hour during their homeroom time to work on missing assignments and/or make-up work.

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 to let them know they will be expected to attend. Any students with missing assignments (JMC symbols M or MI) will be expected to attend 9th hour.

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.

Work Release: The principal and school counselor will review the senior work release guidelines with students who are eligible for this opportunity.

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).

Parking

There are parking areas in three locations during the school day: in front of the school, in the gravel lot south of the school, and by the school gymnasium. There are two handicap stalls and two visitor stalls available in front of the school during the school day.

All visitors are asked to check in with the office upon arrival at the school. All visitors who are planning to be in the building more than 10 minutes should park in the gravel lot on the south side of the school.

At the conclusion of the school day, parent pick-up is between the Viking Center and the school. Please do not park in front of the school to pick up your child at the end of the day. This area is reserved for the school buses.

Additionally, parking in front of the Viking Center should be reserved for preschool parent pick-up at the end of the school day.

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

All students physically able shall be required to participate in a minimum of one-eighth unit of physical education activities during each semester they are enrolled in school except as otherwise provided in this paragraph. A student who meets the requirements of this paragraph shall be excused from the physical education requirement by the principal of the school in which the student is enrolled if the parent or guardian of the student requests in writing that the student be excused from the physical education requirement. A student who wishes to be excused from the physical education requirement must be seeking to be excused in order to enroll in academic courses not otherwise available to the student, or be enrolled or participating in any of the following:

- (a) A work-based learning program or other educational program authorized by the school which requires the student to leave the school premises for specified periods of time during the school day.
- (b) An activity that is sponsored by the school in which the student is enrolled which requires at least as much physical activity per week as one-eighth unit of physical education.

The principal of the school shall inform the superintendent of the school district or nonpublic school that the student has been excused. Physical education activities shall emphasize leisure time activities which will benefit the student outside the school environment and after graduation from high school.

A student who is enrolled in a junior reserve officers' training corps shall not be required to participate in physical education activities or to meet the physical activity requirements above, but shall receive one-eighth unit of physical education credit for each semester, or the equivalent, of junior reserve officers' training corps the student completes

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 7:35 AM. You must be in your classrooms when the tardy bell rings at 8:00.

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	8:00
Lunch	11:58-12:51
School day ends	3:40
Buses depart	3:45

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
Superintendent
605 Elliott
Stanton, Iowa 51573
712-829-2162

The Alternate Level One Investigator is:
Montgomery County Sheriff's Office
106 W. Coolbaugh
Red Oak, Iowa 51566
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 an 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:

- Self-esteem, responsible decision-making and personal responsibility and goal setting,
- Interpersonal relationships,
- Discouragement of premarital adolescent sexual activity,
- Family life and parenting skills,
- 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,
- Sex stereotypes,
- Behaviors to prevent sexual abuse or sexual harassment,
- Sexually transmitted diseases, including AIDS/HIV and their causes and prevention,
- Substance abuse prevention and treatment,
- Suicide prevention, and
- 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 the parents' 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 the 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.

TECHNOLOGY/CELL PHONES/ELECTRONIC DEVICES

In order to promote the best educational experience, students should feel connected to their educational environment and to others in the school community. Building meaningful connections can occur in a variety of ways. Technology has advanced peoples' ability to connect with one another across a variety of virtual platforms, and when used appropriately, adds value to the learning environment. However, it is vital to the developmental health and growth of students that the district provides opportunities for students to connect with peers and other members of their school community in-person whenever possible. In-person learning and interactions teach vital life and social skills that students will need for their continued success in the community. The district is committed to providing an inclusive educational environment for students and families. It is valuable for students' educational experience for families to engage in and support their students' educational experience. As part of this commitment, the district will take steps to create opportunities for students to engage in peer-to-peer activities, and ensure that student use of personal electronic devices does not occur during instructional time.

For this reason, student use of personal electronic devices during instructional time is prohibited. Students have access to district-owned electronic devices as appropriate for the instructional needs of the learning environment and authorized by the classroom teacher. Parents or guardians who need to communicate with students during instructional time may contact the school building administrative office.

Instructional time is defined to mean periods of classroom instruction from the beginning of class bell until the end of class bell, including lunch, recess, and passing periods.

Personal electronic devices means any device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data. This may include but is not limited to electronic communication equipment, mobile phones, smart phones, video game devices and portable media players. Students may wear smart or electronic watches but may not use any communication applications or features that are prohibited from use on other electronic devices and all notifications must be turned off. Personal electronic devices that have been specifically authorized under a current individual education plan (IEP), a Section 504 plan, or an Individual Health Plan (IHP) are exempt from this policy.

Parents or guardians of students may request to building level administration that a student retain access to the student's personal electronic device during instructional time if the parent or guardian can establish there is a legitimate reason related to the student's mental or physical health for the student to retain access during instructional time. This reason must be tied to the student's multi-tiered system of support framework. Any denials may be appealed to the Superintendent, who will be the final decision maker on the request.

Students who choose to use personal electronic devices outside instructional time but while on school property, at school-sponsored events, or in a manner that may impact the educational environment must use these devices in accordance with all applicable laws and board policies. Students who violate this policy may face disciplinary consequences up to and including suspension or expulsion. The Superintendent, in conjunction with building level administration, will develop administrative regulations in accordance with this policy. Every district staff member is empowered to assist in the enforcement of this policy and regulation as appropriate.

To avoid distraction during instructional time, personal electronic devices will be stored in locked cabinets in the office during the day. Student personal electronic devices in the possession of the district will be secured using the following methods:

- Students will silence or turn off their cell phone prior to turning them in at the beginning of the day.
- Cell phones will be placed in locked storage in the office during the day. If a student needs to access their phone (leaving early, etc.). the student can retrieve it from the office when checking out.
- If a student arrives late, they will be expected to store their phone in the office for the remainder of the day.
- At the end of the instructional day, students will retrieve their phones prior to going home.

If a student is observed using a personal electronic device during instructional time, the employee who observed the student behavior will notify building administration, who will require the student to turn in the device for safekeeping until the end of the school day. The device will be secured in the building's front office. The district, however, is not responsible for the loss, theft, or destruction of personal electronic devices brought onto school, or district property, or while the student is attending district or school-sponsored events.

For a student's first violation of this policy, the student may pick up the device at the end of the school day and the student's parent/guardian will be notified. If a second violation of this policy occurs, the device will be released to the student's parent/guardian following a meeting with the student and the student's parent/guardian to create a plan to avoid further violations. If there are additional violations, the student will be required to turn their phone in upon arrival to the building each day. If a student in violation of this policy refuses to turn over their device, one (1) day of ISS will be assigned and the violation will count, and consequences associated with that violation will be served (see above). Repeated violations of this policy may result in additional disciplinary consequences for students in accordance with board policy.

- 1) **Unauthorized photographing, video recording, or audio recording will not be allowed anywhere on school premises. 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) **The school and its employees are not responsible for the loss or damage to any student's communication device(s).**
- 3) **In the event of an immediate emergency, parents/guardians should call the school's office.**
- 4) **If a school emergency situation occurs, the school will follow protocol for reunification of staff and students, and parents will be contacted by the school to meet up with their student.**
- 5) **Cell phones/communication devices with cameras and other technology devices capable of storing and/or transmitting and/or receiving images are banned from use for any purpose in locker rooms and restrooms at ALL times. Students may be disciplined for any use of technology devices in school locker rooms or restrooms.**

At no time are students or visitors authorized to video capture, photograph, or audio record others in the school building, on school property (to include school vehicles), or at school activities (unless recording a public performance, such as a game, honor assembly, concert, contest, etc.), without the consent of a teacher, coach, school staff, or school administrator.

If the student refuses to comply with the cell phone/communication device policy, an administrator will be notified and consequences will follow the Stanton Community Schools student discipline code of conduct.

Electronic Devices

Proper etiquette must be used at all times and students must have permission of the classroom teacher to use Chromebook device(s) in their classroom. Improper use of student Chromebooks 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. The district's Acceptable Use Policy outlines appropriate use of student Chromebook devices. Any inappropriate activity may lead to legal and disciplinary action.

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.

TRANSFERRING 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.

DISCIPLINE OF STUDENTS WHO MAKE THREATS OF VIOLENCE OR CAUSE INCIDENTS OF VIOLENCE

Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The school district discipline policy for students who make a threat of violence or commit an act of violence is developed to help students understand their obligations to others in the school setting, secure the safety of all students, staff, and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).

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

Discipline and other responses to threats or incidents of violence by a student with a disability, including removal from a class, placement in a therapeutic classroom, suspensions, and expulsions, will comply with the provisions of applicable federal and state laws including, but not limited to, the IDEA, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 3)

Reporting a Threat of Violence or Incidence of Violence

In the case of any threat of violence or incident of violence that results in injury, property damage or assault by a student, the teacher will report to the school principal or lead administrator within 24 hours of the incident. The principal or lead administrator will notify the parent or guardian of the student(s) who threatened or perpetrated an act of violence and the student(s) who the threatened or perpetrated act of violence was made against within 24 hours after receipt of the teacher's report and complete an investigation of the incident as soon as possible. The classroom teacher may also notify the parent or guardian of the student who made the threat or caused the incident, and the parent or guardian of the student against whom the threat or incident was directed (2023 Iowa Acts, chapter 96 (House File 604), sec. 4).

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level, and context of the incident. The resolution will focus on identifying the cause behind the behavior and appropriate corrective action (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsections 1 and 4).

A student who makes a threat of violence, causes an incident of violence that results in injury or property damage or who commits an assault, will be subject to escalating levels of discipline for each occurrence. When appropriate, referrals will be made to local law enforcement. The school district retains the authority to assign the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 5).

Threat of Violence

Threat of violence means a written, verbal, electronic or behavioral message that either explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage or assault.

Incident of Violence

Incident of violence means the intentional use of physical force or power against oneself, another person, a group or community or property resulting in injury, property damage or assault.

Injury

Injury means “physical pain, illness or any impairment of physical condition.” State v. McKee, 312 N.W.2d 907, 913 (Iowa 1981).

Property Damage

Property damage means any destruction, damage, impairment or alteration of property to which the individual does not have a right to take such an action. Property means real property, which includes any real estate, building or fixture attached to a building or structure, and personal property, which includes intangible property (Iowa Code section 4.1(21)).

Assault

Assault means when, without justification, a student does any of the following:

an act which is intended to cause pain or injury to or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace (Following Iowa Code section 708.1).

Levels of Behavior

The following levels are used to determine the school district’s response to situations where the school district has determined that a student has made a threat of violence or caused an incident of violence. The school district’s response will be based upon the administration’s investigation into reports of a threat of violence or an incident of violence, the administration’s application of this policy to the particular facts of each situation, and the administration’s determination of the level of disciplinary measures appropriate to the severity of the threat of violence or incident of violence.

Escalating Responses by Grade Band

Grades PK-2

Level	Escalating Response
Level 1	▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses may include any of the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; and/or - o Temporary removal from class. ▪ Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class
Level 2	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: ▪ Parent or guardian conference that includes the student, when appropriate; - o When appropriate, with written parent/guardian consent, counseling, and/or mental health - o counseling subject to available resources of the district;

	- o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s). - o Detention; - o Temporary or permanent removal from extracurricular activities; Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges if misconduct occurred in a school vehicle; - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or - o Recommendation for expulsion.

Grades 3-5

Level	Escalating Response
Level 1	▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses may include any of the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; and/or - o Temporary removal from class. ▪ Unless the first offense is unusually serious, the administrator will avoid permanent removal from a class
Level 2	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s);

	- o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s). - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges if misconduct occurred in a school vehicle; - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or - o Recommendation for expulsion.

Grades 6-8

Level	Escalating Response
Level 1	▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses may include any of the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; and/or - o Temporary removal from class.
Level 2	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to the incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension;

	- o Our-of-school suspension - o Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
Level 3	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate, with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s). - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; - o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges if misconduct occurred in a school vehicle; - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or - o Recommendation for expulsion.

Grades 9-12

Level	Escalating Response
Level 1	▪ Requires parent or guardian notification. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Responses to an incident may include, but are not limited to, the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary removal from extracurricular activities; - o Temporary removal from class; - o In-school suspension; and/or - o Suspension of transportation if misconduct occurred in a school vehicle
Level 2	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Response to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; o In-school suspension; - o Out-of-school suspension;

	- o Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate
Level 3	▪ Requires parent or guardian notification. ▪ Review of response to prior offense, if applicable, to inform increased level of response. ▪ Requires individualized educational program (IEP) meeting if the student has an IEP. ▪ Response to an incident may include the following: - o Parent or guardian conference that includes the student, when appropriate; - o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; - o Behavior intervention student agreement coupled with another response(s); - o Restitution or opportunities to repair relationships coupled with another response(s); - o Detention; - o Temporary or permanent removal from extracurricular activities; - o Temporary or permanent removal from class; o In-school suspension; - o Out-of-school suspension; - o Suspension of transportation privileges if misconduct occurred in a school vehicle; - o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate; and/or - o Recommendation for expulsion.

Definitions

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

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

In-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days.

Out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten consecutive school days unless due process is provided as required by federal and state law. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Placement in an alternate learning environment means placement of a student in an environment established apart from the regular educational program that includes rules, staff, and resources designed to accommodate student needs and to provide a comprehensive education consistent with the student learning goals and content standards established by the school district.

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

CLASS REQUIREMENT AND ELECTIVES

NINTH GRADE

Required by all

English I
Algebra I or
Applied Math or
Pre-Algebra
Civics and World Area Studies (Geography)
Physical Science
PE
Computer Literacy 2nd Semester
Career Readiness 1st Semester

Electives

Ag I
Journalism
Art
Foods I/Foods II
Driver Ed. (summer/spring)
Spanish I
Health
Design Clothing & Interiors

Family Living
Computer Science
Popular Literature

TENTH GRADE

Required by all

Biology
Communicative English
Business Computer Applications
English II
*Math
PE
Personal Finance (required by all 2025-26)

Ag II
Intro to Business
World History
Driver Ed. (summer/spring)
Health
Foods I/Foods II
Computer Literacy
Spanish I or II
Journalism
Child Development

Computer Science
Pre-Algebra
Art
Algebra II
Modern American History
Popular Literature
Design Clothing & Interiors
Family Living
Computer Program/Web Design
Independent Living

ELEVENTH GRADE

Required by all

Am. History (2 semesters)
English III
*Math
**Science
PE

Voc. Ag. Journalism
Popular Literature
Health
Intro to Bus.
Current Issues
Art
Geometry
Computer Literacy
Algebra II
Child Development
Anatomy & Physiology
Foods I/ Foods II
Pre-Algebra
Personal Finance

Computer Science
World History
Accounting I
Chemistry
Entrepreneurship
Business Comp. Applications
Spanish I, II, III
Family Living
Computer Program/Web Design
Independent Living
Welding (RO)
Modern American History
Design Clothing & Interiors

TWELFTH GRADE

Required by all

Government
English IV or
Applied Sr. English
Personal Finance
*Math
**Science
PE

Popular Literature
Health
Intro to Business
Current Issues
Family Living
Spanish I, II, III, or IV
Entrepreneurship
Computer Apps
Trig (Math IV)
Child Development
Independent Living
Anatomy & Physiology
Foods I/ Foods II
Computer Program/Web Design

Computer Science
Accounting II
Consumer Math
Algebra II
Physics
Art
Computer Literacy
Sociology
Welding (RO)
Design Clothing & Interiors
Modern American History
Journalism
Voc. Ag. (RO)
Geometry

*See Math Requirements

**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 the semester in 3 or more 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. Seniors will take English IV. Communicative English is required of all students graduating from Stanton High School. These courses must be successfully passed prior to graduation. English Requirement to be a fourth English credit (can be obtained through English 4 in combination with a SWCC English course)

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.

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 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 $\frac{1}{2}$ 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 $\frac{1}{2}$	9
Science	3	6
Mathematics	3	6
Social Studies	3	6
Electives	<u>11 $\frac{1}{2}$</u>	<u>23</u>
	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.

CAREER EXPLORATION

Career Exploration courses help students identify and evaluate personal goals, priorities, aptitudes, and interests with the goal of helping them make informed decisions about their careers. These courses expose students to various sources of information on career, education and training options.

ENGLISH

MODERN LITERATURE

This semester course is designed to introduce different genres to students. Book genres will be paired together (romance/historical fiction, biography/autobiography, dystopian/science fiction, thriller/horror, adventure/bildungsroman, and literary fiction/mystery) and each student will choose one genre from the paired group. Students will choose their own book from that genre to read, after gaining

approval from the teacher. Each student will make a webpage and choose from a variety of forms to update the page after each reading. For example, a student could choose a thriller book and make a movie trailer, write a book review, or create a teaching unit on their page. Each project will be graded as a test (not necessarily on creativity). The project must show the teacher that the student did read the book and understood the theme and conflicts within. Students will need to read at least five books and have the webpage updated in order to earn an A.

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 I (9th grade)

Students should build upon prior knowledge of grammar, vocabulary, word usage, and mechanics of writing. Students will learn the four aspects of language use: reading, writing, speaking, and listening. Various genres of literature will be introduced and defined, and writing exercises will be linked to reading selections. Thesis statement will be introduced and used in writing assignments of multiple paragraph length. A novel unit will be read and discussed to begin the development of critical thinking while reading.

ENGLISH II (10th Grade)

This course will offer a balanced focus on composition and literature. Students will learn about the alternative 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 the authors' intent and theme and to recognize the techniques employed by the author to achieve the goal. Students will begin to use critical thinking skills to analyze pieces of literature and incorporate that knowledge into essays and compositions.

ENGLISH III (11th grade)

Students will study American literature in a chronological order. Most of the readings will be short stories, but will also include historical documents, poems, and drama. Students will continue to develop writing skills, emphasizing clear, logical writing patterns, word choice, and usage as longer essays are written. Documentation of research will be introduced with an introduction to the MLA style. Critical thinking will become stronger as short stories are analyzed and essays written about various pieces.

ENGLISH IV and SENIOR APPLIED ENGLISH (12th grade)

Students will study British literature and examine major works of fiction and drama from some of Britain's great authors to develop critical reading skills. Students will write critical and comparative analyses of selected literature. Multi-paragraph essays will be expanded, and a research paper will be written. Students will be introduced to APA, Chicago, and other styles of documentation. As well as refresh on MLA style.

Vocabulary will be included in each class. English III will focus on vocabulary for PSAT and ACT tests. Each class will also work on a spreadsheet of activities, job, etc. English IV and Applied English students will use the saved spreadsheet to format a document for scholarship application. English IV students will also work on an essay in the first semester to have information for scholarship applications. This essay will be used to cut and paste into quick essays for various applications.

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 these 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 other 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.

INTRO TO COMPUTER TECHNOLOGY

Computer Literacy courses provide 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 website. 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

CHILD DEVELOPMENT

Starting with conception and prenatal development, and ending with middle-childhood, we'll explore the stages of physical, intellectual, emotional and social development in children. We'll also look at the influences that adults, including parents, teachers and caregivers, make on a child's development and well-being. Lastly, we'll explore how current trends and issues facing childhood today are impacting a variety of developmental milestones, including the increased use of technology, changes in diet, and recent trends in childhood diseases.

EARLY CHILDHOOD EDUCATION

Looking at child development from the perspectives of professionals who work with children, we'll explore how education is growing and evolving with trends in childhood today. We'll consider best practices for supporting children with disabilities of many kinds, as well as how to support their peers and reduce stereotypes. We'll also practically look at a variety of scenarios on how to best discipline and guide the behavior and decision-making of kids during various developmental stages. Lastly, we'll explore a variety of careers working with children, and if able, observe or volunteer in a variety of settings working with children.

FOODS I (Foods and Nutrition)

We'll look at the different food groups, the nutritional value of each, and cooking methods that enhance nutritional value as well as flavor and texture. We'll learn about and practice food safety guidelines. Students will practice basic baking and cooking skills for practical applications in the home and food industry. We'll also learn to calculate cost per serving, and maximize a grocery budget by utilizing sales, calculating price per oz comparisons, and appropriate ingredient substitutions.

FOODS II (Culinary Arts)

Students will build on the skills learned in Foods and Nutrition and apply them to a professional kitchen setting. We will research career pathways in the food industry, and if time and opportunity are available, prepare and serve food at a local event. We will also hear from guest speakers who work in the food service industry, and if possible, visit local establishments and learn about the skills needed to succeed in both the "front" and "back of house" roles within a restaurant.

CLOTHING DESIGN

Students will learn about a variety of textiles, how they're made, used, and cared for. They'll also learn to sew both by hand and using a sewing machine. We'll construct new clothing items and other projects using fabric, as well as learn to do alterations and repairs on clothing items. If time allows, students may learn to design and construct a unique, original clothing item as well.

INTERIOR DESIGN

We'll learn about the elements of design used in interiors, explore current and past trends in design, color use, and building materials. Students will apply these principles in creating two and three-dimensional design plans for a variety of scenarios and settings, including home and commercial spaces. We'll invite guest speakers to share with students their experiences in the home building and interior design fields, and if time and opportunity allows, we may go and visit an in-progress home build or remodel where interior design is being applied and used.

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.**

ENGINEERING 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.**

ELECTRICITY - 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)

Prerequisite: 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, lumber's 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

Ag 2 - Plant Science (Plant System Career Pathways)

General Course Description: This is an introductory course for students with a strong interest in the plant system career pathway. Students will examine science concepts in plant anatomy. Plant systems covered include Agronomy, Horticulture, Floriculture,

Hydroponics, and Landscape Design. Careers in the industry are covered as well as basic plant systems and pest control. The student will utilize hands-on labs to explore areas of greenhouse management, hydroponics, nursery management, floral design, and landscape architecture.

Recommended Grade: Sophomore or Junior

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

Max Class Capacity: 10 or less

FFA Career Development Event: Floriculture, Nursery/Landscape, Agronomy

Student Certification: Precision Exams Career Skills Certification

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 – Agricultural Power and Technology (APT) (Not available in 25/26– alternates w/Animal Science) (Agricultural Mechanics Career Pathway)

General Course Description: *Agricultural Power and Technology* (APT) exposes students to mechanics, power, technology, and career options in the world of agriculture. Students participating in the APT will experience mechanical and engineering concepts with exciting hands-on activities, with two to three labs per week. Students will acquire the basic skills to operate, repair, engineer, and design agricultural tools and equipment. Newest technologies in agriculture will also be explored including precision agriculture, drone technology and other technologies. Our program is an AEDF Recognized High School Program that teaches students skills needed in the heavy equipment industry. These programs ensure that they teach at least two or more of the Foundation's six core competencies. Recognized high school programs actively work to reduce the industry's skills gap by providing accessible education of the heavy equipment industry to students across North America.

Recommended Grade: Junior or Senior

Recommended Prerequisite Classes: no prerequisite

Max Class Capacity: 10 -12

FFA Career Development Event: Ag Mechanics, Welding

Student Certification: AEDF High School Certification (Heavy Equipment)

Ag 4 - Animal Science (Not available in 24/25 – alternates w/Ag Power)(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

Veterinary Science (Ag & Science Credit) (Animal Systems Career Pathway)

General Course Description: Student experiences involve the study of animal handling, anatomy, physiology, behavior, nutrition, reproduction, genetics and general skills utilized in the veterinary industry. Students will explore veterinary procedures including handling and restraint, medication, vet

clinic terminology, dissection, and lab safety protocols. Throughout the course, students will be engaged in hands-on labs and gain necessary skills for working with animals.

This course may be taken for both agriculture and science credit.

Recommended Grade: Junior or Senior

Recommended Prerequisite Classes: Ag 1 – AFNR and Animal Science or by permission of instructor

Max Class Capacity: 12 - 15

FFA Career Development Event: Vet Science Event

Student Certification: Vet Tech Certification testing available when having also taken Animal Science and required hours working in a vet clinic.

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.swcciaowa.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 mid 1950s 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 learn 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 September 15, 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 doses, 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 prevent 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.