

Shenandoah Community School District Board of Directors
May Center – Shenandoah High School
July 11, 2022 – 5:00 p.m.

Board Agenda

1. Call to Order
2. Roll Call and Determination of Quorum
3. Mission Statement: Read by Director Van Der Vliet
 - a. *The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.*
4. Welcome to Audience
5. Public Forum
6. Consent Agenda
 - a. Minutes
 - b. Treasurer’s Report
 - i. Account Balances
 - ii. Unspent Authorized Budget Report
 - iii. Accounts Payable
 - c. Personnel Requests:
Contracts:

Kirstin Baker	Elem Associate	\$14.24/hr
Christen Brown	Wrestling Cheer Sponsor	\$1,966
Brooke Erickson	Elem Associate	\$14.24/hr
Dana Johnson	Summer Custodial	\$15.00/hr
Jordyn Lembrick	MS Volleyball	\$2,753
*Jenifer Green	4 th Grade (second semester)	BA/Step 1

*pending licensing requirements are met

Resignations:

Melissa Crawford	Elem Associate
Angela Degase	Elem Associate
Adrienne Hart	MS Associate
Kate Henderson	Elem Associate

Contract Correction:

Adam Wright	MS Baseball to 9th Grade Baseball
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7. Action Items
 - a. Approve Milk Bid with Anderson Erickson (low bid)
 - b. Approve Student Fees for 2022-23
 - i. Eliminating Textbook Fees for the 2022-2023 School Year
 - ii. Eliminating Activity Fees for Students PK through 12th Grade for the 2022-2023 School Year.
 - c. Approve Activity Worker Wages at \$22.00
 - d. Approve Internal Substitute Teacher Pay at \$25.00 per class period.
 - e. Approve Purchase of GrowSpan Round Premium Greenhouse for \$18,065
 - i. EMC insurance will pay \$10,452.27 towards the replacement cost
 - f. Accept Receipt of District Audit Report
 - g. Approve Paying for Tuition and Fees for Teachers Required to Obtain Licensure for Health & Special Education Strategist II ID

- h. Approve Teacher Handbook
 - i. Approve Support Staff Handbook
 - j. Approve Coaching Handbook
 - k. Approve Student/Parent Handbook
 - l. Approve Preschool Handbook
 - m. Approve IGNITE Handbook
 - n. Approve High School Course Handbook
8. Discussion Item (possible action)
- a. Participation in the Community Eligibility Provision – Food Service
9. Closed Session

Motion – I move that the board go into closed session as provided by Iowa Code Section 21.5 (i) to evaluate the professional competency of an individual whose appointment, hiring, performance, or discharge is being considered when necessary to prevent needless and irreparable injury to that individual’s reputation and that individual requests a closed session

Return to Open Session

10. Vote on recommendation from closed session
11. Informational Items:
- Next Regular Meeting –August 8, 2022 at 5:00 p.m.
12. Adjournment

Shenandoah Community School District Board of Directors
May Center – Shenandoah High School
July 11, 2022 – 6:00 p.m.
Closed Session Meeting

- 1. Call to Order
- 2. Roll Call and Determination of Quorum
- 3. Approval of Agenda
- 4. Closed Session

Motion – I move that the Board go into closed session to receive an update regarding disciplinary action against a student as provided by Iowa Code Section 21.5(1)(e) and to review and discuss records which are required by state or federal law to be kept confidential as provided by Iowa Code Section 21.5(1)(a).

Return to Open Session

- 5. Action Item:
Vote on recommendation from closed session
- 6. Adjournment

**Shenandoah Community School District
Minutes of the Regular Meeting of the Board of Directors – June 13, 2022
Administration Board Room**

Call to Order:

Board President Jean Fichter called the meeting to order at 5:00 pm.

Roll Call:

Roll Call was answered by Directors Jean Fichter, Jeff Hiser, Benne Rogers, Adam Van Der Vliet and Clint Wooten. Also present were Superintendent Dr. Kerri Nelson, School Business Official William Barrett and Board Secretary Lisa Holmes.

Mission Statement:

The SCSD Mission Statement was read by Director Rogers.

Welcome to Audience:

President Fichter welcomed everyone to the meeting.

Open Forum:

President Fichter read the rules for speaking during the open forum. There was no public comment.

Consent Agenda:

Approve the consent agenda to include previous minutes, the financial accounts and the payment of bills. Personnel Requests: Contracts: Krystal Adams, MS Volleyball – \$2,753 pending proper certification; Benjamin Bredberg, Evening Custodian – \$13.95/hr probationary; Angela Degase, K8 Associate – \$14.24/hr; Darbi Fuhrman, .5 Basketball Cheer Sponsor - \$983; Kate Henderson, K8 Associate - \$14.24/hr; Diana (Patty) Roberts, .5 Basketball Cheer Sponsor - \$1,101. Resignations: Candice Gates, Associate; Adam Wright, MS Baseball and HS Asst. Boys Basketball – effective for 2022-23 school year. Transfers: Maria Blake, Instructional Coach to Instructional Coach/4th Grade Teacher. Modifications (pending all requirements are met): Keegan Nelson-Whitslar – BA to BA+15. Grant Request: Sarah Martin – Farm Credit Services Grant to be used for the greenhouse. Out of State Travel Request: Summer Robotics Camp to Do Space in Omaha, NE (one day during June session, one day during July session). Motion to approve by Director Van Der Vliet, second by Director Rogers. Ayes- Rogers, Van Der Vliet, Wooten, Fichter. Nays – Hiser. Motion passes 4-1.

Action Items:

Approve 3-year Audit Bid with Nolte, Cornman and Johnson:

Motion to approve by Director Van Der Vliet, second by Director Wooten. Motion carried unanimously.

Approve Updated ACH Agreement with Bank Iowa:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Approve Page County Fair Agreement:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Approve Copier Lease Agreement with Counsel/Visual Edge IT:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Approve Purchase of SentinelOne Endpoint Protection for \$9,516.50:

Motion to approve by Director Van Der Vliet, second by Director Wooten. Motion carried unanimously.

Approve Tuition Agreement with Hamburg CSD:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Approve Concurrent Enrollment Agreement with Tarkio Technology Institute including allowing for the High School to issue credit for the courses:

Motion to approve by Director Van Der Vliet, second by Director Wooten. Motion carried unanimously.

Approve Substitute Teacher Per Diem Rate at \$160/day:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Approve the Resignation of Kelsey Potratz as High School Lifeskills/Health Teacher, MS Volleyball and K8 After School Coordinator effective June 30, 2022:

Discussion was held regarding approval of the resignation and the consideration of requiring up to a \$1,000 payment per board policy 407.2. There has been ample communication by Kelsey to the administrative team regarding interviewing for the position. Director Hiser made a motion to accept the resignation because of professional advancement and prior communication and not to charge due to these circumstances, second by Director Wooten. Motion carried unanimously.

Approve making an annual contribution to building administrator's and directors' 403b accounts for any unused vacation time (per diem), not to exceed 10 days per year:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Approve equalizing administrator and director vacation days at 20 days per year and not requiring the use of vacation over winter break:

Motion to approve by Director Van Der Vliet, second by Director Rogers. Motion carried unanimously.

Discussion Items:

Request to Honor Bill Ludwig: Bob Larson gave a presentation to board requesting naming the Industrial Arts area of the high school in honor of Bill.

Informational Items:

Next Regular Meeting – July 11, 2022 at 5:00 pm

Adjournment:

Motion by Director Van Der Vliet, second by Director Rogers to adjourn the meeting at 5:52 pm. Motion carried unanimously.

Board Secretary

Board President

Shenandoah Community School District
Minutes of the Special Meeting of the Board of Directors – June 13, 2022
Administration Board Room

Call to Order:

Board President Jean Fichter called the meeting to order at 6:00 pm.

Roll Call:

Roll Call was answered by Directors Jean Fichter, Jeff Hiser, Benne Rogers, Adam Van Der Vliet and Clint Wooten. Also present were Superintendent Dr. Kerri Nelson and Board Secretary Lisa Holmes.

Approval of Agenda:

Motion by Director Hiser, second by Director Van Der Vliet. Motion carried unanimously.

Closed Session:

At 6:03 pm Director Van Der Vliet made a motion to go into closed session to receive an update regarding disciplinary action against a student as provided by Iowa Code Section 21.5(1)(e) and to review and discuss records which are required by state or federal law to be kept confidential as provided by Iowa Code Section 21.5(1)(a). Director Hiser seconded the motion. Motion carried unanimously.

Action Item:

The board returned to open session by consensus at 6:08 pm. Director Van Der Vliet made a motion that the Board accept the superintendent's recommendation allowing the student who was the subject of the readmission hearing to be readmitted to the High School. Director Rogers seconded the motion. Motion carried unanimously.

Adjournment:

Motion by Director Van Der Vliet, second by Director Rogers to adjourn the meeting at 6:10 pm. Motion carried unanimously.

Board Secretary

Board President

**Shenandoah Community School District
Minutes of the Special Meeting of the Board of Directors – June 20, 2022
Administration Board Room**

Call to Order:

Board President Jean Fichter called the meeting to order at 10:32 am.

Roll Call:

Roll Call was answered by Directors Jean Fichter (via phone), Jeff Hiser (via phone), Benne Rogers (via phone), Adam Van Der Vliet (via phone) and Clint Wooten. Also present were Superintendent Dr. Kerri Nelson and Board Secretary Lisa Holmes.

Action Items:

Approve RocStop Cardtrol Diesel Fuel Proposal for 2022-23 School Year:

Motion to approve by Director Hiser, second by Director Wooten. Motion carried unanimously.

Informational Items:

Next Regular Meeting – July 11, 2022 at 5:00 pm

Adjournment:

Motion by Director Van Der Vliet, second by Director Wooten to adjourn the meeting at 10:37 am. Motion carried unanimously.

Board Secretary

Board President

SHENANDOAH BALANCES													
ACCOUNT	FY2022	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
General Fund (10)													
Beg Balance Checking (FNBC)	129,006.49	129,031.80	129,058.86	129,084.25	134,845.76	134,872.85	134,899.09	134,925.34	134,948.48	134,974.73	134,999.29	135,026.40	
Beg Balance Checking (BI)	320,150.16	484,369.36	90,687.25	441,972.60	103,436.01	387,200.09	229,209.63	405,852.45	45,847.02	209,548.62	295,734.96	524,536.46	
Beg Balance Savings (BI)	3,004,505.60	2,227,700.94	1,670,004.24	1,591,641.74	2,596,852.35	2,224,919.82	2,342,872.37	2,495,774.14	1,739,694.72	1,337,078.04	2,252,199.96	3,050,470.83	
Revenues	266,888.56	485,579.89	1,460,564.89	2,049,183.81	971,977.10	1,162,715.04	1,396,726.47	1,088,361.26	1,177,058.83	2,012,487.25	2,068,661.42	1,117,715.04	
Expenditures	(879,448.71)	(1,409,931.64)	(1,185,264.11)	(1,378,454.07)	(1,061,892.88)	(1,200,949.33)	(1,068,212.67)	(2,205,533.90)	(1,417,225.67)	(996,563.39)	(1,043,181.09)	(1,349,692.02)	
Payables	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1,110.93	1,278.01	(14,591.04)	1,619.15	17,295.74	
End Balance Checking (FNBC)	129,031.80	129,058.86	129,084.25	134,845.76	134,872.85	134,899.09	134,925.34	134,948.48	134,974.73	134,999.29	135,026.40	135,051.82	
End Balance Checking (BI)	484,369.36	90,687.25	441,972.60	103,436.01	387,200.09	229,209.63	405,852.45	45,847.02	209,548.62	295,734.96	524,536.46	677,570.38	
End Balance Savings (BI)	2,227,700.94	1,670,004.24	1,591,641.74	2,596,852.35	2,224,919.82	2,342,872.37	2,495,774.14	1,739,694.72	1,337,078.04	2,252,199.96	3,050,470.83	2,579,847.80	
Total General Fund	2,841,102.10	1,889,750.35	2,162,698.59	2,835,134.12	2,746,992.76	2,706,981.09	3,036,551.93	1,920,490.22	1,681,601.39	2,682,934.21	3,710,033.69	3,392,470.00	
Management Fund (22)													
Beg Balance Checking (BI)	3,476.54	3,476.54	(2,005.47)	1,269.86	6,416.49	263.62	3,542.19	54,680.31	7,819.02	7,971.92	7,972.43	7,974.58	
Beg Balance Savings (BI)	971,974.89	971,974.89	972,312.18	1,017,908.38	1,187,924.83	1,216,478.69	1,195,804.71	1,102,700.05	1,159,427.95	1,141,073.21	1,297,315.91	1,315,428.23	
Revenues	6,950.40	337.29	85,596.79	178,161.09	28,554.00	19,329.85	6,897.47	6,730.62	21,659.41	156,243.21	18,114.47	10,238.80	
Expenditures	(315,363.70)	(4,864.01)	(36,725.26)	(2,998.01)	(6,153.01)	(36,725.26)	(48,864.01)	3,135.99	(39,861.25)	0.00	0.00	(30,435.77)	
End Balance Checking (BI)	3,476.54	(2,005.47)	1,269.86	6,416.49	263.62	3,542.19	54,680.31	7,819.02	7,971.92	7,972.43	7,974.58	1,063.62	
End Balance Savings (BI)	971,974.89	972,312.18	1,017,908.38	1,187,924.83	1,216,478.69	1,195,804.71	1,102,700.05	1,159,427.95	1,141,073.21	1,297,315.91	1,315,428.23	1,302,142.22	
Total Management Fund	975,451.43	970,306.71	1,019,178.24	1,194,341.32	1,216,742.31	1,199,346.90	1,157,380.36	1,167,246.97	1,149,045.13	1,305,288.34	1,323,402.81	1,303,205.84	
SAVE Fund (33)													
Beg Balance Checking (FNBC)	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	
Beg Balance Checking (BI)	236,888.35	236,987.95	228,949.87	15,982.06	13,480.68	6,242.01	3,359.15	62,647.48	10,142.28	10,154.78	10,157.59	10,160.33	
Beg Balance Savings (BI)	940,954.18	952,534.68	968,065.15	983,584.83	979,105.13	1,136,597.35	1,152,050.52	1,144,771.62	1,195,127.05	1,372,726.58	998,001.73	1,084,242.34	
Revenues	88,916.78	92,977.32	92,783.06	92,799.33	244,732.18	92,693.49	92,723.12	358.01	177,612.03	88,988.96	86,243.35	86,352.28	
Expenditures	(77,236.68)	(83,839.68)	(290,231.19)	(99,760.41)	(94,478.63)	(80,123.18)	(40,713.69)	(2,507.78)	0.00	(463,711.00)	0.00	(18,073.97)	
End Balance Checking (FNBC)	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	57,542.21	
End Balance Checking (BI)	236,987.95	228,949.87	15,982.06	13,480.68	6,242.01	3,359.15	62,647.48	10,142.28	10,154.78	10,157.59	10,160.33	4,017.63	
End Balance Savings (BI)	952,534.68	968,065.15	983,584.83	979,105.13	1,136,597.35	1,152,050.52	1,144,771.62	1,195,127.05	1,372,726.58	998,001.73	1,084,242.34	1,158,663.35	
Total SAVE Fund	1,247,064.84	1,254,557.23	1,057,109.10	1,050,128.02	1,200,381.57	1,212,951.88	1,264,961.31	1,262,811.54	1,440,423.57	1,065,701.53	1,151,944.88	1,220,223.19	
PEEL Fund (36)													
Beg Balance Checking (FNBC)	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	
Beg Balance Checking (BI)	24,899.69	24,899.69	20,026.33	11,693.52	14,111.54	14,272.08	5,626.72	6,146.43	8,852.10	2,329.15	1,452.08	2,594.40	
Beg Balance Savings (BI)	607,642.71	607,642.71	507,818.87	563,062.65	690,880.40	664,145.36	872,334.05	857,931.04	900,642.41	904,461.82	1,019,945.15	1,020,087.59	
Revenues	4,766.17	194.54	70,249.20	147,841.15	23,272.47	218,194.78	5,600.37	72,715.68	18,335.62	130,486.91	15,143.14	8,342.85	
Expenditures	(35,989.90)	(5,880.98)	(23,338.23)	(17,605.38)	(49,846.97)	(18,651.45)	(19,483.67)	(27,298.64)	(21,039.16)	(15,880.65)	(13,858.38)	(23,035.44)	
End Balance Checking (FNBC)	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	13,319.26	
End Balance Checking (BI)	24,899.69	20,026.33	11,693.52	14,111.54	14,272.08	5,626.72	6,146.43	8,852.10	2,329.15	1,452.08	2,594.40	(4,376.66)	
End Balance Savings (BI)	607,642.71	607,818.87	563,062.65	690,880.40	664,145.36	872,334.05	857,931.04	900,642.41	904,461.82	1,019,945.15	1,020,087.59	1,013,430.44	
Total PEEL Fund	645,861.66	541,164.46	588,075.43	718,311.20	691,736.70	891,280.03	877,396.73	922,813.77	920,110.23	1,034,716.49	1,036,001.25	1,022,373.04	
Debt Service Fund (40)													
Beg Balance Fiscal Agent (BI)	2,416.80	79,683.58	156,474.54	233,788.47	311,114.49	388,477.48	380,468.18	380,597.07	380,210.15	380,353.40	844,182.47	844,434.58	
Revenues	77,266.78	76,790.96	77,313.93	77,326.02	77,362.99	77,955.25	128.89	113.08	143.25	463,829.07	252.11	3,070.03	
Expenditures	0.00	0.00	0.00	0.00	0.00	(85,964.55)	0.00	(500.00)	0.00	0.00	0.00	(841,364.55)	
End Balance Fiscal Agent (BI)	79,683.58	156,474.54	233,788.47	311,114.49	388,477.48	380,468.18	380,597.07	380,210.15	380,353.40	844,182.47	844,434.58	0.00	
Total Debt Service Fund	79,683.58	156,474.54	233,788.47	311,114.49	388,477.48	380,468.18	380,597.07	380,210.15	380,353.40	844,182.47	844,434.58	0.00	

SHENANDOAH BALANCES	FY2022											
Nutrition Fund (61)												
Beg Balance Checking (FNBC)							10,516.95	10,518.34	10,519.59	10,520.98	10,522.28	10,523.71
Beg Balance Checking (BI)	100,376.21	82,950.93	35,439.63	8,959.19	(4,452.05)	18,720.54	(4,028.56)	32,076.35	13,722.60	9,668.79	7,313.89	6,272.73
Beg Balance Savings (BI)	67,205.86	38,723.66	89,316.73	114,311.91	150,916.10	60,228.97	181,186.25	159,107.44	198,136.39	218,429.43	242,602.40	273,926.69
Revenues	48,114.52	50,627.04	50,000.69	111,605.49	9,324.15	180,958.67	77,922.58	98,959.30	100,316.36	89,164.10	106,327.40	89,321.29
Expenditures	(94,020.66)	(47,543.84)	(51,520.29)	(88,441.07)	(76,867.42)	(82,784.14)	(66,799.87)	(81,023.59)	(84,101.08)	(67,344.73)	(76,058.69)	(77,503.39)
Payables								2,740.74	25.34	0.00	15.85	5,019.27
End Balance Checking (FNBC)							10,516.95	10,518.34	10,519.59	10,520.98	10,522.28	10,523.71
End Balance Checking (BI)	82,950.93	35,439.63	8,959.19	(4,452.05)	18,720.54	(4,028.56)	32,076.35	13,722.60	9,668.79	7,313.89	6,272.73	3,789.84
End Balance Savings (BI)	38,723.66	89,316.73	114,311.91	150,916.10	60,228.97	181,186.25	159,107.44	198,136.39	218,429.43	242,602.40	273,926.69	293,245.41
Total Nutrition Fund	121,674.59	124,756.36	123,271.10	146,464.05	78,949.51	187,674.64	201,702.13	222,378.58	238,619.20	260,438.57	290,723.13	307,560.30
ChildCare Fund (62)												
Beg Balance Checking (BI)	0.00	0.00	(155.00)	15.44	(903.67)	(564.36)	(3,044.96)	(5,091.41)	(6,969.50)	(5,621.57)	4,796.23	3,345.49
Beg Balance Savings (BI)	0.00	0.00	670.00	1,295.42	1,365.87	10.87	1,351.29	2,376.75	3,142.15	11,550.00	730.00	1,840.28
Revenues	0.00	670.00	1,225.42	1,270.45	1,145.00	1,340.42	1,025.46	765.40	11,550.00	730.00	1,111.18	126.29
Expenditures	0.00	(155.00)	(429.56)	(2,119.11)	(2,160.69)	(2,480.60)	(2,046.45)	(1,878.09)	(1,794.22)	(1,132.20)	(1,451.64)	(1,650.43)
End Balance Checking (BI)	0.00	(155.00)	15.44	(903.67)	(564.36)	(3,044.96)	(5,091.41)	(6,969.50)	(5,621.57)	4,796.23	3,345.49	1,695.61
End Balance Savings (BI)	0.00	670.00	1,295.42	1,365.87	10.87	1,351.29	2,376.75	3,142.15	11,550.00	730.00	1,840.28	1,966.02
Total ChildCare Fund	0.00	515.00	1,310.86	462.20	(553.49)	(1,693.67)	(2,714.66)	(3,827.35)	5,928.43	5,526.23	5,185.77	3,661.63
CHKID=30 (FNBC GEN SAVINGS)	\$199,893.27	\$199,920.33	\$199,945.72	\$205,707.23	\$205,734.32	\$205,760.56	\$205,786.81	\$205,809.95	\$205,836.20	\$205,860.76	\$205,887.87	\$205,913.29
CHKID=10 (BKIA GEN CHECKING)	\$832,684.47	\$372,942.61	\$479,892.67	\$132,089.00	\$426,133.98	\$234,664.17	\$556,311.61	\$79,413.52	\$234,051.69	\$327,427.18	\$554,883.99	\$683,760.42
CHKID=14 (BKIA GEN MM)	\$4,878,260.46	\$4,364,661.71	\$4,505,593.40	\$5,918,159.17	\$5,690,858.54	\$6,126,067.37	\$6,143,258.11	\$5,576,380.82	\$5,365,672.48	\$6,654,977.62	\$7,590,430.54	\$6,349,295.24
CHKID=20 (FNBC CN SAVINGS)							\$10,518.34	\$10,519.59	\$10,520.98	\$10,522.28	\$10,523.71	\$10,525.05
Grand Total General/School House	\$5,910,838.20	\$4,937,524.65	\$5,185,431.79	\$6,255,955.40	\$6,322,726.84	\$6,566,492.10	\$6,915,874.87	\$5,872,123.88	\$5,816,081.35	\$7,198,787.84	\$8,361,726.11	\$7,249,494.00
Reconciliation												
Bank Statement (FNBC) CHKID=30	\$204,400.64	\$205,927.70	\$205,953.09	\$205,977.64	\$206,004.73	\$206,030.97	\$206,057.22	\$186,080.36	\$206,106.61	\$206,131.17	\$206,158.28	\$206,183.70
Bank Statement (BKIA) CHKID=10	\$1,078,936.87	\$623,480.48	\$532,676.56	\$404,562.23	\$428,293.94	\$205,903.17	\$399,473.69	\$16,319.86	\$360,237.94	\$382,704.60	\$518,659.51	\$652,395.90
Bank Statement (BKIA) CHKID=14	\$4,878,260.46	\$4,362,875.49	\$4,505,593.40	\$5,918,159.17	\$5,690,858.54	\$6,125,467.37	\$6,142,759.11	\$5,576,880.82	\$5,365,672.48	\$6,654,977.62	\$7,578,791.63	\$6,349,295.24
Bank Statement (FNBC) CHKID=20							\$10,890.67	\$10,891.92	\$10,893.31	\$10,894.61	\$10,896.04	\$10,897.38
Less Outstanding Checks/Debits	(\$250,759.77)	(\$256,545.24)	(\$58,791.26)	(\$272,743.64)	(\$2,430.37)	\$28,490.59	(\$4,728.33)	(\$98,972.59)	(\$287,844.88)	(\$207,721.56)	(\$125,341.77)	(\$130,201.73)
Oustanding Deposits/GJE		\$1,786.22				\$600.00	\$161,422.51	\$180,923.51	\$161,015.89	\$151,801.40	\$172,562.42	\$160,923.51
Total Reconciliation	\$5,910,838.20	\$4,937,524.65	\$5,185,431.79	\$6,255,955.40	\$6,322,726.84	\$6,566,492.10	\$6,915,874.87	\$5,872,123.88	\$5,816,081.35	\$7,198,787.84	\$8,361,726.11	\$7,249,494.00
Amount Reconciliation Difference	\$0.00	\$0.00	(\$0.00)	\$0.00	(\$0.00)	\$0.00	\$0.00	\$0.00	\$0.00	(\$0.00)	\$0.00	(\$0.00)
ACCOUNT	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Activity Fund (21)												
Beg Balance Checking (BI)	3,470.55	3,470.59	3,470.64	3,490.68	3,490.72	3,490.76	3,490.80	3,490.85	3,490.89	3,490.93	3,490.97	3,491.02
Beg Balance Checking (FNBC)	8,027.57	11,384.60	2,712.43	4,548.34	7,604.34	1,882.58	1,651.36	3,507.85	3,523.58	11,370.89	361.00	11,242.04
Beg Cash on Hand - Gate Bag							800.00	800.00	800.00	800.00	800.00	800.00
Beg Balance Savings (FNBC)	87,807.04	94,158.18	101,257.26	128,567.44	150,817.29	154,118.89	152,509.29	158,465.81	154,892.05	145,141.81	155,073.52	142,979.07
Revenues	11,380.72	7,141.53	52,352.28	47,251.56	33,114.76	28,392.19	20,957.33	16,428.10	15,251.28	19,933.06	12,907.00	14,344.84
Expenditures	(1,672.51)	(8,714.57)	(23,186.15)	(21,945.67)	(35,534.88)	(30,232.97)	(13,144.27)	(19,986.09)	(17,154.17)	(21,011.20)	(14,120.36)	(28,691.38)
End Balance Checking (BI)	3,470.59	3,470.64	3,490.68	3,490.72	3,490.76	3,490.80	3,490.85	3,490.89	3,490.93	3,490.97	3,491.02	3,491.06
End Balance Checking (FNBC)	11,384.60	2,712.43	4,548.34	7,604.34	1,882.58	1,651.36	3,507.85	3,523.58	11,370.89	361.00	11,242.04	(6,703.01)
End Cash on Hand - Gate Bag							800.00	800.00	800.00	800.00	800.00	800.00
End Balance Savings (FNBC)	94,158.18	101,257.26	128,567.44	150,817.29	154,118.89	152,509.29	158,465.81	154,892.05	145,141.81	155,073.52	142,979.07	147,321.54
Total Activity Fund	109,013.37	107,440.33	136,606.46	161,912.35	159,492.23	157,651.45	166,264.51	162,706.52	160,803.63	159,725.49	158,512.13	144,909.59

SHENANDOAH BALANCES	FY2022												
Scholarships (81)													
Beg Balance Savings FNBC	383,051.57	381,598.80	381,649.00	379,195.89	379,241.08	379,290.95	379,339.27	378,637.55	378,681.12	378,729.36	378,774.50	378,824.31	
Revenues	47.23	50.20	46.89	45.19	49.87	48.32	48.28	43.57	48.24	45.14	49.81	46.70	
Expenditures	(1,500.00)	(1,750.00)	(750.00)	0.00	0.00	0.00	(750.00)	0.00	0.00	0.00	0.00	0.00	
End Balance Savings (FNBC)	381,598.80	381,649.00	379,195.89	379,241.08	379,290.95	379,339.27	378,637.55	378,681.12	378,729.36	378,774.50	378,824.31	378,871.01	
End Balance Checking (FNBC)		(1,750.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Total Scholarships	381,598.80	379,899.00	379,195.89	379,241.08	379,290.95	379,339.27	378,637.55	378,681.12	378,729.36	378,774.50	378,824.31	378,871.01	
Agency Fund (91)													
Beg Balance Checking (FNBC)	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78
Beg Balance Savings (FNBC)	1,816.74	1,816.74	1,816.74	1,816.74	1,816.74	1,816.74	2,316.74	2,489.74	2,489.74	2,489.74	2,489.74	2,489.74	2,489.74
Revenues					0.00	500.00	173.00	0.00	0.00	0.00	0.00	0.00	0.00
Expenditures					0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
End Balance Checking (FNBC)	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78	174.78
End Balance Savings (FNBC)	1,816.74	1,816.74	1,816.74	1,816.74	1,816.74	2,316.74	2,489.74	2,489.74	2,489.74	2,489.74	2,489.74	2,489.74	2,489.74
Total Agency Fund	1,991.52	1,991.52	1,991.52	1,991.52	1,991.52	2,491.52	2,664.52	2,664.52	2,664.52	2,664.52	2,664.52	2,664.52	2,664.52
CHKID=3 (BKIA ACT CHECKING)	3,470.59	3,470.64	3,490.68	3,490.72	3,490.76	3,490.80	3,490.85	3,490.89	3,490.93	3,490.97	3,491.02	3,491.06	
CHKID=40 (FNBC ACT CHECKING)	11,559.38	1,137.21	4,723.12	7,779.12	2,057.36	1,826.14	3,682.63	3,698.36	11,545.67	535.78	11,416.82	(6,528.23)	
CHKID=44 (FNBC ACT SAVING)	95,974.92	103,074.00	130,384.18	152,634.03	155,935.63	154,826.03	160,955.55	157,381.79	147,631.55	157,563.26	145,468.81	149,811.28	
CHKID=16 (FNBC SCHOLAR SAV)	381,598.80	381,649.00	379,195.89	379,241.08	379,290.95	379,339.27	378,637.55	378,681.12	378,729.36	378,774.50	378,824.31	378,871.01	
Grand Total Activity Accounts	492,603.69	489,330.85	517,793.87	543,144.95	540,774.70	539,482.24	546,766.58	543,252.16	541,397.51	540,364.51	539,200.96	525,645.12	
Reconciliation													
Bank Statement (BKIA) CHKID=3	\$5,010.35	\$5,010.40	\$5,030.44	\$5,030.48	\$5,030.52	\$5,030.56	\$5,529.61	\$5,030.65	\$5,030.69	\$5,030.73	\$5,030.78	\$5,030.82	
Bank Statement (FNBC) CHKID=40	\$14,212.60	\$2,807.43	\$5,366.34	\$8,532.34	\$2,695.58	\$4,909.36	\$5,215.85	\$11,066.32	\$13,567.77	\$1,059.00	\$15,970.04	\$7,597.97	
Bank Statement (FNBC) CHKID=44	\$95,974.92	\$103,074.00	\$130,384.18	\$152,634.03	\$155,935.63	\$154,826.03	\$160,955.55	\$177,381.79	\$147,631.55	\$157,563.26	\$145,468.81	\$149,811.28	
Bank Statement (FNBC) CHKID=16	\$383,098.80	\$381,649.00	\$379,195.89	\$379,241.08	\$379,290.95	\$379,339.27	\$378,637.55	\$378,681.12	\$378,729.36	\$378,774.50	\$378,824.31	\$378,871.01	
Less Outstanding Checks	(\$5,692.98)	(\$3,209.98)	(\$2,182.98)	(\$2,292.98)	(\$2,177.98)	(\$4,622.98)	(\$3,072.98)	(\$9,589.72)	(\$3,561.86)	(\$2,062.98)	(\$6,092.98)	(\$15,665.96)	
Outstanding Deposits/GJE							(\$499.00)	(\$19,318.00)	\$0.00	\$0.00	\$0.00	\$0.00	
Total Reconciliation	\$492,603.69	\$489,330.85	\$517,793.87	\$543,144.95	\$540,774.70	\$539,482.24	\$546,766.58	\$543,252.16	\$541,397.51	\$540,364.51	\$539,200.96	\$525,645.12	
Amount Reconciliation Difference	\$0.00	(\$0.00)	\$0.00	(\$0.00)	(\$0.00)	\$0.00	\$0.00	(\$0.00)	\$0.00	\$0.00	\$0.00	(\$0.00)	

**SHENANDOAH COMMUNITY SCHOOL
CALCULATION OF MISCELLANEOUS INCOME
2021-2022**

	STATE AID/ SRCIPVR (CNI)	TLC/FOUR YEAR-OLD STATE AID/TSS/ INTERVENTION/PD/ TRANSPORTATION	SPED DEFICIT SUPPLEMENTAL	AEA FLOWTHROUGH	PROPERTY TAX	INSTRUCTIONAL SUPPORT THROUGH INCOME SURTAXES	EXCISE TAXES UTILITY REPL.	** MISCELLANEOUS REVENUE	TOTAL REVENUE (Includes Flowthrough)	
	Source Codes	Source Code	STATE AID Source Code	Source Code	Source Codes	Source Codes	Source Codes			
	3112	3116, 3117, 3119	Source Code							
	3801, 3803, 3111	3204, 3216, 3376	3113	3214	1110-1119	1134	1170-1179			FY '21 Actuals
JUL				\$43,309.00				\$10,750.60	\$54,059.60	\$282,159.73
AUG				\$43,309.00				\$28,191.84	\$71,500.84	\$82,953.83
SEP	\$530,612.00	\$145,952.00		\$43,309.00	\$628,237.82	\$0.00	\$33.36	\$48,397.54	\$1,396,541.72	\$1,334,814.17
OCT	\$546,267.55	\$145,952.00		\$43,309.00	\$1,256,324.22	\$0.00	\$36,104.67	\$21,226.37	\$2,049,183.81	\$2,012,906.49
NOV	\$540,627.61	\$145,952.00		\$43,309.00	\$197,435.96	\$0.00	\$0.00	\$44,652.53	\$971,977.10	\$1,055,643.39
DEC	\$576,679.86	\$145,952.00		\$43,309.00	\$93,629.69	\$202,324.87	\$0.00	\$100,819.62	\$1,162,715.04	\$1,135,926.64
JAN	\$526,589.00	\$145,952.00		\$43,309.00	\$47,807.55	\$0.00	\$0.00	\$633,068.92	\$1,396,726.47	\$831,480.65
FEB	\$526,589.00	\$145,952.00		\$43,909.00	\$47,693.86	\$67,026.62	\$0.00	\$257,190.78	\$1,088,361.26	\$1,062,998.55
MAR	\$526,588.00	\$145,952.00		\$134,630.00	\$159,070.15	\$0.00	\$0.00	\$210,818.68	\$1,177,058.83	\$899,768.31
APR	\$526,588.00	\$145,952.00		\$0.00	\$1,043,336.76	\$0.00	\$39,580.17	\$257,030.32	\$2,012,487.25	\$1,937,977.84
MAY	\$536,603.60	\$145,952.00		\$0.00	\$120,794.20	\$0.00	\$0.00	\$1,265,311.62	\$2,068,661.42	\$1,081,880.63
JUN	\$526,600.00	\$145,941.00	\$3,622.00	\$0.00	\$71,821.50	\$0.00	\$0.00	\$369,730.54	\$1,117,715.04	\$1,695,021.30
TOTAL	\$5,363,744.62	\$1,459,509.00	\$3,622.00	\$481,702.00	\$3,666,151.71	\$269,351.49	\$75,718.20	\$3,247,189.36	\$14,566,988.38	\$13,413,531.53

SHENANDOAH COMMUNITY SCHOOL			
UNSPENT AUTHORIZED BUDGET CALCULATION			
2021-2022			
	REGULAR PROGRAM DISTRICT COST	\$7,344,800.00	
+	REGULAR PROGRAM BUDGET ADJUSTMENT	\$189,399.00	
+	SUPPLEMENTARY WEIGHTING DISTRICT COST	\$150,271.00	
+	SPECIAL ED DISTRICT COST	\$957,939.00	
+	TEACHER SALARY SUMMPLEMENT DISTRICT COST	\$674,095.00	
+	PROF DEV SUPPLEMENT DISTRICT COST	\$73,061.00	
+	EARLY INTERVENTION SUPPL DISTRICT COST	\$85,540.00	
+	TEACHER LEADERSHIP SUPP DISTRICT COST	\$360,798.00	
+	AEA SPECIAL ED SUPPORT	\$363,404.00	
+	AEA SPECIAL ED SUPPORT ADJUSTMENT	\$6,142.00	
+	AEA MEDIA SERVICES	\$60,186.00	
+	AEA EDUCATIONAL SERVICES	\$66,532.00	
+	AEA SHARING DISTRICT COST	\$810.00	
+	AEA TEACHER SALARY SUPPL DISTRICT COST	\$37,946.00	
+	AEA PROF DEV SUPPL DISTRICT COST	\$4,067.00	
+	DROPOUT ALLOWABLE GROWTH	\$191,628.00	
+	SBRC ALLOWABLE GROWTH OTHER #1	\$237,823.00	Inc. Enrollmnt, OE Out, and LEP
+	SBRC ALLOWABLE GROWTH OTHER #2	\$68,719.00	LEP
+	SPECIAL ED DEFICIT ALLOWABLE GROWTH	\$263,953.00	Estimated
-	SPECIAL ED POSITIVE BALANCE REDUCTION	\$0.00	
-	AEA SPECIAL ED POSITIVE BALANCE	\$0.00	
+	ALLOWANCE FOR CONSTRUCTION PROJECTS	\$0.00	
-	UNSPENT ALLOWANCE FOR CONSTRUCTION	\$0.00	
+	ENROLLMENT AUDIT ADJUSTMENT	\$15,780.00	
-	AEA PRORATA REDUCTION	\$57,385.00	
=	MAXIMUM DISTRICT COST	\$11,095,508.00	
+	PRESCHOOL FOUNDATION AID	\$216,810.00	
+	INSTRUCTIONAL SUPPORT AUTHORITY	\$556,551.00	
+	ED IMPROVEMENT AUTHORITY	\$0.00	
+	OTHER MISCELLANEOUS INCOME	\$3,247,189.36	Estimate on Budget Worksheet
+	UNSPENT AUTH BUDGET - PREVIOUS YEAR	\$4,031,006.00	
=	MAXIMUM AUTHORIZED BUDGET	\$19,147,064.36	
-	EXPENDITURES	\$13,656,482.06	71.32%
=	UNSPENT AUTHORIZED BUDGET	\$5,490,582.30	
	EXPENDITURES	FY 22	FY '21 Actuals
	JULY	\$209,118.22	\$237,873.72
	AUGUST	\$540,423.00	\$507,123.63
	SEPTEMBER	\$1,185,235.82	\$1,053,480.60
	OCTOBER	\$1,378,454.07	\$1,136,957.50
	NOVEMBER	\$1,061,892.88	\$1,091,707.89
	DECEMBER	\$1,200,949.33	\$1,084,758.37
	JANUARY	\$1,068,212.67	\$1,051,604.51
	FEBRUARY	\$2,205,533.90	\$1,040,102.26
	MARCH	\$1,417,225.67	\$1,382,017.22
	APRIL	\$996,563.39	\$1,047,831.04
	MAY	\$1,043,181.09	\$1,167,556.08
	JUNE	\$1,349,692.02	\$2,914,033.74
	TOTAL	\$13,656,482.06	\$13,715,046.56

Function Part 1	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
5000 DEBT SERVICE	927,901.60	841,364.55	928,329.10	100.05	(427.50)	0.00	0.00	(427.50)
6000 6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40 DEBT SERVICE	927,901.60	841,364.55	928,329.10	100.05	(427.50)	0.00	0.00	(427.50)
61 SCHOOL NUTRITION FUND								
2000 2000	1,174.34	539.95	1,510.94	128.66	(336.60)	0.00	0.00	(336.60)
3000 3000	278,567.28	77,592.49	804,923.88	300.79	(526,356.60)	0.00	32,982.84	(559,339.44)
6000 6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
61 SCHOOL NUTRITION FUND	279,741.62	78,132.44	806,434.82	300.07	(526,693.20)	0.00	32,982.84	(559,676.04)
62 CHILDCARE FUND								
3000 3000	0.00	1,650.43	17,297.99	0.00	(17,297.99)	0.00	0.00	(17,297.99)
62 CHILDCARE FUND	0.00	1,650.43	17,297.99	0.00	(17,297.99)	0.00	0.00	(17,297.99)
81 TRUST FUNDS NON EXPENDABLE								
1000 INSTRUCTION	4,350.00	0.00	4,750.00	109.20	(400.00)	0.00	0.00	(400.00)
6000 6000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
81 TRUST FUNDS NON EXPENDABLE	4,350.00	0.00	4,750.00	109.20	(400.00)	0.00	0.00	(400.00)
91 AGENCY FUND								
1000 INSTRUCTION	0.00	0.00	6.45	0.00	(6.45)	0.00	0.00	(6.45)
2000 2000	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
91 AGENCY FUND	0.00	0.00	6.45	0.00	(6.45)	0.00	0.00	(6.45)
Grand Total:	16,955,925.97	2,371,076.00	17,778,613.90	106.32	(822,687.93)	0.00	249,090.54	(1,071,778.47)

Shenandoah CSD

MONTHLY BOARD VENDOR BILLS

Vendor Name	Invoice Detail	Invoice Detail Description
Checking Account ID 10	Fund Number 10	GENERAL FUND
AGRIVISION	228.57	Maintenance parts
AMPLIFIED IT	1,250.00	American Google Workspace for Education
AUDITOR OF STATE	625.00	Auditor
BROWN'S REPAIR & AUTO PARTS, INC.	11,251.55	Vehicle repair service
CABINETS BY STAC	1,011.06	Maintenance building supplies
CDW GOVERNMENT	440.00	Supplies
CENEX FLEET FUELING	4,095.05	Fuel
CENGAGE LEARNING	2,860.20	Curriculum
CENTURYLINK	624.07	Telephone
CHAT MOBILITY	57.27	Telephone
CITY OF SHENANDOAH	15,782.57	Water/Sewer
CLARINDA CSD	1,718.58	Tuition - Open Enrollment
COUNCIL BLUFFS CSD	5,451.76	Tuition - Not Open Enrollment
CPI	2,998.00	Renewal
CULLIGAN WATER	423.47	Maintenance Supplies
DECKER INC	363.96	Maintenance Building Supplies
DELANIE VOSHELL	442.00	Summer Camp Instructor
DEPT OF EDUCATION	1,050.00	Bus Inspections
DLA FARMS LLC	1,500.00	Grounds Repair Service
EGAN SUPPLY	4,350.00	Custodial supplies
FAREWAY STORES	21.19	Supplies
FELD FIRE	184.88	Maintenance Building Supplies
FIRST INTERSTATE BANK	45.00	Safety Deposit Box Rental
GENERAL FIRE & SAFETY	254.25	maintenance building repair services
GRAINGER	412.58	Maintenance Building Supplies
HD PRO INSTITUTIONAL	271.08	Custodial supplies
Heartland Humane Bat Removal	1,875.00	Maintenance building supplies
IAMO COMMUNICATIONS	30.00	ESSER III Technology
IOWA ASSOCIATION OF SCHOOL BOARD	4,678.00	Board Dues
IOWA COMMUNICATIONS NETWORK	179.05	Telephone
IOWA DIVISION OF LABOR SERVICES	720.00	Maintenance building repair services
IOWA HIGH SCHOOL MUSIC ASSOCIATION	25.00	2022/2023 Membership
IOWA TESTING PROGRAMS	2,806.75	Testing
IOWA WESTERN COMMUNITY COLLEGE	30,578.50	Tuition - Community College
ISFIS	1,721.40	Board Dues
JAYMAR BUSINESS FORMS	68.34	Supplies
JOHN GOWING PLUMBING AND HEATING	252.88	Maintenance building supplies
KENNETH THRASHER	50.00	Bus Driver Physical
KRIEGLER OFFICE	674.16	Maintenance building supplies
MATH LEARNING CENTER, THE	2,086.50	Curriculum
MCGRAW HILL COMPANIES	2,242.80	Curriculum
MID-AMERICAN RESEARCH CHEMICAL	238.69	Maintenance supplies
MIDAMERICAN ENERGY	22,430.07	Utilities - Electric
MILLER BUILDING	1,860.86	Maintenance building supplies
MITEL NET SOLUTIONS	571.16	Telephone
NAVIGATE360, LLC	3,660.00	ALICE Training
NEPRIS	4,000.00	Nepris Site License
NOLTE, CORNMAN & JOHNSON	6,180.00	Auditor
O'REILLY AUTO	236.31	Transportation Repair Parts
OMAHA WORLD HERALD	50.00	Advertising
PETERSEN AUTO	810.92	Vehicle repair service
PLUNKETT'S PEST CONTROL	240.00	Maintenance pest control contracted
RASMUSSEN MECHANICAL SERVICES	5,663.00	Maintenance building repair services
RENAISSANCE	1,610.00	IGDIs
RIEMAN MUSIC DES MOINES	115.00	Repair for tenor sax
RIVERSIDE INSIGHTS	459.00	Iowa Algebra Aptitude Test
ROCSTOP - WHITEHILLS	95.00	Fuel
SAPP BROS.	1,066.44	Maintenance Fuel
SCHOOL BUS SALES	467.95	Transportation Repair Parts
SCHOOL DATEBOOKS	1,179.28	Student Agenda's
SHENANDOAH ACTIVITY FUND	2,026.75	Grant Money Moved from GF
SHENANDOAH SANITATION	677.31	Garbage
SHERIDAN DECORATING	2,298.42	Maintenance building supplies
SOUTHWESTERN COMM COLLEGE	25.00	Non-Instruction Staff Workshop
SWIFT SERVICES LLC	174.94	ESSER III Technology
SYMMETRY ENERGY SOLUTIONS	2,774.21	Utilities - Gas
TIMBERLINE BILLING SERVICE LLC	168.26	Medicaid Billing Service
TRUCK CENTER COMPANIES	433.56	Transportation Repair Parts
US CELLULAR	1,826.58	ESSER III Technology
VALLEY PUBLICATIONS	479.42	Advertising
VAN'S DISTRIBUTING	461.36	Equipment Repair
VETTER EQUIPMENT CO	209.93	Maintenance Supplies
WOODWARD GRANGER CSD	6,984.11	Tuition Level II
ZIMCO SUPPLY	520.00	Grounds Supplies
Fund Number 10	175,694.00	

Checking Account ID 10	Fund Number 22	MANAGEMENT FUND	
IOWA LOCAL GOVERNMENT RISK POOL		58,748.06	Natural Gas Insurance
SPECIAL MARKETS INSURANCE		2,068.00	Student Catastrophic Insurance
SU INSURANCE COMPANY		31,861.25	Building Breakdown Insurance
Fund Number 22		<u>92,677.31</u>	
Checking Account ID 10	Fund Number 36	PHYSICAL PLANT & EQUIPMENT	
BLUPOINTE DRS		750.00	Monthly back ups and support
CDW GOVERNMENT		3,538.00	Supplies
CLASSLINK, INC.		4,343.75	ClassLink Renewal License
COUNCIL BLUFFS CSD		868.00	Rent of Room
COUNSEL OFFICE & DOCUMENT		1,117.27	Copier Lease
DAKTRONICS INC		9,201.00	Athletic Equipment
FELD FIRE		297.00	Other purchased property services
FRONTLINE TECHNOLOGIES GROUP LLC		19,337.79	Central/Absence/Time Software
GREAT AMERICAN FINANCIAL SERVICES		1,064.38	Copier Lease
LAWN WORLD		20,795.00	Grounds Repair Service
MARCIA BRENNER ASSOCIATES		2,353.40	Device Manager Plus Plugin for PowerScho
MIDAMERICAN ENERGY		9.32	Student Housing Project
MILLER BUILDING		3,874.59	Student Housing Project
PAGE COUNTY LANDFILL ASSOCIATION		74.25	Student Housing Project-Trash
SOFTWARE UNLIMITED		8,750.00	Service for Software Report
Fund Number 36		<u>76,373.75</u>	
Checking Account ID 10	Fund Number 61	SCHOOL NUTRITION FUND	
DFA DAIRY BRANDS CORPORATE, LLC		629.05	Milk
FAREWAY STORES		33.00	Food
MARTIN BROS DIST		4,986.27	Food/Supplies
Fund Number 61		<u>5,648.32</u>	
Checking Account ID 10		350,393.38	
Checking Account ID 40	Fund Number 21	ACTIVITY FUND	
ANNA PETERSON		144.00	GENERAL ATHLETIC WORKERS
BEFOUR		143.50	Repair of scale and adapter /wrestling
BRAYTON SCHECHINGER		170.00	GENERAL ATHLETICS OFFICIAL
BRODY ROWEDDER		150.00	GENERAL ATHLETICS OFFICIAL
CASEY CONOVER		300.00	GENERAL ATHLETICS OFFICIAL
CHARLIE REISS		150.00	GENERAL ATHLETICS OFFICIAL
CHRISTOPHER JOHNSON		150.00	GENERAL ATHLETICS OFFICIAL
DRAKE FOSS		325.00	MS GENERAL ATHLETICS OFFICIAL
DUSTIN P. TAYLOR		150.00	GENERAL ATHLETICS OFFICIAL
EDWARD YOUNG		130.00	GENERAL ATHLETICS OFFICIAL
GARY WAX		150.00	GENERAL ATHLETICS OFFICIAL
GREG LOVETTE		130.00	GENERAL ATHLETICS OFFICIAL
JEROME REMPE		300.00	GENERAL ATHLETICS OFFICIAL
JIM BRUCK		450.00	GENERAL ATHLETICS OFFICIAL
JIM DOYLE		130.00	GENERAL ATHLETICS OFFICIAL
JOHN NAHNSEN		130.00	GENERAL ATHLETICS OFFICIAL
JOSHUA PERKINS		260.00	GENERAL ATHLETICS OFFICIAL
KEITH WOHLERS		170.00	GENERAL ATHLETICS OFFICIAL
LENOX CSD		90.00	ENTRY FEE TO ANOTHER SCHOOL
LEWIS CENTRAL HIGH SCHOOL		120.00	ENTRY FEE TO ANOTHER SCHOOL
MATTHEW TITKEMEIER		130.00	GENERAL ATHLETICS OFFICIAL
MATTHEW WULK		150.00	GENERAL ATHLETICS OFFICIAL
MICHAEL PESSALANO JR.		170.00	GENERAL ATHLETICS OFFICIAL
MIKE MCDERMOTT		280.00	GENERAL ATHLETICS OFFICIAL
MIKE PETERSON		108.00	GENERAL ATHLETIC WORKERS
NASSP/NASC		95.00	Student Council dues for 22/23
NASSP/NHS		385.00	NHS registration for 22/23 # 9001587778
NICHOLAS BABE		50.00	GENERAL ATHLETICS OFFICIAL
R. KEVIN WHITEHILL		325.00	MS GENERAL ATHLETICS OFFICIAL
RIDDELL/ALL AMERICAN SPORTS		3,911.32	FB Helmets (NEW) #20089184
ROBERT BURRIS		125.00	GENERAL ATHLETICS OFFICIAL
RON HANSEN		144.00	GENERAL ATHLETIC WORKERS
RONALD GRADOVILLE		300.00	GENERAL ATHLETICS OFFICIAL
SHANE WIEGEL		280.00	GENERAL ATHLETICS OFFICIAL
SHENANDOAH CSD		1,665.02	GENERAL ATHLETIC WORKERS
STEVE SHANTZ		150.00	GENERAL ATHLETICS OFFICIAL
TROPHIES PLUS		307.65	SUPPLIES
TROY NICKLAUS		280.00	GENERAL ATHLETICS OFFICIAL
TYLER REISS		150.00	GENERAL ATHLETICS OFFICIAL
VARSITY SPIRIT FASHIONS		3,932.50	Cheer warm ups 2022/23
WILSON AQUATIC CENTER		150.00	Pool rental fee for M.A.Y. Group Activit
Fund Number 21		<u>16,830.99</u>	
Checking Account ID 40	Fund Number 81	TRUST FUNDS NON EXPENDABLE	
ANDREW JOHNSON/UNIV. OF IOWA		500.00	INGRIM SCHOLARSHIP TUITION
EVAN HOLMES AND NWMSU		575.00	SCHOLARSHIPS/SONDAG ROSCOE/INGRIM
JILLIAN BUZZARD AND WAYNE STATE		1,000.00	PENWELL SCHOLARSHIP PAYMENT
MYA HAMMONS AND IOWA STATE UNIV.		1,000.00	PENWELL SCHOLARSHIP PAYMENT
NICHOLAS OPAL AND IOWA STATE UNIV.		100.00	SCHOLARSHIPS/GALE PICKARD
Fund Number 81		<u>3,175.00</u>	
Checking Account ID 40		20,005.99	

THIS WOULD BE MY BID RECOMMENDATION

Item #	Unit	Description	Producer/Dairy	Quantity (Qty)- estimated annual usage	Unit Pricing	Extended Costs (Qty x Unit Pricing)
MILK PRODUCTS Skim = Fat Free (FF) and Low Fat = 1% Fluid Ounce = fl oz						
	1/2 pint (8 fl oz) in carton	Milk, skim, unflavored	A&E	1	0.29	0.29
	1/2 pint (8 fl oz) in carton	Milk, skim, chocolate	A&E	1	0.309	0.309
	1/2 pint (8 fl oz) in carton	Milk, skim, strawberry	A&E	1	0.309	0.309
	1/2 pint (8 fl oz) in carton	Milk, 1%, unflavored	A&E	1	0.304	0.304
	1/2 pint (8 fl oz) in plastic	Milk, skim, unflavored				0
	1/2 pint (8 fl oz) in plastic	Milk, skim, chocolate				0
	1/2 pint (8 fl oz) in plastic	Milk, skim, strawberry				0
	1/2 pint (8 fl oz) in plastic	Milk, 1%, unflavored				0
	12 fl oz in plastic	Milk, skim, unflavored				0
	12 fl oz in plastic	Milk, skim, chocolate	A&E	1	0.81	0.81
	12 fl oz in plastic	Milk, skim, strawberry				0
	12 fl oz in plastic	Milk, 1%, unflavored				0
Total						2.022
	Five lb tub	Cottage cheese, 2%	A&E	1	10	10
	Five lb tub	Sour cream	A&E	1	8.25	8.25
	Five lb tub	Yogurt, low fat, flavored				0
	4 oz containers	Yogurt, low fat, flavored				0
	6 oz containers	Yogurt, low fat, flavored				0
Total						18.25
	1/2 pint (4 fl oz)	Juice, 100%, orange	A&E	1	0.225	0.225
	8 fl oz in plastic	Juice, 100%, orange	A&E	1	0.4	
Total						0.225
					Total Extended Cost (Bottom line):	20.497

Item #	Unit	Description	Producer/Dairy	Quantity (Qty)- estimated annual usage	Unit Pricing	Extended Costs (Qty x Unit Pricing)
MILK PRODUCTS Skim = Fat Free (FF) and Low Fat = 1% Fluid Ounce = fl oz						
	1/2 pint (8 fl oz) in carton	Milk, skim, unflavored	KEMPS	1	0.316	0.316
	1/2 pint (8 fl oz) in carton	Milk, skim, chocolate	KEMPS	1	0.3223	0.3223
	1/2 pint (8 fl oz) in carton	Milk, skim, strawberry	KEMPS	1	0.3274	0.3274
	1/2 pint (8 fl oz) in carton	Milk, 1%, unflavored	KEMPS	1	0.3293	0.3293
	1/2 pint (8 fl oz) in plastic	Milk, skim, unflavored				0
	1/2 pint (8 fl oz) in plastic	Milk, skim, chocolate				0
	1/2 pint (8 fl oz) in plastic	Milk, skim, strawberry				0
	1/2 pint (8 fl oz) in plastic	Milk, 1%, unflavored				0
	12 fl oz in plastic	Milk, skim, unflavored				0
	14 fl oz in plastic	Milk, skim, chocolate	KEMPS	1	1.4817	1.4817
	12 fl oz in plastic	Milk, skim, strawberry				0
	12 fl oz in plastic	Milk, 1%, unflavored				0
Total						2.7767
DAIRY PRODUCTS						
	Five lb tub	Cottage cheese, 2%	KEMPS	1	10.9292	10.9292
	Five lb tub	Sour cream	KEMPS	1	10.1468	10.1468
	Five lb tub	Yogurt, low fat, flavored				0
	4 oz containers	Yogurt, low fat, flavored				0
	6 oz containers	Yogurt, low fat, flavored				0
Total						21.076
JUICES						
	1/2 pint (4 fl oz)	Juice, 100%, orange	KEMPS	1	0.2871	0.2871
	6 fl oz in plastic	Juice, 100%, orange	KEMPS	1	0.3884	0.3884
Total						0.6755
					Total Extended Cost (Bottom line):	24.5282

Home > Greenhouses & Greenhouse Kits > Commercial Greenhouse Kits





< >


GrowSpan Round Premium Corrugated Greenhouse - 26'W x 12'H x 48'L - Natural Gas

\$18,065.00/EA

Quantity: [Add to cart](#)Item Number: **104935SN**Availability: **Available in 6 days** (Manufactured Product)

Clear, weather-resistant corrugated polycarbonate covering gives these greenhouses longer years of service.

- The 0.79 mm (0.031") corrugated polycarbonate sheets are light in weight, virtually unbreakable and come with a 10 year warranty.
- Panels contain UV inhibitors which prevent degradation.
- Built-in condensate control eliminates water droplet formation for a healthier plant environment.
- Sheets bend over 13' radius, quickly covering round style frame.
- Greenhouse frame is manufactured from 14-gauge, USA-made, triple-galvanized structural steel tubing with 4' rafter spacing.
- End framing is strong 16-gauge, 1.5" square USA-made, triple-galvanized steel tubing.
- Heavy-duty, sliding double doors are 48"W x 92"H each and come complete with all necessary hardware for installation.
- Clear, corrugated sheets have up to 90% light transmission.
- Heavy-duty ground posts are included.
- We recommend a baseboard. Our Recycled Plastic Lumber, sold separately and is ideal and comes with a 50 year warranty.

California Residents:  **Warning:** Cancer and Reproductive Toxicity - P65Warnings.ca.gov**Please Note: The size and quantity of equipment items are determined by the size of your greenhouse and the entire system is shipped to your door.**[Print](#) [Send to a friend](#)Product Specifications Product Documents **ED ACCESSORIES**



Double Sliding Back Door Kit
for Clear View Greenhouses

\$629.00



Recycled Plastic Lumber 2" x
6" x 8' - Black

\$78.95



EZ-Haul Extra Large Double
Deck Wagon - 20"W x 38"L

\$236.95



EZ-Grow Complete Bench

Kit - 4'W x 8'L

\$419.95

YOU MIGHT ALSO LIKE



GrowSpan Round Premium

Corrugated Greenhouse -

30'W x 12'H x 72'L

\$20,105.00



Shenandoah Community School District



Teacher Handbook 2022-2023



Excellence in Every Endeavor

www.shencsd.com

The Shenandoah Community School District offers career and technical programs in the following service areas: Agricultural Science, Automotive Technology, Business Education, Family Consumer Science, Health Science, and Industrial Technology. It is the policy of the Shenandoah Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Aaron Burdorf, JK-8 Principal & Equity Coordinator, Shenandoah CSD, 601 Dr. Creighton Cir., Shenandoah, IA 712-246-2520, burdorfa@shencsd.com

Administration Office & Preschool
304 W. Nishna Rd.
Shenandoah, IA 51601
712-246-1581

Jr. Kindergarten – 8th Grade
601 Dr. Creighton Cir.
Shenandoah, IA 51601
712-246-2520

High School
1000 Mustang Dr.
Shenandoah, IA 51601
712-246-4727

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Mission Statement

The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to meet the challenge of an ever-changing world.

Vision Statement

It is the vision of the Shenandoah Schools, in partnership with the community that we provide:

- Students with the tools to become responsible, successful citizens and lifelong learners in an ever-changing world.
- A safe and caring environment that ensures the dignity of all.
- Opportunities that stretch student and staff capabilities.
- School staff that are focused and visionary, collaborative and empowered to make knowledgeable decisions.

Board Goals

With a goal of excellence, we are committed to:

- Demonstrating an increase in annual academic student achievement in all core areas using multiple assessing measures (ACT, Iowa Assessments, iReady, FAST)
- Committing resources to mental health supports for staff and students
- Maintaining a strong financial position to support the comprehensive education program
- Using effective communication to enhance school-family relationships and school-community partnerships

Abuse of Students by Employees

Employees found in violation of abuse will be subjected to disciplinary action up to and including discharge. See Board Policies 402.3, 402.3E1, 402.3E2, 402.3R1.

Activity Supervision

Board Policy requires that no sponsor or coach leaves students unsupervised. This means that all students must be supervised until they leave our premises after all activities and trips.

Activity Passes

Staff are asked to work 2 activities during the school year and will be given a free activity pass. There will be an event sign-up at the beginning of the year.

Admission Slips/Field Trips/ (Pre-Excused)

Field trips and attending educational events or activities must be approved in advance by the building principal. Teachers or coaches take a group of students out of the building for a class period or more must provide the office with a list of students who will be absent, so all teachers know who will be missing from class. All out-of-state trips must receive prior approval by the school board.

Announcements

Announcements will be made over the PA system at one designated time period. Most general student information will be provided in the daily bulletin on Powerschool or email, and the monitors located in the hallways.

Attendance (Student)

Attendance must be taken in the first ten minutes of every period by each instructor in grades 5-12. PK-4 attendance must be taken within the first 30 minutes of the day by each homeroom teacher. Record this information on PowerSchool. If a student is absent, mark her/him Absent-Unexcused. The office will adjust the student's record if the absence is excused. If a student is tardy to class without a tardy pass, please call the office.

Attendance Expectations For Staff

The district expects all employees to be present and ready to perform their duties at the start of their duty day and to remain present for their entire duty day, unless they have the prior approval of their supervisor. Employees who exhibit chronic tardiness, or those who fail to call their supervisor or designated representative prior to being tardy, may be subject to progressive discipline up to and including termination of employment.

Employees who will be away from their normal place of work during normal duty hours are expected to report their absences in AESOP. Absences are to be requested and approved in advance. Employees must call their supervisor directly to request the use of sick leave or emergency leave.

Board Policies

Copies of Shenandoah Board Policies may be found on the school website.

Building Leadership Team (BLT)

Building Leadership Teams meet regularly and discuss any pressing concerns or issues. Any teacher who has a concern or an idea they would like to have addressed can bring it to the attention of a member of the building team who can then bring it up at a meeting. The building leadership team will also help with staff meetings and other meetings during the school year.

Bus/Vehicle Use

Picking up the vehicle

- Vehicle's need to be picked up the day of the departure.
- If a vehicle is needed more than one hour before departure, make arrangements with the Transportation Director in advance to verify whether the vehicle can be ready at the requested time.

Route

- Remember that the school vehicles are representing our school district and community.
- While on route to your destination, observe all traffic laws.
- Drive the most direct route to and from your destination.
- Routes that include stops outside of the most direct route need prior administrative approval.
- Animals are not to be transported in school vehicles.

Returning the vehicle

- Return the vehicle as close to the time reported on the transportation request form as possible. It may have another trip soon after it is to be returned.
- Complete the trip log and leave the keys in the key bag and leave the bag in the driver's seat of the vehicle.
- Remove all trash and personal items from the vehicle.

Fueling the vehicle

- If possible, fuel vehicle at RocStop or other Cenex station. If there is not a Cenex station, the card should work at most other locations.
- Use the Cenex Fleet Card that is in the console of the vehicle. The gas pump will ask you for an ID#, which is written on the envelope the card is in. It will also ask you for the odometer reading. This card may also be used to purchase anti-freeze, oil, windshield wiper fluid, or any other vehicle need.
- Place the receipt on the vehicle clipboard.

Cell Phones

All staff is expected to use cell phones in a professional manner and avoid accepting calls or texts when it interrupts instruction, while on supervision duty or participating in professional learning unless there is an unusual circumstance or some type of emergency.

Child Abuse

(235A2) Child abuse is defined as "any non-accidental physical injury suffered by a child as the result of the acts or omissions of the child's parent, guardians, or other persons legally responsible for the child." Child is defined as "any person under the age of eighteen years."

The child abuse law requires that certificated school employees such as teachers and administrators are mandated or legally required to report whenever in the course of employment the reporter believes or has reason to believe the child has been injured as result of abuse.

When child abuse is suspected an employee is to immediately make an oral report to the local department of social services and to make a written report to the local department of social services within 48 hours after oral report (forms for written reports are available in each building.) Both reports should include as much of the following information possible: Child's name, age, address: parent's name and telephone number: reason for suspecting abuse including previous injuries as well as any other information felt by the reporter to be important. It is also requested that an employee notify their building principal of the call that has been made.

A school employee would have cause to suspect abuse when the following is indicated:

1. A child tells several conflicting stories as to cause for the same injury.
2. A child seems to be frequently injured.
3. A child expresses reluctance to tell how the injury occurred.
4. A child is afraid to go home.
5. A child tells the teacher or playmate that someone in charge of him/her hurt them.
6. A child relates a story about the injury that seems inconsistent with the injury.

There are potential penalties for the failure of mandated reports to make a report. Thus, a mandated reporter may be subjected to liability for such things as hospital expenses and doctors' bills for a second incidence of a child abuse if the second one could have been avoided by reporting the first one.

Ms. Linda Laughlin, High School Nurse is a Level I investigator that will investigate when child abuse allegations are made againsts a staff member. If Ms. Linda Laughlin is unavailable, the JK-8 School Nurse, Mrs. Kristy O'Rourke is designated to investigate. Administrators may be used as alternate investigators when there is a conflict of interest identified. Shenandoah Police Department is designated as the Level II Investigator.

Classroom

Classroom is a space provided by the district. It is not considered a personal space or space for keeping personal items. Teachers are expected to keep your classroom in a clean and organized fashion. Teachers can report damages or request repairs to classroom equipment by completing the online maintainence request form.

Please note the following.

1. Objects hung from the ceiling must be hung lower than 18" from the the ceiling. There are no exceptions to this rule due because it is a fire hazard. Objects that are too close to the ceiling, block the sprinkler heads which creates a hazard.
2. Extension cords may only be used if they are designed for institutional use. Household type extension cords may not be used. Please confirm the type of cord you are using with the Director of Maintenance & Operations before use it.
3. Door wedges **are not allowed** in the buildings due to fire code and school safety reasons. Do not use any object to prop open doors. If you have a door with a closer it needs to be closed at all times.
4. Do not put tape, magnets, or other items over the door strike that will prevent the door from latching. Your door must be able to latch when it closes.
5. No more than one third of the door or walls should be covered with paper or anything else that can burn.
6. Curtains must be sprayed with fire-retardant spray prior to hanging them your classroom and resprayed after they are cleaned.

7. Furniture or appliances from home (microwaves, refrigerators, or other appliances) should not be brought to work.

Class Meetings

Class, club, and organizational meetings may be held during homeroom or before and after school. Please coordinate proposed dates and times with the office to avoid duplication of events.

Class Record

Grades should be verified each quarter via the process within each building.

Confidentiality

School employees frequently have access to confidential information. It is expected that school employees maintain confidentiality about information learned in the school environment and refrain from discussing matters related to students (student conduct, discipline, or performance) or their families with uninvolved staff and others outside of the work environment.

Controversial Issues

All staff must be knowledgeable about first amendment rights and Iowa Code related to racism and sexism as they select materials, plan instructional activities and facilitate classroom dialogue.

[IDOE Guidance on Equity, Inclusion & Free Speech](#)

Other topics may also be considered controversial. Therefore, thoughtful and careful consideration should be taken when selecting materials, planning instructional activities, and facilitating classroom conversations. It is important to consider what is appropriate given the age and maturity of any given group of students.

A “controversial issue” is defined as an area of significant academic inquiry about which substantial segments of the citizens of this community state, or nation hold sincere conflicting points of view.

It is the belief of this school board that controversial issues should be fairly presented in a spirit of honest academic freedom to the end that individual students may recognize the validity of other points of view but can learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the factual basis underlying the controversy.

It shall be the responsibility of the instructor to present fully and fairly the opportunity and means for students to study, consider and discuss all sides of controversial issues, including, but not limited to political philosophies.

It shall be the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste, allowing expression of personal opinions without jeopardizing relationships with the instructor or school.

Corporal Punishment

Section 280.21 was passed by the Iowa Legislature and signed by the Governor in 1989. In general, it states that a school employee shall not inflict or cause to be inflicted, corporal punishment upon a student. For purposes of this Section, corporal punishment means the intentional physical punishment of a student. HF 2416, passed by the Legislature in 1990, requires the Department of Education to adopt rules which hold that a school district employee’s physical contact with the body of a student is not considered corporal punishment if it is reasonable and necessary under the circumstances and is not designed or intended to cause pain, or if the employee uses reasonable force for the protection

of the employee, the student or other students, or to obtain the possession of a weapon or other dangerous object within a student's control, or for the protection of property.

Course Syllabus

High school teachers are required to provide a course syllabus. Classroom rules, classroom expectations, grading system, a short overview of the class, and a general list of required readings are to be included in the syllabus.

Dances – High School

High school teachers are required to chaperone one dance each school year. If you are unable to supervise the dance you are scheduled to supervise you will need to trade with another teacher and notify the principal of changes. At the dance, if a student wants to go to his/her vehicle, a teacher must go with the student. If a student chooses to leave the dance he/she cannot come back to the dance and the advisor in charge of the dance will keep track of the student's names and the times they leave.

Discipline in the Classroom

Teachers are responsible for generally managing the classroom environment and using effective classroom management. It is important to have clear, consistent, and reasonable expectations for students to follow. Students need to be taught the expectations so they know and understand what to do in each environment. Careful consideration should be given to strategies used and the age-appropriateness of consequences given.

Removing a student from class or office referrals may occur when necessary, but consideration should be given to the nature and severity of the offense. Teachers are to contact parents when an office referrals are made, after school time, or detention is required.

At the elementary level, supervision of detention is the responsibility of the teacher assigned on the detention rotation schedule. Detention will take place in the classroom of the supervising teacher. All students staying for detention are to be documented with the office. Prior parent notification is required for a student staying for detention.

In school suspension, out of school suspension may only be determined by the building principal or superintendent. Mandatory reassignment, long term out of school suspension or expulsion requires superintendent recommendation and board action.

Students are able to receive full credit for work missed due to out of school suspension if the assigned work is completed.

Dress Code

Employees of Shenandoah Schools are respectfully asked to dress appropriately and professionally. Appearance does affect others' opinions of our schools. Friday is jeans/spirit day. Teachers participating in jeans/spirit day will pay \$1 per Friday for the jeans fund. Staff choosing to wear jeans on Friday, should also wear Shenandoah gear or school colors (maroon, white, grey, and or black). The last Friday of the month is a free "jeans" day. All clothing worn to work should be neat, clean and in good repair.

Drug and Alcohol Testing Program

Employees who operate school vehicles are subject to drug and alcohol testing if a commercial driver's license is required to operate the school vehicle and the school vehicle transports sixteen or more persons including the driver or the school vehicle weighs twenty-six thousand one pounds or more. For purposes of the drug and alcohol testing program, the term "employees" includes applicants who have been offered a position to operate a school vehicle.

The employees operating a school vehicle as described above are subject to pre-employment drug testing and random, reasonable suspicion and post-accident drug and alcohol testing. Employees operating school vehicles shall not perform a safety-sensitive function within four hours of using alcohol. Employees governed by this policy shall be subject to the drug and alcohol testing program beginning the first day they operate or are offered a position to operate school vehicles and continue to be subject to the drug and alcohol testing program as long as they may be required to perform a safety-sensitive function as it is defined in the administrative regulations. Employees with questions about the drug and alcohol testing program may contact the school district contact person, the school nurse located at the high school.

Employees who violate the terms of this policy are subject to discipline up to and including termination. Employees who violate this policy bear the personal and financial responsibility, as a condition of continued employment, to successfully participate in a substance abuse evaluation and a substance abuse treatment program if recommended by the substance abuse professional. Employees who fail to or refuse to successfully participate in a substance abuse evaluation or recommended substance abuse treatment program may be subject to discipline up to and including termination.

Drug-Free Workplace

It is a violation of the policy of the Shenandoah Community School District for any employee to unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance, as defined in Schedules I through V of Section 202 of the Controlled Substances Act (21 CFR 1300.11 through 1300.15).

Notification is further given that, as a condition of your continued employment, you comply with the above policy of the Shenandoah Community School District and will notify your supervisor of your conviction of any criminal drug statute for a violation occurring in the workplace, no later than five (5) days after such conviction. Any employee who violates the terms of the school district's drug-free workplace policy shall successfully participate in a drug abuse assistance or rehabilitation program approved by the Board. If the employee fails to successfully participate in such a program, the employee's contract shall not be renewed or the employee's employment may be suspended or terminated at the discretion of the board.

Dual Enrollment Student

Home-school or home-school-assistance-program students enrolled in classes or participating in school activities in the school district 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 Principal or designee.

Employee Hours

Employees are to report to work no later than 7:45 A.M. and may leave at 3:45 P.M. Some employees may be assigned different start and end times by their building administrator based on particular circumstances related to their individual work assignment and duties. Employees may leave 10 after student dismissal on days preceding holidays, Fridays, and when school is dismissed due to inclement weather. An employee may be asked to stay by a building principal or other administrator in the event of a unique situation or emergency.

Teachers may be required to report before or remain after the regular workday for the purpose of attending faculty or other administratively called meetings. Such meetings will begin no earlier than one-half hour before, nor extend more than one hour beyond the employee's scheduled workday.

With the exception of teachers who have assigned duty during lunch, teachers will be provided with a duty-free lunch period. Teachers may leave the building without requesting permission during scheduled duty-free lunch periods but must sign out in the office. Employees may leave the building during their plan period with prior approval of the building administrator.

Teachers may be required, without additional compensation, to attend no more than six (6) evening activities outside the school day each year. Attendance at additional activities shall be at the discretion of the employee.

Teachers will not be required to complete a leave request in the online absence management system when their principal authorizes discretionary leave that occurs at or after 3:00 P.M and does not interfere with instructional time.

Employees hired on a part-time basis will be given paid preparation time comparable to other employees at their grade level.

The employee work year shall consist of 189 days of service, including 1 holiday; New Year's Day. Employees will not be scheduled to work on Christmas Day. Employees may be required to work days beyond the established published district calendar to fulfill their contract to work 189 days.

Employee Parking

High School employees may park in the main parking lot in the front and second rows on the west side of the main sidewalk. JK-8 employees will park in the lower front lot (south of the front of the building) in the spots facing the street or around the perimeter of the west lot. Employees who park in the west lot must either leave the lot before the buses arrive or wait for the buses to dismiss before leaving the lot for safety reasons.

Employee Safety

The district agrees to continue making reasonable provisions for the health and safety of its employees during the hours of employment. The employees will continue to extend their complete cooperation to the district in maintaining district policies, rules, and regulations as to health and safety. All employees shall promptly report any unsafe conditions to their immediate supervisor.

Provisions shall be made for protective devices as outlined in Section 280.10 and 280.11 of Code of Iowa. All such items shall be provided without charge to the employee.

Use of Reasonable Force

An employee may, within the scope of his/her employment and pursuant to district policies, administrative regulations, and directives, using no more force than is reasonable and necessary, take appropriate action in self-defense, or to protect district property, or other school employees and students. This paragraph shall not be construed as to condone any action which is in any respect unlawful. All action taken by a teacher pursuant to this section shall be promptly reported by the teacher to his/her immediate supervisor.

Emergency Evacuations

In the event that a building of the Shenandoah Community School District is placed under jurisdiction other than its duly appointed and authorized professional staff for the purpose of emergency evacuation, no staff member, whose assignment is in that building, shall be required by the Board of Education or the administration of the Shenandoah Community School District to perform any services above and beyond that all student under his/her immediate supervision have been safely evacuated.

Assaults

Whenever an employee has suffered an assault while acting within the scope of his/her employment, the employee shall notify his/her immediate supervisor immediately. Upon a review of the facts, a determination regarding the case shall be made by the principal. Any employee(s) assaulted shall be notified of the district's action. The principal or designee

shall provide appropriate assistance to the assaulted employee(s) for needed liaison with the police and other authorities.

If, as a result of an unprovoked assault as described above, an employee's clothing and personal effects, subject to the district's insurance policy definition and loss, are torn or destroyed, provided an investigation by the principal or designee indicated there was no negligence on the part of the employee, the employee shall be eligible for reimbursement for the damage. Reimbursement by the district for any loss will be made only if such loss is not covered by the employee's personal insurance. This provision will apply only to those incidents which occur on school property and while the employee is engaged in school business. A request for reimbursement will be submitted in writing to the principal, describe the incident, state the amount of reimbursement sought and verification thereof, and will be subject to approval by the investigating administrator.

Emergency Drills

The school district conducts two fire drills, two tornado drills, one bus drill and one lockdown (ALICE) drill per building per semester. Evacuation instructions for tornado and fire drills must be posted by the door of each classroom. Please share evacuation information with your students at the beginning of each semester. All employees must participate in each drill.

Emergency/Weather-Related School Closings

The Superintendent has the authority to close schools, dismiss them early, or keep them open beyond the regular school day in case of extreme weather or other emergency conditions. As soon as possible, after the decision has been made, the Superintendent shall arrange to announce the closing via the news media.

In case of a school closing, an announcement will be made using SchoolMessenger system as early as 5:30 A.M. It is also reported to KMA Radio and The Valley News.

Exposure to Blood Borne Pathogens, Occupational

The Shenandoah Community School District has established a written exposure control plan to eliminate or minimize occupational exposure to blood borne pathogens and to meet the requirements of the Department of Labor, Occupational Safety and Health Administration, 29 Code of Federal Regulations (CFR) Part 1910.1030. The District exposure control plan, which is available in each attendance center, includes: Exposure determination, schedule and method of compliance, provision for plan copies to be accessible and available upon request, and the review and updating of the plan.

Faculty Smoking/Tobacco Use

Shenandoah Community School District is a tobacco-free environment. This includes all tobacco related products including look a likes, e-cigarettes, vapes, or other items deemed relative.

Family Education Rights and Privacy Act (FERPA)

The Family Education Right to Privacy Act denies school records to those who are not parents, guardians or individuals of age without written permission. Parents or guardians may have access to school records. School staff may view records without parental permission. Please note that when material is reviewed, your signature must appear on the proper form contained with each record.

Fundraiser

All fundraisers must be approved by an administrator. You must complete the online request form. All money must be turned in to the office daily and all funds received must be turned in before purchases are made. Do not keep money in

your room. Be sure the public receives what is ordered and pay the fundraiser bills on time. MySchoolBucks is the approved method for gathering funds.

Good Conduct Policy

See student handbook for information on Good Conduct Policy.

Grades and Grade Reporting

Grades will be issued by the high school following the termination of each academic term. Cumulative totals for credit will be issued at the end of 1st semester and 2nd semester.

A four (4) point system shall be used for high school transcripts. Advanced Placement courses are graded on a five (5) point system.

A four (4) point system shall be used for middle school report cards.

5.0 GPA

A	4.0	A	5.0
A-	3.7	A-	4.7
B+	3.3	B+	4.3
B	3.0	B	4.0
B-	2.7	B-	3.7
C+	2.3	C+	3.3
C	2.0	C	3.0
C-	1.7	C-	2.7
D+	1.3	D+	2.3
D	1.0	D	2.0
D-	0.7	D-	1.7
F	0.0	F	0.0

I – Incomplete

4.0	A+
3.6-3.8	A
3.4-3.5	A-
3.2-3.3	B+
2.8-3.1	B
2.6-2.7	B-
2.4-2.5	C+
2.0-2.3	C
1.8-1.9	C-
1.6-1.7	D+
1.3-1.5	D
1.1-1.2	D-
0-1.0	F

I – Incomplete

Graduate Work

Classes taken in order to move across the salary schedule must be approved by the Superintendent.

Hall Duty/Assembly Supervision

Students shall be supervised when they are passing between classes, in assemblies and in class. Staff will attend all assemblies to assist in supervision. Each teacher is responsible for the supervision of students when scheduled for assigned duties.

Hall Passes

Students must have a pass when out of the classroom during class and must sign out and back into the classroom.

Hazardous Chemicals Program

As per Iowa Code 455D, a Hazard Communication Program is in place for employees and students of this district. During the first teacher workday each year all employees are presented with information about Hazardous Chemicals.

Harassment Prohibited

Harassment and bullying of students, employees, officers, board directors and volunteers are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students, employees, officers,

board directors and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students, employees, officers, board directors or volunteers or by other students, employees, officers, board directors, or volunteers by others such as parents, vendors, and persons doing business with the school district, will not be tolerated in the school or school district.

For the purpose of this policy, the term “volunteer” includes, but is not limited to, a person performing a service for the benefit of and at the request of the school district.

The board prohibits harassment, bullying, or hazing of students, employees, officers, board directors and volunteers based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sexual orientation, gender, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

This policy is in effect while students, employees, officers, board directors and volunteers are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored or school approved activities or functions regardless of location; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If, after an investigation, a school officer or board director is found to be in violation of this policy, the officer or director shall be subject to appropriate measures which may include public reprimand and removal from office, in accordance with applicable board policies and procedures and the law. If, after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student, employee, officer, board director, or volunteer which is based on any actual or perceived trait or characteristic of the individual and which creates and objectively hostile school or work environment that meets one or more of the following conditions:

- Places the student, employee, officer, board director or volunteers in reasonable fear of harm to their person or property;
- Has a substantially detrimental effect on the student’s, employee’s, officer’s, board director’s, or volunteer’s physical or mental health;
- Has the effect of substantially interfering with the student’s academic performance or an employee’s, officer’s, board director’s, or volunteer’s work performance; or
- Has the effect of substantially interfering with the student’s, employee’s, officer’s, board director’s, or volunteer’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

“Electronic” means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

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

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

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

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits or the individual's work or employment;
- Submission to or rejection of the conduct by a student or school employee is used as the basis for academic decisions affecting that student or employment decisions affecting the individual; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance or individual's work performance, or creating an intimidating, hostile or offensive education or work environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

To the extent provided in Iowa Code Section 280.28, any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report.

Retaliation, reprisal, or false accusation against any person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. Individuals who knowingly file false harassment complaints and any person who give false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. A school officer or board director found to have retaliated in violation of this policy shall be subject to measures up to, and including, public reprimand and removal from office, in accordance with applicable board policies and procedures and the law. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds. Other persons found to have retaliated in violation of this policy shall be subject to appropriate measures as determined by the school district.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or designee will be responsible for handling all complaints alleging bullying or harassment at the school building level. The Superintendent or designee will be responsible for handling all complaints of bullying and harassment at the district administration or board level.

It also is the responsibility of the Superintendent, in conjunction with principals, to develop procedures regarding this policy. The Superintendent also is responsible for organizing training programs for students, employees, school officers, board directors and volunteers. The training will include how to recognize harassment and what to do in case someone is bullied or harassed. It will also include proven effective harassment prevention strategies. The Superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment. The Superintendent shall report to the board on the progress of reducing bullying and harassment.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's website

And a copy shall be made available to any person at the central administrative office at

304 West Nishna
Shenandoah, IA 51601

Legal Reference: 20 U.S.C. §§ 1221-1234i (2004)
 29 U.S.C. § 794 (1994)
 42 U.S.C. §§ 2000d-2000d-7 (2004)
 42 U.S.C. §§ 12001 *et. seq.* (2004)

Senate File 61, 1st Regular Session, 82nd General Assembly, (2007). Iowa
Code §§ 216.9; 280.3 (2009)
281 I.A.C. 12.3(6)
Morse v. Frederick, 127 S. Ct. 2618 (2007)

Name of Complainant: _____

Position of Complainant: _____

Name of Student or Employee Target: _____

Date of Complaint: _____

Name of Alleged Harasser or Bully: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	Socio-economic
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Gender or Gender Identity	<input type="checkbox"/>	

Description of Misconduct: _____

Name of Witness (if any): _____

Evidence of Harassment or Bullying, ie., letters, photos, etc. (attach evidence if possible): _____

Any Other Information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Name of Witness: _____

Position of Witness: _____

Date of Testimony, Interview: _____

Description of Incident Witnessed: _____

Any Other Information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Name of Complainant: _____

Name of Student or Employee Target: _____

Grade and Building of Student or Employee: _____

Name and Position or Grade of Alleged Perpetrator/Respondent: _____

Date of Initial Complaint: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	Socio-economic
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Gender or Gender Identity	<input type="checkbox"/>	

Summer of Investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

Individuals who feel that they have been harassed should:

- Communicate to the bully/harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the bully/harasser, the individual should ask a teacher, counselor, principal, or superintendent to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - 1) Tell a teacher, counselor, principal or superintendent; and
 - 2) Write down exactly what happened, keep a copy and give another copy to the teacher, principal or superintendent including:
 - What, when and where it happened;
 - Who was involved;
 - Exactly what was said or what the harasser did;
 - Witnesses to the harassment;
 - What the complainant said or did, either at the time or later;
 - How the complainant felt; and
 - How the bully/harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the building principal or designee for all complaints at the school building level. The superintendent or designee will be responsible for handling all complaints of bullying and harassment at the district administration or board level. The alternate investigator is the Equity Coordinator, Assistant Principal or designee. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. However, completion of a complaint on the Harassment/Bullying Complaint form is not mandatory for purposes of investigating a complaint. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

An investigator, with the approval of the principal or the superintendent has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

Level One

The building principal (or designee), for harassment or bullying occurring at the school building level, and the superintendent (or designee), for harassment or bullying occurring at the district administration or board level, will assign an investigator. The investigator will be designated by the building principal or superintendent and can be a supervisor, a building or district administrator, or a designated level 1 investigator for Chapter 102 complaints. The complainant should be informed of these choices and given the opportunity for input into the choice of investigator assigned to the complaint. Once assigned, the investigator will reasonably and promptly commence the investigation. The investigator will interview the complainant and the alleged harasser/bully. The alleged harasser/bully may file a written statement in response to the complaint. The investigator may also interview witnesses and consider other evidence as deemed appropriate. Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment or bullying and report the findings and conclusions to the principal (or designee), superintendent (or designee), or board president (or designee), depending upon whether the alleged harassment or bullying occurred at the school building or district administration or board level. The investigator will provide a copy of the written findings and conclusions of the investigation to the principal (or designee), superintendent (or designee) or board president (or designee), as appropriate.

Following receipt of the investigator's report, the principal, superintendent, or board president designee, as appropriate, may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline or other remedial action.

Prior to the determination of the appropriate discipline or other remedial action, the principal, superintendent or designee, as appropriate, may, at his/her discretion, interview the complainant and the alleged harasser/bully.

The principal, superintendent, or designee, as appropriate, will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser/bully and the investigator will receive notice as to the conclusion of the investigation. The principal, superintendent, or designee, as appropriate will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Level Two

If the complaint is not resolved at level one to the satisfaction of the complainant or the alleged harasser/bully, the grievant(s) may appeal the findings to the superintendent or appropriate designee. The filing of the level two complaint must be within fifteen (15) working days from the date of the conclusion of the level one investigation and must be made in writing using the anti-harassment/bullying complaint form stating the nature of the grievance. The grievant may request a meeting concerning the complaint with the superintendent or designee. A parent or guardian may accompany a minor student. The superintendent or designee shall investigate the complaint and attempt to resolve it. A written report from the superintendent or designee regarding action taken will be sent to the involved parties within fifteen (15) working days after receipt of the level two complaint.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is treated as confidential, to the extent possible. Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process. Individuals who retaliate will be subject to discipline as appropriate.
- The totality of the circumstances will be considered in determining whether conduct constitutes harassment or bullying in violation of this policy.
- Students, employees, officers, board directors, and volunteers are expected to fully and fairly cooperate in any investigation.

CONFLICTS

If the designated investigator is the subject of or a witness to the incident or is otherwise personally affected by the complaint procedures related to the incident, an alternate investigator shall investigate the complaint. If the building principal, superintendent, or designee involved in the investigation procedure and resolution of the complaint is the subject of or a witness to the incident or is otherwise personally affected by the complaint procedures related to the incident, an alternate administrator shall serve as a substitute.

This procedure in no way denies the right of a person to file a formal complaint with the Iowa Civil Rights Commission, the Federal Office of Civil Rights for the U.S. Department of Education, the Federal Equal Employment Opportunity Commission, and/or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging bullying, harassment, or discrimination.

Health Provisions

Employees whose health may be in doubt in the opinion of the administration shall present additional satisfactory examination results when requested to do so. The expense of any additional examinations, if requested by the administration, will rest with the Board of Education.

The Board will provide paid flu shots for employees at a scheduled time. Employees choosing to get a flu shot other than this will assume the cost.

Homeroom

Teachers may be assigned a homeroom.

The homeroom teacher is responsible for sharing with students their progress reports. In the spring, homeroom teachers work closely with students in scheduling for the upcoming school year.

Middle School homeroom teachers prepare portfolios for each homeroom student in preparation for student-led conferences along with other tasks as needed.

In-School Suspensions (ISS)

When a student receives in-school suspension, they are to report to the office for supervision. Students should get their homework and work on it in there. Students are allowed full credit when they have an in-school suspension. When lunch is being served, students are to eat in the assigned room and not in the cafeteria. Students' work is due the day that they are to report back to the classroom. If work is not completed, it will be graded as it would be for any other student.

In-School Suspension Rules:

1. Talking is Prohibited.
2. Cell phones/iPods/Electronic devices are not allowed.
3. Student must be engaged in productive work (homework, reading, etc.).
4. Restroom breaks are determined by Supervisor.
5. Student will be escorted to/from lunch room.
6. Computer use will be given at discretion of Supervisor for school work only.
7. Consequences may result in an after-school detention and could include OSS.

Insurance

The Board will provide health insurance for eligible employees. The Board contributes to the monthly premium in an amount equivalent to a PPO 1000 plan, toward the cost of insurance coverage for a full-time employee. The employee may apply the payment to single or family coverage. All teachers are required to take at least single policy coverage. Disability Insurance and Term Life Insurance (\$10,000) is also provided for all teachers in the district.

The Board provides the above insurance and pays a proportionate amount of the premiums for part-time employees who work a minimum of twenty (20) hours a week. The part-time employee agrees to pay a proportionate amount and must authorize, in writing, a payroll deduction for their portion of the premium. The part-time employee may elect, in writing, to waive or revoke the insurance deductions by a thirty (30) day written notice to the Business Office.

Open Enrollment for insurance is in May.

Inventories

All teachers are required to take classroom inventory. A list of fixed assets is filed with the Administration office.

Keys

There will be minimum distribution of building keys. In the event of special need, the keys may be obtained from the building principal upon request. All personnel shall be responsible for the safeguarding of their keys and the security of the building, ensuring that such keys do not fall into the hands of students or other unauthorized person. Teachers are not authorized to make any key available to non-staff citizens or students. You are responsible to make sure that doors are secure when you leave the building after hours. All keys will be turned in to the office at the end of each school year or a list of keys kept will be given to the Principal. Board Policy 405.A.

Leaves of Absence

Jury Duty Leave

An employee required to perform jury duty during his/her working time will be granted a leave for such purpose and will receive the difference in compensation between the employee's normal compensation and the per diem compensation received from such jury duty. Provided, however, that in order for an employee to be eligible, the employee must also:

- Immediately notify his/her supervisor of the receipt of summons for jury duty;
- Be available for work on the next schedule workday after the period of required jury duty;
- Furnish the employer with proper evidence of the number of days and the amount of jury duty pay; and
- Be available for work for the remainder of any day which the employee is not required to perform jury duty.

Emergency Leave

An employee will be granted a maximum of ten (10) days leave per year for illness or death in the immediate family, which is defined as spouse, parents, grandparents, children, grandchildren, father/mother/son/daughter-in-law, brother, sister, brother/sister-in-law, foster children, foster grandchildren.

Up to two (2) days leave of the ten (10) maximum allowed may be used for serious illness, injury, death or funeral of any person not listed above.

In extenuating circumstances, the Superintendent may extend the ten (10) days fully paid leave. The Superintendent's decision is final and non-grievable.

Professional Leave

Professional leave may be excused for educational purposes at the discretion and approval of the building principal or the immediate supervisor and the Superintendent. If any regular full-time employee wishes to be absent from duty for a brief period to attend a professional meeting, a leave request should be entered into AESOP at least seven (7) days prior to the first (1st) day of anticipated absence. Professional days will be used for the purpose of:

- Visitation to view other instructional techniques or programs; or
- Conferences, workshops, or seminars conducted by colleges, universities, or other educational institutes or organizations.

Personal Leave

At the beginning of the school year, an employee will be granted two (2) days of leave without loss of pay to be used for the employee's personal business at the employee's discretion.

An employee planning to use a day will enter the absence into AESOP two (2) days in advance, except in cases of emergency.

No personal days will be allowed during workshops, in-service, or parent-teacher conferences except in cases of emergency. A maximum of three employees may be granted use of personal leave during the first five days or last five days of the school year or immediately before or following any holiday or school recess.

Should an emergency or important family responsibility beyond the employee's control arise, permission is to be obtained from the employee's immediate supervisor. Examples could be: weddings, graduations, court appointments, but would not include vacation extensions.

If the employee chooses not to be reimbursed, unused personal leave will be allowed to accumulate up to 4 days.

Each employee will be reimbursed for a maximum of four (4) personal days not used during a school year. This reimbursement will be \$100 per day. This reimbursement must be requested in writing. Request must be submitted on or before June 1st and will be added to the employee's June check with appropriate taxes withheld.

An employee may purchase two (2) additional personal leave days, per year, by paying the current substitute teacher rate plus FICA and IPERS. No more than four (4) personal days will be allowed in a contract year. The Superintendent has discretion under highly unique circumstances or emergencies to allow for additional days. Additional leave should be considered a rare exception, not something that will automatically be granted. The Superintendent's decision will stand final as there are other forms of leave that are appropriate under most circumstances.

Consultant Leave

In cases where school employees wish to serve or are requested to serve as education consultants by other school districts, educational organizations, etc., approval in advance must be obtained from the building principal and Superintendent and are limited to four (4) days per year.

Evidence of any fees, income, or remuneration received by the employee over and above expenses will be presented to the Business Office who will reduce the district's salary to the employee by the amount paid for such services.

Discretionary Leave

The Board may, at its discretion, grant a leave of absence to an employee for reasons acceptable to the Board and upon such terms and conditions as may be prescribed by the Board.

Adoptive Leave/Foster Leave

Employees covered by this handbook will be granted a leave of absence at full pay for purposes of adoption/fostering, not to exceed a total of five (5) days per year.

Maternity Leave

Maternity Leave is allowed under the general provisions of the Pregnancy Discrimination Act and FMLA and is allowed for the period of time that is deemed medically necessary. An employee will be allowed to be paid using any accumulated sick leave, personal leave, and emergency leave during this period of time. The remaining time off from work will be unpaid time but will be allowed for the period of time that is deemed necessary by a medical professional. Please notify your building principal and the business office of the need for maternity leave as soon as possible so arrangements can be made for an approved long-term substitute and appropriate paperwork can be completed.

Educational Improvement

A leave of absence, without pay, for up to one (1) year may be granted to a maximum of two (2) employees for the purpose of engaging in study related to professional responsibilities, at an accredited college or university. All requests for such leaves will be submitted in writing to the Superintendent at least thirty (30) days prior to the deadline for staff reduction as stipulated by Chapter 279, Code of Iowa, in the year preceding the school year in which the period of leave

is requested. Leaves will be granted based upon the nature of the educational improvement undertaken and its resulting benefit to the district's educational programs. The Superintendent or his/her designee will reply to such request in writing by the deadline for staff reduction as stipulated by Chapter 279, Code of Iowa.

An employee on leave of absence during the spring semester will notify the Superintendent in writing at least thirty (30) days prior to the deadline for staff reduction as stipulated by Chapter 279, Code of Iowa, in the year of his/her intention to return or not return to the district the following school year. Failure to so notify by this date, will be interpreted to mean the employee does not intend to return, and will serve as a reason to terminate the continuing contract.

Public Office

A leave of absence without pay, not to exceed two (2) years, will be granted to a maximum of one (1) employee per year (with the date of the earliest written application to be the determining factor for allowance of the leave) for the purpose of serving in a state or national public office.

Military Leave

Employees who are inducted into the military service of the United States will be granted a leave of absence without pay for the duration of the induction. Upon return from such leave, an employee will be placed in an available position in which he/she is qualified and certified and at the step on the salary schedule determined by actual service and maintain earned sick leave accumulation. Returning employees will be according to the right set forth in the Uniformed Services Employment and Reemployment Rights Act (USERRA) and the rights provided in the Iowa Military Code. Chapter 29A, Code of Iowa.

Temporary Military Leave

A maximum of thirty (30) school days per school year for persons called into temporary active duty of any unit of the United States Reserves or the State National Guard, provided such obligation cannot be fulfilled on days when school is not in session, will be granted without loss of pay or benefits.

Extended Leave

While on extended leave the employee's interest in the retirement funds, accumulated sick leave, and placement on the salary schedule will be frozen. While no additional benefits will be provided by the employer during the leave period, the employee may purchase such benefits. At the conclusion of the extended leave of absence, the salary of the employee will be the salary stated on the salary schedule for the step and class for which the employee was appointed at the time of the commencement of the leave.

Other extended leaves of absence without pay may. At the discretion of the Board, be granted upon the written request of an employee.

Sick Leave

All licensed staff members will receive (15) days of sick leave each school year as of the first (1st) official day of said school year. Unused sick leave days may accumulate from year to year to a maximum of one hundred twenty (120) days.

An employee absent due to personal illness or injury shall, if requested by the district, furnish to the district such reasonable evidence, as the district may desire confirming the necessity for such absence.

An employee returning to work from a sick leave shall, if requested by the district, furnish to the district such reasonable evidence as the district may desire that the employee is physically and mentally able to return to active employment.

Notification of available sick leave and personal leave is available on the AESOP absence management system and found on an employee's payroll stubs.

Sick Leave Pool

All requests by eligible employees to withdraw days from the sick leave pool will be submitted in writing to the Sick Leave Pool Committee (SLPC) for review. The SLPC will be comprised of 3 SEA appointed teachers (1 from each level: PK-4, 5-8, 9-12), 3 administrators (1 from each level: PK-4, 5-8, 9-12) and the Executive Secretary who will serve as secretary for the SLPC. The SLPC will initially determine if the requesting staff member's illness, injury, or infirmity is extenuating circumstances, catastrophic illness or injury, and whether or not the participant is eligible to use sick leave days from the sick leave pool. Medical documentation of the catastrophic illness or injury will be required. Staff members may not withdraw days from the sick leave pool for a normal pregnancy. This decision will be final and is not subject to grievance. The intent of the sick leave pool is to provide staff members with additional sick leave benefits in case a catastrophic illness or injury has occurred.

To be a member of the sick leave pool, an employee must give one sick day each year from their annual allotment until they have contributed 4 days. When the sick leave pool drops below 300 days, members will be asked to contribute one sick day on consecutive years until the pool has reached 300 days again. The employee must join by the enrollment deadline of September 15 to be eligible. Teachers hired after the start of the school year, will have 4 weeks from their date of hire to enroll. Teachers who have previously been on staff and have not contributed every year of the Sick Leave Pool's existence, will need to donate the number of days equal to the employee's years of employment during that period, not to exceed five days.

An employee may draw from the sick leave pool when and only when the employee has depleted all of his/her "built-up" sick days and personal days.

Teachers who have contributed 1 day may draw up to a maximum of 20 days. Teachers who have contributed 2-3 days may draw up to a maximum of 40 days. Teachers who have contributed 4 or more days may draw up to a maximum number of days that cannot exceed the number of days left in the sick leave pool or days left in the school year.

Sick Leave Reimbursement

In years where a School Board Incentive Plan is offered, each employee shall be paid \$25 for each unused sick day upon resigning from the district, provided the employee has been under contract with the district for a minimum of six years.

In years where a School Board Incentive Plan is not offered, each employee will be paid \$25 for each unused sick day upon resigning from the district, provided the employee has been under contract with the district for a minimum of six years. After 15 years of consecutive employment with the district, reimbursement will be made at a rate of \$35 for each unused sick day upon resignation. After 25 consecutive years of employment, the rate will increase to \$45 per unused sick day. This payment will be made in July of the next fiscal year.

When an employee has exhausted the paid accumulated sick leave benefits and is still unable to work, he/she will be granted a leave of absence without pay until the end of the current contract year and all insurance benefits will be continuously paid by the Board until the end of the current contract year if the employee has furnished the appropriate administrator with acceptable medical evidence that he/she is unable to return to work.

If an employee seeks and is granted a leave of absence under the provisions of sick leave for a period in excess of sixty (60) working days, said employee will not be credited with a year of teaching nor will the employee be entitled to move forward one (1) step on the salary schedule for the following school year.

Licensure

Employees are responsible for obtaining and maintaining the appropriate licensure with the Board of Educational Examiners for the position they are teaching.

Lunchroom Supervision

Teachers have duty-free lunch. However, some teachers may be asked to supervise lunch and rearrange their schedule to do so.

Master Events Calendar

All school events must be on the calendar. See Activities Director and/or Activities Director secretary to make sure your date is available before you confirm your plans. Events at individual buildings must be scheduled through the building office.

Observation and Evaluations

All teachers can expect to be observed informally and formally by mentor teachers, master teachers, other administrators, and their assigned evaluator. The information obtained by mentor and master teachers is used to provide teachers with peer feedback and is not considered part of the formal evaluation process.

The teacher evaluation process, procedures, and protocols will be reviewed with staff on an annual basis. The evaluation will include a conference between the employee and the evaluator and a copy of each formal evaluation will be filed in the employee's district personnel file. Both parties shall sign and date the formal written evaluation report which indicates that the contents have been discussed and said meeting has taken place. If an employee disagrees with the written evaluation report they can write a response that will be included with the evaluation according to the procedures outlined in the evaluation procedures.

Out of District Employment

The district recognizes some certified employees may have other employment out of the district. The general work schedule for the district is published well in advance and work hours are normally constant. It is important employees with more than one employer become familiar with the work schedule and communicate concerns well in advance. Employees work schedules, duties and responsibilities will not be altered by the district to accommodate out of district employment. The employee may be requested to discontinue outside employment if it conflicts with the employee's ability to meet the needs of their assigned job duties.

Parent Teacher Conferences and Student Lead Conferences

In preparation for these conferences, faculty should assemble appropriate materials to demonstrate each student's level of work.

Participation in Extra-Curricular Activities

Students participating in school activities must be in school at least on-half day on the day of the event in order to participate in the activity. Cut-off time is considered 11:30 a.m. Only in pre-excused circumstances, may this rule be waived by the principal.

Phone Logs

It is a district expectation that parents are contacted when students are not working to their potential or not behaving appropriately. Teachers are to call parents and keep track of those phone calls.

Post-Secondary Enrollment Act

Iowa Code, Chapter 261C authorizes enrollment part-time in nonsectarian courses in eligible post-secondary institutions in Iowa. Stipulations for participation in PSEO classes must be followed.]]

Progress Reports

See Student Handbook for High School Academic Eligibility

Purchase Orders – District and Activity

You must get administrator approval before you order or purchase any item. Individuals making purchases without approval are responsible for the payment of the order.

The purchase order is implemented in the district to ensure that:

- All purchases have administrative approval.
- To ensure that it is a proper disbursement of public funds.

Reimbursement

To receive reimbursement, staff must first have prior administrative approval for the purchase. Then the reimbursement form must be accompanied by a detailed receipt.

Requesting a Transfer

A “voluntary transfer” is the movement of an employee to a different building and to another grade level or position within a building. An “involuntary transfer” is the movement of an employee to a different building and to another grade level or position within a building by the Superintendent or the Superintendent’s designee.

Voluntary Transfer

Any employee possessing the necessary certification and qualifications may apply for reassignment to another building, and to another position within the building, and all applicants will be carefully considered. All applications will be submitted electronically on Teachlowa. The granting of such transfer will be based upon the needs of the district as determined by the administration.

Posting of Opportunities to Transfer

Except during the summer vacation, the Board will announce, by emailing all employees, a list of vacancies which occur during the school year and for the following year prior to advertising the vacancies. Employees who desire to apply for the transfer will need to submit their applications as described above, within five (5) school days from the posting. The granting of the transfer will be based upon the need of the school as determined by Administration. When a transfer is filled, all applicants will be notified within a reasonable time thereafter. Internal requests for transfer will be considered on vacancies that occur after May 1. However, the administration may proceed with filling the position immediately without waiting for the 5-day notice to expire.

If an employee is transferred, then the employee will not generally be considered a viable option to be considered for a transfer to another building, and to another position within the district for a period of one (1) year. The administration may grant an exception to this rule when it is determined to be in the best interest of the district.

Involuntary Transfer

Involuntary transfer will be made upon the need of the school as determined by the sole discretion of the administration. All such transfers will be made known to the employee involved in the transfer and will be reported to the Board of Directors.

Salary Schedule

Placement on Salary Schedule

Employees will be granted one-year increment or vertical step on the schedule for each year of service until the maximum for their educational classification is reached unless the salary schedule is not aged or moved (frozen).

When an employee has completed their fifth (5th) year in the district, and completes the final step in any educational lane, they shall receive a career increment equal to 10 percent (10%) of the supplemental pay generator base. The employee will receive the career increment until they move on the salary schedule accordingly.

Credit for Teaching Experience

Credit up to the eighth (8th) step on the appropriate degree level on the employee salary schedule for teaching experience in an accredited school district may be granted to an employee upon initial employment. The Board may grant placement at a higher step in those special instances when the Board, in its discretion, determines that a higher placement is appropriate.

Teachers completing a master's degree in any educational field will be given credit for advancement on the salary schedule. Any hours past the master's degree for movement must be in the same area the employee is currently teaching. Procedures for advancement will be followed as per board policy.

Method of Payment

Each employee will be paid in twelve (12) equal monthly installments on the twentieth (20th) of each month. Payment or notification of payment will be received at the teacher's regular school building during the school year and to an address designated by the teacher during the summer months.

Employees who are in their first year of employment with the district may elect to be paid in thirteen installments, with the first installment equal to per diem pay for ten work days. Employees must request this option on or before the first day they report for their non-Schedule II assignment. This early installment will be paid eleven work days from the day they report for their non-Schedule II assignment. The remaining twelve payments will be adjusted to reflect a deduction of the early payment.

When a pay date falls on or during a school holiday, vacation, or weekend, the Central Office will attempt to distribute the checks on the last previous working day.

Extended Contracts

Remuneration for extended contracts are calculated on a pro-rated basis of a teacher's teaching salary.

Supplemental Pay

This document is attached to the handbook.

The supplemental pay for a person employed in a position listed on the Supplemental Pay Schedule is the product of the supplemental pay generator base salary multiplied by a percentage factor assigned to the position. The percentage factor used to calculate the supplemental pay of an employee for the employee's second and each consecutive year of employment in that same position will be increased by one tenth of one percent (.1%) per year up to a maximum increase of one percent (1.0%). Years of service must be consecutive. An employee who has a break in service in a position, or who accepts a different supplemental pay position, will begin at the minimum percentage for that position.

Horizontal Movement

Any employee seeking a horizontal movement on the salary schedule for the next school year will file a letter/email of intent to seek said movement, with the Superintendent or his/her designee prior to **March 1st** of the current school year.

Substitute Teaching During Preparation Time

Teachers may be compensated for teaching during their scheduled preparation time when assigned by an administrator. The compensation rate is twenty five dollars (\$25) per full period, regardless of the length of period.

Ticket-taking

Employees will be paid at a rate of twenty-two dollars (\$22) for time increments of three (3) hours or less for taking tickets at extra-curricular events.

Teacher Salary Supplement Funds

Notwithstanding the amount of TSS funds, the amount of \$5,335 is added to each cell generated by the index schedule using a generator base of \$31,680, all being reflected on the attached combined schedule. The parties agree that the Teacher Salary Supplement funds are fully used to fund the combined salary schedule of the district, regardless of the amount added to the indexed schedule. The Supplemental Pay Schedule uses the same generator base as the combined Salary Schedule base.

Shenandoah School District Technology Agreement

Employees must conduct themselves in a manner that does not disrupt from or disrupt the educational process and failure to do so will result in discipline, up to and including, discharge.

Usage of the school district's computer resources is a privilege, not a right, and that use entails responsibility. All information on the school district's computer system is considered a public record. Whether there is an exception to keep some narrow, specific *content* within the information confidential is determined on a case-by-case basis. Therefore, users of the school district's computer network must not expect, nor does the school district guarantee, privacy for e-mail or use of the school district's computer network including web sites visited. The school district reserves the right to access and view any material stored on school district equipment or any material used in conjunction with the school district's computer network.

Social Networking or Other External Web Sites

For purposes of this policy any website, other than the school district website or school district sanctioned websites, are considered external websites. Employees shall not post confidential or proprietary information, including photographic images, about the school district, its employees, students, agents or others on any external website without consent of the Superintendent. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the school district when on external websites. Employees shall not use the school district logos, images, iconography, etc. on external websites. Employees shall not use school district time or property on external sites that are not in direct relation to the employee's job.

Employees, students and volunteers need to realize that the Internet is not a closed system, and anything posted on an external site may be viewed by others, all over the world. Employees, students and volunteers who don't want school administrators to know their personal information, should refrain from exposing it on the Internet. Employees, who would like to start a social media site for school district sanctioned activities, should contact the Superintendent.

General

The following rules and regulations govern the use of the school district's computer network system, employee access to the Internet, and management of computerized records:

- Employees will be issued a school district e-mail account. Passwords must be changed periodically.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- Employees are expected to review their e-mail regularly throughout the day, and shall reply promptly to inquiries with information that the employee can reasonably be expected to provide.

- Communications with parents and/or students must be made on a school district computer, unless in the case of an emergency, and should be saved and the school district will archive the e-mail records according to procedures developed by the Technology Directory.
- Employees may access the Internet for education-related and/or work-related activities.
- Employees shall refrain from using computer resources for personal use, including access to social networking sites.
- Use of the school district computers and school e-mail address is a public record. Employees cannot have an expectation of privacy in the use of the school district's computers.
- Use of computer resources in ways that violate the acceptable use and conduct regulation, outlined below, will be subject to discipline, up to and including discharge.
- Use of the school district's computer network is a privilege, not a right. Inappropriate use may result in conjunction with appropriate personnel.
- Off-site access to the school district computer network will be determined by the Superintendent in conjunction with appropriate personnel.
- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the school district's network must notify appropriate staff. Any network user identified as a security risk or having a history of violations of school district computer use guidelines may be denied access to the school district's network.

Prohibited Activity and Uses

The following is a list of prohibited activity for all employees concerning use of the school district's computer network. Any violation of these prohibitions may result in discipline, up to and including discharge, or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising, or personal gain.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the school district computer network. *See Policy 605.7, Use of Information Resources* for more information.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material.
- Using the network to receive, transmit or make available to others messages that are racist, sexist, and abusive or harassing to others.
- Use of another's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy school district equipment or materials, data of another user of the school district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the school district's computers and/or network without the permission of the director of technology.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

Smoking, Possession of Drugs and Alcohol

SCSD is a tobacco, drug, and alcohol-free campus. Report any infractions to administration. Also, if you suspect a student of any unusual behavior, notify the office.

Staff Meetings

Staff meetings will be held at least twice a month and are generally scheduled on Wednesdays (1st and 3rd weeks) during early dismissal. Additional staff meetings may be held as needed at the discretion of the building administration or superintendent before or after school and will generally end by 4:00 PM.

Staff Reduction Procedures

The Board of Education retains the sole and exclusive right to determine the number of staff members required to maintain its program and the right to determine which program within the district shall be continued or added. In the event the Board of Education determines that there shall be a reduction or elimination of a number of staff members, the following procedures will be followed. The Board of Education retains the right to deviate from the following procedure if it is determined to be in the best interest of the district. Employees hired to replace an employee on a leave of absence may be reduced without reference to this article.

Layoffs will be made within the following categories: K-4, 5-8, and 9-12 (with individual curricular areas)

After the determination to reduce in a particular category, attrition within that category will be used when possible prior to layoffs, if the remaining employees in the category hold BOEE certifications, approvals, and/or endorsements required for the programs to be maintained.

In the event necessary reduction in staff within a designated category cannot be adequately accomplished by attrition, employees within the designated category with emergency or temporary certification will be laid off, unless said certification is required to maintain a specific program, such as Special Education, Title I Reading, etc.

If reduction in staff cannot be accomplished in accordance, the Board of Education will determine which employee is to be terminated according to the criteria of the district. Those criteria will include: length of teaching experience in the Shenandoah Community School District, employee(s) evaluation, breadth of certification endorsements, depth of educational preparation, and involvement of teacher(s) in co-curricular activities.

The notice of termination will be delivered to the employee by registered mail or given to the employee after the close of the employee's work day in accordance with the provisions of Chapter 279, Code of Iowa.

Laid off employees will be recalled to available positions for a period of one (1) year from the date of termination provided they make such a request in writing to the Superintendent within thirty (30) days from the time the laid off employees received notification of termination.

Eligible laid off employees within the categories set forth above will be recalled in the inverse order of lay-off to positions for which they are certified and qualified to teach within the category laid off and based upon their teaching experience in the laid off category.

Any employee who has been laid off and recalled under the provisions of the above will be placed on the salary schedule at one (1) step above that of the contract year in which terminated providing he/she is not at the maximum in his/her educational lane and will have unused sick leave that had been accrued reinstated.

A recalled employee must notify the Superintendent within five (5) days of receipt and notice of recall desire and availability to return to work. Failure to comply with the above shall result in loss of eligibility of recall.

The school personnel office will be kept informed by the laid off person of the current address, telephone number, email address, and interest in recall.

Standardized Tests

Iowa Statewide Assessment of Student Progress (ISASP) is administered each year.

Student Assistance Team

The purpose of this team is:

1. To assist teachers in identifying students at-risk with the purpose of intervention.
2. To assist faculty in generating ideas for teaching at-risk students.
3. To maximize integration for students already identified for special education services.
4. Begin the IEP referral process.

Staff may be required to attend S.A.T. meetings

*Elementary S.A.T. meetings are a part of the PD/MTSS plan.

Substance-Free Workplace Notice to Employees

EMPLOYEES ARE HEREBY NOTIFIED it is a violation of the Substance-Free Workplace policy for an employee to unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in Schedules I through V of sections 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation as 21 C.F.R. 1300.11 through 1300.15 and Iowa Code Chapter 204.

“Workplace” is defined as the site for the performance of work done in the capacity as an employee. This includes school district facilities, other school premises or school district vehicles. Workplace also includes non-school property if the employee is at any school-sponsored, school-approved or school-related activity, event or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

Employees who violate the terms of the Substance-Free Workplace policy may be required to successfully participate in a substance abuse treatment program approved by the board. The Superintendent retains the discretion to discipline an employee for violation of the Substance-Free Workplace policy. If the employee fails to successfully participate in such a program the employee is subject to discipline up to and including termination.

EMPLOYEES ARE FURTHER NOTIFIED it is a condition of their continued employment that they comply with the above policy of the school district and will notify their supervisor of their conviction of any criminal drug statute for a violation committed in the workplace, no later than five days after the conviction.

Substitutes/Teacher Absences

When a teacher knows they will be absent it is their responsibility to enter that absence into Absence Management (AESOP) www.aesoponline.com as soon as the absence is planned and at least a week in advance.

If the leave is the result of illness or an emergency, the employee **must** call their supervisor directly within 1 hour of the teacher’s scheduled work time or as soon as it is logistically possible to do so. The teacher’s supervisor will enter leaves of this nature into the absence management system. Teachers who are absent from work without making appropriate contact and obtaining approval by their supervisor will be considered to have abandoned their position and may be subject to employee discipline up to and including termination.

Absent teachers must provide seating charts, attendance protocols, important or need to know information for the substitute teacher. This includes appropriate lesson plans in a user friendly format that would allow the substitute to keep the students engaged throughout the time needed with students.

Tardy Policy

Elementary

Students are expected to be at school on time. Children are considered tardy if they are not present at the time school is scheduled to begin. If students arrive late they need to report to the office to check in before going to class. A tardy turns into an absence if children miss more than half (1/2) of the day. This is recorded on report cards and permanent records. However, for perfect attendance recognition at semester and at the end of the year, students must be present 100% of the time. That means not leaving early or arriving late for any reason.

Middle School

Students are expected to be in class on time. If students arrive at school late, they need to report to the office to check in before going to class. Students who arrive late to a class must have a pass from the teacher or staff member who caused them to be late. If a student is more than 25 minutes late to 1st period and unexcused they will be counted absent.

High School

Students arriving following the bell, to any class period, will be designated as tardy. Students arriving late to school will check-in at the office for a pass. Students are allowed three (3) tardies to school/class periods for any reason prior to any disciplinary action.

On the fourth tardy, a student will be assigned to Monday/Thursday after-school detention. After-school tardy detention will be for 1 hour (3:30 – 4:30) and must be served on the day assigned. Additional Monday/Thursday detentions will be assigned for every two (2) tardies beyond the original four.

If a student does not serve their tardy detention, on the assigned day, the student will be assigned as in-school detention the following day. Parents/guardians will be notified of all tardy detentions assigned. See “Extracurricular Activities” section for further information about missed practices or games.

Tardies due to inclement weather will be reviewed on a case-by-case basis.

Telephone Calls

Employees will be notified if emergency calls are received during the day. Students who need to place a phone call should be sent to the office during non-instructional time. Please do not send high school students to use the phone outside the office unless it is an emergency.

Textbooks

At the completion of each year, you are responsible for submitting a list of all textbooks used in your classroom as well as any missing or damaged textbooks. The list should be turned in to the office.

Tutoring

See Board Policy 401.3. In effect, you cannot tutor your own pupils for a monetary return. You may tutor students enrolled in classes of other teachers during non-contractual hours.

Visitation by Other Students

We generally discourage visitation of our students by friends. The Principal will make a determination as requests arise. There are special circumstances in which we will accommodate such requests. All visitors MUST report to the office.

Worker's Compensation

The district strives to maintain a safe and accident-free work environment. Employees are expected to use good judgement, follow safety guidelines and procedures, and avoid taking hazardous actions such as but not limited to not using equipment that they have not been trained on, standing on chairs, or inappropriately attempting to lift objects.

It is the responsibility of the employee injured on the job to inform their supervisor and the business office of all injuries (minor and more serious) within **twenty-four** hours of the occurrence. An accident report needs to be completed by calling **EMC onCall Nurse at 1-844-322-4668 and notifying the business office**. The employee will need to work with the business office to file the Worker's Compensation claims that need to be filed.

SAFETY PROCEDURES – SPECIAL EDUCATION SAFETY PLANS

All staff should refer to the district's crisis manual and emergency operations plan for directions on school safety. ALICE training is required and is to be used. The following procedures are more specific to special education.

Fire Evacuation-Physically Handicapped Students

The following procedure will be used for the evacuation of physically handicapped students who are unable to use stairs or unable to be quickly and safely moved from the building:

The teacher/teacher associate will assist the disabled student to an "area of safe refuge" behind fire doors. One staff member will be identified to stay with each physically disabled student. The building principal will notify the fire department of the location of the "areas of safe refuge" where physically disabled students may be found. One staff member will be responsible to notify the fire department.

Hearing Impaired Students

The following procedure will be used for the evacuation of hearing-impaired students:

Although the building alarm system is equipped with light strobes – the teacher/teacher associate of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. An assigned staff member will assist the hearing-impaired student to exit the building using the proper exit route.

Visually Impaired Students

The following procedure will be used for the evacuation of visually impaired students:

The teacher/teacher associate will assist the visually impaired student to exit the building using the proper exit route.

Tornado Precautions – Physically Handicapped Students

The following procedure will be used for the evacuation of physically handicapped students who are unable to use stairs or unable to be quickly and safely moved to designated areas of safety:

The teacher/teacher associate will assist the disabled student to an "area of safe refuge." Identified staff member(s) will assist each student to the appropriate tornado shelter area.

Tornado Precautions – Visually Impaired Students

The following procedure will be used for the evacuation of visually impaired students to tornado shelter areas:

The teacher/teacher associate will assist the visually impaired student to the appropriate tornado shelter area.

Gas Leak Evacuation – Physically Handicapped Students

The following procedure will be used for the evacuation of physically handicapped students who are unable to use the stairs or unable to be quickly and safely moved to designated area of safety:

The teacher/teacher associate will assist the physically disabled student to an “area of safe refuge” away from the building. The teacher/teacher associate will stay with each physically disabled student. The building principal will notify the fire department of the location of the “areas of safe refuge” where physically disabled students may be found. The local fire and police departments will be notified.

Gas Leak Evacuation – Hearing Impaired Students

The following procedure will be used for the evacuation of hearing-impaired students:

The teacher/teacher associate of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. the teacher/teacher associate will assist the hearing-impaired student to exit the building using the proper exit route. The local fire and police departments will be notified.

Gas Leak Evacuation – Visually Impaired Students

The following procedure will be used for the evacuation of visually impaired students:

The teacher/teacher associate will assist the visually impaired student to exit the building using the proper exit route. The local fire and police departments will be notified.

Intruder Alert – Physically Handicapped Students

The following procedure will be used for the movement of physically handicapped students who are unable to quickly and safely move to designated area of safety within the classroom:

Physically disabled students will be moved to an “area of safe refuge” within the classroom. One staff member will be identified to stay with each physically disabled student.

Intruder Alert – Hearing Impaired Students

The following procedure will be used for the movement of hearing-impaired students:

The teacher/teacher associate of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. One staff member will assist the hearing-impaired student to an “area of safe refuge” within the classroom.

Intruder Alert – Visually Impaired Students

The following procedure will be used for the movement of visually impaired students:

The teacher/teacher associate will assist the visually impaired student to an “area of safe refuge” within the classroom.

SHENANDOAH CSD

FY2023 TEACHER SALARY SCHEDULE I

	STEP	BA	BA+15	BA+30	MA	MA+15	MA+30	PhD
	1	39,325	40,365	41,415	42,615	43,825	45,045	46,275
	2	40,605	41,655	42,715	43,925	45,145	46,375	47,615
Index Base	3	41,885	42,945	44,015	45,235	46,465	47,705	48,955
*	4	43,165	44,235	45,315	46,545	47,785	49,035	50,295
	5	44,445	45,525	46,615	47,855	49,105	50,365	51,635
	6	45,725	46,815	47,915	49,165	50,425	51,695	52,975
TSS Funds	7	47,005	48,105	49,215	50,475	51,745	53,025	54,315
*	8	48,285	49,395	50,515	51,785	53,065	54,355	55,655
per cell	9	49,565	50,685	51,815	53,095	54,385	55,685	56,995
	10	50,845	51,975	53,115	54,405	55,705	57,015	58,335
Combined Base	11	52,125	53,265	54,415	55,715	57,025	58,345	59,675
\$39,325	12	53,405	54,555	55,715	57,025	58,345	59,675	61,015
	13	54,685	55,845	57,015	58,335	59,665	61,005	62,355
	14	55,965	57,135	58,315	59,645	60,985	62,335	63,695
	15	57,245	58,425	59,615	60,955	62,305	63,665	65,035
	16			60,915	62,265	63,625	64,995	66,375
	17			62,215	63,575	64,945	66,325	67,715

When an employee has completed their fifth year in the district, and completes the final step in any educational lane, they shall receive a career increment equal to ten percent (10%) of the base.

* The final Index Base and TSS Funds values will be calculated once there is confirmation on the total number of certified teaching staff and the final value of the state TSS funding for Shenandoah CSD.

Shenandoah Community School District

Support Staff Handbook 2022-2023



Excellence in Every Endeavor

www.shencsd.com

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Mission Statement

The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.

Vision Statement

It is the vision of the Shenandoah Schools, in partnership with the community that we provide:

- Students the tools to become responsible, successful citizens and lifelong learners in an ever-changing world.
- A safe and caring environment that ensures the dignity of all.
- Opportunities that stretch student and staff capabilities.
- School staff that are focused and visionary, collaborative and empowered to make knowledgeable decisions.

Theory of Action

If...

- We build a positive school climate, a culture of pride and accountability within the system;
- We build strong student, parent, and community relationships and focus on effective communication with all stakeholders;
- We further develop the capacity of our staff to perform at high levels;
- We hire and recruit committed, dedicated, reliable and accountable professionals to support our system; and
- We design, support and implement programs that will advance our students to compete in a global economy;
- We routinely evaluate programs and commit to making necessary improvements or eliminating ineffective practices; and
- We create and implement a multiyear facility plan that is supported by a sustainable finance plan

Then...

We will accomplish our goal of becoming the Southwest Iowa academic school of choice.

Board Goals

Excellence in Every Endeavor

- With a goal of excellence, we are committed to:
- Demonstrating an increase in annual academic student achievement in all core areas using multiple assessing measures (ACT, Iowa Assessments, iReady, FAST)
- Committing resources to mental health supports for staff and students
- Maintaining a strong financial position to support the comprehensive education program
- Using effective communication to enhance school-family relationships and school-community partnerships

Attendance Expectations

The District expects all employees to be present and ready to perform their duties at the start of their duty day and to remain present for their entire duty day, unless they have the prior approval of their supervisor. Employees who exhibit chronic tardiness, or those who fail to call their supervisor or designated representative prior to being tardy, maybe subject to progressive discipline up to and including termination of employment.

Employees who will be away from their normal place of work during normal duty hours are expected to report their absences in AESOP. Except in cases of emergency, absences should be requested and approved in advance.

Employees who are absent from work without contact and approval by their supervisor will be considered to have abandoned their position. In such cases, the employee will be notified in writing of this fact and given a timeframe within which they must contact their building principal or direct supervisor. In cases where contact does not occur within the defined time frame, the Board will take action to terminate the employee for voluntary resignation.

Confidentiality

School employees frequently have access to confidential information. It is expected that school employees maintain confidentiality about information learned in the school environment and refrain from discussing matters related to students (student conduct, discipline, or performance) or their families with uninvolved staff and others outside of the work environment.

Drug and Alcohol Testing Program

Employees who operate school vehicles are subject to drug and alcohol testing if a commercial driver's license is required to operate the school vehicle and the school vehicle transports sixteen or more persons including the driver or the school vehicle weighs twenty-six thousand one pounds or more. For purposes of the drug and alcohol testing program, the term "employees" includes applicants who have been offered a position to operate a school vehicle.

The employees operating a school vehicle as described above are subject to pre-employment drug testing and random, reasonable suspicion and post-accident drug and alcohol testing. Employees operating school vehicles shall not perform a safety-sensitive function within four hours of using alcohol. Employees governed by this policy shall be subject to the drug and alcohol testing program beginning the first day they operate or are offered a position to operate school vehicles and continue to be subject to the drug and alcohol testing program as long as they may be required to perform a safety-sensitive function as it is defined in the administrative regulations. Employees with questions about the drug and alcohol testing program may contact the school district contact person, the school nurse located at the High School.

Employees who violate the terms of this policy are subject to discipline up to and including termination. Employees who violate this policy bear the personal and financial responsibility, as a condition of continued employment, to successfully participate in a substance abuse evaluation and a substance abuse treatment program if recommended by the substance abuse professional. Employees who fail to or refuse to successfully participate in a substance abuse evaluation or recommended substance abuse treatment program may be subject to discipline up to and including termination.

Electronic Google Forms for District Procedures

Please use the online form of this document to access the hyperlinks. Links can also be found on our website <http://www.shencsd.com/vnews/display.v/SEC/District%7CStaff%20Resources>.

AESOP

Need to be absent for any reason and or need a substitute? Please use AESOP to submit leave requests for approval. You can also find this on the staff page of the district website.

Maintenance Form

Something not working or needs repair? Please use this link to make a maintenance request. You can also find this on the staff page of the district website.

Master Calendar Form

If you need to schedule an event or student activity of any kind please use this link. You can also find this on the staff page of the district website.

Fundraiser Form

Planning a fundraiser for your activity or club? Please use this link to make a request permission for a fundraiser. You can also find this on the staff page of the district website.

Out of State Travel

Planning a field trip or activity out of state? Please use this link to

Form

request permission to take students out of State for a field trip or activity. You can also find this on the staff page of the district website.

Technology Form

If you need any type of technology assistance or purchase, please use this link to make a technology request. You can also find this on the staff page of the district website.

Transportation Form

Please use this link to request permission to use a district vehicle or arrange for a bus for a field trip.

Emergency Dismissals

Support staff employees will not be paid for scheduled work time missed due to emergency dismissals such as late starts and early dismissals related to weather. When school is dismissed for the entire work day or shift, the employee that are not required to report to work will not be paid. The employee may be required to extend the work year when students are required to make up the day at the end of the school year.

Support staff employees will not be paid early dismissal time that is prescheduled on the schoolwork calendar that is designated for professional development.

Employee Evaluation

All employees will be evaluated by their supervisor on an annual basis. Employees will meet to discuss their evaluation with their supervisor and will be provided a written copy. Employees must sign a copy of their evaluation acknowledging receipt of the document. The signature does not necessarily constitute that the employee agrees with the content.

Employee Safety**Health and Safety Provisions**

The District strives to make reasonable provisions for the health and safety of its employees during the hours of employment. It is important that employees extend their complete cooperation to the District in maintaining District policies, rules and regulations as to health and safety. This includes but is not limited to using proper safety equipment, participating in required trainings, maintaining a clean work environment, properly storing equipment and chemicals, using equipment for its designated purpose and promptly reporting any unsafe conditions to their immediate supervisor.

Use of Reasonable Force

An employee may, within the scope of his/her employment and pursuant to School District policies, administrative regulations, and directives, using no more force than is reasonable and necessary, take appropriate action in self-defense, or to protect School District property, or other school employees or students. This statement does not condone any action that is in any respect unlawful or in violation of school policy. All action taken by an employee pursuant to this section shall be promptly reported by the employee to his/her immediate supervisor.

Emergency Situations and Evacuations

Employees are trained to use the A.L.I.C.E. emergency protocol and are expected to know and understand district procedures for evacuations. Staff member have also been trained in CPR so that they can assist in providing life saving measures for students and other staff members as necessary.

In the event that a building of the Shenandoah Community School District is placed under jurisdiction other than its duly appointed and authorized professional staff for the purpose of emergency evacuation, no staff member whose assignment is in that building, shall be required by the Board of Education or the administration of the Shenandoah Community School District to perform any services above and beyond that all students under his/her immediate supervision have been safely evacuated. However, employees may be required to review the areas to which they are assigned for suspicious objects.

Assaults

Whenever an employee has suffered an assault while acting within the scope of his/her employment, the employee shall notify his/her immediate supervisor immediately. The District will provide appropriate assistance to the assaulted employee(s) for needed liaison with the police and other authorities

If, as a result of an unprovoked assault as described above, an employee's clothing and personal effects, subject to the District's insurance policy definition and loss, are torn or destroyed, provided an investigation by the District indicated there was no negligence on the part of the employee, the employee shall be eligible for reimbursement for the damage. Reimbursement by the District for any loss shall be made only if such loss is not covered by the employee's personal insurance. This provision shall apply only to those incidents which occur on school property and while the employee is engaged in school business. A request for reimbursement shall be submitted in writing to the superintendent, shall describe the incident, shall state the amount of reimbursement sought and verification thereof, and shall be subject to approval by the District.

Harassment Prohibited

Harassment and bullying of students, employees, officers, board directors and volunteers are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students, employees, officers, board directors and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students, employees, officers, board directors or volunteers or by other students, employees, officers, board directors, or volunteers or by others such as parents, vendors, and persons doing business with the school district, will not be tolerated in the school or school district.

For the purpose of this policy, the term "volunteer" includes, but is not limited to, a person performing a service for the benefit of and at the request of the school district.

The board prohibits harassment, bullying, or hazing of students, employees, officers, board directors and volunteers based on any of the following actual or perceived traits or characteristics: age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.

This policy is in effect while students, employees, officers, board directors and volunteers are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored or school approved activities or functions regardless of location; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures up to, and including, suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures up to, and including, termination. If, after an investigation, a school officer or board director is found to be in violation of this policy, the officer or director shall be subject to appropriate measures which may include public reprimand or removal from office, in accordance with applicable board policies and procedures and the law. If, after an investigation, a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures up to, and including, exclusion from school grounds.

Harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student, employee, officer, board director or volunteer which is based on any actual or perceived trait or characteristic of the individual and which creates an objectively hostile school or work environment that meets one or more of

the following conditions:

Places the student, employee, officer, board director or volunteers in reasonable fear of harm to their person or property;

- Has a substantially detrimental effect on the student's, employee's, officer's, board director's or volunteer's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance or an employee's, officer's, board director's or volunteer's work performance; or
- Has the effect of substantially interfering with the student's, employee's, officer's, board director's or volunteer's ability to participate in or benefit from the services, activities, or privileges provided by a school.

"Electronic" means any communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or similar technologies.

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

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

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits or the individual's work or employment;
- Submission to or rejection of the conduct by a student or school employee is used as the basis for academic decisions affecting that student or employment decisions affecting the individual; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance or individual's work performance, or creating an intimidating, hostile or offensive education or work environment.

In situations between students and school officials, faculty, staff, or volunteers who have direct contact with students, bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student.

To the extent provided in Iowa Code Section 280.28, any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report.

Retaliation, reprisal, or false accusation against any person because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. A school officer or board director found to have retaliated in violation of this policy shall be subject to measures up to, and including, public reprimand and removal from office, in accordance with applicable board policies and procedures and the law. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds. Other persons found to have retaliated in violation of this policy shall be subject to appropriate measures as determined by the school district.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The building principal or designee will be responsible for handling all complaints alleging bullying or harassment at the school building level. The superintendent or designee will be responsible for handling all complaints of bullying and harassment at the district administration or board level.

It also is the responsibility of the superintendent, in conjunction with principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, employees, school officers, board directors and volunteers. The training will include how to recognize harassment and what to do in case someone is bullied or harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment. The superintendent shall report to the board on the progress of reducing bullying and harassment.

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook
- Inclusion in the employee handbook
- Inclusion in the registration materials
- Inclusion on the school or school district's website

And a copy shall be made available to any person at the central administrative office at 304 West Nishna, Shenandoah, IA 51601

Legal References:

20 U.S.C. §§ 1221-1234i (2004).
 29 U.S.C. § 794 (1994).
 42 U.S.C. §§ 2000d-2000d-7 (2004).
 42 U.S.C. §§ 12001 *et. seq.* (2004).
 Senate File 61, 1st Regular Session, 82nd General Assembly, (2007).
 Iowa Code §§ 216.9; 280.3 (2009).
 281 I.A.C. 12.3(6).
Morse v. Frederick, 127 S Ct. 2618 (2007)

103. E1 ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Name of student or employee target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents:

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Gender or Gender Identity		

Description of misconduct: _____
_____Name of witnesses (if any): _____
_____Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible):

_____Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

104.1E2 ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

DISPOSITION OF ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Name of student or employee target: _____

Grade and building of student or employee: _____

Name and position or grade of alleged perpetrator/respondent: _____

Date of initial complaint: _____

Nature of discrimination or harassment alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Gender or Gender Identity		

Summary of investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____ Date: _____

104.1R1 ANTI-HARASSMENT/BULLYING INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

Communicate to the bully/harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the bully/harasser, the individual should ask a teacher, counselor, principal, or superintendent to help.

If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:

1. Tell a teacher, counselor, principal or superintendent; and
2. Write down exactly what happened, keep a copy and give another copy to the teacher, principal or superintendent including:
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the complainant said or did, either at the time or later;
 - how the complainant felt; and
 - how the bully/harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has been harassed or bullied will notify the building principal or designee for all complaints at the school building level. The superintendent or designee will be responsible for handling all complaints of bullying and harassment at the district administration or board level. The alternate investigator is the Equity Coordinator, Assistant Principal or designee. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. However, completion of a complaint on the Harassment/Bullying Complaint form is not mandatory for purposes of investigating a complaint. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

An investigator, with the approval of the principal or the superintendent has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

Level One

The building principal (or designee), for harassment or bullying occurring at the school building level, and the superintendent (or designee), for harassment or bullying occurring at the district administration or board level, will assign an investigator. The investigator will be designated by the building principal or superintendent and can be a supervisor, a building or district administrator, or a designated level 1 investigator for Chapter 102 complaints. The complainant should be informed of these choices and given the opportunity for input into the choice of investigator assigned to the complaint. Once assigned, the investigator will reasonably and promptly commence the investigation. The investigator will interview the complainant and the alleged harasser/bully. The alleged harasser/bully may file a written statement in response to the complaint. The investigator may also interview witnesses and consider other evidence as deemed appropriate. Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment or bullying and report the findings and conclusions to the principal (or designee), superintendent (or designee) or board president (or designee), depending upon whether the alleged harassment or bullying occurred at the school building or district administration or board level. The investigator will provide a copy of the written findings and conclusions of the investigation to the principal (or designee), superintendent (or designee) or board president (or designee), as appropriate.

Following receipt of the investigator's report, the principal, superintendent, or board president designee, as appropriate, may investigate further, if deemed necessary, and make a determination of any appropriate additional steps, which may include discipline or other remedial action.

Prior to the determination of the appropriate discipline or other remedial action, the principal, superintendent, or designee, as appropriate, may, at his/her discretion, interview the complainant and the alleged harasser/bully.

The principal, superintendent, or designee, as appropriate, will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser/bully and the investigator will receive notice as to the conclusion of the investigation. The principal, superintendent, or designee, as appropriate will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Level Two

If the complaint is not resolved at level one to the satisfaction of the complainant or the alleged harasser/bully, the grievant(s) may appeal the findings to the superintendent or appropriate designee. The filing of the level two complaint must be within fifteen (15) working days from the date of the conclusion of the level one investigation and must be made in writing using the anti-harassment/bullying complaint form stating the nature of the grievance. The grievant may request a meeting concerning the complaint with the superintendent or designee. A parent or guardian may accompany a minor student. The superintendent or designee shall investigate the complaint and attempt to resolve it. A written report from the superintendent or designee regarding action taken will be sent to the involved parties within fifteen (15) working days after receipt of the level two complaint.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is treated as confidential, to the extent possible. Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process. Individuals who retaliate will be subject to discipline as appropriate.
- The totality of the circumstances will be considered in determining whether conduct constitutes harassment or bullying in violation of this policy.
- Students, employees, officers, board directors, and volunteers are expected to fully and fairly cooperate

in any investigation.

CONFLICTS

If the designated investigator is the subject of or a witness to the incident or is otherwise personally affected by the complaint procedures related to the incident, an alternate investigator shall investigate the complaint. If the building principal, superintendent, or designee involved in the investigation procedure and resolution of the complaint is the subject of or a witness to the incident or is otherwise personally affected by the complaint procedures related to the incident, an alternate administrator shall serve as a substitute.

This procedure in no way denies the right of a person to file a formal complaint with the Iowa Civil Rights Commission, the Federal Office of Civil Rights for the U.S. Department of Education, the Federal Equal Employment Opportunity Commission, and/or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging bullying, harassment, or discrimination.

Holidays

Board designated paid holidays will be days off without loss of pay for all full time and part time support staff employees, if the day falls within the employee's regular work schedule. If a holiday occurs during times that school is not in session and the employee is not normally scheduled to work, they will not be paid i.e. if the last day of school is scheduled before Memorial Day and the employee is not scheduled to work past the end of the school year, the employee would not be paid for the holiday.

All support staff employees receive holiday pay. Board designated paid holidays for all employees:

Labor Day	New Year's Day
Thanksgiving Day	Good Friday
Christmas Day	Memorial Day

Board designated paid holidays for 11/12-month support staff employees:

Labor Day	Good Friday
Thanksgiving Day	Memorial Day
Friday after Thanksgiving Day	Independence Day
Christmas Day	New Year's Day

Hours of Work

Employees will be notified of their normal work hours by their immediate supervisor. Employees may be asked to extend or reduce their hours for a specified day or time period at the employer's discretion to meet the immediate needs of the district. Employees will be given five (5) days' notice of any permanent change in their normal hours of work.

Principals and department supervisors are responsible for scheduling the hours and work assignments for employees. A reasonable effort will be made to schedule an employee's hours of work in a single block of time. However, the assigned hours may vary according to the needs of the employer. It is within the right of the employer to schedule employees, substitutes, and temporary workers to meet the needs of the district.

Duty Free Meal Break

Employees who work a single block of time of six hours or more will have an unpaid duty-free meal break of not less than thirty minutes to be arranged with the employee's supervisor. Employees who are assigned a duty during their meal break will be paid for the duty time.

Injury on the Job

The district strives to maintain a safe and accident free work environment. Employees are expected to use good

judgment, follow safety guidelines and procedures, and avoid taking hazardous actions such as but not limited to not using equipment that they have not been trained on, standing on chairs, or inappropriately attempting to lift objects.

It is the responsibility of the employee injured on the job to inform their supervisor and the business office of all injuries (minor and more serious) within **twenty-four** hours of the occurrence. An accident report needs to be completed by calling **EMC onCall Nurse at 1-844-322-4668 and notifying the business office**. The employee will need to work with the business office to file any Worker's Compensation claims that need to be filed.

Insurance

Employees who are regularly scheduled to work 30 hours or more per week shall be eligible annually to participate in the group health insurance plan. Such regular employees who also wish to purchase insurance coverage for their spouse or dependents may do so by meeting the requirements of the insurer.

Eligible employees who work less than 12 months per year shall receive a prorated contribution to the cost of insurance based upon the portion of a full work year that the employee is employed.

The board currently contributes the monthly premium amount equivalent to a PPO 1000 plan, or a comparable mutually agreed upon plan, toward the cost of insurance coverage for each fulltime, twelve-month employee. The employee may apply the payment to single or family coverage.

An employee who is on an unpaid leave, other than FMLA leave, shall be required to pay the premium to maintain coverage if the leave is more than thirty days long.

Leave Requests

All leave requests must be scheduled using the district's electronic leave request system (AESOP) prior to taking leave.

If the leave is the result of illness or an emergency, the employee **must** call their supervisor directly within 1 hour of the employee's scheduled work time or as soon as it is logistically possible to do so. The employee's supervisor will enter leaves of this nature into the absence management system. Employees who are absent from work without making appropriate contact and obtaining approval by their supervisor will be considered to have abandoned their position and may be subject to employee discipline up to and including termination.

Bereavement Leave

Up to five (5) days per occurrence, not cumulative, for death of a member of the immediate family. The immediate family includes child, stepchild or other custodial dependent, spouse, parent, brother, sister, mother-in-law, father-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, grandchild or grandparent of the employee.

A maximum of two days of bereavement leave will be granted for the death of a close friend or other relative not listed above.

Family Medical Leave Act

Eligible employees of the district are entitled to unpaid family and medical leave to the same extent and subject to the same terms and conditions as set forth in the Family and Medical Leave Act of 1993. Employees must have been continuously employed by the district for a period of 12 months in order to be eligible to use family and medical level benefits under FMLA. An employee who is absent for three consecutive days for personal illness or for the care of a family member are required to complete FMLA forms. These are available in the Business Office.

Illness in the Immediate Family

Employees shall be granted leave of absence at full pay for an illness in the immediate family (spouse, children, mother, father, brother, sister, grandparent, or others of close familial relationship who, with approval of the Superintendent, because of a more unusual family or household arrangement, present a problem of immediate dependence prior to and at the time of said illness) not to exceed a total of five (5) days per year. If needed, one of these days may be used for a circumstance, in the immediate family, that cannot be accomplished outside of the working day. Such days are non-cumulative. An employee may request an additional unpaid leave of absence for up to one year, such request subject to the approval of the Board.

Jury Duty

The Board will allow classified employees to be excused for jury duty unless extraordinary circumstances exist. The Superintendent has the discretion to determine when extraordinary circumstances exist.

Jury duty leave may be paid or unpaid. If jury duty is paid leave, the employee must pay the school district the money he/she received for being on the jury.

When the employee is dismissed from jury duty, the employee shall report to their supervisor. The employee shall be required to perform the employee's duties remaining to be completed that day.

Military Service

The Board recognizes classified employees may be called to participate in the armed forces, including the National Guard. If a classified employee is called to serve in the armed forces, the employee shall have a leave of absence for military service until the military service is completed.

The leave shall be without loss of status or efficiency rating, and without loss of pay during the first thirty calendar days of the leave.

Personal Leave

At the beginning of the school year, each non-certified employee shall be granted two (2) days of leave without loss of pay to be used for the employee's personal business at the employee's discretion. A day is defined to be the employee's normal working day. For example, if you normally work 4 hours per day, one personal day of 4 hours is intended. Personal leave may only be used after serving a probationary period of 60 work days.

An employee planning to use a leave day shall notify his/her supervisor three (3) days in advance except in cases of emergency.

No personal leave day will be allowed the work day immediately preceding or immediately following any holiday, paid vacation, school recess, during the first or last weeks of the school year, or non-contract days such as teacher's workshops, in-services or parent-teacher conferences, except in cases of emergency. Should an emergency arise during the above days, permission is to be obtained from the employee's immediate supervisor.

Only one employee per job classification may be absent for a personal leave day at a time and will be granted on a first come-first serve basis. Exceptions may be made at the supervisor's discretion. Consideration will be given to the nature of the request, availability of a suitable substitute, and the impact on the overall work and learning environment. The decision is final and not subject to further grievance.

One personal leave day can be carried over to the next school year. Personal leave days shall not accumulate to more than 3 days in one year.

Each employee shall be reimbursed for a maximum of two (2) personal days not used during a school year. This

reimbursement will be \$50 per day. The reimbursement form on Frontline Central must be completed on or before June 1st of the current school year for the payment to be made. This reimbursement will be added to the employee's June check with appropriate taxes withheld.

Political Leave

The Board may provide a leave of absence to classified employees to run for elective public office. The Superintendent shall grant a classified employee a leave of absence to campaign as a candidate for an elective public office as unpaid leave.

The employee will be allowed one period of leave to run for the elective public office, and the leave may commence any time within thirty days of a contested primary, special, or general election and continue until the day following the election.

The request for leave must be in writing to the Superintendent at least thirty days prior to the starting date of the requested leave. The Board may deny the request for leave if the leave of absence would cause a substantial disruption in the workplace or it is deemed in the best of interest of the district to do so.

Professional Leave

Professional leave may be granted to classified employees for the purpose of attending meetings and conferences directly related to their assignments. This request should be made using AESOP and the supporting documentation provided to the employee's direct supervisor.

It shall be within the direct supervisor to grant professional leave. The leave may be denied on the day before or after a vacation or holiday, on special days when services are needed, when it would cause undue interruption of the education program and school district operation, or for other reasons deemed relevant by the supervisor.

Sick Leave (for personal use only)

Employees may access sick leave for their personal illness. Sick leave may not be used for family members or for any other reason. Evidence may be required to confirm the employee's illness, the need of illness leave, the ability to return to work and the capability to perform the duties required. Abuse of sick leave will result in employee discipline up to and including termination of employment.

Sick leave applies as follows:

1 st year	10 days
2 nd year	11 days
3 rd year	12 days
4 th year	13 days
5 th year	14 days
Subsequent years	15 days

Unused sick leave is cumulative to 120 days.

An employee injured or disabled on the job may be eligible to receive a weekly benefit under the Iowa Workers' Compensation Law. If an employee receives Workers' Compensation benefits, the employee's accumulated sick leave will be reduced proportionate to the amount the Worker's Compensation benefits are to the employee's regular salary. At such time, the employee may also elect to have the Workers' Compensation benefits supplemented from the District by using either sick leave, vacation leave, and/or earned compensatory time. If supplemental payments are elected, leave time will be reduced by one full day for each day of absence. When all leave time is exhausted, supplemental payments will cease.

An employee shall be paid \$20 for each unused sick day upon resigning or retiring from the district, provided the

employee has been under contract with the district for a minimum of 10 consecutive years and the employee is resigning or retiring in good standing. This payment, not to exceed 100 days, shall be made in July of the next fiscal year. This item would become effective with the 2006-2007 school year and will not be retroactive.

Unpaid Leave

The Superintendent shall have complete discretion to grant or deny unpaid leave for employees who do not have other forms of leave available. Requesting unpaid leave should be a rare exception and not considered an entitlement. In making this determination, the Superintendent shall consider the effect of the employee's absence on the education program and school district operation, the financial condition of the school district, length of service, previous record of absence, the reason for the requested absence, the recommendation of the employee's supervisor, and other factors the Superintendent believes are relevant in making this determination.

If unpaid leave is granted, the duration of the leave period shall be coordinated with the scheduling of the education program whenever possible to minimize the disruption of the education program and school district operations.

While on unpaid leaves, the employee's interest in the retirement funds, accumulative sick leave, seniority, and salary shall be frozen.

Vacation Leave

Full-time, 11/12-month support staff employees will earn vacation days. Vacation days may only be used after serving a probationary period of 60 work days.

- During consecutive years 1 through 8: 10 days of vacation
- After 8 consecutive years: 15 days of vacation

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All vacations are subject to approval of the Superintendent through the appropriate administrator or supervisor. All employees shall have the equal opportunity to take earned vacation days throughout the entire year. Vacation time is non-cumulative. When a vacation includes a paid holiday, the paid holiday will be paid and not counted as vacation. The work year is defined as the 12 months from July 1 of one year through June 30 of the following year.

Licensure

Employees who require a special license or other certification shall keep them current at their own expense. Licensing requirements needed for a position will be considered met if the employee meets the requirements established by law and by the Iowa Department of Education for the position.

Out of District Employment

The district recognizes some classified employees may have other employment out of the district. The general work schedule for the district is published well in advance and work hours are normally constant. It is important employees with more than one employer become familiar with the work schedule and communicate concerns well in advance. Employees work schedules, duties and responsibilities will not be altered by the district to accommodate out of district employment. The employee may be requested to discontinue outside employment if it conflicts with the employee's ability to meet the needs of their assigned job duties.

Overtime

Any employee subject to the overtime provisions of the Fair Labor Standards Act of 1938, as amended, and who is required to work in excess of 40 hours in any established work week, shall be compensated for the hours in excess of 40 at the rate of one and one-half (1-1/2) times the regular rate of pay for the service performed.

Employees are required to have their immediate supervisor's approval prior to working hours that will result in

overtime pay.

Pay Differential

Custodians working a night shift beginning at or after 2:00 p.m. will receive a \$1.00 per hour pay differential.

Level II and Level III Teacher Associates will receive \$.15 per hour pay differential.

Associates with Para Certification or a minimum of an Associate Degree in an education related field will receive a \$.15 per hour pay differential.

Pay Schedule

Hours worked will be paid on the 20th of the month following the month in which the work was performed unless the pay date falls on or during a school holiday, vacation, or weekend. In such instance, the Business Office will attempt to distribute payment on the last previous working day. Direct deposit is the district preferred method of payment. Employees will need to notify the Business Office if a paper check is necessary at the point of hire.

Probationary Status

New employees will be subject to a 60-day probationary period. An employee may be terminated for any reason during this probationary period.

Physical Exams

Good health is important to job performance. Employees whose physical or mental health may be in doubt in the opinion of the administration, shall present additional satisfactory examination results when requested to do so. The expense of any additional examinations, if requested by the administration, shall rest with the Board of Education.

Bus drivers shall present evidence of good health prior to employment and every other year in the form of a physical examination report unless otherwise required by law or medical opinion.

If bus drivers go to the Shenandoah Medical Center Clinic for their required physical, the district will pay the Shenandoah Medical Center Clinic directly. If bus drivers go somewhere other than the Shenandoah Medical Center Clinic for their required physical, bus drivers covered by school insurance must turn the cost of the physical into insurance. After the payment process by the insurance company, the district will pay up to a maximum of \$50.00 on the balance of the physical directly to the doctor or medical clinic or, in some cases, to the employee. A bus driver that is not covered by school insurance will be reimbursed a maximum of \$50.00 toward the physical.

Influenza vaccinations are available each fall for all employees at no cost to the employee.

Professional Attire

Employees are respectfully asked to dress appropriately and professionally. It is understood various work assignments in the system require employees to dress in different attire. Please consult with your direct supervisor if you have questions as to what is considered appropriate. Friday is considered jeans/spirit day. Teachers participating in jeans/spirit day will pay \$1 per Friday for the jean fund. Staff choosing to wear jeans on Friday, must also wear Shenandoah gear or colors (maroon, white, grey or black). The last Friday of the month is a free "jeans" day. All clothing worn to work should be neat, clean and in good repair.

Reduction in Force

The Board of Education retains the sole and exclusive right to determine the number of staff members to employ. If the Board determines that there shall be a reduction in the number of staff members, the Board will act upon the recommendation of the superintendent and administrative team to make such decisions. Consideration will

be given to but not limited to an employee's past evaluations, attendance, experience, qualifications, training, licensing and other identified factor deemed appropriate to the given situation.

Resignation

Support staff employees who wish to resign during the schoolwork year will give written notice of their intent to resign and final date of employment and cancel their employment within 10 work days prior to their last working day in order to be considered in good standing at the point of resignation and eligible for rehire. A signed notice of the intent to resign will be in writing (email is acceptable) to the superintendent.

Reporting for Duty on Emergency Dismissals

Supervisors may require some support staff employees to report for duty on days and remain at work when school is dismissed in order to meet the immediate needs of the district such as snow removal, assistance with displaced students, and other related situations. In most situations this type of action is not necessary and is only enacted when prudent; yet all employees should be prepared to assist as needed and have alternate plans made for personal needs such as child and dependent adult care.

Required Training

Employees will be paid to attend required or mandatory training at their hourly rate of pay.

Safety Procedures- Special Education Safety Plans

All staff should refer to the district's crisis manual and emergency operations plan for directions on school safety. ALICE training is required and is to be used. The following procedures are more specific to special education.

Fire Evacuation-Physically Handicapped Students

The following procedure will be used for the evacuation of physically handicapped students who are unable to use stairs or unable to be quickly and safely moved from the building:

The teacher/teacher associate will assist the disabled student to an "area of safe refuge" behind fire doors. One staff member will be identified to stay with each physically disabled student.

The building principal will notify the fire department of the location of the "areas of safe refuge" where physically disabled students may be found. One staff member will be responsible to notify the fire department.

Hearing Impaired Students

The following procedure will be used for the evacuation of hearing-impaired students:

Although the building alarm system is equipped with light strobes – the teacher/teacher associate of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. An assigned staff member will assist the hearing-impaired student to exit the building using the proper exit route.

Visually Impaired Students

The following procedure will be used for the evacuation of visually impaired students:

The teacher/teacher associate will assist the visually impaired student to exit the building using the proper exit route.

Tornado Precautions - Physically Handicapped Students

The following procedure will be used for the evacuation of physically handicapped students who are unable to use stairs or unable to be quickly and safely moved to designated areas of safety:

The teacher/teacher associate will assist the disabled student to an "area of safe refuge." Identified staff member(s) will assist each student to the appropriate tornado shelter area.

Tornado Precautions - Hearing Impaired Students

The following procedure will be used for moving hearing-impaired students to tornado shelter areas:

The teacher of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. The teacher/teacher associate will assist the hearing-impaired student to the appropriate tornado shelter area.

Tornado Precautions - Visually Impaired Students

The following procedure will be used for the evacuation of visually impaired students to tornado shelter areas:

The teacher/teacher associate will assist the visually impaired student to the appropriate tornado shelter area.

Gas Leak Evacuation – Physically Handicapped Students

The following procedure will be used for the evacuation of physically handicapped students who are unable to use the stairs or unable to be quickly and safely moved to designated area of safety:

The teacher/teacher associate will assist the physically disabled students to an “area of safe refuge” away from the building. The teacher/teacher associate will stay with each physically disabled student.

The building principal will notify the fire department of the location of the “areas of safe refuge” where physically disabled students may be found. The local fire department will be notified.
The local police department will be notified.

Gas Leak Evacuation – Hearing Impaired Students

The following procedure will be used for the evacuation of hearing-impaired students:

The teacher/teacher associate of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. The teacher/teacher associate will assist the hearing-impaired student to exit the building using the proper exit route. The local fire department will be notified. The local police department will be notified.

Gas Leak Evacuation – Visually Impaired Students

The following procedure will be used for the evacuation of visually impaired students:

The teacher/teacher associate will assist the visually impaired student to exit the building using the proper exit route. The local fire department will be notified. The local police department will be notified.

Intruder Alert – Physically Handicapped Students

The following procedure will be used for the movement of physically handicapped students who are unable to quickly and safely move to designated area of safety within the classroom:

Physically disabled students will be moved to an “area of safe refuge” within the classroom.
One staff member will be identified to stay with each physically disabled student.

Intruder Alert – Hearing Impaired Students

The following procedure will be used for the movement of hearing-impaired students:

The teacher/teacher associate of a hearing-impaired student will make eye contact with the student and communicate the nature of the emergency. One staff member will assist the hearing-impaired student to an “area of safe refuge” within the classroom.

Intruder Alert – Visually Impaired Students

The following procedure will be used for the movement of visually impaired students:

The teacher/teacher associate will assist the visually impaired student to an “area of safe refuge” within the classroom.

Staff/Student Relationships

All employees are responsible for conducting themselves in an appropriate manner and holding high ethical standards when interacting with students. All relationships must be professional in nature and must not suggest any form of romantic relationship that is real or perceived by the student or others. Grooming a romantic relationship or dating a student of any age is not acceptable and is subject to employee discipline including immediate termination of employment. Do not allow a student to spend excessive time or give obsessive attention to yourself. If you are having difficulty with a student, please contact your supervisor immediately to ask for assistance.

Substance-Free Workplace

EMPLOYEES ARE HEREBY NOTIFIED it is a violation of the Substance-Free Workplace policy for an employee to unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance or alcohol, as defined in Schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 C.F.R. 1300.11 through 1300.15 and Iowa Code Chapter 204.

"Workplace" is defined as the site for the performance of work done in the capacity as a employee. This includes school district facilities, other school premises or school district vehicles. Workplace also includes non-school property if the employee is at any school-sponsored, school-approved or school-related activity, event or function, such as field trips or athletic events where students are under the control of the school district or where the employee is engaged in school business.

Employees who violate the terms of the Substance-Free Workplace policy may be required to successfully participate in a substance abuse treatment program approved by the board. The superintendent retains the discretion to discipline an employee for violation of the Substance-Free Workplace policy. If the employee fails to successfully participate in such a program the employee is subject to discipline up to and including termination.

EMPLOYEES ARE FURTHER NOTIFIED it is a condition of their continued employment that they comply with the above policy of the school district and will notify their supervisor of their conviction of any criminal drug statute for a violation committed in the workplace, no later than five days after the conviction.

Transfer of Assignment

Employees are eligible to request a transfer to any vacancy within the system they are qualified to work. A transfer may also be initiated the supervisor or principal and approved by the superintendent, or by the superintendent.

When there is a vacancy within the system, a notice of the vacancy will be emailed to the staff and/or posted at least five (5) days at the Business Office, at the Bus Barn and in each school. Employees interested in applying for the vacancy shall submit their request for consideration in accordance with the notice of vacancy. Vacancies occurring May 1st or after will be posted but may be filled prior to the five days.

The superintendent will consider the following in making final work assignments that are in the best interest of the district:

- Principal and supervisor recommendation;
- Employee adaptability, attendance, interest, longevity, skill, training, and work habits;
- Equal Opportunity Employment and Affirmative Action Policies;
- Immediate and long-term needs of the district

Employees may be involuntarily transferred by the superintendent to fill a vacant position as determined by the needs of the district. Involuntary transfers shall be made known in writing to the employee involved.

Time Clock

Employees are required to use the time clock management software to record their work hours. **The time clock management system will record actual hours worked rather than rounding hours.** All work hours (including overtime and compensation time) must be accurately recorded in the system for the employee to be paid. Employees must verify their time sheets by the specified day or time using the time clock management software. Failure to do so may delay in payment for service performed.

Employees are to clock in at the beginning and out at end of their work assignment. A lunch period of 30 minutes will automatically be deducted for employees who are assigned to work 6 or more hours in a shift. Employees who are required to return to their work assignment by their supervisor or building principal during their lunch period will be paid for their lunch.

Misuse of the time clock system such as but not limited to: refusing to use the system, clocking in for another employee, asking another person to clock in for the employee, inappropriately altering hours, or intentionally damaging the system and are grounds for termination of employment.

Some positions require the use of paper time sheets. Employees assigned to use paper time sheets must have their time sheet signed and submitted to their supervisor. Failure to do so may delay in payment for service performed.

Transportation Pay Types

Route Pay

Drivers who are assigned standard bus routes that provide a group of students transportation for their daily commute to school and home from school will be paid route pay.

Drivers who are assigned routes are responsible for completing and documenting pre-trip and post-trip inspections, fueling, cleaning, and washing the bus. This includes such things as adding oil, transmission fluid, etc.

Activity/Hourly Pay

Drivers who are providing transportation for school activities, field trips, individualized transportation for special education students, after school or summer camps, and similar activities that are not required by all students will be paid activity pay.

Drivers will be paid the activity pay or hourly rate for attending staff meeting and for required trainings.

Drivers who are assigned additional duties to clean, repair, remove snow, plan or other such duties will be paid at the activity pay or hourly rate.

Drivers must have their supervisor's approval in advance to be paid for additional duties.

All driving assignments that qualify for activity pay will be paid a minimum of an hour regardless of the amount of time the trip takes to complete.

Drivers that take students to APEX, Clarinda Academy, or other such specialized programs will be paid the activity pay or hourly rate. If a student refuses to transport or the parent cancels within 10 minutes of their pick-up time, the driver will be paid for a minimum of one hour.

Use of District Technology

Employees must conduct themselves in a manner that does not disrupt from or disrupt the educational process and failure to do so will result in discipline, up to and including, discharge.

Usage of the school district's computer resources is a privilege, not a right, and that use entails responsibility. All information on the school district's computer system is considered a public record. Whether there is an exception to keep some narrow, specific content within the information confidential is determined on a case by case basis. Therefore, users of the school district's computer network must not expect, nor does the school district guarantee, privacy for e-mail or use of the school district's computer network including websites visited. The school district reserves the right to access and view any material stored on school district equipment or any material used in conjunction with the school district's computer network.

Social Networking or Other External Websites

For purposes of this policy any website, other than the school district website or school-school district sanctioned websites, are considered external websites. Employees shall not post confidential or proprietary information, including photographic images, about the school district, its employees, students, agents or others on any external website without consent of the superintendent. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the school district when on external websites. Employees shall not use the school district logos, images, iconography, etc. on external websites. Employees shall not use school district time or property on external sites that are not in direct-relation to the employee's job. Employees, students and volunteers need to realize that the Internet is not a closed system and anything posted on an external site may be viewed by others, all over the world. Employees, students, and volunteers who don't want school administrators to know their personal information, should refrain from exposing it on the internet. Employees, who would like to start a social media site for school district sanctioned activities, should contact the superintendent.

General

The following rules and regulations govern the use of the school district's computer network system, employee access to the Internet, and management of computerized records:

- Employees will be issued a school district e-mail account. Passwords must be changed periodically.
- Each individual in whose name an access account is issued is responsible at all times for its proper use.
- Employees are expected to review their e-mail regularly throughout the day, and shall reply promptly to inquiries with information that the employee can reasonably be expected to provide.
- Communications with parents and/or students must be made on a school district computer, unless in the case of an emergency, and should be saved and the school district will archive the e-mail records according to procedures developed by the Technology Director
- Employees may access the Internet for education-related and/or work-related activities.
- Employees shall refrain from using computer resources for personal use, including access to social networking sites.
- Use of the school district computers and school e-mail address is a public record. Employees cannot have an expectation of privacy in the use of the school district's computers.
- Use of computer resources in ways that violate the acceptable use and conduct regulation, outlined below, will be subject to discipline, up to and including discharge.
- Use of the school district's computer network is a privilege, not a right. Inappropriate use may result in the suspension or revocation of that privilege.
- Off-site access to the school district computer network will be determined by the superintendent in conjunction with appropriate personnel.

- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the school district's network must notify appropriate staff. Any network user identified as a security risk or having a history of violations of school district computer use guidelines may be denied access to the school district's network.

Prohibited Activity and Uses

The following is a list of prohibited activity for all employees concerning use of the school district's computer network. Any violation of these prohibitions may result in discipline, up to and including discharge, or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising, or personal gain.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the school district computer network. See Policy 605.7, Use of Information Resources for more information.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material
- Using the network to receive, transmit or make available to others messages that are racist, sexist, and abusive or harassing to others.
- Use of another's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy school district equipment or materials, data of another user of the school district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the school district's computers and/or network without the permission of the director of technology.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

Employees that violate the technology policy standards, regulations or the law, may be subject to employee discipline up to and including termination.

Shenandoah Community School District

Coaching Handbook 2022-2023



Excellence in Every Endeavor

www.shencsd.com

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Purpose

IAC 281—12.6(1) states that each board shall sponsor a student activity program sufficiently broad and balanced to offer opportunities for all pupils to participate. The program shall be supervised by qualified professional staff and shall be designed to meet the needs and interests and challenge the abilities of all pupils consistent with their individual stages of development; contribute to the physical, mental, athletic, civic, social, moral, and emotional growth of all pupils; offer opportunities for both individual and group activities; be integrated with the instructional program, and provide balance so a limited number of activities will not be perpetuated at the expense of others.

Coaches' Code of Conduct

The function of a coach is to educate students through participation in interscholastic competitions. An interscholastic program should be designed to enhance academic achievement and should never interfere with opportunities for academic success. Each student should be treated with the utmost respect, and his or her welfare should be considered in decisions by the coach at all times. Accordingly, the following guidelines for coaches have been adopted by the NFHS Board of Directors.

- The coach shall be aware that he or she has a tremendous influence, for either good or ill, on the education of the student and, thus, shall never place the value of winning above the value of instilling the highest ideals of character.
- The coach shall uphold the honor and dignity of the profession. In all personal contact with students, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.
- The coach shall take an active role in the prevention of drug, alcohol and tobacco abuse.
- The coach shall avoid the use of alcohol and tobacco products when in contact with players.
- The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.
- The coach shall master the contest rules and shall teach them to his or her team members. The coach shall not seek an advantage by circumvention of the spirit or letter of the rules.
- The coach shall exert his or her influence to enhance sportsmanship by spectators, both directly and by working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.
- The coach shall respect and support contest officials. The coach shall not indulge in conduct that would incite players or spectators against the officials. Public criticism of officials or players is unethical.
- The coach should meet and exchange cordial greetings with the opposing coach to set the correct tone for the event before and after the contest.
- The coach shall not exert pressure on faculty members to give students special consideration.
- The coach shall not scout opponents by any means other than those adopted by the league and/or state high school athletic association.

Camps and Clinics

Guidance: District-Sponsored Camps/Clinics

Camp/clinic fees should be based on actual costs anticipated and established to at least break even. Excess funds (profit), if any, should be retained by the district in an Enterprise Fund if it is a regular event (on-going or repeated periodically), or in the General Fund if it is not a regular event (a one-time event). Excess funds should not be remitted or retained by the sports camp/clinic coaching staff.

A district's board should approve any salaries/wages along with granting approval to hold the sports camp/clinic. Revenue from fees collected should be deposited and recorded in the appropriate fund. All sports camp/clinic related expenses would require prior approval (purchase order), and payments would be processed through the normal disbursement process. Salaries for district personnel should be negotiated in advance, with the salary payments processed through the district's normal payroll process and be subject to withholdings. Wages would be reported on the district employee's W-2. Nonemployees (sports camp/clinic staff not otherwise employed by the district) would become employees for the sports camp/clinic and be paid through payroll.

General Guidance: Privately Sponsored Camps/Clinics

Using District Facilities: The contract between the sports camp/clinic facilitator and a district should address facility and equipment use and rental fees, insurance, and other costs of conducting the sports camp/clinic. The sports camp/clinic facilitator would need to rent the equipment and facility at fair rental value pursuant to sections 297.9 and 297.10 of the Code of Iowa and district policy. The sports camp/clinic facilitator would need to provide a certificate of insurance for liability coverage. If a district is collecting registration fees, or paying any expenses from fees collected for a privately sponsored sports camp/clinic, it would be accounted for in an Agency Fund on behalf of the private sponsor. A district may not pay any expenses prior to having cash on hand from fees collected for the organizer. Rental fees and reimbursement of other district costs are receipted into the General Fund.

Coach Defined

“Coach” means an individual, with coaching endorsement or authorization as required by Iowa law, employed by a school district under the provisions of an extracurricular athletic contract or employed by a nonpublic school in a position responsible for an extracurricular athletic activity. “Coach” also includes an individual who instructs, diagnoses, prescribes, evaluates, assists, or directs student learning of an interscholastic athletic endeavor on a voluntary basis on behalf of a school or school district.

A volunteer coach is an unpaid person who holds a coaching authorization or a coaching endorsement and who is acting under the direction of an employed coach and who has the knowledge and approval of the school administration.

Student Activity Fund

A student activity fund must be established in any school district that is receiving money from student-related activities such as admissions, activity fees, student dues, student fundraising events, or other student-related co-curricular or extracurricular activities. Moneys in this fund shall be used to support only the co-curricular program defined in Department of Education rules in the Iowa Administrative Code. Iowa Code section 298A.8. Student Activity funds are public funds under the direction and control of the board of directors.

Coaching Responsibilities

Head Coach

1. Orient the staff to the direction of your program and particular coaching techniques.
2. Consult with your staff and develop or establish responsibilities in line with the policies of the department.
3. Establish practice schedules, programs of development and additional training rules within stated limits of the program.
4. Recruit and train student trainers and equipment managers.
5. See that equipment and facilities are properly used.
6. File an inventory report at the beginning of the season.
7. File a year-end report with the athletic director at the session's conclusion--inventory, participation and awards list.
8. Submit to the athletic director at the start of each season a complete team roster and team rules.
9. Be responsible for the conduct of your team members in locker rooms, practice sessions and game situations.
10. Continue to improve your coaching knowledge by reading articles, subscribing to current literature and attending all I.H.S.A.A. and I.G.H.S.A.U. rules meetings.
11. Develop and implement your individual coaching philosophies to your assistant coaches, your players and the public.
12. Promote and support the entire extracurricular program of the Shenandoah School system.
13. Assist the administration in development and implementation of practices and policies to improve the extracurricular activities. Each program is expected to run at least one camp/clinic to promote the growth of their program, either during the summer or during the school year.

14. Assume responsibility for academic eligibility - check on athletes.
15. Assume responsibility for the athlete's physical examination prior to the start of the season.
16. Training rules will be provided to the athletic director prior to the beginning the season.
17. Complete evaluation forms for assistant and middle school coaches associated with your program.
18. Turn in your Hawkeye Ten All Conference list as soon as you return from the meeting. Do not hold on to these!!!!
19. Report all scores immediately to the proper media sources. See additional sites near the appendix.

Assistant Coach

1. Carry out programs within the framework established by Board Policy, Administrative procedure, and head coach's directives.
2. Assist the head coach in the supervision of athletes, care of equipment, and development of the total program.
3. Continue to improve coaching knowledge and skills by attending rules meetings, reading current articles and subscribing to literature related to your activity.
4. Assist with all miscellaneous duties as assigned by the head coach or athletic director.
5. Promote and support the entire extracurricular program of the Shenandoah System.

Pre-Season Responsibilities

Physical Examinations

All athletes must have a physical that is signed by both their physician and parent or guardian on file before they can practice or participate in any sport.

1. Physical forms are available in the office.
2. Each head coach is responsible for checking the athletes in the sport to assure that physicals have been completed.

Insurance

Shenandoah School Policy requires that all athletes have school insurance coverage or have a form on file in the athletic director's office, signed by the athlete's parents or guardian, indicating that they do not wish to participate in a school-provided plan.

1. The regular student insurance covers all athletes except football and wrestling.
2. Head coaches assume the responsibility of assuring that the athlete has either insurance or the waiver form filed.

Use of Dietary Supplements, Anabolic-Androgenic Steroids, and Other Performance Enhancing Substances

Coaches, teachers, district employees, and volunteers shall not recommend, promote, endorse, or encourage any specific product or performance enhancing substance to student-athletes.

Coaches, teachers, district employees, and volunteers should adhere to the position statement published by the National Federation of State High School Associations.

http://www.nfhs.org/media/1018447/nfhs_position_statement_apeds_april_2017.pdf

Any coach, teacher, district employee, or volunteer who ignores the known or observed use of illegal supplements, illegal steroids, or other illegal performance enhancing substances, encourages the use of such substances, or markets or sells such substances to student athletes (including indirect distribution through a third party) shall be subject to disciplinary action in accordance with established District procedures and policies.

Coaches may engage in conversations with students or parent(s)/guardian(s) about the safety or well-being of a student-athlete. Students with questions regarding any dietary supplement, steroid, or performance enhancing substance should be advised to speak with their parent(s) or guardian(s), or health care professional. Any product containing a dietary supplement is taken at the student-athlete's own risk.

Locker Assignments and Locks

The physical education instructors have control of the locker rooms and locks. Coaches must work through the P.E. instructors for athletic locker assignments. Much cooperation on the part of coaches is needed to make this situation operate smoothly.

Selection of Officials

The selection of game officials will be the responsibility of the athletic director. Coaches are urged to make suggestions and recommendations as to the effectiveness of officials. Only registered, approved officials will be used for contests.

Scheduling

Scheduling will be done by the athletic director, in cooperation with the high school and middle school principals. Coaches will have input as to recommendations for scheduling.

- Shenandoah Schools shall adhere to scheduling guidelines of the I.H.S.A.A., the I.G.H.S.A.U., the Hawkeye Ten Board of Control, and the Shenandoah Board of Education.

Publicity

Make information readily available to the media. Please call or email contest results to newspaper, radio, and school immediately after each contest. Contact information is included on page 25 of this handbook.

Responsibilities During the Season

Facilities

Because more than one team uses the same facility much cooperation will be needed.

1. Vacate the area at the designated time.
2. Leave the area in good order -- picked up and neat.
3. To eliminate facility conflicts all scheduling must be reported to the athletic director.
4. Outside groups will be using the facilities. For your information, rental costs for the gymnasium are \$100.00 for commercial purposes and \$60.00 for non-commercial use in addition to custodial fees at \$15.00 per hour.

Equipment

1. All coaches will assume responsibility of equipment and facility use during their season by their teams.
2. Instruct athletes and managers as to proper treatment of equipment.
3. All equipment handouts must be clearly numbered and accurately recorded.
4. Any athlete responsible for losing, taking, or destroying equipment will be expected to pay for the replacement of said equipment.
5. All coaches have a responsibility to issue and check frequently the equipment in regards to safety.
6. If a student is seen wearing school equipment that he/she should not have access to, immediately pick it up, if possible. If you cannot collect the equipment, notify the athletic director.

Injuries

Athletes who are injured during an athletic activity will be given immediate first aid by the coaching staff. If additional attention is required, a medical doctor or emergency personnel will be contacted.

1. Report all injuries to proper administration, and complete accident/injury report. So that insurance claims can be accurately handled.
2. Use sound judgment in regard to playing an athlete who may have an injury.
3. Be aware that failure to follow a doctor's recommendation may lead to a liability suit.

Practice Sessions

Practice time is valuable. Plan and organize your practice sessions to obtain the maximum benefit for your team.

1. Beginning dates for most seasons have been established by the IHSAA/IGHSAU. We shall strictly adhere to these dates.

2. Expect your athletes to be at all practice sessions. Once we allow an exception it will be difficult to demand 100% attendance.
3. Practice sessions held during school vacations must be scheduled and arranged for through the administration.

Wednesday & Sunday Activity Restrictions

The general rule shall be that all school sponsored activities, practices, rehearsals, contests, etc., are not to be scheduled on Wednesday evening or on Sunday.

1. Sunday practices and rehearsals may be approved if the scheduled activity is to occur on the following day, or because of special circumstances. (ie: Football playoffs, etc.)
2. Sunday practices, rehearsals, etc., are to be voluntary.
3. Approved Sunday activities are limited between the hours of 1:00 and 5:00 p.m. and are not to exceed one and a half hours in length.
4. All Wednesday school activities are to be concluded by 6:30 p.m.
5. Any unusual circumstances and exceptions deemed necessary are to be approved by an administrator.

School Closings and Athletic Practices

Student activities are a vital part of the total educational program and should be used as a means for developing good human relations and wholesome activities as well as knowledge and skills. The health, safety, and welfare of the students participating in student activities shall be foremost in the minds of those directing such activities and responsible for such activities. In the interest of student welfare and safety, the following procedures shall be followed during times of school closings due to inclement weather, emergency situations, etc.

- A. Superintendent closes school all day: In the event that school has been canceled, all practices/meetings will be canceled. In the event, a high school team has a scheduled contest the immediate day following a school closing, the approval of a volunteer practice will be considered.
- B. Superintendent dismisses school early or notifies of a late start: If schools are dismissed early, there will be no after-school practice/meetings. If school is delayed, there will be no before-school practice/meetings.

Contracted Contests

1. School closed all day: The athletic director shall be responsible for any postponements, cancellations and rescheduling of contracted contests. The building principal shall be responsible for decisions on postponements, cancellations, and rescheduling of other events and activities.
2. School dismissed early: The superintendent or designee shall be responsible for canceling all activities and/or events. The athletic director and/or principal shall notify the contracted parties, news media, transportation director, and others as the need arises of the cancellation. In addition, the athletic director shall be responsible for rescheduling the canceled events and activities.

Team Dress

Team dress will be left to the discretion of each coach. The appearance of the team is a direct reflection on the Shenandoah Community School District. It will be assumed that cleanliness and neatness is always the order of the day.

Team Conduct

Coaches and athletes should understand that they carry the reputation and good name of our school to the community and beyond, and that our actions are judged! Encourage good sportsmanship! Do not allow the use of profanity!

Team Rosters

When the season begins a complete team roster must be submitted to the athletic director's secretary. This roster should be continually updated.

Transportation

Teams will be transported to contests by school bus or school-provided transportation.

1. Athletes will ride to and from athletic contests in the assigned team vehicle.
2. Students may return from a contest with their parents if the parent signs the student out on the coach's sign-off form. Parents may also request their student ride home with a teammate's parents by contacting (either in writing or verbally) the AD prior to the contest.
3. There may be special circumstances that arise in which a participant may be granted permission to deviate from the travel regulations. These occurrences will be judged on individual merit and kept to a minimum by the administration.
4. The administration will make the decision to allow special travel arrangements. In the event that an administrator is not present the varsity head coach may allow a student only to ride home from a contest with his/her parent or parent of a teammate if proper permission has been granted.
5. All head coaches should establish bus departure times for their season and submit to the athletic director. The bus times will all be consolidated and forwarded to the Transportation Director.
6. The coach is responsible for the conduct of team members riding in team vehicles. At least one coach must ride the team bus to and from all contests.
7. Cheerleaders will be transported on the team bus to out of town games unless prior arrangements have been made with the athletic director.

Supervision

Athletes will be supervised at all times during practice sessions, game sessions, in the team vehicle, and in the locker rooms.

1. At least one coach must be present whenever athletes are in the area.
2. Coaches shall be the first to arrive and the last to leave. Board Policy 508.4 states that there shall be an employee or a person designated by the school district available to supervise the school building while students wait at the school building after a school activity.
3. Coaches must be available near the locker room to supervise.
4. The security of the facility is the coach's responsibility. Be sure you are the last to leave, lights are out and all doors are locked. You may be called to secure the building after hours if you were the last to leave and building doors are found unlocked.
5. Locker checks should be made at frequent intervals by the head coach to check on the cleanliness of equipment and gear, extra school equipment, and to see that the lockers are locked. The locks should be locked at all times.
6. By Board Policy 508.4, you are required to supervise the building while students wait at the school building after a school activity.

Training Room

Major injuries to athletes should be examined and treated by a medical doctor. Rehabilitation of injuries requires special attention and cooperation among all coaches, staff members and P.E. personnel.

School Attendance on Contest Days

Activity Participation – Students participating in school activities must be in school at least one-half day on the day of the event in order to participate in the activity. Cut-off time is considered 11:30 a.m. Only in pre-excused circumstances, may this rule be waived by the principal. If the activity is on a non-school day, attendance on the day of school preceding the activity will determine eligibility for participation.

Activity Bus Rules

Students

1. Enter and leave only by the regular front-loading door.
2. Arms and head are not to be extended out the windows.
3. Students are required to remove all trash from the bus and may be required to clean up any unusual mess on bus.

4. Students will return on same bus they rode on unless excused for special reason by chaperone.
5. Nothing is to be thrown from windows of bus.
6. All windows of bus will be closed before disembarking on conclusion of trip.

Chaperones and/or Coaches

1. Check loading of buses to equalize the number of students on each bus.
2. Ensure all trash is removed from the bus and determine if any unusual mess has been created on the bus. If so, ask students to assist in cleaning up.
3. Enforce rules listed for students.
4. If a trip is discontinued due to weather, the chaperone or coach will be responsible for arranging accommodations for students.
5. Ensure student behavior does not interfere with the operation of the bus by the driver.
6. Consider sitting in one of the last three rows of seats for better overall management.

Request for Leave (SCSD Staff)

Anytime a substitute is needed to cover your classes while you are absent from the classroom for an activity, you are required to submit a leave in AESOP as soon as possible to ensure adequate coverage of classes.

Responsibilities at The End of Season

Awards

1. Awards and certificates will be issued to all who have earned the recognition as determined by the coaching staff.
2. Awards will be presented by coaches during the sports banquets whenever possible.
3. Coaches are responsible for determining who receives awards, getting that information to the athletic director's secretary so awards can be prepared in a timely fashion, and then presenting the awards.
4. Awards are purchased by middle school and high school offices and may be obtained from these offices.
5. Head coaches need to get the Hawkeye Ten All Conference list to the athletic director's secretary in the office as soon as they return from their H-10 Coaches meeting. Please do not hold on to it. Sports involved would be volleyball, girls' and boys' basketball, baseball and softball.
6. All award guidelines set by the IHSAA and IGHSAA need to be followed.
7. At the beginning of the season, head coaches are to inform participants of the requirements to earn recognition (letters, certificates, etc.)

Year End Report

At the end of the season the coach in charge will submit to the athletic director a year-end report that includes:

1. Season's records and scores.
2. Opponents' game scores.
3. Team members and award winners.
4. Team and individual honors received.
5. Equipment inventory.
6. Equipment and budget requests.
7. Recommendations for next year.

These reports will be consolidated into materials used for budget planning, equipment purchases, and record keeping purposes.

Budget and Finance

At the conclusion of each sports season, the coach shall make a complete inventory of equipment in his/her custody, store the equipment that is in good repair, make arrangements for repair of equipment as needed and prepare a request for all equipment and supplies needed for the next season.

1. Equipment requests should include item description, manufacturer, cost, and preferred supplier.
2. From this inventory list and equipment request the budget for the sport will be established.
3. The total athletic budget will reflect the needs of each sport as well as the total needs of the school.

4. Each coach is expected to assist with budget formulation and to adhere to budget limitations or requirements.

Purchase Orders

Items purchased by individual members of the coaching staff for their respective sports must be approved by the athletic director before ordering and you must have a signed purchase order. The purchase order number will be available through the A.D.'s office.

1. Plan your purchases in advance.
2. The athletic director will approve your purchases after budget check on expenditures.
3. All equipment purchased using of a purchase order number will greatly reduce the possibility of deficit spending.
4. Coaches must sign any sales slips from local vendors when purchasing athletic equipment, and return receipt to A.D.'s Office. Students are not allowed to make purchases or sign for purchases made with district funds.
5. Vendor's have been informed if you do not have a P.O., no merchandise can be taken from the store.

Eligibility Rules

The Board of Directors of the Shenandoah 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 extracurricular 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, administration, and individual activity coaches and sponsors. The principal and/or activities director shall keep records of violations of the Good Conduct Rule.

The following activities are covered by the board's policy and these rules:

Athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FCCLA, National Honor Society, all co-curricular clubs (e.g., Art Club), 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, mock trial, Academic Decathlon or any other activity where the student represents the school outside the classroom.

Middle School will implement eligibility for those participating in extracurricular activities. Student's grading period will run biweekly from Wednesday to Wednesday. Any student receiving two or more "F's" will become ineligible for the next biweekly period. The ineligibility period will run from Monday through Sunday. Coaches will be notified, and the student will not be able to participate during that biweekly period. Students must attend practices/workouts during this ineligibility period, but they will not be able to ride the bus to out-of-town games or participate in games. The travel guideline may be waived if agreed to by student, coach/sponsor/director and administrator.

High School Academic Eligibility

36.15(2) Scholarship rules

- a. All contestants must be enrolled and in good standing in a school that is a member or associate member in good standing of the organization sponsoring the event.
- b. All contestants must be under 20 years of age.
- c. All contestants shall be enrolled students of the school in good standing. They shall receive credit in at least four subjects, each of one period or "hour" or the equivalent thereof, at all times. To qualify under this rule, a "subject" must meet the requirements of 281 – Chapter 12. Coursework taken from a postsecondary institution and for which a school district or accredited nonpublic school grants academic credit toward high school graduation shall be used in determining eligibility. No student shall be denied eligibility if the student's school program deviates from the traditional two-semester school year.

- 1) Each contestant shall be passing all coursework for which credit is given and shall be making adequate progress toward graduation requirements at the end of each grading period. Grading period, graduation requirements, and any interim periods of ineligibility are determined by local policy. For purposes of this subrule, "grading period" shall mean the period of time at the end of which a student in grades 9 through 12 receives a final grade and course credit is awarded for passing grades. For students in grades 7 and 8, "grading period" shall mean the period of time at the end of which a student receives a final grade.
 - 2) If at the end of any grading period a contestant is given a failing grade in any course for which credit is awarded, the contestant is ineligible to dress for and compete in the next occurring interscholastic athletic contests and competitions in which the contestant is a contestant for 30 consecutive calendar days.
- d. A student with a disability who has an individualized education program shall not be denied eligibility on the basis of scholarship if the student is making adequate progress, as determined by school officials, towards the goals and objectives on the student's individualized education program.
 - e. A student who meets all other qualifications may be eligible to participate in interscholastic athletics for a maximum of eight consecutive semesters upon entering the ninth grade for the first time. However, a student who engages in athletics during the summer following eighth grade is also eligible to compete during the summer following twelfth grade. Extenuating circumstances, such as health, may be the basis for an appeal to the executive board which may extend the eligibility of a student when the executive board finds that the interests of the student and interscholastic athletics will be benefited.
 - f. All member schools shall provide appropriate interventions and necessary academic supports for students who fail or who are at risk to fail, and shall report to the department regarding those interventions on the comprehensive school improvement plan.
 - g. A student is academically eligible upon entering the ninth grade.
 - h. A student is not eligible to participate in an interscholastic sport if the student has, in that same sport, participated in a contest with or against, or trained with, a National Collegiate Athletic Association (NCAA), National Junior College Athletic Association (NJCAA), National Association of Intercollegiate Athletics (NAIA), or other collegiate governing organization's sanctioned team. A student may not participate with or against high school graduates if the graduates represent a collegiate institution or if the event is sanctioned or sponsored by a collegiate institution. Nothing in this subrule, shall preclude a student from participating in a one-time tryout with or against members of a college team with permission from the member school's administration and the respective collegiate institution's athletic administration.
 - i. No student shall be eligible to participate in any given interscholastic sport if the student has engaged in that sport professionally.
 - j. The superintendent of schools, with the approval of the board of education, may give permission to a dropout student to participate in athletics upon return to school if the student is otherwise eligible under these rules.
 - k. Remediation of a failing grade by way of summer school or other means shall not affect the student's ineligibility. All failing grades shall be reported to any school to which the student transfers.

A student's eligibility to perform will be determined triweekly and by grades that students receive at the end of each semester. (The key word here is PERFORM, as students will still be able to take part in practices, workouts, and rehearsals.) This means that every student will start the year as an eligible participant in any activity, unless you have failed a class the proceeding semester. When the term "preceding semester" is used, it means the semester immediately preceding the semester in which the student desires to participate in extracurricular activities. Eligibility determined at the end of the school year extends into the summer months.

Eligibility Determination

This will go into effect 15 academic days into the first quarter, Week 3. Grade reports will run every three weeks. Any student receiving a failing grade (F) or incomplete failing grade (IF) will become ineligible until the grade has become passing and approved by the classroom teacher. The classroom teacher must then inform

the Activities Director of the current grade. Students will be notified by Friday of the triweekly grading period that they will not be able to participate until the grade has become passing. Students who are ineligible may travel with team/group if an agreement is approved by students, coach and administrator.

"Good Conduct Rule" (Board Policy 503.4)

To retain eligibility for participation in Shenandoah High School/Shenandoah Middle School extracurricular activities, students must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an activity are expected to serve as good role models to other students and to the members of the community.

Shenandoah Schools will enforce the following policies and procedures relative to standards for participation in extracurricular activities or school social events throughout the calendar year both in and out of school.

Any student who engages in conduct which makes the student questionable may be denied the privilege to participate in extracurricular activities and/or other school social events on a temporary or permanent basis. Prohibited conduct includes activities which are illegal, immoral, or unhealthy as well as violations of school policies.

A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- possession, use, or purchase of tobacco products, regardless of the student's age;
- possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use"; "possession" has been defined by the Iowa Supreme Court as being within reach of or in "close proximity to" the contraband [e.g., alcohol or other drugs]).

Mere presence is a violation of our policy. Mere presence would include the following:

- being in attendance at a function or party where the student knows or has reason to know that alcohol or other drugs are being consumed illegally by minors and failing to leave despite having a reasonable opportunity to do so;
- possession, use, purchase, or attempted sale/purchase of illegal drugs, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs;

Violation(s) of local, state or federal law and/or engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or hunting/fishing, violations), regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s); exceedingly inappropriate or offensive conduct such as assaulting staff or students, gross insubordination (talking back or refusing to cooperate with authorities), serious hazing, harassment of others, inappropriate use of social media and/or other situations.

If a student transfers from another school and the student had not completed a period of ineligibility for a violation of a Good Conduct Rule or Academic Policy in the previous school, the student shall be ineligible. Violations not served would be completed based on Shenandoah's policies before the student would be declared eligible.

Suspension of a student from an extracurricular activity shall be the decision of the principal or principal's designee within the parameters of this policy. 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.

Penalties

Grades 7-12 Violations of the Good Conduct Rule will be cumulative within the student's high school career. A

student who violates the Good Conduct Code during enrollment shall be ineligible to participate in any extra-curricular activity in accordance with the following provisions:

First Offense: 33 1/3% loss of eligibility

The student will not be permitted to dress for, or participate in, 33 1/3% of consecutive contests or performances of the activities in which he/she participates after the violation

Second Offense: 66 2/3% loss of eligibility

The student will not be permitted to dress for, or participate in, 66 2/3% of consecutive contests or performances of the activities in which he/she participates after the violation.

Third Offense: 100% loss of eligibility

The student will not be permitted to dress for, or participate in, 100% of consecutive contests or performances of the activities in which he/she participates after the violation.

Fourth or More Offenses: 12 month loss of eligibility

The student will not be permitted to dress for, or participate in, activities for a period of 12 months after the violation.

Refer to the "Activities - Number of Contests/ Performances" schedule that follows for the number of ineligible contests/performances or number of days per activity.

An ineligible student shall attend all practices or rehearsals but may not "suit up" for, nor perform/participate in, the assigned number of consecutive ineligible contests/ performances. The practice/rehearsals guideline may be waived if agreed to by student, coach/sponsor/director and administrator.

Activities	Number of Contests/Performances ¹			
	1st offense 33 1/3%	2nd offense 66 2/3%	3rd offense 100%	All other 12 mos.
Academic Competition	1	3	4	12 mos.
Band ²	5	11	16	12 mos.
Baseball	8	16	24	12 mos.
Basketball	7	14	21	12 mos.
Bowling	4	8	12	12 mos.
Cheerleading ³	3-7	7-14	9-21	12 mos.
Class Officers (listed in days)	60	120	180	12 mos.
Club/Organizations	1	3	4	12 mos.
Cross Country	3	6	9	12 mos.
Drama (Plays/Musical)	1	3	4	12 mos.
Flag Team (if non-band)	3	6	9	12 mos.
FFA ²	5	11	16	12 mos.
Football	3	6	9	12 mos.
Golf	4	8	12	12 mos.
National Honor Society	(Subject to NHS Bylaws)			
Royalty	1	3	4	12 mos.
Softball	8	16	24	12 mos.
Speech	4	8	12	12 mos.
Student Council (listed in days)	60	120	180	12 mos.
Tennis	4	8	12	12 mos.
Track	4	8	12	12 mos.
Vocal ²	5	11	16	12 mos.
Volleyball	5	9	14	12 mos.
Wrestling	5	10	15	12 mos.

¹ Multiple performances on any one date constitute a single performance for purposes of this policy.

² Subject to student's total possible number of performances*. Ineligibility to equal a percentage of performances. *club or group may have 16 events, student may be eligible for only 6 events.

³ Cheerleading ineligibility is equal to a sport cheered.

Example of activities to be missed for a student in multiple activities. Ineligible student is in vocal music and girls basketball - penalty (with no reduction) 5 (vocal) + 7 (girls basketball) = 12 events divided by 2 activities would equal 6 activities. Student would miss the next 6 activities (could be 2 vocal events/4 basketball games). Rounding off 0.5 to 1.49 = 1, 1.5 to 2.49 = 2, etc.

The school administrator or designee, upon making a determination that a student has violated the Good Conduct Rule, shall promptly mail or deliver to the student's parent or guardian a written "Notice of Violation of Good Conduct Rule" which shall contain the following:

- The student's name and the names and address of the student's parents or guardians.
- A statement as to the time, place and circumstances of the violation that student is alleged to have committed.
- A statement describing the sanction to be imposed upon the student for violating the Good Conduct Rule and the effective date on which such sanction shall commence.
- A statement that the school administrator or designee's determination as to the student's violation of the Good Conduct Rule and the punishment imposed therefore shall become final and effective as state above, unless an appeal is taken within two (2) days to the Superintendent of Schools.

The period of ineligibility begins immediately upon finding of a violation, if the student is eligible for and currently engaged in an extracurricular activity. If ineligibility is not completed during the current activity, it will carry over to the student's next activity/contest. The starting date to begin such carried over suspension will start on the first date competition is allowed for that sport/activity, not when practice begins.

However, if the period of time between a violation and an activity is twelve calendar months or more, the student shall not serve an ineligibility period for the violation.

An ineligible student shall attend all practices or rehearsals but may not "suit up" or perform/participate. The travel guideline may be waived if agreed to by student, coach and administrator.

If a student drops out of an activity prior to completion of the ineligibility period, the full penalty or the remainder of the penalty, at the administration's discretion, will attach when the student next seeks to go out for an activity, subject to the 12-month limitation above.

If a student violates the Good Conduct Rule while ineligible due to an earlier violation, the penalty for the subsequent offense will attach at the completion of the earlier penalty (not to exceed the 12-month limitation)

Reduction in Penalty

A student may receive a reduction in penalty when the following conditions are met:

- there is admission prior to determination. If a student comes forward to a coach/director, administrator, or activity sponsor to admit (self-report) a violation of the extracurricular activities code of the Good Conduct Rule prior to the finding of guilt by the administration, the student's penalty may be reduced (as listed below);
- the student agrees to complete an established number of hours of "school service." The type of "school service" will be determined and agreed upon by the student and administrator of Shenandoah High School. The number of hours of "school service" are listed below;
- the student agrees to complete an educational component(s). The educational component(s) could include, (but is not limited to any of the following): an evaluation and treatment process (at student's expense),

research, reading, viewing of informational video(s) or written testing. The educational component(s) will be determined and agreed upon by the student, parent/guardian, and an administrator of the Shenandoah High School. The educational component(s) is listed below with the offenses.

A student who violates the "mere presence" provision of this policy shall serve no more than one-half of the established penalties for the first and second violations.

First Offense - 1/2 Reduction of loss of eligibility (No penalty will be less than one event.)

--for self reporting* (And)

--satisfactory completion of 5 hours of "school service"***

Second Offense - 1/3 Reduction of loss of eligibility

--for self reporting* (And)

--satisfactory completion of 10 hours of "school service"*** (or)

--successful completion of the educational component(s) ***

Third Offense - 1/3 Reduction of loss of eligibility

--for self reporting* (And)

--satisfactory completion of 15 hours of "school service" ** (And)

--successful completion of the educational component(s) ***

Fourth/More Offenses - No Reduction of loss of eligibility

*Admission Prior to Determination: If a student comes forward to a coach, administrator, or activity sponsor to admit (self-report) a violation of the Good Conduct Rule prior to a finding of guilt by the administration, the student's penalty may be reduced as shown above.

**School service would be approved and monitored by school administrator or his/her designee. Service would be done within the school system and outside of the school day.

***Evaluation and Treatment: A student who has a second or third violation of the alcohol or drug provision of the Good Conduct Rule may elect to seek an evaluation and, if recommended, treatment from a recognized substance abuse facility at the student's or student's family's expense. If the student seeks the evaluation and agrees to waive confidentiality to allow the evaluating facility to report back to the superintendent or designee regarding recommendations for treatment or follow-up care, the student's penalty for the second or third violation may be reduced by percentages stated above. This reduction is not available for first or fourth violations.

Appeal Process

Level 1, The principal and/or assistant principal/activities director are the first level of the investigation for the Good Conduct Rule. If the student and/or parents/guardians are not in agreement with the decision of level 1, they have the right to appeal in writing to level 2 within 5 days.

Level 2, The superintendent will give written response to the student and/or parents/guardians within 5 school days. If the student and/or parents/guardians are not in agreement with the decision of level 2, they have the right to appeal in writing to level 3 within 5 days. The penalty will be in effect until reversed.

Level 3, The Board of Education will schedule a hearing within 5 days of the receipt of the appeal. The review by the board will be in closed session unless the student's parent (or the student, if the student is 18) requests an open session. The grounds for review by the school board are limited to the following: the student did not violate the Good Conduct Rule; the student was given inadequate due process in the investigation and determination; or the penalty is in violation of the Handbook Rule or Board Policy. The penalty will remain in effect pending the outcome of the meeting with the board. The Board of Education will give written response to the student and/or parents/guardians within 5 days of the closed session hearing.

Violations Occurring During Ineligibility

If a student is ineligible at the time of a violation of the Good Conduct Rule, the penalty for the violation will not begin until the student regains eligibility. Example: A student is academically ineligible and then has a tobacco violation (Good Conduct Rule violation). When the student regains his/her academic eligibility, the Good Conduct Rule begins. Example: A student violates the Good Conduct Rule and is ruled ineligible for a period of time or number of events. While ineligible, the student again violates the Rule. The second penalty attaches when the first penalty is completed.

Academic Consequences

There will be no academic consequences for the violation (e.g., detention, suspension, expulsion from school, or grade reduction/withholding) unless the violation of the Good Conduct Rule occurred (a) on school grounds, (b) at a school event regardless of location, or (c) the violation has a direct and immediate negative impact on the efficient operation of the school despite occurring off school grounds/time.

Letters and Awards

Students who are ineligible at the conclusion of an activity shall not receive a letter or award for that activity until the period of ineligibility is completed.

State and Conference Affiliations

Shenandoah High School and Middle School are members of the Iowa High School Athletic Association, the Iowa High School Girls' Athletic Union and the Hawkeye Ten Athletic Conference and by virtue of this membership agree to adhere rigidly to all rules and regulations established by these bodies.

Use of Keys

School keys are issued from the principal/A.D. office for each particular building.

1. Never permit students to use your keys.
2. The use of school keys is a responsibility that must not be abused.

Clinic Attendance

Head coaches are allowed to attend one Professional Development opportunity in their particular sport every year. This could include a coaches' clinic or the state convention in that sport.

1. Yearly attendance will allow new innovations and trends to be absorbed.
2. Head coaches should use discretion as to use of money and staff participation.
3. Clinics must be approved prior to leave date.
4. Leaves are subject to the principal's and superintendent's approval and the availability of a substitute if the clinic is during the time school is in session.

State Tournament Attendance

Coaches will be reimbursed for attending state meets only as a participating coach, unless special arrangements are made.

1. If team plays, the team and coach attend.
2. Coaches may attend a state meet at their own expense providing leave is approved by the administration. School transportation may be used.

Method of Reimbursement

Expenses incurred by coaches will be reimbursed by the Activity Account upon approval of the athletic director, and confirmation with Central Office.

1. Registration for clinics will be prepaid by purchase order or credit card.
2. Travel expenses of \$.565 per mile, meal expense of \$6.00 per meal will be reimbursed to the coach after the event and after the necessary forms have been completed. School transportation is to be used if available.
3. In most cases, when prior approval has been arranged, lodging expenses may be billed to the high school.

Extra Duty Assignments

School personnel including coaches will have the opportunity to assume extra duty assignments such as running the clock, keeping score and taking tickets at extracurricular events. Pay for extracurricular assignments will be \$22.00 per event.

Safety Obligations

The coach has an obligation to insure that practice facilities and school equipment are as clean and safe as possible.

1. Remove possible hazards on the practice sites or see that the situation is rectified.
2. We must protect the athlete from injury due to hazards that could be eliminated.

Conflict of Seasons - Use of Athletes

A total effort must be made to avoid conflicts between sports and other extracurricular activities in regard to participation by students.

1. The start and conclusion of each season is clearly indicated in the athletic regulations.
2. Do not infringe upon another coach's season.
3. Do not try to influence a participant to drop out of other sports to concentrate on one sport or activity.
4. Avoid recruitment battles - the participant loses - the coach loses - the school loses.
5. The sport in season has priority on practice time, facility use and transportation requests.
6. No athlete may quit a sport in season to participate in another sport or to participate in a pre-season program to prepare for an upcoming sport unless allowed by the in-season coach.
7. Every attempt has been made to eliminate schedule conflicts during the established season; however, conflicts will occur and these conflicts must be resolved on the concept of what is the best for all involved.

Non-School Team Participation Rule 36.15(7) (For Reference Only)

Any student (grades 7-12) in the Shenandoah School District who participates in school sponsored sport programs may participate in non-school sport programs during the same season.

A student (and his/her parent/guardian) who plans to participate in a non-school sport program needs to arrange a pre-season meeting with his/her coach, school administrator and parent/ guardian. The purpose of the meeting would be to work out an agreeable schedule for both the school and non-school program. The approved schedule will be included on the Non-School Participation Form which will be signed by all parties.

A student who chooses to give non-school participation priority over the school sponsored sport program may jeopardize his/her program status or standing as a member of the school sponsored sport program.

Coaching Endorsement and Authorization Requirements

Only individuals with a teaching certificate may secure a coaching endorsement. With a coaching endorsement, you may serve as a varsity head coach or assistant coach in all sports.

Individuals who do not have a teaching certificate may be issued an authorization. The coaching authorization is basically for individuals who are not licensed teachers; however licensed teachers may still choose to be issued the authorization. Any individual who holds an authorization is authorized to be a head or assistant coach at the varsity, junior varsity or junior high school level.

Renewals

1. Coaching endorsement: Renewed when teaching certificate is renewed.
2. Coaching authorization: Valid for 5 years; renewal by attending 5 IHSAA/IGHSAU sport rules meetings, clinics, or workshops; or 2-4-year institution courses.

Summer Camps & Clinics and Coaching Contacts Out of Season

This rule is in chapter 36, as are all rules governing eligibility of secondary students for competition in interscholastic athletics. The chapter 36 rules are adopted by the State Board of Education, and may be found on-line at <https://www.legis.iowa.gov/docs/ACO/IAC/LINC/12-10-2014.Rule.281.36.15.pdf>. 36.15(6)

- a. School personnel, whether employed or volunteers, of a member or associate member school shall not coach that school's student athletes during the school year in a sport for which the school personnel are currently under contract or are volunteers, outside the period from the official first day of practice through the finals of tournament play. Nor shall volunteer or compensated coaching personnel require students to participate in any activities outside the season of that coach's sport as a condition of participation in the coach's sport during its season.
- b. A summer team or individual camp or clinic held at a member or associate member school facility shall not conflict with sports in season. Summertime coaching activities shall not conflict with sports in season.
- c. Penalty. A school whose volunteer or compensated coaching personnel violate this rule is ineligible to participate in a governing organization-sponsored event in that sport for one year with the violator(s) coaching.

Out-of-Season Contact

Meetings outside of the season: Per 281 IAC 36.14(5), this is a determination made by the governing association. The determination of the associations is that each coaching staff is allowed one preseason team meeting during the school year, outside of the season.

During the summer (June 1 through the 1st day of fall practices):

Contact between coaches and students is permitted at any time with two restrictions:

- (1) An out-of-season coach may not have contact with a student who is participating in softball or baseball if the contact results in the student missing a softball or baseball practice or game;
- (2) A coach may not require students to participate in any activity during the summertime. Participation will not be considered voluntary in the following examples:
 - a. Attendance is taken at the activity (for example, weightlifting);
 - b. Participation is a condition of lettering, making the varsity team, etc.
 - c. Participation is otherwise rewarded by means such as having one's name printed on the back of one's jersey.

A coach may conduct his/her own camp or clinic, but the following restrictions apply:

- (1) If the coach uses the facilities of his/her employer, the school MUST charge actual costs to the coach, and the charge must be in accordance with local board policies for school facility rental.
- (2) Attendance/admission costs paid by the attendees must be paid to the coach, NOT to the school. The camp or clinic is NOT a school-sponsored activity!

School transportation may be used for summertime activities as long as the transportation is properly leased and the school does not absorb any of the actual costs of the transportation.

School uniforms and equipment may not be used for non-school activities. A former school jersey purchased by a student may be worn.

During the school year: High school coaches (grades 9 - 12) may not have any contact with high school students outside the season. High school coaches may have contact with students in grades 7 - 8 at any time and middle school coaches may have contact with high school students.

If a high school coach is present in a facility in which his/her students are participating out-of-season (camps, non-school team practice, Sunday or nighttime open gyms, etc.), the coach violates the contact rule regardless of whether the coach is directly working with his/her students in this setting. Nothing prevents a coach from

being a spectator at a regularly scheduled competition which is open to the general public.

Coaches may supervise, but not instruct or participate at open facilities. FAQ:

Practice or competing with students: During the school year, outside the sport season, can a coach practice or compete with or against his/her students in the sport(s) s/he coaches? No. Practicing or competing with or against students on a coach's team constitutes coaching.

Students working clinics: Pursuant to rules, during the school year, outside the sport season, each student may work at a one-time, one-day clinic for elementary/middle school students run by his/her coach without the coach violating the coaching contact rule.

Directing other individuals: If a coach is "directing" student-athlete learning through another person, "prescribing" who should play at what position, and/or "evaluating" and determining who needs to work on certain skills, then the person is coaching.

***** Statement of Intent *****

It is the intent and purpose of the rules limiting coach-athlete contact in the summer months to eliminate direct or indirect coercion on students to participate in a camp or clinic of a sport not in season, or on a non-school team in that sport; to eliminate summer conflicts for students between attending a camp or clinic in a sport not in season and participating on a school team of a sport in season; and to ensure, to the extent possible, that all student athletic competition is on a level playing field.

A coach's intent (or lack of intent) to violate the spirit of the rules is as important as a "letter of the law" violation.

Open Gym Policy

A member or associate member school may open its gym or athletic facilities for the purpose of making recreational activities available for all students or the community. SCHOOL PERSONNEL shall be assigned to supervise when students are participating in open gym in the hours immediately before or after school, Times other than what is mentioned will be supervised by a school employee or someone 21 years or older and approved by the activities director. Open gyms are subject to the following restrictions:

1. Open gym on Sunday will be from 1:00-5:00 p.m.
2. The supervisor shall not engage in any type of coaching or participation during supervision.
3. Attendance by students is voluntary.
4. Volunteer or paid coaches may not directly or indirectly require the attendance of students or require the performance of activities by students prior to the legal practice period for that coach's sport.
5. Open gym shall not be called or posted for specific sports.
6. An open gym notice shall be posted on the general student information bulletin board and shall be signed or initialed by a school administrator other than the coach supervising the open gym.

Sexual Abuse and Harassment

The school district does not tolerate harassment or sexual abuse. Anyone who is physically or sexually abused or harassed should notify parents, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations. The procedure requires the school district to designate an independent investigator to look into the allegations. Shenandoah Community School district has designated Ms. Linda Laughlin (246-4727) as its Level I investigator. Ms. Laughlin may also be contacted directly.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident.

Sexual abuse includes, but is not limited to, sexual acts, intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors or other verbal or

physical conduct of a sexual nature when submission to such conduct is made either implicitly or explicitly a term or condition.

Shenandoah Team Travel Guidelines

Prior to leaving for an activity, the following information will be submitted to the Activities Director when requested:

1. A complete list of those traveling with the team to the activity.
2. Complete details of transportation arrangement, to include a detailed itinerary.

During the trip the following guidelines will be followed:

1. Students will be supervised at all times during the trip.
2. All reading and listening materials and personal clothing will be appropriate for Shenandoah High School students on a school sponsored activity.
3. Language and behavior during the trip will be appropriate.

If the trip requires an overnight stay, the following will be included with the above guidelines:

1. Room assignments will be made, posted, followed, and presented to the Activities Director prior to the trip.
2. Outgoing long-distance phone availability and access to the adult or movie channels will be eliminated by the hotel/motel office prior to the check-in.
3. An evening curfew and bedtime will be set and announced and at least one bed check will be made each evening.
4. All students will be sponsored at all times. The students will not be unsupervised in the place of lodging at any time.
5. At checkout, all rooms will be checked by a sponsor for damage or articles left behind.
6. If the team or individual is eliminated from competition and travel back to Shenandoah can be completed by 12:00 midnight; we will not pay for lodging for that evening. Dangerous road conditions would offer an exception.
7. Only coaches or assigned sponsors are permitted to drive a school vehicle.
8. All school vehicles should be returned to the school transportation center as soon as possible.

At no time will a student be released to a parent to travel from an event unless the parent, personally signs the release form found on page 27. These forms need to be available at all away events.

Fundraising Request Form

1. Fundraisers need prior approval of the principal/athletic director and Board of Education.
2. Fundraisers should be placed on the Master Calendar through the Activities Director.
3. When money is collected, receipts are mandatory.
4. As soon as money is collected, it should be immediately turned into the building secretary and receipted.
5. Door to door sales is the least preferred type of activity
6. Clarify with a salesman your profit percentage, who handles shipping costs, if prizes/incentives are offered who pays for them, etc.

Athletic Coaches Evaluation Information

The primary purpose of an evaluation program is to improve the teaching-learning process. By observation of practice sessions, game situations and coaching techniques used, the administrator can offer the guidance and help that permits a coach to examine his/her own progress and work toward greater coaching effectiveness.

The Evaluation Process Should Reflect the Following Points

1. The evaluation process should provide an opportunity for the coach and administrator to emphasize, review and clarify responsibilities and expectations.
2. The evaluation process should provide for the opportunity to promote the exchange of ideas and concepts.

3. The evaluation process should provide for the encouragement of positive professional growth.
4. The evaluation process requires a cooperative effort between the evaluator and coach.
5. The evaluation process should not be an end product but should be continuous throughout the school year.
6. The evaluation process should encourage and promote continuous self-evaluation by the staff being evaluated.
7. The evaluation process should assist in determining weak areas and in follow-up activities to strengthen these areas.

The Stages of The Evaluation Process Shall Include

1. Observation of the coach in, but not limited to, practice sessions, game situations, athlete interaction and responsibilities as outlined above.
2. Completion of the evaluation form by the coach.
3. Completion of the evaluation form by the evaluator.
4. An informal conference between evaluator and coach to discuss evaluation and any needed recommendations.
5. Opportunity for coach to file, in writing, any disagreements with evaluation.
6. Follow-up as needed according to the evaluation recommendations.
7. The evaluation will be filed in the coach's permanent record.

In addition to the formal evaluation, frequent conferences of an informal nature will be held concerning the improvement of the coach's techniques and overall coaching effectiveness.

School, Media & Athletic Contact Information

Shenandoah Schools Athletic Department

Important Phone Numbers

Bus Barn 712-246-2815

Jon Weinrich 712-490-5481

Andrew Christensen402-427-3655

Media Information

KMA: 246-5270 Fax: 246-5275

Shenandoah Valley News: 246-3097 Fax: 246-3099

The Daily Nonpareil: 712-328-1811 Fax: 712-325-5776

Omaha World Herald: 800-284-6397 Fax: 402-344-3343

Des Moines Register: 515-284-8311 KETV: 800-279-5388

H-10 Sporting Reporting KMA

dmartin@kmaland.com

sports@kmaland.com 712-246-5270- KMA

Valley News

660-833-6357 – Cell

bryan.clark@valleynewstoday.com

IGHSAU

IAHSAA

Harley Schieffer (H-10 website) www.Hawkeyeten.org harleyschieffer@gmail.com

Parent-Athlete Release Form

I, the undersigned parent (or parent of a teammate with approval from the AD), accept the responsibility for transporting my child home from the following contest.

CONTEST _____ DATE _____

ATHLETE

PARENT SIGNATURE

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

- All network users are expected to abide by the generally accepted rules of network etiquette. This includes being polite and using only appropriate language. Abusive language, vulgarities and swear words are all inappropriate.
- Network users identifying a security problem on the school district's network must notify appropriate staff. Any network user identified as a security risk or having a history of violations of school district computer use guidelines may be denied access to the school district's network.

Prohibited Activity and Uses

The following is a list of prohibited activity for all employees concerning use of the school district's computer network. Any violation of these prohibitions may result in discipline, up to and including discharge, or other appropriate penalty, including suspension or revocation of a user's access to the network.

- Using the network for commercial activity, including advertising, or personal gain.
- Infringing on any copyrights or other intellectual property rights, including copying, installing, receiving, transmitting or making available any copyrighted software on the school district computer network. See Policy 605.7, Use of Information Resources for more information.
- Using the network to receive, transmit or make available to others obscene, offensive, or sexually explicit material
- Using the network to receive, transmit or make available to others messages that are racist, sexist, and abusive or harassing to others.
- Use of another's account or password.
- Attempting to read, delete, copy or modify the electronic mail (e-mail) of other system users.
- Forging or attempting to forge e-mail messages.
- Engaging in vandalism. Vandalism is defined as any malicious attempt to harm or destroy school district equipment or materials, data of another user of the school district's network or of any of the entities or other networks that are connected to the Internet. This includes, but is not limited to, creating and/or placing a computer virus on the network.
- Using the network to send anonymous messages or files.
- Revealing the personal address, telephone number or other personal information of oneself or another person.
- Intentionally disrupting network traffic or crashing the network and connected systems.
- Installing personal software or using personal disks on the school district's computers and/or network without the permission of the director of technology.
- Using the network in a fashion inconsistent with directions from teachers and other staff and generally accepted network etiquette.

Employees that violate the technology policy standards, regulations or the law, may be subject to employee discipline up to and including termination.

Shenandoah Community School District

Student - Parent Handbook 2022-2023



Excellence in Every Endeavor

www.shencsd.com

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Opening Statement

Vision Statement

It is the vision of the Shenandoah Schools, in partnership with the community that we provide: students the tools to become responsible, successful citizens and lifelong learners in an ever-changing world; a safe and caring environment that ensures the dignity of all; opportunities that stretch student and staff capabilities; and school staff that are focused and visionary, collaborative and empowered to make knowledgeable decisions.

Mission Statement

The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.

Educational Philosophy

We believe the Shenandoah Community School District should provide the highest quality staff and physical facilities along with the most current instructional materials and equipment possible. We believe it is the responsibility of the schools to provide maximum learning opportunities for individuals in the community. Family and community involvement in the educational process is encouraged and welcomed. We will value each individual student and his or her academic, social and emotional strengths and needs. Each student will be an active participant in the learning process. Each student will receive a high school diploma after satisfactorily completing a course of study as outlined in the current Board Policy.

Nondiscrimination Notice

Shenandoah Community Schools does not illegally discriminate on the basis of race, color, national origin, gender, gender identity, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender 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 the district's Equity Coordinator, Aaron Burdorf, Shenandoah CSD, 601 Dr. Creighton Cir., Shenandoah, IA 51601, 712-246-2520, burdorfa@shencsd.com.

Board of Education

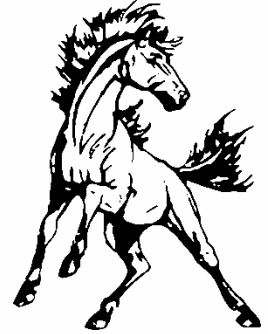
The Shenandoah Community School District Board of Education meets regularly on the second Monday of the month at 5:00 PM at the Logan Administration Building located at 304 W. Nishna Road, Shenandoah, IA 51601, in the Board Room.

School Spirit

School Fight Song

We're the maroon and the white Shenandoah.
We've got that old fight Shenandoah.
We'll bet you to stand, we're the best in the land,
For we know you can stand Shenandoah, RAH! RAH!

Go smashing ahead, Shenandoah.
Go smash that blockade Shenandoah.
Our team is the fame protector,
On boys and girls for we expect a victory from you, Shenandoah, RAH! RAH!



School Colors – Maroon and White

School Mascots – Mustangs and Fillies

Administrative Services

Superintendent	Dr. Kerri Nelson	nelsonk@shencsd.com
High School Principal	Mr. Andrew Christensen	christensena@shencsd.com
Athletic Director/Asst. Principal/Transportation Supervisor	Mr. Jon Weinrich	weinrichj@shencsd.com
JK-8 Principal	Mr. Aaron Burdorf	burdorfa@shencsd.com
JK-8 Assistant Principal	Mr. Jordan Newberg	newbergj@shencsd.com
Director of Special Programs & Curriculum	Mrs. Tiffany Spiegel	spiegelt@shencsd.com
School Business Official	Mr. William Barrett	barrettw@shencsd.com
Information Technology Director	Mr. Richard Morgan-Fine	morganfiner@shencsd.com
Director of Maintenance & Operations	Mr. Rob Addy	addyr@shencsd.com
Food Service Supervisor	Ms. Kristin Edwards	edwardsk@shencsd.com

Attendance Centers

Preschool

Logan Administration Building
304 W. Nishna Road
Shenandoah, IA 51601
Phone: 712.246.1581

JK – 8th Grade & MS FLEX ED

(Alternative Education)
Shenandoah Elementary and
Middle School (JK-8)
601 Dr. Creighton Circle
Shenandoah, IA 51601
Phone: 712.246.2520

9th – 12th Grade & HS FLEX ED

(Alternative Education)
Shenandoah High School
1000 Mustang Drive
Shenandoah, IA 51601
Phone: 712.246.4727

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.

Absences

Students who know they will be absent must notify the office prior to the absence. If advance notification is not possible, parents must notify the office on the day of the absence prior to 9:00 a.m. If notification is not received, the office will attempt to contact the parents and/or the school interventionist will make a home visit.

If contact is not made to verify the absence, the student must bring a note, explaining the reason for the absence, upon their return to school.

The school determines whether an absence is excused, unexcused, or truant. Excused absences include, but are not limited to, illness, death or serious injury of family or close friends, medical and dental appointments, court appearances, or school sponsored activities. Students wishing to be absent from school for reasons not listed above should consult the principal prior to the absence to work out a solution. Reasonable requests will receive serious consideration.

Who Should I Email for Absences?

Preschool – 4 th	Anita Baker	bakera@shencsd.com
5 th – 8 th	Wendy Palmer	palmerw@shencsd.com
9 th – 12 th	Pam Nebel	nebelp@shencsd.com

Passes – Students who need to leave school during the school day must receive a pass from the office and have a note signed by the student’s parent, have their parent telephone the office, email, or have their parent pick them up. Students who return to class or arrive after the school day has begun must submit a signed note, email, or phone call from their parent to the office for re-admission. Students are not released to anyone other than their parent during the school day unless the office has a note signed, email, or phone call by the student’s parent.

Activity Participation – Students participating in school activities must be in school at least one-half day on the day of the event in order to participate in the activity. Cut-off time is considered 11:30 a.m. Only in **pre-excused** circumstances, may this rule be waived by the principal.

Students are responsible for arranging to make up schoolwork. Students will need to work with their instructors to complete make up work once they return to school. Work will be completed in a timely manner.

Students who know they are going to be absent must make arrangements with each teacher to make up their work prior to the absence. The call to obtain homework must be received by the school before 10:00 a.m. in order to pick up homework after 3:00 p.m.

Abuse and Harassment of Students by Employees

The school district does not tolerate employees physically or sexually abusing or harassing students. Students who are physically or sexually abused or harassed by an employee should notify their parents, teacher, principal, or another employee. The Iowa Department of Education has established a two-step procedure for investigating allegations of physical or sexual abuse of students by employees. That procedure requires the school district to designate an independent investigator to look into the allegations. The school district has designated Linda Laughlin, High School Nurse, at 712-246-4727, as it’s Level I investigator. Ms. Laughlin may also be contacted directly. The school district has designated the JK-8 school nurse, at 712-246-2520, as it’s alternate Level I investigator. The Shenandoah Police Department, 712-246-3512, is designated as the Level II investigator.

Physical abuse is a non-accidental physical injury that leaves a mark at least 24 hours after the incident. While employees cannot use physical force to discipline a student, there are times when the use of physical force is appropriate. The times when physical force is appropriate include, but are not limited to, times when it is necessary to stop a disturbance, to obtain a weapon or dangerous object, for purposes of self-defense or to protect others, to remove a disruptive student, to protect others from harm, for the protection of property or to protect a student from self-infliction or harm.

Sexual abuse includes, but is not limited to, sexual acts involving a student and intentional sexual behavior as well as sexual harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature when submission to such conduct is made implicitly or explicitly a term or condition of the student’s education or benefits; submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or the conduct has the purpose or effect of substantially interfering with a student’s academic performance by creating an intimidating, hostile or offensive educational environment.

Academic Letter

Shenandoah High School students who earn a GPA of 3.750 taking a minimum of 13 credits will be awarded an academic letter for that year. Work study and driver's education credits do not count toward the 13 credits in a year.

Students will receive 1st year – Letter with Academic inscribed, 2nd year – Lamp of Knowledge pin, 3rd and 4th year – Bar.

Activity Bus

The school district may sponsor an activity bus to transport students to school activities. A fee may be charged to students riding the activity bus. Riding on the activity bus is a privilege that can be taken away. Students who ride an activity bus must ride to and from the event on the bus. Students ride home on the activity bus unless prior arrangements have been made with an administrator or the student's parent personally appear and request to transport the student home.

Activity Tickets

Activity Tickets for students in grades 5-12 are available free of charge. Students in grades PK-4 grade may attend events but are required to be accompanied and supervised by an adult at events they attend. Free admission applies to district-hosted events only. The district is required to charge for most post-season events.

Adding & Dropping High School Classes

All class changes will be made by the end of the first week of the semester. Necessary teachers, parent, and the school counselor and/or high school principal will sign the add/drop form in order to make the change.

Dropping IWCC, AP or ILO Class

Students who withdraw from an IWCC class more than two weeks after their class starts, will receive an "F" on their high school transcript and will be required to complete an online class in place of the class or classes dropped to supplement their schedule for a total of 7 credits. Approval must be received from the principal to drop an AP course.

Alcohol/Drugs

Use or possession or having the odor of alcohol on a student's breath or use or possession of drug paraphernalia or drugs in the school building and/or on school property will result in disciplinary action, including suspension and expulsion, and is considered to be in violation of the Good Conduct Policy.

1st Offense-Five (5) days of In-School Suspension (ISS)/and or Out-of-School Suspension (OSS), or may be immediately referred to the Board of Education for further disciplinary action depending on the severity of the situation.

2nd Offense-Ten (10) days of In-School Suspension (ISS)/and or Out-of-School Suspension (OSS) and may be immediately referred to the Board of Education for further disciplinary action depending on the severity of the situation.

Parents will be notified. Legal authorities will be contacted. All contraband will be confiscated and turned over to the legal authorities.

Voluntary Request for Assistance/Professional Counseling

The purpose of this provision is to allow a student to seek help regarding a substance abuse problem and have suspension from athletics/activities waived.

If violators approach their building administrator acknowledging that they have a problem before it is known to the school, they must follow these procedures to maintain eligibility.

- Be informally referred to a substance abuse agency by an administrator.
- Must set up an appointment with the agency providing written confirmation of the meeting to the school administration.
- Must cooperate with and complete all follow-up meetings with the agency.

- Must follow suggestions for evaluation, again providing written confirmation to the school administration.
- If a student chooses to seek professional counseling, arranging and paying for evaluation and treatment shall be the responsibility of the student or student's parent.
- Have not been arrested or found to be in violation by any legal authority or school personnel.

Announcements

Students are responsible for knowing the content of daily announcements. Daily announcements are available on Powerschool and the monitors in the hallway.

Appeals

Any personnel, patron, parent, or student may register a complaint, without fear of reprisal or sanctions for the purpose of resolving any unfair treatment or discrimination in the district. Students may appeal the determination of an infraction of the rules in the following manner:

1. File a written appeal to the building principal within five (5) school days.
2. The building principal shall reply in writing within five (5) school days of the receipt of the appeal.
3. If the student remains dissatisfied with the second determination, the student may file a written appeal to the Superintendent of Schools within five (5) school days.
4. The superintendent shall reply with a written response within five (5) school days of the receipt of the student's written appeal of the building principal's decision.
5. If the student remains dissatisfied with the determination, the student may file a written appeal for a hearing before the Board of Education. The appeal must be filed with the Board Secretary within two school days of the superintendent's decision. The decision to hear a student appeal is within the discretion of the Board of Education.

Considerations:

All persons involved in a meeting or hearing may be accompanied by a representative of their choosing.

Complaints involving more than one supervisor may be initiated at Step 3.

Nothing shall prohibit a person from withdrawing a complaint at any time.

Complaints against any employee which arise from within the membership of the Board of Education, or which come to the attention of the Board of Education, except through the superintendent, shall be referred to the Superintendent of Schools.

No complaint shall be considered by the Board of Education in any other manner from this policy. All previous ineligibility decisions made prior to this policy shall remain in effect.

Asbestos Notification {Iowa Code §§ 279.52-.54 (2005)}

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for the schools. The school district facilities have been inspected by a certified asbestos inspector as required by AHERA. The inspector located, sampled and determined the condition and hazard potential of all material in the school facilities suspected of containing asbestos. The inspection and laboratory analysis records form the basis of the asbestos management plan.

A certified management planner has developed an asbestos management plan for the school district facilities which includes notification letters, training for employees, a set of procedures designed to minimize the disturbance of asbestos-containing materials and plans for regular surveillance of the materials. A copy of the management plan is available for inspection in each building's office.

Assemblies

Throughout the year the school district sponsors school assemblies. Attendance at these assemblies is a privilege. Students must act appropriately and remain quiet on their way to an assembly, during an assembly, and on their way back to the classroom after an assembly. Students attend assemblies unless, for disciplinary reasons, the privilege is taken away.

Assigned Work

Teachers assign homework, extra class activities or assignments as necessary. Homework is an opportunity for students to practice skills and activities, to share and discuss ideas, to review materials, to become acquainted with resources, to organize thoughts, to prepare for classroom activities or to make up incomplete class work. Students are expected to complete homework on time. Research shows when daily assignments are not completed, a valuable learning experience has been lost.

Middle School

If homework is not completed, students may be required to stay after school to complete designated work.

Attendance

Students are expected to be in class and to make attendance a top priority. Only through attendance and class participation do students achieve the benefits of the educational program. Participating in class discussion, developing an appreciation for the views and abilities of other students, and forming the habit of regular attendance are legitimate class objectives. Learning lost due to an absence can never be replaced. Regular attendance and being well prepared for class helps students in school as well as prepares students for adulthood.

Iowa Code, Chapter 299 - Compulsory Education

299.1 Attendance requirements.

1. Except as provided in section 299.2, the parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age shall cause the child to attend some public school or an accredited nonpublic school, or place the child under competent private instruction or independent private instruction in accordance with the provisions of chapter 299A, during a school year, as defined under section 279.10.
2. The board of directors of a public-school district or the governing body of an accredited nonpublic school shall set the number of days or hours of required attendance for the schools under its control. The board of directors of a public school district or the governing body of an accredited nonpublic school may, by resolution, require attendance for the entire time when the schools are in session in any school year and adopt a policy or rules relating to the reasons considered to be valid or acceptable excuses for absence from school.

299.1A Compulsory attendance age.

1. Except as provided in subsections 2 and 3, a child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age. However, if a child enrolled in a school district or accredited nonpublic school reaches the age of sixteen on or after September 15, the child remains of compulsory age until the end of the regular school calendar.
2. A child who has reached the age of five by September 15 and who is enrolled in a school district shall be considered to be of compulsory attendance age unless the parent or guardian of the child notifies the school district in writing of the parent's or guardian's intent to remove the child from enrollment in the school district.
3. A child who has reached the age of four by September 15 and who is enrolled in the statewide preschool program under chapter 256C shall be considered to be of compulsory attendance age unless the parent or guardian of the child submits written notice to the school district implementing the program of the parent's or guardian's intent to remove the child from enrollment in the preschool program.

299.8 "Truant" defined.

Any child of compulsory attendance age who fails to attend school as provided in this chapter, or as required by the school board's or school governing body's attendance policy, or who fails to attend competent private instruction or independent private instruction under chapter 299A, without reasonable excuse for the absence, shall be deemed to be a truant. A finding that a child is truant, however, shall not by itself mean that the child is a child in need of assistance within the meaning of chapter 232 and shall not be the sole basis for a child in need of assistance petition.

High School

Students may not leave school without permission from the Principal or a designated individual. Leaving the school grounds without prior approval will be considered truancy. If a student becomes ill, he/she should report

to the school nurse or to the office so that prompt action can be taken.

Students will be given up to five (5) unexcused absences per semester per class before being placed on academic probation on the sixth unexcused absences.

Attendance Procedure

The days referred to below are total days missed. Exceptions will be made for approved, long-term absences.

1 Day Absent – If the parent does not report a student absent, school personnel will attempt to confirm the absence and the child’s safety. If no phone contact is made, the school interventionist may make a home visit. If contact was not made by the school regarding an absence, a note should be sent, or a telephone call made at the time of the child’s return to school giving the reason for the absence. Any absence which occurs without parental knowledge will be classified as truancy. Parents will be notified when a student is truant from school. If a student is absent 3 or more consecutive days, the school may require a doctor’s statement confirming the illness.

7 Days Absent – A letter will be sent to the parent addressing the absences. A home visit may be made by school personnel.

10 Days Absent – An “Attendance Cooperation” meeting will be scheduled with parents and school interventionist. *

15 or More Days Absent – The following may occur:

The police may accompany school personnel on a home visit; and or

The school district will request a mediation meeting with parents, student, administration, and school interventionist. **

20 or More Days Absent – The following may occur:

A letter will be sent to the County Attorney notifying them of attendance concern.

HS Student Drop-out - Department of Transportation (DOT) contacted if a student drops out of school. Student’s license may be revoked and/or will not receive license until he/she is 18 years old.

*If a student has had two “Attendance Cooperation” meetings and is absent for 10 days a third year, they will be moved to mediation without an additional “Attendance Cooperation” meeting or being absent for 15 days.

**Mediation plans will follow the student from year-to-year. The first violation of a truancy mediation agreement or refusal to participate in a mediation agreement is a simple misdemeanor. The second violation is a serious misdemeanor. The third and subsequent violations are also a serious misdemeanor. Each violation can be punishable by jail time, fines, and unpaid community service.

Biking/Rollerblading/Skateboarding to School

Bicycling, rollerblading, and skateboarding are prohibited in the school building and on school grounds. If ridden to school, rollerblades, skateboards and scooters are to be left in the school office during the school day. Bicycles are to be parked in the designated parking areas.

Birthday and Party Treats

We respectfully ask that all birthday and party treats be store-purchased, packaged and unopened or ordered from a bakery or person that offers this service. We know the fun of making special things at home but hope parents understand we are requesting this for the health and safety of the children.

Birthday and party treats are available to order. Selection, prices, and order form are available on our website under Nutrition. Contact Kristin Edwards at (712) 246-2520 or edwardsk@shencsd.com for more information.

While we know that children love sweet treats, we would also like to encourage bringing healthy treats. Some suggestions would be fresh fruit or vegetables, applesauce cups, fruit cups, dried fruit, string cheese, popcorn, yogurt, etc. Fresh fruit and vegetables must either come whole or cut and in packaging from the store.

Changes in Enrollment

Transferring Into the District

Parents of new students shall contact the appropriate school office to pre-register their student(s). The student's records are requested from the previous school district.

Transferring Out of the District/Withdrawal

Parents of a student that is transferring to another school district, in-state or out-of-state, need to contact the appropriate school office to inform the district of the last day of attendance. The student's records are sent directly to the new school when a request is received.

A student who leaves school permanently for any reason shall:

1. Secure a checkout sheet from the Principal's office.
2. Return all property of school district, which includes textbooks, locks, library materials, athletic equipment, etc.
3. Obtain a signature from each instructor signifying that item two has been completed.
4. Return the checkout sheet to the office.
5. Pay all fees, workbooks, projects, etc.

Cheating/Plagiarism

Students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. To plagiarize is "to take (ideas, writing, etc.) from (another) and pass them off as one's own." Cheating/Plagiarism is most frequently committed in the following ways:

- Word-for-word copying of phrases and sentences without acknowledging the source.
- Paraphrasing, substituting approximately equivalent terms from another work.
- Lifting selected phrases from another work and inserting them into one's own writing, even if they are changed into new patterns.
- Submitting all or any part of another person's paper as one's own.

Middle School and High School

Students who are observed and caught cheating/plagiarizing will be punished as follows:

1st Offense – Grade of zero will be given for cheating or plagiarized work. Parent will be notified. Credit is possible if assignment is satisfactorily redone.

2nd Offense – Grade of zero will be given for cheating or plagiarized work. Conference with parent, student, and administrator.

3rd Offense – Student receives a failing grade for that class.

Citizenship

Being a citizen of the United States, of Iowa, and of the school district community, entitles students to special privileges and protections as well as requiring the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner than entitles them to keep these rights and privileges.

As part of the education program, students 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 are instructed in the elements of good citizenship and the role quality citizens play in their country, state and school district community.

The school day will begin in all buildings with the Pledge of Allegiance.

College Visits

Juniors and seniors are encouraged to visit college campuses on weekends or school holidays. However, if that cannot be arranged, juniors and seniors may be excused up to 2 days to visit college campuses with the permission of the school counselor and with a note signed by the student's parents. College visits that are not

arranged or communicated through the counseling office will be considered unexcused absences.

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 to and from School

The school regularly sends communications home with students using notes, email, and SchoolMessenger calls. You may also check the school activities calendar for upcoming events. Information for parents will be posted on the school website. If you need to send a note or money to school with your child, please clearly mark who should receive the item.

Elementary and Middle School

If you must change after-school plans, please inform the school before 2:00 p.m. Notice may be given by calling the school, an email or sending a written, DATED note to school with the child. We will not honor verbal notification given by a student. Notice must be given in the form of a phone call from the parent, an email or a written note, including the date of the change.

Who Should I Email When I Need a Change?

Preschool	Cori Feller	fellerc@shencsd.com
JK – 4 th Grade	Anita Baker	bakera@shencsd.com
5 th – 8 th Grade	Wendy Palmer	palmerw@shencsd.com

Controversial Issues

A "controversial issue" is defined as a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the Board of Education that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It shall be the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor shall not be prohibited from expressing a personal opinion as long as the student is encouraged to reach their own decision independently.

It shall be the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.

The Board of Education encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others, but they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

Corporal Punishment, Restraint, and Physical Confinement

State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment. Additionally, school employees may use "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also limits school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained, the school must maintain documentation and must provide certain types of notice to the child's parent.

Daily Academic Schedule

Elementary

8:00 AM Start Time

****1:25 PM Dismissal Time for 2-hour early dismissals*

3:25 PM Dismissal Time

Middle School

8:00-8:50 AM 1st Period

****1:25 Dismissal Time for 2-hour early dismissals*

8:53-9:42 AM 2nd Period

9:45-10:34 AM 3rd Period

10:37-11:26 AM 4th Period

11:29 AM -12:18 PM 5th Period

12:18 PM -1:11 PM Lunch/Recess/Homeroom

1:11 PM -2:00 PM 6th Period

2:03 PM -2:52 PM 7th Period

2:55 PM -3:25 PM Homeroom

High School

8:00-8:50 AM 1st Period

****1:25 Dismissal Time for 2-hour early dismissals*

8:53-9:42 AM 2nd Period

9:45-10:34 AM 3rd Period

10:37-11:26 AM 4th Period

11:29 AM -12:18 PM 5th Period

12:18 PM -1:11 PM Lunch/Homeroom

1:11 PM -2:00 PM 6th Period

2:03 PM -2:52 PM 7th Period

2:55 PM -3:25 PM Power Hour

Dances

High School-sponsored dances must be approved by the principal prior to the dance. Students who leave a dance are not allowed to re-enter the dance. School district policies, rules and regulations apply to students as well as guests at school dances. Students and guests violating school district policies, rules or regulations will be asked to immediately leave the dance and school grounds. All students will be asked to sign out before leaving the dance early. School events need at least four (4) teachers present. All visitors must be registered in the office. Visitors not registered will not be allowed to attend. Approved guests of high school students must be enrolled in grades 9-12 of any school, or, if no longer in high school, must be ages 16-20.

Detention

Elementary

Parents will be notified of chronic behavior concerns that cannot be remedied by simple consequences (verbal reprimand, time out, missed recess, etc.). Detention is to be served after school. Parents will be notified to arrange a time for detention. Parents are responsible for arranging transportation home.

Students with repeated or more serious behaviors will be required to serve longer detention periods on Wednesdays from 1:25 to 3:25 PM. Parents will be notified about the detention. Parents are responsible for arranging transportation home.

Middle School

Detention will be served with the designated grade-level teacher. Students will be given two days to serve the detention, the day the notice is received and the next day.

Students with repeated or more serious behaviors will be required to serve longer detention periods on Wednesdays from 1:25 to 3:25 PM. Parents will be notified about the detention. Parents are responsible for arranging transportation home.

High School

Behavior Detentions

All behavior detentions will be served with the assigning teacher on Monday through Thursday, with teacher discretion of length of time (not to exceed 30 minutes). Behavior detention time must be served within two school days of the date received. If a student does not serve his/her detention at the scheduled time, without prior arrangements, then the detention will be doubled. Students may serve detentions before or after school if plans are made with the assigning teacher.

Students with repeated or more serious behaviors will be required to serve longer detention periods on Wednesdays from 1:25 to 3:25 PM. Parents will be notified about the detention.

Students may read, write, or study. Students may not sleep, talk, eat, use cell phones, or computers (unless required to complete academic work). If the detention is not served, the teacher will report to the principal, and the principal will assign the doubled detention time. If the student fails to show up on the second attempt, the student will be assigned to an in-school detention the following day.

Parents will be notified of all behavior detentions assigned.

Students with repeated or more serious behaviors will be required to serve longer detention periods on Wednesdays from 1:25 to 3:25 PM. Parents will be notified about the detention. Parents are responsible for arranging transportation home.

Extracurricular Activities

Students participating in extracurricular activities will make academics their first priority. Students may miss practice time to serve detentions. If an extracurricular activity and/or travel to an event DOES interfere with detention, the student will not be able to participate in that activity. If the detention DOES NOT interfere with the extracurricular activity and/or the travel to the event the student will be able to participate.

Discipline

The goal of the Board of Education 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.

It is very important that your child understands the necessity of the 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.

"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.

- Staff may use reasonable force to protect themselves and other students.
- After a consequence is administered, it should be forgotten as quickly as possible and not allowed to influence subsequent action.
- 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.
- Pupils may be kept after school for disciplinary reasons.

Suspension, Detentions, Removal from class, In-School Suspensions, and Out-of-School Suspensions

The superintendent or building principal may suspend a student temporarily for a period of time not to exceed ten (10) school days, may impose detentions, in-school suspension, out-of-school suspension or remove a student from class for the remainder of a semester for violation of a district policy, rule, regulation or directive.

The type of sanction and the duration of the sanction shall be determined by the superintendent or building principal, with consideration given to the maturity of the student, the offense committed, the history of prior offenses and any other circumstances deemed pertinent.

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 practical.

The superintendent or principal shall attempt to inform the parent by phone or in person on the same day of taking the disciplinary action. If a parent 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.

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. In extreme or repeated cases, a conference with the parents will be mandatory.

Upon verification of facts, **suspension** may occur for the following causes:

1. Committing a theft or robbery or attempting to commit a theft or robbery.
2. Threatening, intimidating or menacing any other person.
3. Use of profane, indecent, lewd or obscene language either verbally or in writing.
4. Possession or use of tobacco or any tobacco product (including look alike).
5. Possession or use of alcohol (beer or liquor) or controlled substances.
6. 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.
7. The distribution of, transmittal of, or sale of any tobacco product, beer or liquor, or controlled substance to other persons.
8. 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.
9. Fighting/Provoking a fight.
10. 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.
11. Truancy: absence from school or assigned classes without the consent of parent and principal.
12. Insubordination/Refusal to conform to policies, rules, regulations, directions 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.
13. Vandalism or willful damage to property (school, staff or student). 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.
14. Tampering with the fire alarm system.
15. Willful disruption of school or interfering with the peaceful conduct of the activities of the school.
16. Harassment/Hazing/Bullying.

17. Assault/Physical attacks or threats of physical attack to other students, officers, employees, visitors or agents of the district.
18. Possessing or downloading pornographic material.
19. Extortions.
20. Possession of threatening or illegal items or weapons (including look alikes) or use of dangerous weapons or components.
21. Displays of racial bigotry or intolerance. Examples of this include but are not limited to hate symbols such as swastikas, pictures, images, photographs, or drawings through electronic or other means. Additional examples include the use of defamatory verbal or written statements, and racial bigotry slurs or terms.
22. Criminal or illegal behavior.
23. 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.
24. Threatening to place or placing any incendiary or explosive device or material in any place where it may endanger persons or property.
25. 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.
26. Joining, becoming a member of, soliciting other students to join, taking part in forming or organizing a fraternity or society of students without prior approval of the Board of Education.
27. Other causes not specifically outlined as they may occur.

These offenses will be dealt with accordingly. Consequences include, but are not limited to:

- Variety of classroom interventions
- Timeout
- Teacher, Parent, Principal, Counselor involvement
- Detention (after school or Wednesdays)
- In-school suspension
- Out-of-school suspension
- Police involvement
- Expulsion

Use of Force

This section shall allow all school personnel to exercise reasonable and appropriate physical restraint when the actions of a student are such that the student may inflict harm to himself/herself or others. School personnel shall use the least amount of physical restraint as necessary, and the physical restraint must not cause serious or permanent harm to the student. Whenever physical restraint is used, it shall be reported to the building principal.

Physical Attacks

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 shall apply.

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.

Expected Behavior

Students should govern their actions, taking into account the rights and welfare of all students and respect for authority vested in school personnel and regard for public property.

Sanction

Students who violate the policies, regulations, rules or directives of the district, 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:

- a. Denial of extracurricular activities or privileges.
- b. Temporary removal from class to the office of the principal for a period not to exceed three (3) 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 during lunch periods for purposes of discipline.
- 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 five (5) school days.
- 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 Education.
- i. Expulsion: the student is prohibited from attending classes or any school activity for an indefinite period of time.
- j. Referral to other agencies.

Exclusion from Activities

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. 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.

Students who are serving in-school suspension or out-of-school suspension are not eligible and will be excluded from activities on the days they are suspended.

Specific Exclusion from Activities

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 and other activities that the administration deems appropriate.

Expulsion/Long-Term Sanction

Only the Board of Education 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 Education to discipline a student by using 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 Education, 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 Education (which may exceed five (5) 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 Education may expel any incorrigible child or any child who, in the Board of Education'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. If the student is married or is eighteen years of age or older, and is not residing with a parent, 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 Education shall be held within five (5) school days of the mailing of or personal delivery of the notice to the parent or student. The parent or student may request additional time in which to prepare, but in no event, shall the hearing be held later than ten (10) school days following the mailing or personal delivery of the notice. In the event the parent 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 parent(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 Education.

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 Education 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 Education unless the student or a parent of the student requests an open session if the student is a minor. In the event the student or parent 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 digital recording shall be made of the hearing. At the conclusion of the hearing, the Board of Education shall consider all relevant evidence introduced at the hearing and shall make a decision. The Board of Education shall meet in open session and by roll call vote entered in the minutes; make a decision on the merits. The Board of Education may adopt, modify or deny the administration's recommendation.

Within five (5) 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 student or his/her representative.

At the time of suspension or expulsion, the Board of Education 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 Education only upon action by the Board of Education.

Office Referrals

The following are ways that students can earn an office referral:

- Possession or use of weapons, drugs, tobacco, or alcohol
- Threats or acts of violent nature

- Refusal to follow directions
- Verbal or physical assault (fighting)
- Destruction or theft of property
- Continued refusal to follow directions
- Disrupting the school environment
- Displays of racial bigotry or intolerance

Consequences include, but are not limited to:

- Variety of classroom interventions
- Timeout
- Teacher, Parent, Principal, Counselor involvement
- Detention – recess, lunch, or before/after school, Wednesday afternoons
- In-school suspension
- Out-of-school suspension
- Police involvement
- Recommendation of Expulsion

Dress Code

There is a strong connection between academic performance, students' appearance and students' conduct. Inappropriate student appearance may cause 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. Students are expected to wear clothing that is appropriate to their age level and does not disrupt the school or educational environment. Styles that disrupt the educational process are prohibited.

Pants, shirts, and blouses must not be revealing. Exposed undergarments or midriffs are not acceptable.

Tank tops with less than 2-inch-wide straps and tube tops must be worn with a shirt with sleeves. Shorts AND skirts must be of appropriate length and not revealing.

Sagging pants, hanging chains, spikes, sunglasses, and clothing that displays profanity; encourages violence or the use of drugs, alcohol, or tobacco; or has sexual connotations are not permitted.

Coats are only to be worn when entering or exiting the building. Students should dress according to the temperature.

Caps, hats, headscarves/bandanas, or other such head attire are not appropriate to be worn in school. All of these are to be removed when you enter the building and not be worn again until you leave the building.

Under certain circumstances or during certain classes or activities a stricter dress code may be appropriate, and students must comply with stricter requirements. 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 school/event. These rules apply to all activities during and after the regular school hours at any event in which Shenandoah is hosting or participating.

Driver's Education

Driver's Education is offered to Shenandoah students. The scheduled time will be determined and announced to students. The fee for driver's education is set annually by the Board of Education.

Driving to School

In order to enjoy the privilege of driving to school, students should abide by the following regulations:

Drive your vehicle directly to school and upon arriving, park immediately in the approved parking area. You and your vehicle are under the jurisdiction of the school from the time you arrive until you leave.

STUDENT-DRIVEN-VEHICLES ARE RESTRICTED TO THE MAIN SOUTH PARKING LOT, BEGINNING WITH THE

SECOND DRIVE.

Students who do not park in a designated parking space will be towed due to safety reasons.

Leave your car after parking it and do not allow other students to sit in your car while it is parked at school.

Dual Enrollment Students

Students' dual enrolled for any purpose 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 superintendent at the central administration office.

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.

Early Graduation

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in Board Policy. In such cases, the student must have the approval of the Board of Education and a recommendation from the superintendent and the high school principal. Students must apply for early graduation no later than the July school board meeting prior to their senior year. Exceptions to this deadline will be considered at the discretion of the building principal and superintendent.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, a student who graduates early may participate in commencement and awards assembly.

Educational Records

In order to facilitate the educational process of the student, records on each student are kept in the building in which the student is currently attending. Student is defined as an enrolled individual, PK-12, including children in school district sponsored child-care programs. The custodian of the records is the building principal. Questions regarding student records should be directed to the principal's office. The records contain information about the student and the student's education and may include but are not limited to the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports. The following persons, agencies and organizations may have restricted access to student records without prior written consent of the parent or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- School officials, teachers and AEA personnel with a legitimate educational interest.
- Officials of other schools in which the student proposes to enroll.
- Representatives of state and local government when auditing and evaluating Federal education programs.
- Officials connected with a student's educational financial aid applications.
- Governmental officials to whom information is to be reported under state law adopted prior to November 19, 1974.
- State and local agencies that are part of the juvenile justice system.
- Organizations which process and evaluate standardized tests.
- Accrediting organizations for accrediting purposes.
- Parents and legal guardians of dependent children, regardless of children's ages.
- Appropriate parties in a health or safety emergency.

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

complete copy of the school district’s policy on student records or the procedure for filing a complaint, contact the Board Secretary at the Administrative Office, 712-246-1581.

Student directory information is released without parental permission unless the parent asks the school district not to release it. Parents must notify the school district by September 1st of each school year if they do not want the school district to release directory information. Directory information includes name, participation in officially recognized activities and sports, degrees and awards received, and heights and weights of athletes, photograph and likeness, and other similar information.

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that the Shenandoah Community School District, with certain exceptions, obtains your written consent prior to the disclosure, of personally identifiable information from your child’s educational records. However, Shenandoah Community School District may disclose appropriately designated “directory information” without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Shenandoah Community School District to include this type of information from your child’s educational records in certain school publications. Examples include: a playbill showing your student’s role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets, such as wrestling, showing weight and height of team members.

Directory information, generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the No Child Left Behind Act of 2001 (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.

If you do not want the Shenandoah Community School District to disclose directory information from your child’s education records without your prior written consent, you must notify the District in writing by September 1st. Shenandoah Community School District has designated the following information as directory information: student’s name; photography and likeness; grade level; enrollment status; participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received; and similar information.

Electronic Devices

Cell phones and other electronic devices (wireless headphones, radios, iPods and other music players, portable speakers, smart watches, etc.) are part of most high school-aged student’s typical daily life. In the classroom, and other instructional settings within the school however, phones and electronic devices can cause a distraction from learning. Since learning is the primary purpose of time in school, students and teachers should be guaranteed the safest and least distracted environment. In order to prepare students for adulthood, including the workplace, it is important to teach when cell phones/devices are appropriate.

Each building will determine their appropriate and non-appropriate usage areas and will have consequences for inappropriate use which can include removal of device from student by staff or administration, loss of privilege, and parent being asked to pick up the device.

The district is not responsible for lost, stolen, or damaged electronic devices at any time.

High School

Please see the chart below for expectations regarding the use of cell phones and other electronic devices at school:

Use of cell phones and other electronic devices <i>ARE permitted:</i>	Use of cell phones and other electronic devices <i>ARE NOT permitted:</i>
<ul style="list-style-type: none"> • Before school • After school 	<ul style="list-style-type: none"> • Classrooms • Restrooms

<ul style="list-style-type: none"> • Hallways • Cafeteria • Teacher designated “phone zone” • Honors Power Hour • Homeroom 	<ul style="list-style-type: none"> • Office during a disciplinary investigation/action • ISS and/or detention
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Students may carry their cell phones and electronic devices with them at all times, but they must remain turned off and put away at all times during classes and if they are not, students are subject to the following intervention or consequence:

- **1st offense:** Verbal warning and school staff takes student’s phone/device and returns it to the student at the end of the day.
- **2nd offense:** Detention (30 minutes) and school staff notify parent or guardian
- **3rd offense:** Detention (30 minutes), office referral, and loss of phone/device privilege for 5 school days. Student must turn in phone/device to office and will not be allowed to use it from arrival to dismissal.
- **4th offense:** Detention (30 minutes), office referral, and loss of phone/device privilege during the school day for the semester.

Offenses start over at zero each semester.

Parents and guardians can help with distractions in the classroom and contribute to the successful implementation of the cell phone/device procedure if they call the high school office at (712) 246-4727 and leave a message with the office staff for their child.

Eligibility Rules

The Board of Education of the Shenandoah 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 extracurricular 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 Education, administration, and individual activity coaches and sponsors. The principal and/or activities director shall keep records of violations of the Good Conduct Rule.

The following activities are covered by Board Policy and these rules:

Athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FCCLA, National Honor Society, all co-curricular clubs (e.g., Art Club), 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, mock trial, Academic Decathlon or any other activity where the student represents the school outside the classroom.

Middle School will implement eligibility for those participating in extra-curricular activities.

High School Academic Eligibility 36.15(2) Scholarship Rules

- a. All contestants must be enrolled and in good standing in a school that is a member or associate member in good standing of the organization sponsoring the event.
- b. All contestants must be under 20 years of age.
- c. All contestants shall be enrolled students of the school in good standing. They shall receive credit in at least four subjects, each of one period or “hour” or the equivalent thereof, at all times. To qualify under this rule, a “subject” must meet the requirements of 281 – Chapter 12. Coursework taken from a postsecondary institution and for which a school district or accredited nonpublic school grants academic credit toward high school graduation shall be used in determining eligibility. No student shall be denied eligibility if the student’s school program deviates from the traditional two-semester school year.
 - 1) Each contestant shall be passing all coursework for which credit is given and shall be making adequate progress toward graduation requirements at the end of each grading period. Grading period, graduation

requirements, and any interim periods of ineligibility are determined by local policy. For purposes of this subrule, “grading period” shall mean the period of time at the end of which a student in grades 9 through 12 receives a final grade and course credit is awarded for passing grades. For students in grades 7 and 8, “grading period” shall mean the period of time at the end of which a student receives a final grade.

- 2) If at the end of any grading period a contestant is given a failing grade in any course for which credit is awarded, the contestant is ineligible to dress for and compete in the next occurring interscholastic athletic contests and competitions in which the contestant is a contestant for 30 consecutive calendar days.
- d. A student with a disability who has an individualized education program shall not be denied eligibility on the basis of scholarship if the student is making adequate progress, as determined by school officials, towards the goals and objectives on the student’s individualized education program.
- e. A student who meets all other qualifications may be eligible to participate in interscholastic athletics for a maximum of eight consecutive semesters upon entering the ninth grade for the first time. However, a student who engages in athletics during the summer following eighth grade is also eligible to compete during the summer following twelfth grade. Extenuating circumstances, such as health, may be the basis for an appeal to the executive board which may extend the eligibility of a student when the executive board finds that the interests of the student and interscholastic athletics will be benefited.
- f. All member schools shall provide appropriate interventions and necessary academic supports for students who fail or who are at risk to fail and shall report to the department regarding those interventions on the comprehensive school improvement plan.
- g. A student is academically eligible upon entering the ninth grade.
- h. A student is not eligible to participate in an interscholastic sport if the student has, in that same sport, participated in a contest with or against, or trained with, a National Collegiate Athletic Association (NCAA), National Junior College Athletic Association (NJCAA), National Association of Intercollegiate Athletics (NAIA), or other collegiate governing organization’s sanctioned team. A student may not participate with or against high school graduates if the graduates represent a collegiate institution or if the event is sanctioned or sponsored by a collegiate institution. Nothing in this subrule, shall preclude a student from participating in a one-time tryout with or against members of a college team with permission from the member school’s administration and the respective collegiate institution’s athletic administration.
- i. No student shall be eligible to participate in any given interscholastic sport if the student has engaged in that sport professionally.
- j. The superintendent of schools, with the approval of the board of education, may give permission to a dropout student to participate in athletics upon return to school if the student is otherwise eligible under these rules.
- k. Remediation of a failing grade by way of summer school or other means shall not affect the student’s ineligibility. All failing grades shall be reported to any school to which the student transfers.

A student’s eligibility to perform will be determined biweekly and by grades that students receive at the end of each semester. (The key word here is PERFORM, as students will still be able to take part in practices, workouts, and rehearsals.) This means that every student will start the year as an eligible participant in any activity, unless you have failed a class the proceeding semester. When the term “preceding semester” is used, it means the semester immediately preceding the semester in which the student desires to participate in extra-curricular activities. Eligibility determined at the end of the school year extends into the summer months.

Middle School and High School Eligibility Determination This will go into effect 15 academic days into each semester. Students’ grading period will run every three weeks on Wednesday. Any student receiving a failing grade (F) or incomplete grade (I) will become ineligible until the grade is no longer failing or incomplete.

Academic progress reports will be done during the following weeks of the school year: First Semester: Week 3, 6, 9, 12, 15, 18, Second Semester: Week 21, 24, 27, 30, 33, 36.

Power Hour Assignments

Power Hour at the high school is a time during the school day for students to work on coursework, missing work, or work one-on-one or in small groups with teachers. Students are assigned to a Power Hour based on need for academic assistance. Staff will use course grades and/or standardized test data, attendance and disciplinary record to determine what students to assign to each Power Hour. The purpose of Power Hour is to provide interventions, reteaching and opportunities for academic improvement.

Emergency Drills

Fire and tornado drills are required by law. School districts must have two fire and two tornado drills before December 31 and two fire and two tornado drills after January 1 for a total of eight each school year. Periodically the school holds emergency lock-downs (1 each semester), and bus evacuation drills (1 each semester).

At the beginning of each semester, teachers notify students of the procedures to follow in the event of a fire, tornado, and lock-down drill. Emergency procedures and proper exit areas are posted in all rooms. Bus drivers will inform students and staff of the emergency procedures and how to utilize all emergency exits while riding of a school bus.

Emergency Information

At the beginning of each school year, parents must register their children. This registration information **MUST** provide the emergency telephone numbers of the parents as well as alternate persons to contact in the event the school is unable to locate the parents. *Parents must notify the office if the information on the registration forms changes during the school year. Parents may also update information on-line through the school website: www.shencsd.com.*

Every Student Succeeds Act

Shenandoah Community School District has always hired highly qualified teachers and staff. The federal legislation called Every Student Succeeds Act (ESSA) requires us to notify you that parents in our school district have the right to learn about the following qualifications of their child's teachers: state licensure requirements for the grade level and content area taught, the current licensing status of their child's teachers, and baccalaureate/graduate certification/degree. Parents may request this information from the Office of the Superintendent by calling 712-246-1581 or sending a letter of request to the Office of the Superintendent, 304 West Nishna Road, Shenandoah, IA 51601

Field Trips

In certain classes, field trips and excursions are authorized and may be taken as an extension of the classroom to contribute to the achievement of the educational goals of the school district. If a field trip is required for a course, students are expected to attend the field trip. Absences in other classes or school activities due to attendance on field trips or excursions are considered excused absences.

While on field trips, students are guests and considered ambassadors and representatives of the school district. Students must treat employees, chaperones, and guides with respect and courtesy.

Permission to attend field trips is granted by the parent when they sign the Permission & Acknowledgement form included in school registration paperwork. If a student does not attend a field trip, they are required to be at school, unless prior approval by an administrator.

Flowers and Gifts

Delivery of flowers or gifts for students will not be accepted at the JK-8 building. Delivery will be accepted at the High School. A list of recipients will be posted in the front hall. School staff will not be responsible for delivery to individuals.

Good Conduct Rule (Board Policy 503.4)

To retain eligibility for participation in Shenandoah High School/Shenandoah Middle School extracurricular activities, students must always conduct themselves as good citizens both in and out of school at all times.

Students who represent the school in an activity are expected to serve as good role models to other students and to the members of the community.

Shenandoah Schools will enforce the following policies and procedures relative to standards for participation in extracurricular activities or school social events throughout the calendar year both in and out of school.

Any student who engages in conduct which makes the student questionable may be denied the privilege to participate in extracurricular activities and/or other school social events on a temporary or permanent basis. Prohibited conduct includes activities which are illegal, immoral, or unhealthy as well as violations of school policies.

A student may lose eligibility under the Good Conduct Rule for any of the following behaviors: possession, use, or purchase of tobacco products (including look alike), regardless of the student's age; possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use"; "possession" has been defined by the Iowa Supreme Court as being within reach of or in "close proximity to" the contraband [e.g., alcohol or other drugs]).

Mere presence is a violation of our policy. Mere presence would include being in attendance at a function or party where the student knows or has reason to know that alcohol or other drugs are being consumed illegally by minors and failing to leave despite having a reasonable opportunity to do so; possession, use, purchase, or attempted sale/purchase of illegal drugs, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs;

Violation(s) of local, state or federal law and/or engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or hunting/fishing, violations), regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s); exceedingly inappropriate or offensive conduct such as assaulting staff or students, gross insubordination (talking back or refusing to cooperate with authorities), serious hazing, harassment of others, inappropriate use of social media and/or other situations.

If a student transfers from another school and the student had not completed a period of ineligibility for a violation of a Good Conduct Rule or Academic Policy in the previous school, the student shall be ineligible. Violations not served would be completed based on Shenandoah's policies before the student would be declared eligible. Suspension of a student from an extracurricular activity shall be the decision of the principal or principal's designee within the parameters of this policy. 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.

Penalties

Grades 7-12 Violations of the Good Conduct Rule will be cumulative within the student's high school career. A student who violates the Good Conduct Code during enrollment shall be ineligible to participate in any extracurricular activity in accordance with the following provisions:

First Offense: 33 ⅓% loss of eligibility – The student will not be permitted to dress for, or participate in, 33 ⅓% of consecutive contests or performances of the activities in which he/she participates after the violation

Second Offense: 66 ⅔% loss of eligibility – The student will not be permitted to dress for, or participate in, 66 ⅔% of consecutive contests or performances of the activities in which he/she participates after the violation.

Third Offense: 100% loss of eligibility – The student will not be permitted to dress for, or participate in, 100% of consecutive contests or performances of the activities in which he/she participates after the violation.

Fourth or More Offenses: 12-month loss of eligibility – The student will not be permitted to dress for, or participate in, activities for a period of 12 months after the violation.

Refer to the "Activities - Number of Contests/ Performances" schedule that follows for the number of ineligible

contests/performances or number of days per activity. An ineligible student shall attend all practices or rehearsals but may not “suit up” for, nor perform/participate in, the assigned number of consecutive ineligible contests/ performances. The practice/rehearsals guideline may be waived if agreed to by student, coach/ sponsor/director and administrator.

Activity	Number of Contests/Performances			
	1st offense – 33 ⅓%	2nd offense – 66 ⅔%	3rd offense – 100%	All other
Academic Competition	1	3	4	12 mos.
Band ²	5	11	16	12 mos.
Baseball	8	16	24	12 mos.
Basketball	7	14	21	12 mos.
Bowling	4	8	12	12 mos.
Cheerleading ³	3-7	7-14	9-21	12 mos.
Class Officers (days)	60	120	180	12 mos.
Club/Organizations	1	3	4	12 mos.
Cross Country	3	6	9	12 mos.
Drama (Plays/Musical)	1	3	4	12 mos.
FFA ²	5	11	16	12 mos.
Football	3	6	9	12 mos.
Golf	4	8	12	12 mos.
National Honor Society	(Subject to NHS Bylaws)			
Royalty	1	3		12 mos.
Softball	8	16	24	12 mos.
Speech	4	8	12	12 mos.
Student Council (days)	60	120	180	12 mos.
Tennis	4	8	12	12 mos.
Track	4	8	12	12 mos.
Vocal ²	5	11	16	12 mos.
Volleyball	5	9	14	12 mos.
Wrestling	5	10	15	12 mos.

¹ Multiple performances on any one date constitute a single performance for purposes of this policy.

² Subject to student’s total possible number of performances*. Ineligibility to equal a percentage of performances. *club or group may have 16 events, student may be eligible for only 6 events.

³ Cheerleading ineligibility is equal to a sport cheered.

Example of activities to be missed for a student in multiple activities. Ineligible student is in vocal music and girls’ basketball - penalty (with no reduction) 5 (vocal) + 7 (girls’ basketball) = 12 events divided by 2 activities would equal 6 activities. Student would miss the next 6 activities (could be 2 vocal events/4 basketball games). Rounding off 0.5 to 1. 4.9 = 1, 1.5 to 2.49 = 2, etc.

Notice to Student: The school administrator, upon making a determination that a student has violated the Good Conduct Rule, shall promptly mail or deliver to the student’s parent a written “Notice of Violation of Good Conduct Rule” which shall contain the following:

The student’s name and the names and address of the student’s parents.

A statement as to the time, place and circumstances of the violation that student is alleged to have committed.

A statement describing the sanction to be imposed upon the student for violating the Good Conduct Rule and the effective date on which such sanction shall commence.

A statement that the school administrator’s determination as to the student’s violation of the Good Conduct Rule and the punishment imposed therefore shall become final and effective as state above, unless an appeal is

taken within two (2) days to the Superintendent of Schools.

The period of ineligibility begins immediately upon finding of a violation, if the student is eligible for and currently engaged in an extracurricular activity. If ineligibility is not completed during the current activity, it will carry over to the student's next activity/contest. The starting date to begin such carried over suspension will start on the first date competition is allowed for that sport/activity, not when practice begins.

However, if the period of time between a violation and an activity is twelve calendar months or more, the student shall not serve an ineligibility period for the violation.

If a student drops out of an activity prior to completion of the ineligibility period, the full penalty or the remainder of the penalty, at the administration's discretion, will attach when the student next seeks to go out for an activity, subject to the 12-month limitation above.

If a student violates the Good Conduct Rule while ineligible due to an earlier violation, the penalty for the subsequent offense will attach at the completion of the earlier penalty (not to exceed the 12-month limitation)

Reduction in Penalty

A student may receive a reduction in penalty when the following conditions are met:

A student may receive a reduction in penalty if there is admission prior to determination. If a student comes forward to a coach/director, administrator, or activity sponsor to admit (self-report) a violation of the extracurricular activities code of the Good Conduct Rule prior to the finding of guilt by the administration, the student's penalty may be reduced (as listed below).

A student may receive a reduction in penalty if the student agrees to complete an established number of hours of "school service." The type of "school service" will be determined and agreed upon by the student and administrator of Shenandoah High School. The number of hours of "school service" are listed below.

A student may receive a reduction in penalty if the student agrees to complete an educational component(s). The educational component(s) could include, (but is not limited to any of the following): an evaluation and treatment process (at student's expense), research, reading, viewing of informational video(s) or written testing. The educational component(s) will be determined and agreed upon by the student, parent, and an administrator of the Shenandoah High School. The educational component(s) is listed below with the offenses.

A student who violates the "mere presence" provision of this policy shall serve no more than one-half of the established penalties for the first and second violations.

First Offense ½ Reduction of loss of eligibility (No penalty will be less than one event.)

--for self-reporting* (And)

--satisfactory completion of 5 hours of "school service"***

Second Offense ⅓ Reduction of loss of eligibility

--for self-reporting* (And)

--satisfactory completion of 10 hours of "school service"*** (or)

--successful completion of the educational component(s) ***

Third Offense ¼ Reduction of loss of eligibility

--for self-reporting* (And)

--satisfactory completion of 15 hours of "school service" ** (And)

--successful completion of the educational component(s) ***

Fourth/More Offenses - No Reduction of loss of eligibility

*Admission Prior to Determination: If a student comes forward to a coach, administrator, or activity sponsor to admit (self-report) a violation of the Good Conduct Rule prior to a finding of guilt by the administration, the student's penalty may be reduced as shown above.

**School service would be approved and monitored by school administrator. Service would be done within the school system and outside of the school day.

***Evaluation and Treatment: A student who has a second or third violation of the alcohol or drug provision of the Good Conduct Rule may elect to seek an evaluation and, if recommended, treatment from a recognized substance abuse facility at the student's or student's family's expense. If the student seeks the evaluation and agrees to waive confidentiality to allow the facility to report back to the superintendent regarding recommendations for treatment or follow-up care, the student's penalty for the second or third violation may be reduced by percentages stated above. This reduction is not available for first or fourth violations.

Appeal Process

Level 1, The Principal and/or Assistant Principal/Activities Director are the first level of the investigation for the Good Conduct Rule. If the student and/or parents are not in agreement with the decision of level 1, they have the right to appeal in writing to level 2 within 5 days.

Level 2, The superintendent will give written response to the student and/or parents within 5 school days. If the student and/or parents are not in agreement with the decision of level 2, they have the right to appeal in writing to level 3 within 5 days. The penalty will be in effect until reversed.

Level 3, The Board of Education will schedule a hearing within 5 days of the receipt of the appeal. The review by the Board of Education will be in closed session unless the student's parent (or the student, if the student is 18) requests an open session. The grounds for review by the school board are limited to the following: the student did not violate the Good Conduct Rule; the student was given inadequate due process in the investigation and determination; or the penalty is in violation of the Handbook Rule or Board Policy. The penalty will remain in effect pending the outcome of the meeting with the Board of Education.

The Board of Education will give written response to the student and/or parents within 5 days of the closed session hearing.

Violations Occurring During Ineligibility

If a student is ineligible at the time of a violation of the Good Conduct Rule, the penalty for the violation will not begin until the student regains eligibility. Example: A student is academically ineligible and then has a tobacco violation (Good Conduct Rule violation). When the student regains his/her academic eligibility, the Good Conduct Rule begins. Example: A student violates the Good Conduct Rule and is ruled ineligible for a period of time or number of events. While ineligible, the student again violates the Rule. The second penalty attaches when the first penalty is completed.

Academic Consequences

There will be no academic consequences for the violation (e.g., detention, suspension, expulsion from school, or grade reduction/withholding) unless the violation of the Good Conduct Rule occurred (a) on school grounds, (b) at a school event regardless of location, or (c) the violation has a direct and immediate negative impact on the efficient operation of the school despite occurring off school grounds/time.

Letters and Awards

Students who are ineligible at the conclusion of an activity shall not receive a letter or award for that activity until the period of ineligibility is completed.

Grade Reports

Students (K-8) receive report cards at the end of each quarter. High School students (9-12) receive report cards at the end of each semester.

Students who receive an incomplete in a class must complete the incomplete class within 5 school days after grades are handed out. Extensions may be granted by the teacher with the permission of the principal. Failure to finish an incomplete may result in a failing grade and loss of credit.

Grading scales will be developed at each building level.

A four-point system is used to calculate the cumulative grade point average (GPA) at the high school level. AP classes will be weighted on a five-point system. GPA will appear on the student's transcript.

A 4.0

5.0 GPA =

A

5.0

A-	3.7	A-	4.7
B+	3.3	B+	4.3
B	3.0	B	4.0
B-	2.7	B-	3.7
C+	2.3	C+	3.3
C	2.0	C	3.0
C-	1.7	C-	2.7
D+	1.3	D+	2.3
D	1.0	D	2.0
D-	0.7	D-	1.7
F	0.0	F	0
I	Incomplete		

Graduation Requirements

High school students must be registered in 7 periods per semester.

Classification-Credit Requirements

00.00 – 13.00	Freshman
14.00 – 26.00	Sophomore
27.00 – 40.00	Junior
40.00 +	Senior

Credits earned at summer school outside of the district are acceptable with prior approval of the Principal.

Shenandoah High School Graduation Requirements (Class of 2022)

- 6 credits in Mathematics (Math must be taken every year)
- 6 credits in Science (Science must be taken every year)
- 6 credits in Social Studies (2 credits in American History & 1 credit in American Government)
- 8 credits in Language Arts (Language Arts must be taken every year)
- 1 credit in Personal & Career Readiness

Shenandoah High School Graduation Requirements (Class of 2023 and beyond)

- 7 credits in Mathematics (Math must be taken every year)
- 7 credits in Science (Science must be taken every year)
- 6 credits in Social Studies (2 credits in American History & 1 credit in American Government)
- 8 credits in Language Arts (Language Arts must be taken every year)
- 1 credit in Personal & Career Readiness
- 1 credit in Financial Literacy

Physical education **must be taken every year**. Waivers are available for students to be exempt from physical education. Any waiver will be reviewed by the principal.

50 credits are required to graduate from Shenandoah High School with the remainder to be completed with Electives.

Students who are in good standing and who meet the graduation requirements set by the Board of Education are allowed to participate in the graduation ceremony and in senior activities. It is possible that students who are serving discipline at the time of the graduation ceremony or other senior activities will not be allowed to participate. Students are not required to participate in the graduation ceremony.

Students at graduation will be honored as follows: Honor Student 3.250 - 3.690 GPA, High Honors 3.70 - 3.89 GPA and Highest Honors 3.90 GPA and above.

Hall Passes and Agendas

Students must have permission or a “pass” to go from one part of the building to another during the class period. A teacher will not sign a pass for a student to see another faculty member without prior permission.

Middle School students must have their agenda, hall or library pass signed to be in the halls when classes are in session. Students will receive an agenda at the beginning of each school year and may get the hall pass signed by any teacher or school employee.

Middle school students are expected to write their daily assignments in their agenda and to keep the agenda in good usable shape. Since the agenda is provided to the student, it is the property of the school district and should be kept in good condition, just as a student should maintain a textbook that is checked out to them. There will be a replacement cost for lost or damaged agendas.

HAWK-I Insurance for Children

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-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.

Hazing or Harassment

Harassment/hazing will not be tolerated in the school district. This policy is 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 vehicles; while attending or engaged in school activities; and while away from school grounds if the misconduct directly affects the good order, efficient management of the school district and directly affects the welfare of the student and the school district.

All threats of violence, whether oral, written, or symbolic, against student, staff, or to school facilities are prohibited. All such threats will be promptly investigated. The district has the authority to report students violating this rule to law enforcement. 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.

The following factors will be considered in determining the extent to which a student will be disciplined for threatening or terroristic 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) 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.

Harassment/Hazing may include, but is not limited to the following:

- Verbal, physical or written harassment, bullying or abuse;
- Repeated remarks of a demeaning nature;
- Implied or explicit threats concerning one's grades, achievements, etc.; and
- Demeaning jokes, stories, or activities directed at the student.

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

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

- how the student felt; and
- how the harasser or bully responded.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature. Harassment, bullying, or hazing on the basis of age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status or familial status includes conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble persons when it:

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

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

- Verbal or written harassment or abuse;
- Pressure for sexual activity;
- Repeated remarks to a person with sexual or demeaning implications;
- Unwelcome touching;
- Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, achievements, etc.

Head Lice (Pediculosis)

School settings are conducive to a greater risk of transmissions of Pediculosis (Head Lice), and therefore, proper and effective treatment of this condition is needed.

The District requires exclusion from school until properly treated with an approved pediculicide – either prescription or nonprescription. Immediate exclusion of a student is suggested when live lice are found. Effective treatment will be required before a student may return to school.

The District requires that all nits/eggs must be removed within one week (7 days) of the day of diagnosis. After one week of treatment at home and nits still present, the parent will have to come pick up student and take home and treat for at least one hour. Then the student can return to school and the school nurse, and the parent can go through the hair together to make sure the student is lice and nit free. The removal of nits/eggs is essential to help prevent self-reinfestation and transmission to others. Total nit/egg removal also helps eliminate diagnosis confusion and serves to document treatment.

Chronic head lice cases will be rechecked weekly by the school nurse.

Confidentiality will be maintained to the best of the district's ability in all cases involving pediculosis.

Health and Accident Plan

Parents are responsible for providing insurance that covers their child(ren) if they are injured while at school or during school activities. Student Health and Accident Insurance is available for purchase through the school. The insurance offering describes several enrollment options designed to fit your individual needs. If interested, please refer to the insurance enrollment form provided to you or pick one up at any school office.

Student athletes must have health and accident insurance in order to participate in intramural or extra-curricular athletics. Students must provide written proof of insurance prior to the start of the athletic activity. A letter from the parents stating that the student is covered is adequate proof of insurance. Student athletes who do not have and cannot afford insurance should contact their coach.

Hearing Screening

Throughout the year, the school district sponsors hearing screenings. Students are automatically screened unless the parent submits a note asking the student to be excused from the screening. The grade levels included

in the screening are determined annually.

Honor Roll

Middle School

The school district honors students who excel academically. The honor roll is issued quarterly and includes all grades for the current quarter. There will be both an “A” and “A - B” honor roll.

High School

At the end of the senior year the four-year honor roll is recognized. This honor is achieved by having a four-year cumulative average of 3.250 or more. Seniors who achieve this honor are awarded honor cords to be worn on their robes for graduation activities. GPA will be carried out three decimal places when determining class rank. The High School has an honor roll at the end of each semester. There will be both an “A” and “A - B” honor roll.

Human Growth and Development

The school district provides students with instruction in human growth and development. Parents may review the human growth and development curriculum prior to its use and have their child excused from human growth and development instruction. Parents should contact the principal if they wish to review the curriculum or to excuse their child from [human growth and development instruction](#). A curriculum map is hyperlinked to this handbook [here](#).

Illegal Items Found in School or in Students’ Possession

Students are prohibited from distributing, dispensing, manufacturing, possessing, using, and being under the influence of alcohol, drugs or look-a-like substances; and possessing or using tobacco, tobacco products or look-a-like substances. This includes matches, lighters and other flammable liquids. Students violating this policy, whether at school or away from school, are subject to discipline measures which include removal from class, suspension, and expulsion. If an illegal act has been committed, the police will be contacted. Discipline for drug and alcohol related offenses will also include prohibition from participating in extracurricular activities.

Weapons are not allowed on school grounds or at school activities including hunting rifles even if unloaded and locked in cars, with the exception of weapons in the control of law enforcement officials or those used for educational purposes and approved by the principal. Students are also prohibited from using everyday items such as pencils, rulers, compasses or books in a threatening or assaultive manner, and doing so is grounds for discipline up to and including expulsion. Students shall not possess items that resemble firearms or other dangerous weapons (look-a-likes) without specific permission from a teacher, coach/activity sponsor or administrator. Using look-a-likes in an assaultive or threatening manner is expressly prohibited and may result in expulsion just as if the look-a-like were a real weapon. Possession or use of dangerous weapons or threatening use of look-a-likes by students receiving special education services or who have a disability covered by Section 504 of the Rehabilitation Act of 1973, may result in the same consequences as listed above. Students bringing firearms or look-a-likes to school or possessing firearms at school will be subject to the following: confiscation of the weapon; referral to law enforcement officials; immediate suspension from school with a recommendation for expulsion by the Board of Education for twelve months; possible loss of credit or grade level standing; prohibition against being on school grounds during the period of suspension or expulsion; eligibility for readmission to school only upon successful completion of any conditions imposed by the Board of Education (expulsion) or of the administration (suspension).

Due process will be followed prior to a student’s temporary removal from school except in emergency situations; in such cases, the student will be given due process as soon as possible. Any student who has information about or who believes that a student or other person has a firearm or other dangerous weapon on school grounds or at a school event should report this belief to a school employee immediately. The administration will strive to keep the informing student’s identity confidential in the event of disciplinary action taken against a student involved with weapons or look-a-likes.

Illness

A student who becomes ill or is injured at school must notify his or her teacher or another school employee as soon as possible. In the case of serious illness or injury, the school shall attempt to notify the parents according

to the information on the registration 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.

If a child's activity must be limited following an illness, parents are asked to notify the office.

For the health and safety of all the children, it is mandatory that sick children not be brought to school. In order to prevent the spread of disease, please keep your child home from school if he or she displays any of the following symptoms within a 24-hour period:

- fever greater than or equal to 100.4 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge
- cold sores or lesions

If your child displays any of the above symptoms at school, parents will be notified and required to pick up their child.

The district's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage
- Cold sores or lesions shows signs of healing (scabbed over)

If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of the other children, or if a child's condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where she or he is supervised by a familiar caregiver.

Immunizations

Iowa's immunization requirements apply to ALL individuals attending licensed childcare centers and schools in Iowa, including those who are home schooled. Iowa Code, Chapter 139a.8(6) and Iowa Administrative Code, 641-7.7(139) outline the immunization requirement for students attending preschool, elementary, or secondary schools. Students shall have received the required immunizations and submit the Iowa Department of Public Health Certificate of Immunization or have a valid Certificate of Immunization Exemption, or Provisional Certificate of Immunization.

Certificate of Immunization

A Certificate of Immunization must be given to the school the child will attend. To be valid, the Certificate of Immunization must include the name and birthdate of the child, the dates required vaccines were received, and must be signed by a physician (MD or DO), physician's assistant, nurse, or certified medical assistant.

Provisional Certificate of Immunization

A child who has begun, but not completed, the required immunizations for their age may receive a Provisional Certificate of Immunization so they may attend licensed childcare or school while they finish their required vaccinations. To be eligible for provisional enrollment, the child must receive at least one dose of each of the required vaccines for their age. The next dose of required vaccine should be given as soon as possible, but no longer than 60 days from the previous dose(s). If at the end of 60 days, the child has not received the next required dose(s) of vaccine, the child cannot attend school. The Provisional Certificate of Immunization must be submitted to the school the child attends while completing the required immunizations. After the child has

received all the required immunizations, a Certificate of Immunization must be submitted to the school. Students transferring from one U.S. school to another are eligible for provisional enrollment for 60 days to allow their immunization records to be transferred from the previous school.

Medical Exemption

A medical exemption may be granted if a health care provider believes immunization(s) would be harmful to the child or a member of the child's household. To be valid, the Certificate of Immunization Exemption must be completed and signed by a physician (MD or DO), physician's assistant or nurse practitioner. The Certificate of Immunization Exemption must be submitted to the school the child attends.

Religious Exemption

A religious exemption may be granted in immunizations conflict with a religious belief and is not based on scientific, medical or personal opinion. To be valid, the Certificate of Immunization Exemption must be complete with the name and birthdate of the child and signed by the individual or the child's parent and must be notarized. The Certificate of Immunization Exemption must be submitted to the school the child attends.

Enforcement

Students who do not provide a Certificate of Immunization, Provisional Certificate of Immunization, or Certificate of Immunization Exemption to the school on the first day of school cannot attend.

Required Immunizations – Elementary/Secondary School

Diphtheria/Tetanus/Pertussis (DTaP)

5 doses with 1 dose received \geq 4 years of age if born after September 15, 2003;

OR 4 doses with 1 dose received \geq 4 years of age if born after September 15, 2000 but on or before September 15, 2003;

OR 3 doses with 1 dose received \geq 4 years of age if born on or before September 15, 2000;

AND 1 dose of tetanus/diphtheria/acellular pertussis – containing (Tdap) vaccine for applicants born after September 15, 2000, upon entrance into 7th grade and above; regardless of the interval since the last tetanus/diphtheria-containing vaccine.

Polio

4 doses with 1 dose received \geq 4 years of age if born after September 15, 2003;

OR 3 doses with 1 dose received \geq 4 years of age if born on or before September 15, 2003

Polio vaccine is not required for persons 18 years of age or older.

Measles/Rubella

2 doses with the first dose received \geq 12 months of age, second dose no less than 28 days after the first dose;

OR demonstrate a positive antibody test for measles and rubella from a U.S. laboratory.

Hepatitis B

3 doses

Varicella

2 doses received \geq 12 months of age if born after September 15, 2003;

OR 1 dose received \geq 12 months of age if born on or after September 15, 1997, but born on or before September 15, 2003;

OR a reliable history of natural disease

Meningococcal (A, C, W, Y)

1 dose received on or after 10 years of age for applicants in 7th grade and above, if born after September 15, 2004;

AND 2 doses for applicants in 12th grade, if born after September 15, 1999;

OR 1 dose if received when the applicant was 16 years of age or older

Required Immunizations – Preschool & Junior Kindergarten

Diphtheria/Tetanus/Pertussis (DTaP)

4 doses

Polio

3 doses

Haemophilus influenzae type B (Hib)

3 doses with the final dose in the series \geq 12 months of age;

OR 2 doses if only 1 dose received $<$ 15 months of age;

OR 1 dose if received \geq 15 months of age

Hib vaccine is not required \geq 5 years of age

Pneumococcal

4 doses if received 3 doses $<$ 12 months of age;

OR 3 doses if received 2 doses $<$ 24 months of age;

OR 2 doses if received 1 dose $<$ 24 months of age;

OR 1 dose if received no doses $<$ 24 months of age

Pneumococcal vaccine is not required \geq 5 years of age

Measles/Rubella

1 dose \geq 12 months of age;

OR demonstrate a positive antibody test for measles and rubella from a U.S. laboratory

Varicella

1 dose \geq 12 months of age;

OR a reliable history of natural disease

Inclement Weather

When school is canceled because of inclement weather prior to the start of the school day, students and parents are notified over KMA radio (960 AM) and the School Messenger Parent Notification System. If you have missed a School Messenger message you may retrieve the message within 36 hours by going to the school website. Please check these sources before calling the school. If needed, the missed time will be added to the calendar to meet minimum state requirements at the discretion of the superintendent. This can include days added at the end of the year, making early out days full days, canceling school breaks, etc.

If school is dismissed because of inclement weather after the school day has begun, parents are notified by the same means.

Extracurricular activities or practices scheduled for the day or evening of a day when school is canceled or dismissed early are generally canceled or rescheduled. The principal/athletic director may determine whether to hold extracurricular activities or practices. If the extracurricular activity is to be held, students and parents are notified using School Messenger or over KMA Radio (AM 960).

School Closings and Athletic Practices

Student activities are a vital part of the total educational program and should be used as a means for developing good human relations and wholesome activities as well as knowledge and skills. The health, safety, and welfare of the students participating in student activities shall be foremost in the minds of those directing such activities and responsible for such activities. In the interest of student welfare and safety, the following procedures shall be followed during times of school closings due to inclement weather, emergency situations, etc.

Superintendent closes school all day: Superintendent and Athletic Director and/or Principal shall determine if practices are to be conducted.

Superintendent dismisses school early or notifies of a late start: Superintendent and Athletic Director and/or Principal shall determine if practices are to be conducted.

Contracted Contests

School closed all day: The athletic director shall be responsible for any postponements, cancellations and rescheduling of contracted contests. The building principal shall be responsible for decisions on postponements, cancellations, and rescheduling of other events and activities.

School dismissed early: The superintendent shall be responsible for canceling all activities and/or events. The athletic director and/or Principal shall notify the contracted parties, news media, transportation director, and others as the need arises of the cancellation. In addition, he/she shall be responsible for rescheduling the canceled events and activities.

Inspection of Educational Materials

Parents and other members of the school district community may view instructional materials. Copies may be obtained according to Board Policy. Tests and assessment materials are only available for inspection with the consent of the superintendent. Persons wishing to view instructional materials or to express concerns about instructional materials should contact the building principal.

Invitations to Parties

Elementary

Parental cooperation and courtesy is requested when sending party invitation to school for distribution. Invitations will be distributed at school ONLY if every child, or all boys or all girls, in the class receives one. We will provide class lists with names for party invitation/class party purposes. Parents may request their name not be released.

Jurisdictional and Behavioral Expectations Statement

This handbook is an extension of Board Policy and is a reflection of the goals and objectives of the school board. The Board of Education, 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 engaging in school activities; and while away from the school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. School district policies, rules and regulations are in effect 12 months a year. A violation of 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.

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 educational 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 principal's office for information about the current enforcement of the policies, rules, regulations, and student handbook of the school district.

Legal Status of Student

If a student's legal status, such as the student's name or the student's custodial arrangement, should change during the school year, the parent must notify the school district and provide any necessary legal documentation. The school district needs to know when these changes occur to ensure that the school district has a current student record.

Lost and Found

Shenandoah School is not responsible for loss of student property at school. Students finding articles not belonging to them should turn these items in to the office. Should you lose an item, this would be a good place to check. Students should label all textbooks, workbooks, notebooks, and personal property. Report any lost or stolen items to the office. After a period of time, items not claimed, will be donated.

Lunchroom

Lunch is served to students daily. During registration, parents will be encouraged to complete a free/reduced lunch application. This is used to determine cost for school fees and meals for each student. Additionally, grants are often dependent on the percentage of students who qualify for free/reduced lunch.

The school district operates both a lunch and breakfast program. Breakfast will be served from 7:15 to 7:55 each morning except when there is a late start. Students may either bring their own lunches to school or purchase a lunch and other items, including milk. **Federal regulations do not allow “fast food” lunches or pop in the cafeteria during lunch for students or guests.**

Except for high school students with pre-arranged privileges, lunch periods are closed, and students must eat at school unless individual arrangements are made with the principal.

Students eating in the cafeteria are expected to conduct themselves according to common manners and school rules. Should a student choose to behave differently they may be assigned an alternate location to eat.

We use a Point of Sales Electronic System. Students may deposit any amount of money in their account. Student lunches vary in cost from \$2.45 to \$2.85 depending on the grade level of the student. Breakfast costs \$2.00 per day. The money can be deposited either before school or during the morning before lunch. Students will receive a statement when they go through the lunch line if they have only enough money left in their account for one or two more days. Should a student’s account be empty, no charges will be made. The student will be given an alternate meal (i.e. basic peanut butter sandwich and milk) for lunch.

Parents and guests are welcome to join a student for lunch. The school office should be notified at least one day in advance to reserve a meal. The cost of an adult lunch is \$3.75 per day.

All seniors will start each school year with open lunch privileges. Students must submit signed parental approval before open lunch will be granted. Forms are available in the office. Students who do not have a driver’s license may not drive during open lunch. School permits are not acceptable. Students who have open lunch cannot bring food back to school to eat or bring food for other students.

Medications

Students may need to take prescription or non-prescription medication during school hours. Students may not carry medications with them during the school day. Medications must be brought to school with a note from the parents providing permission for the student to take the medication and written instructions and left with the school nurse or office. The school must know the medications a student is taking in the event the student has a reaction or illness.

Medication is held in a locked cabinet and distributed by the school nurse. Medication must be in the original container with the following information either on the container, in the instruction sheet or in the parental authorization: name, phone number and address of the pharmacy; directions for use including dosage, times and duration; date of the prescription; name of the physician; potential side effects; and emergency contact information for the parents.

Minimum Age {Iowa Code §§ 139.9; 282.1, .3, .6 (2005)}

Junior Kindergarten and Kindergarten students must be 5 years of age and first grade students must be 6 years of age by September 15 of the school year to register for school.

Non-School Team Participation Rule 36.15(7)

Any student (grades 7-12) in the Shenandoah Community School District who participates in school-sponsored sport programs may participate in non-school sport programs during the same season.

A student (and his/her parent) who plans to participate in a non-school sport program needs to arrange a pre-season meeting with his/her coach, school administrator and parent. Purpose of the meeting would be to work out an agreeable schedule for both the school and non-school program. The approved schedule will be included on the Non-School Participation Form which will be signed by all parties.

A student who chooses to give non-school participation priority over the school-sponsored sport program may jeopardize his/her program status or standing as a member of the school-sponsored sport program.

On-Line Course Enrollment

Shenandoah CSD offers a fully accredited online school (IGNITE Online & Personalized Learning) as an option for students who want to attend school online full time. Students who are not enrolled in IGNITE Online & Personalized Learning are eligible for online courses if they meet one of the following conditions listed below. Eligibility does not guarantee the student will be allowed to take an online course. Final approval is determined by the school principal, school counselor, online course coordinator, and content area teacher.

- At a student's IEP meeting, the IEP team feels that an online course is the best way for a student's educational needs to be met.
- Credit Recovery – A student has taken a course and received a failing grade. If they wish to repeat the course, they may ask to take it online.
- Early Graduation – A student who has been approved for early graduation may take courses online in order to meet graduation requirements.
- Course not available for student to take – If there is a scheduling conflict that does not allow a student to take a course because it conflicts with another, they may be allowed to take one of the courses online.
- Extenuating Circumstances – If there are other extenuating circumstances that prevent a student from being able to take a regular course, then they may be given permission after meeting with the principal, school counselor, online course coordinator, and content area teacher.

Open Enrollment

Iowa's open enrollment law allows parents residing in one school district to request transfer of their children to another school district. Applications for open enrollment must be received in the superintendent's office of the receiving district (the school which the student would like to attend) by March 1st of the year preceding the school year for which open enrollment is desired. For example, if the form is turned in on March 1 the student can attend the receiving district when school starts in the fall. There are some exceptions to the March 1st deadline. An open enrollment request for a prospective kindergarten student may be filed with the receiving district by September 1st of the school year of enrollment into kindergarten. In addition, the following circumstances are considered "good cause" and are acceptable conditions for a timeline waiver IF the change occurred AFTER March 1st:

- Change in family district of residence.
- Change in the marital status of the student's parents resulting in a change of residence.
- Adoption.
- Placement of the child in foster care resulting in a change of residence.
- Participation in a foreign exchange program
- Participation in a substance abuse or mental health treatment program resulting in a change of residence.
- Serious health need.
- Pervasive harassment.
- Failure of district negotiations to reorganization or rejection of proposed reorganization plan.
- Failure of district negotiations for whole grade sharing or rejection of whole grade sharing agreement.
- Loss of accreditation or revocation of a charter school contract.

If good cause is related to change in residence, open enrollment application must be filed within 45 days of the move. Applications can be obtained at the Administration Office. Questions can be addressed by stopping by or calling 712-246-1581.

Parents are responsible for transporting children open enrolled to another district. This applies to all students including those with an IEP. If the need for transportation as a related service is stated in the IEP, as a general rule, the parent is responsible for this obligation under open enrollment. If a child open enrolls to a district that is contiguous to the home district and the parents' income meets economic eligibility requirements, the family may receive a stipend for transportation or be provided transportation by the resident district.

Students who open enroll in grades 9 through 12 **shall not be eligible** to participate in **varsity** contests and competitions during the first 90 school days of the transfer.

Open Gym Policy

A member or associate member school may open its gym or athletic facilities for the purpose of making recreational activities available for all students or the community. Open gyms will be supervised by a school employee or someone 21 years or older and approved by the activities director. **Coaches and volunteer coaches should adhere to the "Contact Rule" as defined in Iowa Code 36.15(6).**

Shenandoah policy allows for any practices held on Sunday to run from 1:00-5:00PM.

Parent-Teacher Organizations (PTO)

Both buildings have Parent-Teacher Organizations (PTO). They work on a variety of fundraisers for the benefit of the students. Please contact a school secretary to be referred to a PTO officer.

K-8 PTO – meets the first Wednesday of each Month. The time of the meeting is posted each month in the parent newsletter.

High School PTO - meets as needed

PBIS – Positive Behavior Interventions and Supports

PBIS systems are used to support and develop positive student behaviors. Expected behavior in specific areas are defined for students, and needed skills are practiced and reinforced in classrooms, while positive behaviors are systematically reinforced and rewarded.

The elementary core principles are being respectful, responsible and safe. The middle school core principles are being respectful, responsible, and resilient. The high school core principles are positivity, respect and responsibility, integrity, determination, and excellence.

Physical Contact

Public displays of affection are not appropriate for the school environment and physical contact will not be allowed. Students who are caught engaging in physical displays of affection will have to serve a detention time assigned by the principal.

Physical Examinations, Dental Exams & Lead Screenings

Parents are encouraged to have their children receive periodic physical examinations. Students participating in athletics are required to provide a school district physical examination form signed by the student's doctor stating the student is physically fit to perform in athletics prior to the start of the sport. Failure to provide proof of a physical examination makes the student ineligible. Students who cannot afford the cost of the physical examination should contact the coach of their sport. Students entering High School must have dental exams. Students entering Elementary are recommended to have a lead, dental, and vision screenings. For assistance, please contact Page County Department of Public Health at 712-850-1212.

Posting of Information

Students, parents or community members who wish to post or distribute information must receive permission from the principal before posting or distribution. This applies whether the information deals with school-sponsored or non-school sponsored activities. The principal can explain or answer questions regarding the school's rules on posting and distributing materials.

Post-Secondary Enrollment or Dual Credit Options

Iowa Code authorizes enrollment part-time in nonsectarian courses in eligible post-secondary institutions of higher learning in Iowa for students in grades 9-12 and TAG students. Students wishing to use this program must be proficient (41st percentile and above on Iowa Assessments).

Shenandoah High School shall grant high school academic credit if a student successfully completes a course as determined by the eligible institution. The responsibility for granting the amount of credits counting towards graduation remains with the Shenandoah Community School District.

Recess and Playground Rules

Elementary

For safety reasons, students are not to play on the playground before or after school. Students are to come directly into the building at the appropriate arrival time in the morning. 4th graders are allowed to go out to play on the playground before school with staff supervision only. At dismissal time, students are to leave school grounds by whatever means parents have indicated. Our playgrounds are open to public use, at your own risk, during non-school hours. Children should be adequately supervised.

Individual teachers and grade levels will plan 1-2 recess breaks each day depending on the age of the students. The exercise and fresh air are an important part of the day. Students go out unless the temperature or wind chill is 15 degrees F or below, or it is raining, so please be sure your child has appropriate outerwear – coats, gloves, hats, boots, etc. Students go out to recess unless the heat index is 95 degrees F or higher. We have a lower elementary (K-2) and upper elementary (2-4) playground. Children are taken on a “tour” of the playground, shown the right/wrong ways to play on the equipment and the boundaries to stay within. Students must obey the adult supervising the playground and not just their classroom teacher. Horseplay, roughhousing, throwing snowballs, rocks, etc., are prohibited. We request that students not bring personal toys or other items to school.

General playground rules are:

- Keep hands and feet to self
- Follow rules and play safely
- Use equipment properly: swings, slides, climbers, seesaws, monorail, bouncers, balls, etc.
- Be respectful of others: kicking, pushing/shoving, hitting/punching, grabbing, biting, etc. are not tolerated
- Ask permission to leave the playground for any reason
- Accept feedback/consequences: back talking and arguing are not tolerated
- Inappropriate language: name calling and swearing are not tolerated

Severe Behavior

- Fighting or hurting others
- Not accepting feedback/consequences – being disrespectful of supervisor

Recess and playground privileges can be taken away for unsafe, inappropriate behavior. Students losing those privileges may have to stand/sit in an assigned, supervised spot during recess or report to a designated teacher.

School Day

Students may be present on school grounds more than 10 minutes before school starts and 10 minutes after school dismisses only when they are under the supervision of an employee or an extracurricular activity sponsor. Students may arrive earlier if they are eating breakfast (served from 7:30-7:55) or special arrangements have been made with a teacher. Bus students enter the building when they arrive and will be directed to a supervised area. If school is dismissed early, students are to be picked up at dismissal time. Please be prepared for weather-related early dismissals so someone will be available to pick up your child.

School Fees

The school district charges fees for certain items, such as textbook rental. Students whose families meet the income guidelines for free and reduced-price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or students 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 student fees. Parents of students who believe they may qualify for temporary financial hardship should contact any school secretary for a waiver form. This waiver does not carry over from year to year and must be completed annually.

School Counseling Program

The school counselors are available to all students. The school counselors will see students by self-referral, or by teacher and/or parent referral. Working with teachers, administrators, and parents, the school counselors encourage a student's academic, career, and personal-social growth.

School Library

JK-8

The school library is available to students during school hours. The library is a place for study, research, reading, and working on assigned projects. Students are expected to follow library policies.

Check-out Procedure – Books are checked out for two weeks and may be renewed for an additional two weeks. Books must be brought to the library for renewal. Equipment (cameras) may be checked out over night with the permission of the classroom teacher.

Overdue Policy – Individual overdue notices are given to students weekly. There are no fines for overdue books. However, fines will be assessed for lost or damaged library materials and equipment. The fine will be the replacement cost of the item. A student may not checkout library materials if he/she has an unpaid fine or overdue material.

High School

Students are expected to follow the guidelines posted in the library. Students may be asked to leave if disruptive behavior continues.

Books are checked out for a period of two weeks and may be renewed unless other students need them for a class activity. Equipment (cameras) and books placed on reserve by teachers may be checked out for overnight. Nooks are available for student use.

Overdue policy – Overdue and fine notices are given to students in homeroom or other class.

Fines for overdue materials: books are \$.10 per day; equipment and reserve books are \$.50 per day; laptop computers are \$9.00 per day. Students with a fine of more than \$.50 may not check out books until the book is returned and the fine paid. If a student has lost a book, the student must pay for the replacement. Nooks will not be renewed. Late fees for a Nook is \$1.00 per day. Damaged or lost Nooks will result in a replacement charge to the student in the amount of \$150.00.

School Nurse

The district has two school nurses. One nurse is housed at the JK-8 building and the other nurse at the high school. The nurse keeps confidential records on each student, may conduct vision and hearing tests and encourages dental check-ups. She also assists classroom teachers in matters of health education and may make home visits concerning health problems.

School Parties

The school observes holidays throughout the school year. Students who do not wish to participate in these celebrations or activities may be excused or an alternative activity will be available to the student at the parent request.

School Permits or a Minor School License

Eligibility for school permits is determined by the superintendent. Students must reside at least one mile from the high school.

The Board of Education has approved the following exceptions to the rule:

- The most direct route to and from school is deemed unsafe or has road construction that is anticipated for an extended period of time.

- Parent work hours are consistently scheduled at a time that interferes with the student attending school or participating in school-sponsored activities unless the student is permitted to drive.
- Either the student or parent have a medical need or physical disability that interferes with the student attending school or participating in school-sponsored activities unless the student is permitted to drive.

School Property

Students are expected to take care of school property including desks, chairs, books, lockers, computers, and school equipment. Vandalism is not tolerated. Students found to have destroyed or otherwise harmed school property may be required to reimburse the school district. In certain circumstances, students may be reported to law enforcement officials.

School-Sponsored Student Organizations

School-sponsored student organizations are those which are recognized by the school district and Board of Education. Participation in school-sponsored student organizations is a privilege. Individual sponsors or coaches may impose rules in addition to those contained in this handbook. The privilege of participation may be suspended or canceled for violating an individual coach's or sponsor's rules as well as for violation of the school district policies, rules or regulations.

School Supplies

Supply lists for JK-4 are posted in businesses that supply them. Supply lists will be provided at registration and on the school website or parents can pick them up in the school office at any time.

Senior Year Plus

Chapter 281--22 of Iowa Code

Advanced Placement (AP) Courses

Advanced Placement (AP) courses are college-level courses offered by high schools. The courses, curriculum requirements, and optional tests are provided by The College Board. Based on the examination score and the postsecondary institution's policies, students may be eligible for college credit or advanced standing at the college or university they later matriculate.

The district offers several AP courses to its students. Courses may be offered by district instructors, another school district, or through the Iowa Online Advanced Placement Academy. The district will provide descriptions of the AP courses available in the high school course handbook. It is the responsibility of the school district to establish the prerequisite coursework for each AP course offered and prerequisites will be stated with the course description in the course handbook. AP courses will be made available to dually enrolled students under competent private instruction, as long as they meet the same requirements as a regularly enrolled student in the district. The district requires all students enrolled in an AP course to take the AP examination. The district pays the examination fee. Any student not wanting to sit for the AP examination, must get prior approval from the principal.

Post-Secondary Enrollment Options (PSEO)

The Postsecondary Enrollment Options Act was enacted in 1987 to promote rigorous academic pursuits by providing high school students access to enroll part-time in nonsectarian courses in eligible postsecondary institutions. Now offered through Senior Year Plus, the program is available to eligible juniors and seniors as well as freshmen and sophomores who are identified as gifted and talented according to the school district's criteria and procedures.

Concurrent Enrollment

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll part-time in eligible nonsectarian courses at or through community colleges. Per Senior Year Plus, concurrent enrollment courses are offered through contractual agreements between community colleges and school districts within their service area.

The program will be available to all eligible students in grades 9 through 12. A student receiving competent private instruction may access the program through the school district in which the student is dually enrolled and may enroll in the same number of concurrent enrollment courses as a regularly enrolled student of the district. A student cannot take a college course that is defined as comparable, as determined by the school board, to a course offered by the high school. The school board will annually approve courses to be made available for high school credit using locally developed criteria. The school board will also decide the number of high school credits that will be granted to a student who successfully completes a course. A registration form will be completed by the student with scheduled time of the course(s). Parents and students will be required to sign an acknowledgement regarding consequences of failing the class(es). The district will not charge tuition to any students who take concurrent enrollment courses during the school year.

The school district pays only for courses which are not offered by the high school, and which are offered during the regular school year by the community college, private college or state university. The school district does not pay for the costs of summer school classes. Summer school classes however are eligible for credit.

The district has a contract with IWCC to offer concurrent enrollment.

Career Academies

Career academies are programs of study offered to high school students through an agreement or contract between their high school and a community college. They bridge high school and community college CTE programs.

The district does not currently have a contract with a community college for a career academy.

Eligibility

All Senior Year Plus programs where postsecondary credit is offered, are subject to eligibility requirements. The student must meet the enrollment requirements of the postsecondary institution providing course credit, must meet or exceed the minimum performance measures on any academic assessments that may be required by the postsecondary institution, and have taken the appropriate prerequisites, if any. The student must demonstrate proficiency in the content areas of reading, mathematics, and science as evidenced by achievement scores on the most recent state standardized test.

Sharing Time

Elementary

Individual teachers will inform you of “sharing time” procedures and guidelines for their classroom. For health and safety reasons, animals are not permitted in classrooms without prior approval from the school. Many people have allergies that may be triggered by the presence of animals. Live animals will not be allowed in school district facilities except under special circumstances and must be present for an educational purpose. Permission from the principal and teacher will be required of anyone wishing to bring an animal into the school. The person bringing the animal must furnish transportation for the animal. Animals will not be allowed to travel to and from school on the school bus. It shall be the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Special Programs

English Learners: Special arrangements are made as needed to provide additional assistance to children whose primary language is other than English. The district employs a part-time instructor. Interpreters are provided as needed.

Title I Reading: Qualifying students receive skill interventions in small group instruction in addition to the regular reading program provided in the classroom.

Special Education: The district provides a variety of programs for students with special needs with proper diagnosis and identification, beginning as early as three years of age. Services will vary, depending on the age of the student and the program as determined by each Individual Education Plan (IEP).

Talented and Gifted (TAG): In a society that seeks to offer educational opportunities appropriate to each child’s ability, the Shenandoah Schools make provisions for the unique needs of the talented and gifted. Such children

are those who demonstrate achievement or potential ability, or both, in the areas of general thinking, creative thinking, leadership, visual and performing arts, or specific aptitude. The TAG program also provides assistance in regular classrooms as time and circumstances permit.

Junior Kindergarten (JK): This program is recommended to parents based on Kindergarten Roundup, preschool and parent information. JK is appropriate for students that are of age to attend Kindergarten but not ready developmentally.

Preschool: Our preschool is an integrated early childhood special education program. Curriculum is customized to meet students at their skill-level and prepare them for the next phase of their education.

Flex Ed Centers: The Middle School and High School each offer a Flexible Education Center which allows students an alternative setting to complete their annual and graduation requirements.

Standardized Tests

Students are given standardized tests annually. These tests are used to determine academic progress for individual students, for groups of students, for the school district and to comply with state law. Students are tested unless, in rare cases, they are excused by the principal or qualify for alternative assessment. The Iowa Statewide Assessments of Student Progress are given to all students in grades 3-11.

Student Assistance Team

The Student Assistance Team (SAT) is a school-based problem-solving group of staff members who assist with the educational, physical, social, emotional, behavioral and other individual needs of students. The team meets to provide additional support to students who are experiencing difficulty in our educational environment. The team, for a student, examines the needs, develops and recommends appropriate intervention strategies, and reviews the effectiveness of those strategies. This team coordinates the structure that assists students, families, and teachers, in seeking positive solutions for maximizing student potential. The SAT focuses in-depth on one student at a time.

Student Complaints

Student complaints and grievances regarding Board Policy or administrative regulations and other matters should be addressed to the student's teacher or another licensed employee, other than the administration, for resolution of the complaint. It is the goal of the Board of Education to resolve student complaints at the lowest organizational level.

If the complaint cannot be resolved by a licensed employee, the student may discuss the matter with the principal within ten (10) days of the employee's decision. If the matter cannot be resolved by the principal, the student may discuss it with the superintendent within ten (10) days after speaking with the principal.

If the matter is not satisfactorily resolved by the superintendent, the student may ask to have the matter placed on the board agenda of a regularly scheduled school board meeting in compliance with Board Policy. It is at the Board President's discretion to determine whether or not the item will be placed on the agenda.

Student Council

These organizations provide for student activities, serve as a training experience for student leaders, give students a share in the management of the school, develop high ideals of personal conduct, act as a clearinghouse for student activities, seek to interest students in school district affairs and help solve problems that may arise. Members of the councils are student representatives who have direct access to the administration.

Student Funds and Fund Raising

Students may raise funds for school activities upon approval of an administrator at least 2 weeks prior to the fundraising event or the start of a fundraising campaign. Funds raised remain in the control of the school district and the Board of Education. School-sponsored student organizations must have the approval of the principal prior to spending the money raised. Students should not solicit funds from teachers, employees, or other students during the school day.

Student Lockers and Desks

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. In some instances, students may be required to share a locker or desk. Students at the high school are not to trade or share lockers. It is the responsibility of each student to keep the student's assigned locker and desk clean and undamaged. Lockers are to be kept closed when not in use. No signs or items may be attached to the outside of the locker. If something is found on the outside of a locker, it will be removed by school personnel and discarded. The expenses to repair damage done to a student's locker and desk are charged to the student.

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 assuring 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. Periodic inspections of all or a random selection of lockers, desks or other space may be conducted by school officials in the presence of the student or another individual. 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 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. **The school district has the right to use a drug dog to assist in their search both inside the school building as well as parking lots.**

Students are encouraged not to leave valuables or money in their lockers and/or desks and to keep the locker locked. High School - Students are encouraged to put a padlock on their hall locker and PE locker. Locks can be checked out from the High School office. The school is not responsible for loss of student property at school.

Student Publications

Students may produce official school district publications as part of the curriculum under the supervision of a faculty advisor and principal. Official school district publications include, but are not limited to, the school newspaper and yearbook. Expression made by students, including student expression in the school district publications, is not an expression of official school district policy. The school district, the Board of Education and the employees are not liable in any civil or criminal action for student expression made or published by students unless the employees or Board of Education have interfered with or altered the content of the student speech or expression.

A faculty advisor supervises student writers to maintain professional standards of English and journalism and to comply with the law including, but not limited to, the restrictions against unlawful speech. No student shall express, publish or distribute in an official school district publication material which is:

- obscene; libelous; slanderous; or encourages students to: commit unlawful acts; violate school district policies, rules or regulations; cause the material and substantial disruption of the orderly and efficient operation of the school or school activity; disrupt or interfere with the education program; interrupt the maintenance of a disciplined atmosphere; or infringe on the rights of others.

Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication should follow the complaint procedure outlined in this handbook.

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 if there are reasonable grounds that the search will turn up evidence of a student violation of the law or school district policy, rules, or regulations affecting school order. Reasonable suspicion may be formed by considering factors such as the following: eyewitness observations by employees; information received from reliable sources; suspicious behavior by the

student; 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 person'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 student, 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.

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.

Success Room

The Elementary and Middle School Success Rooms serve the purpose of helping students make positive behavior choices. At times when students need a brief break, or intervention to help them turn behaviors to more positive and classroom appropriate behaviors, students may go to the Success Room to work with Success Team members in an effort to improve choices. Success team members use a variety of intervention strategies to help students make positive choices.

Tardy

When a student will be late arriving to school, parents should contact the school office as soon as possible. A tardy may be considered excused or unexcused. A tardy due to inclement weather will be reviewed on a case-by-case basis.

JK-8

Students are expected to be at school on time. Children are considered tardy if they are not present at the time school is scheduled to begin. If students arrive late, they need to report to the office to check in before going to class. This is recorded on report cards and permanent records. However, for perfect attendance recognition at semester and at the end of the year, students must be present 100% of the time. That means not leaving early or arriving late for any reason.

If a student is more than 10 minutes late to school or class and the tardy is unexcused, they will be counted absent and may be given a discipline consequence.

Middle School

Students are expected to be at school on time. If students arrive at school late, they need to report to the office to check in before going to class. The building administrator will administer discipline consequences for coming to school late. The first three tardies will be warnings. The fourth and subsequent tardy, the building administrator will administer discipline consequences.

Students are expected to be in class on time. Students who arrive late to a class must have a pass from the teacher or staff member who caused them to be late. If the student arrives late without a pass, they will be

counted tardy and may be given a consequence from the classroom teacher. After four or more classroom tardies, an office referral may be issued.

High School

Students are expected to be at school on time. If students arrive to school late, they need to report to the office to check in before going to class. If a student is more than 10 minutes late to school and the tardy is unexcused, they will be counted absent and may be given a discipline consequence.

Students arriving tardy to any class period will be counted as tardy. After the third tardy, students may be provided disciplinary action. Tardy excessiveness deemed by administration with general guidelines listed below under 'Family Involvement' could involve attendance cooperation meetings, home visits, attendance contracts, or potentially county attorney involvement along with administrative disciplinary action.

Family/Parent Involvement

5 Days Tardy – A letter will be sent to the parent addressing the tardies. A home visit may be made by school personnel.

10 Days Tardy – An “Attendance Cooperation” meeting will be scheduled with parents and school interventionist. *

15 Days Tardy – The school district will request a mediation meeting with parents, student, administration, and school interventionist. **

20 or more Days Tardy – A letter will be sent to the County Attorney notifying them of attendance concern.

*If a student has had two “Attendance Cooperation” meetings and is tardy for 10 days a third year, they will be moved to mediation without an additional “Attendance Cooperation” meeting or being tardy for 15 days or more.

**Mediation plans will follow the student from year-to-year. The first violation of a truancy mediation agreement or refusal to participate in a mediation agreement is a simple misdemeanor. The second violation is a serious misdemeanor. The third and subsequent violations are also a serious misdemeanor. Each violation can be punishable by jail time, fines, and unpaid community service.

Technology Policy and Rules

Overview

The primary goal of the Shenandoah Community School District’s (SCSD) technology is to enrich the learning that takes place in and out of the classroom. Because technology is a vital part of the school district curriculum, use of technology and the Internet will be expected of students. Student access to technology and the Internet allows for effective research, resource sharing, problem solving, innovation, communication and collaboration.

Equipment

All students will have opportunities to use a variety of district technologies at school. Any technology provided to students for use inside or outside of school must be returned in the same condition as issued. The district keeps inventory of all technology assigned to specific students.

Technology Resources

All technology resources provided for student use are owned by SCSD. Technology resources refers to all aspects of the school’s owned or leased equipment, including computers, tablets, printers, scanners and other peripherals; as well as e-mail, Internet services, servers, local network files or folders, and all other technology-related equipment and services. This includes any use of the school’s technology resources whether this access occurs while on or off campus.

SCSD prioritizes and teaches student “digital citizenship” and acceptable standards of online behavior. All Internet usage is filtered and monitored by the school district, even if the device is not at school. However, the best filtering software in the world cannot match the combination of education and supervision at school and home.

District staff may collect and/or inspect the technology at any time, directly or by remote access. District staff will be responsible for updates and maintenance to technology as needed.

All student data created or managed by school technology is considered district property and may be inspected at any time. Students are responsible for filing, organizing, and backing up data. SCSD is not responsible for any misplacement or loss of data.

General Technology Rules

Students will:

- Care for all school devices used;
- Use any bags/carrying cases provided;
- Be responsible and caring (not abusive) of district devices;
- Report any damage to technology immediately;
- Access the system for educational purposes only;
- Use appropriate language and be respectful of others;
- Observe and respect license and copyright agreements;
- Keep passwords and personal information confidential; and
- Follow the Technology Policy and Rules with all devices brought from home and connected to the district's network.

Students may not use network resources:

- To create, send, share, access, or download material which is abusive, hateful, threatening, harassing, or sexually explicit;
- To reveal or share student names, telephone numbers, and addresses;
- To download, stream, or listen to Internet-based music, video, or large image files not for school work, as this slows the performance of the network for all users;
- To alter, add, or delete any files that affect the usability or configuration of a school device;
- Attempt to alter any district network or server configuration;
- To do projects for personal profit outside of assigned school work;
- To conduct any illegal or immoral activity;
- To access the data or accounts of another user;
- To create or post videos or photographs of staff or students without their consent or knowledge;
- To post anonymous messages;
- To use school issued email accounts for personal use;
- To forward email commonly known as "SPAM", Unsolicited Commercial Email (UCE), or "junk email;" and
- To use social media during class unless approved by the teacher for academic purposes.

Discipline

Any student who violates the rules and expectations relative to these policies will be subject to disciplinary action. The consequence for violation will vary based on the degree of misuse. Possible consequences include:

- Written warning documented in the student information system
- Detention
- In-School or Out-of-School Suspension
- Revocation of network/Internet privileges
- Three-week suspension of network/Internet privileges
- Nine-week suspension of network/Internet privileges
- Suspension of network/Internet privileges for the remainder of the school year
- Revocation of all technology use
- Expulsion from school
- Involvement of local law enforcement
- Financial restitution for damage

Student Assigned Device Rules (Grades 5-12)

Technology Boot Camp

Before being allowed to take a device home, students and parents will be required to attend a Shenandoah Schools Technology Boot Camp, a training for the purpose of communicating additional technology rules and policies while device is off campus.

Device Use in Classrooms

Students will be required to take their Devices to every class, unless told differently by the teacher for that specific day. When the computer is not being used in class, it is to be stored in the carrying case.

Device Storage and Charging

Devices are stored and charged in homerooms. Students are responsible for picking up their assigned device from their homeroom at the beginning of the day. Normally, student assigned devices will have enough battery power to last through the entire school day without additional charging. Students are responsible for plugging in and storing their assigned device in their homeroom at the end of each school day. Homeroom teachers will establish more detailed procedures for the check-in/check-out processes.

If students take devices home, it is the student's responsibility to have their device charged each day when they arrive at school. It is the student's responsibility to maintain the charger. The student/parent will replace lost or damaged chargers.

Student Internet Usage

Shenandoah Community School District prioritizes and teaches student "digital citizenship" and acceptable standards of online behavior. All Internet usage on district devices is filtered and monitored by the school district even if the device is not at school; however, the best filtering software in the world cannot match the combination of education and supervision at school and home.

Device Care

- Treat district devices with as much (if not more) care than if it were your own property.
- When not in use, devices are to be stored in the provided bag.
- Keep the device compartment of the bag clean and reserved for the device.
- At school, during non-class time, the device and bag should be secured in the student's locker, not in a locker room.
- When walking around between classes, devices should be closed and stored in the bag.
- When/if devices are taken out of the school, store in a safe place.
- Avoid leaving devices where they could be easily taken or damaged.
- Hot or cold vehicles are not good places for electronic devices.
- Device cleaning should be done carefully. Use a soft, dry lint-free cloth when cleaning devices. If necessary, the cloth may be dampened slightly. Never use chemical cleaning products. Feel free to ask for help if more thorough cleaning is required.
- Do not do anything to the device that will permanently alter it in any way.
- Avoid putting stickers or using any type of markers on the device.
- Do not attempt to remove or change the physical structure of the device, including the keys, screen, or casing. If these actions are taken, families will be responsible for 100 percent of the repair or replacement cost.
- Keep devices away from food and drink.
- Report any technical problems with devices to your classroom teacher.
- Use only devices assigned to you, and don't let others use it.
- Do not remove or interfere with the serial number or any identification placed on the computer. Remove the device from the bag when charging. Ensure the device has air circulation while charging.

Computer Damages

If a computer is damaged, the student must notify the school immediately. If the student damages a computer due to negligence, the student/student's family is responsible for paying repair costs according to the scale below.

SCSD reserves the right to charge the student/student's family the full cost for repair or replacement when damage occurs due to gross negligence as determined by administration. Examples of gross negligence include but are not limited to leaving equipment unattended and unsecured. This includes damage or loss resulting from an unattended and unsecured computer while at school including: lending equipment to other persons; using equipment in an unsafe environment; and using the equipment in an unsafe manner.

A student who does not have a computer due to damage will be assigned a loaner device, if available, until their assigned device is repaired.

If the computer charger or computer bag is damaged or lost, the student is responsible for replacing it.

The administration has the authority to waive a fine if the cause of damage or loss is judged to be beyond the student's control. In the event that an individual intentionally damages another student's assigned device, responsibility for repair may shift to the individual causing the damage to the device.

Damage Scale

Students are responsible for district devices while in their possession. In the event of non-preventable damage to the computer that was not due to a machine defect, the device's responsible student/family will be held responsible for the repair cost for damages or replacements that are not covered by the district's equipment breakdown insurance.

- Chargers (\$35) and stylus pens (\$40) are examples of items not covered by equipment breakdown insurance.

In the event that the student intentionally damages any device, the student/family will be held responsible for the entire cost of replacing the device. **The unit cost for replacement is approximately \$200.**

Computer Loss

Students are responsible for district devices while in their possession. In the event that students lose a district device in their possession, the student/family will be billed for the entire cost to replace the device. The administration has the authority to waive a fine if the cause of damage or loss is judged to be beyond the student's control. In the event that an individual intentionally damages or steals another student's assigned device, responsibility for repair may shift to the individual causing the damage to the device.

Computers that are lost, stolen, or vandalized need to be reported to the school office immediately.

If a computer is lost, stolen or vandalized, the parent may file a police report.

NEVER bring your computer to the locker rooms. It is safest to keep them secured in the locker assigned to you.

Device Personalization

Only the District's Technology Director or designee can install programs and apps to student devices.

Students may personalize settings on assigned devices in ways that are appropriate and do not violate any school policies. This would include things like font size and wallpaper.

Stickers and other markings on the outside of the computer will not be allowed.

Student Printer Use

Assigned student devices will not have printing capability. If it is necessary to print documents created on these devices, share the document with a teacher and have them print from their device.

Shenandoah Community School District (SCSD) Technology Agreement

Parent/Guardian

I (print name) _____ have read and understand the SCSD Technology Policy and Rules.

Parent Signature _____ Date _____

Student

I (print name) _____ have read and understand the SCSD Technology Policy and Rules.

Student Signature _____ Date _____



Telephone Use During the School Day

Students receiving telephone calls during school hours will have a message taken and given to the student during a passing period. Only in emergency situations are students removed from class or another school activity to receive a telephone call.

Students needing to make telephone calls from school should secure the permission of a teacher or staff member and use a classroom or common area telephone. The telephone in the office is a business telephone and should only be used by students in emergency situations.

See Electronic Devices for policy about cell phones.

Threats of Violence

All threats of violence, whether oral, written, or symbolic, against students, employees, visitors, 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) 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.

Title I – Parent Involvement Policy

Parent involvement is a vital part of the Title I program. At the district level, it is the policy of the Shenandoah Community School District that parents of all participating children have the opportunity to be involved, for the purpose of school improvement, in the review and evaluation of the district plan. The district provides coordination, technical assistance and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the values of parent contributions; and developing meaningful roles for community organizations and businesses to work with parents and schools.

Transportation

Buses are primarily used to transport students to and from school. Students who ride the bus and other school district vehicles to and from school, extracurricular activities or any other destination must comply with school district policies, rules and regulations. Students are responsible to the driver while on the bus or in another school vehicle, loading or unloading or leaving the bus. The driver has the ability to discipline a student and may notify the principal of a student's inappropriate bus conduct.

Students utilizing school transportation will conduct themselves in an orderly manner fitting to their age level and maturity with mutual respect and consideration for the rights of the school vehicle driver and the other passengers. Students who fail to behave in an orderly manner will be subject to disciplinary measures up to and including being removed or suspended from riding the bus.

The Board of Education supports the use of video cameras on school buses used for transportation to and from school as well as for field trips, curricular or extracurricular events. The video cameras will be used to monitor student behavior and may be used as evidence in a student disciplinary proceeding. The videotapes are student records subject to school district confidentiality, Board Policy and administrative regulations.

All persons riding in school district vehicles will adhere to the following rules. The driver, sponsor or chaperones are to follow the school bus discipline procedure for student violations of this policy. Video cameras may be in operation on the school buses.

- Bus riders will be at the designated loading point before the bus arrival time.
- Bus riders will wait until the bus comes to a complete stop before attempting to enter.
- Riders must not extend arms or heads out of the windows at any time.
- Aisles must be kept cleared at all times.
- All bus riders will load and unload through the right front door. The emergency door is for emergencies only.
- A bus rider will depart from the bus at the designated point unless written permission to get off at a different location is given to the driver.
- A rider may be assigned a seat by the driver.
- Riders who damage seats or other equipment will reimburse the district for the cost of the repair or replacement.
- Riders are not permitted to leave their seats while the vehicle is in motion.
- Waste containers are provided on all buses for bus riders' use.
- Permission to open windows must be obtained from the driver.
- Classroom conduct is to be observed by students while riding the bus except for ordinary conversation.
- The driver is in charge of the students and the vehicle, and the driver is to be obeyed promptly and cheerfully.
- Students will assist in looking after the safety and comfort of younger students.
- A bus rider who must cross the roadway to board or depart from the bus will pass in front of the bus (no closer than 10 feet), look in both directions and proceed to cross the road or highway only on signal from the driver.
- Students will not throw objects about the vehicle nor out through the windows.
- Shooting paper wads, squirt guns or other material in the vehicle is not permitted.
- Students will keep feet off the seats.
- Roughhousing in the vehicle is prohibited.
- Students will refrain from crowding or pushing.
- The use or possession of alcohol, tobacco or look-alike substances is prohibited in the vehicle.
- The Good Conduct Rule is in effect.

Consequences:

1st Offense – Verbal warning

2nd Offense – Verbal warning and parents will be notified

3rd Offense – Removal from the bus for a minimum of 1 week and parents will be notified.

More serious offenses can result in immediate removal from the bus for a period of time to be determined by the transportation director and the principal.

Athletic Contest Transportation

Teams will be transported to and from contests by school bus or school-provided transportation.

1. Athletes will ride to and from athletic contests in the assigned team vehicle.
2. Students may return from a contest with their parents if the parent signs the student out on the coaches' sign-off form. Parents may also request their student ride home with a teammate's parents by contacting (either in writing or verbally) the AD prior to the contest.
3. There may be special circumstances that arise in which a participant may be granted permission to deviate from the travel regulations. These occurrences will be judged on individual merit and kept to a minimum by the administration.
4. The administration will make the decision to allow special travel arrangements. In the event that an administrator is not present the varsity head coach may allow a student only to ride home from a contest with his/her parent or parent of a teammate.

5. All head coaches should establish bus departure times for their season and submit to the athletic director. The bus times will all be consolidated and forwarded to the Transportation Director.
6. The coach is responsible for the conduct of team members riding in team vehicles. At least one coach must ride the team bus to and from all contests.
7. Cheerleaders will be transported on the team bus to out-of-town games unless prior arrangements have been made with the athletic director.

Use of School District Facilities by Student Organizations

School district facilities are available during non-school hours to school-sponsored and non-school-sponsored student organizations for the purpose of meetings or activities. Students wishing to use the school district facilities should contact their sponsor or the principal to reserve a room. School district policies, rules and regulations are in effect during these meetings.

Visitors/Guests

Visitors to school grounds must check in at the principal's office. If a student wishes to bring a guest to school, the student must receive permission from the principal prior to the guest's visit. Visitors will be held to the same standards of behavior as any student.

Students not enrolled in the Shenandoah Schools are not allowed to be on the premises without permission from the principal. High school students should not be in the JK-8 building on days when the high school is not in session or after the High School dismissal time unless they have permission from the principal.

ZERO Hour

At Shenandoah High School specified courses are extended into an additional period of time called 'ZERO Hour'. This class time runs from 7:00AM – 7:47AM. Students scheduled fall under the same attendance guidelines and will earn credit as with any other class. The intention of ZERO Hour is to extend course offerings to students and to provide a flexible time to expand our curriculum offerings. Students will have from 7:47AM – 8:00AM to eat breakfast before beginning the routine 8:00AM scheduled start time.

Title I Parent Compact

As a Student I Will:

Respect myself, other students, my parents, teachers, school staff, and principal;
Always try to do my best in my work and behavior;
Follow rules at school:
Come to school with my supplies and completed homework; and
Show respect for school equipment and materials

Student Signature:

As a Parent/Guardian I Will:

Respect and support my child, staff and the school;
Support the rules and policies and of Shenandoah CSD;
Establish a time and quiet place for my child to do homework and review homework for completion;
See that my child attends school daily and arrives on time;
Read with my child and let my child see me read; and
Talk with my child about his/her school day.

Parent/Guardian Signature:

As a Teacher(s) I Will:

Respect and support students, parents, staff, and the school;
Support the rules and policies and of Shenandoah CSD;
Encourage each child to do his/her personal best;
Provide a safe, drug-free, positive, and healthy learning environment;
Share information regarding each child's needs and progress;
Involve parents with school and their child's education

Teacher Signature:

As a Principal I Will:

Respect and support students, parents, staff, and the school;
Support the rules and policies and of Shenandoah CSD;
Provide a safe, drug-free, positive, and healthy learning environment;
Maintain open lines of communication;
Encourage parents to be partners in education

Principal Signature:

Shenandoah Community School District Preschool Program **2022-2023**

Program Policies and Procedures



Shenandoah Community School District

Located at 304 West Nishna Rd

Shenandoah, IA 51601

(712) 246-1581

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Shenandoah Preschool Policies and Procedures

WELCOME TO SHENANDOAH PRESCHOOL

Shenandoah Community School District has a fully inclusive preschool program. The program's goal is to provide a high quality preschool program meeting each child's needs, including children with disabilities and those from a diverse background. The preschool provides a rich learning environment that encourages children's natural curiosity and supports them to take risks that lead to new skill development. It is a setting where children feel safe, respected, and cared for. This is an opportunity for three and four-year-old children to take part in planned, active learning experiences to build their foundational skills. This program also serves children on individualized education plans (IEP) that are transitioning from Early Access Services into the public school system. The preschool program has adopted and meets the Iowa Quality Preschool Program Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide expectations for the children and instructional practices. The IGDIs, GOLD, and C4L Assessments are used as tools to align all curriculum, instruction, and assessment.

Definitions

In this handbook, the word "parent" also means "legal 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.

MISSION, VISION, AND STUDENT GOALS

Mission Statement

The Shenandoah Community School District, in partnership with parents and the community, will provide an educational environment that maximizes each student's potential to meet the challenges of an ever-changing world.

Vision Statement

It is the vision of the Shenandoah Schools, in partnership with the community that we provide: students the tools to become responsible, successful citizens and lifelong learners in an ever-changing world; a safe and caring environment that ensures the dignity of all; opportunities that stretch student and staff capabilities; and school staff that are focused and visionary, collaborative and empowered to make knowledgeable decisions.

Student Goals

- Students will listen for information and respond effectively. (Follow directions, limits & expectations)
- Students will use math skills to solve problems encountered as consumers and workers. (Connect numerals with quantities, 1:1 correspondence, quantifies numbers, and understands attributes)
- Students will apply technology to gather and use information in real situations.
- Students will write clearly to express their own ideas and to convey information to an audience.

- Students will reason to logically solve problems, make decisions, and resolve conflicts. (Manages feelings, interacts with peers, solves social problems)
- Students will speak and read to clearly express their own ideas and to communicate information using language that is appropriate for the audience. (Letters, sounds, words and ideas)
- Students will demonstrate study skills needed to be independent, lifelong learners. (Take care of own needs, attends and engages)
- Students will experience and recognize the value of the fine arts.
- Students will make choices leading to continuous personal growth and responsible, healthy lifestyles. (Take care of own needs)
- Students will use visual communication to express and interpret ideas. (Respond to emotional cues)
- Students will recognize the need to tolerate and cooperate with others in order to maintain harmony in their lives. (Balances needs of self and others)

ENROLLMENT

Eligibility

Shenandoah Community School District Preschool offers programs for 3 year olds and 4 year olds. Their program is based on their birthdate.

Children must be three years of age on or before September 15th of the current school year to participate in the 3 year old **program**. Children must be four years of age on or before September 15th of the current school year to participate in the 4 year old programming. Interested families requesting to enroll their child in the preschool program may call the elementary office at 712-246-2520.

Pre-registration will begin in the spring prior to the start of the school year. Please contact the preschool office for registration information at 712-246-1581.

Attendance

Regular attendance is mandatory for all Preschool students. Additionally, if your child is on an Individualized Education Plan (IEP), attendance ensures she/he receives the services mandated.

If your child is going to be absent, please call the preschool office at 712-246-1581. Iowa Code, Chapter 299, covers compulsory attendance for preschool age students. Students who have excessive attendance concerns will follow the district's attendance policy (see below for guidance).

If your child is late to school, the student needs to check in at the office. Students are considered late immediately following the start time of class.

The days referred to below refer to total days missed or total tardies for a student. Exceptions will be made for approved, long-term absences. Absences are approved by the school administrator.

1 Day Absent – If the parent does not report a student absent, school personnel will call to confirm the absence and the child's safety. If no phone contact is made, the school interventionist may make a home visit. If contact was not made by the school regarding an absence, a note should be sent or a telephone call made at the time of the child's return to school giving the reason for the absence. Any absence which occurs without parental knowledge will be classified as truancy. Parents will be notified when a student is truant from school. If a student is absent 3 or more consecutive days, the school may require a doctor's

statement confirming the illness.

7 Days Absent/Tardy – A letter will be sent to the parent addressing the absences. A home visit may be made by school personnel.

10 Days Absent/Tardy – An Attendance Cooperation meeting will be scheduled.

Tuition

3 year old program: \$60.00/month

4 year old program: tuition free

*Tuition is due on the 5th of each month, September through May. If the 5th falls on a weekend or school break, tuition is due the next regularly scheduled day of school.

September 6, October 5, November 8, December 5, January 5, February 7, March 6, April 5, May 5

*The three year old program may be eligible for tuition assistance. Please contact the preschool office for more information.

*The four year old program is tuition free due to state allocation for four year old programming.

Hours/Days

3 year old program:

- Session A: Monday's and Thursday's, 10:00am-2:30pm
- Session B: Tuesday's and Friday's, 10:00am-2:30pm

4 year old program: 8:00am-2:30pm

- All classes: Monday-Friday

The school district will provide a yearly academic calendar. The preschool programs are on the same schedule as the district calendar.

- Preschool will participate in early out Wednesdays per district calendar.
 - 4 year old preschool participates in 2 hour early dismissal; dismissing at 12:30pm.

Preschool Professional Learning Schedule; *no preschool these days*:

- October 3, November 7, February 6, April 3

Breakfast and lunch are served daily for both programs.

After School Program

After school program is provided for students on days they attend preschool and follows the district calendar.

After school program immediately follows school dismissal. After school program closes at 5:15pm. After school program is held on campus at the Logan Preschool. Contracts will be offered during school registration and/or when a new student attends preschool. 2021-2022 contract options included \$10/day for Monday, Tuesday, Thursday, and Friday; \$15 for Wednesday. 2022-2023 contract options/fees are yet to be determined. We are working to keep the cost at or near this fee.

2021-2022 contract options included \$10/day for Monday, Tuesday, Thursday, and Friday; \$15 for Wednesday. 2022-2023 contract options/fees are yet to be determined. We are working to keep the cost at or near this fee.

Contracts are renewed quarterly on the following dates:

- August 15, 2022
- October 15, 2022
- December 15, 2022
- March 15, 2023

Transportation

Transportation is available to preschool students. The school district will offer town stops and country stops. An adult may ride the bus with the preschool students and driver. Transportation arrangements are made through the transportation department during the district registration process. To request transportation services, contact Holly Scherff at (712) 246-2815 or Jon Weinrich at (712) 246-2520.

General Information

Prior to participating in the program, health records that document the dates of service will be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics. These health records include birth certificate, up-to-date immunizations, lead and dental screenings.

- Our programs maintain a ratio of 1 adult to 8 children for 3 year old programs and 1 adult to 10 children for 4 year old programs. Additional staff may be provided based on the individual needs of children.
- Classroom student numbers will not exceed 20 and the number of children allowed is based on usable square footage.
- Each classroom has a licensed/certified early childhood teacher.
- All children will be within “line of sight” of adults both indoors and outdoors unless toileting.
- When toileting, students will be monitored by sound and checked visually when necessary.
- First Aid Kits are available for use in the classroom at all times.
- Adult-to-student ratios are maintained on field trips.
- The Director of Special Programs will maintain a current list of available substitutes for both the teacher and associates. Should one of the teaching staff need to temporarily leave the room, arrangements will be made to cover the classroom to maintain the staff-to-child ratio.

Inclusion

The preschool program includes all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

A PRESCHOOL DAY

Who Works In the Preschool

Program Administrator - The Director of Special Programs is designated as the program administrator supervising the preschool program. The administrator meets all qualifications described in the Iowa Quality Preschool Program Standards.

Teacher - A full-time teacher licensed by the Iowa Board of Educational Examiners and holding an Early Childhood endorsement is assigned to the preschool programs.

Teacher Assistant/Paraeducator - A full time teacher assistant in the classroom carries out activities under the supervision of the teacher. The teacher assistant will have specialized training.

School Nurse - The preschool will have the assistance of the school nurse. She attends to the health needs of the students while they are at school. She is available for parent consultation when necessary.

Support Staff - Green Hills Area Education Agency support staff provide resources and assistance to the teacher and classroom upon request to help all children be successful in the preschool setting. Such staff may include: early childhood consultant, speech and language pathologist, occupational therapist, physical therapist, school psychologist, and others.

Daily Activities

A consistent daily schedule is planned to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day. Listening is balanced with talking, group activities with solitary time, indoors with outdoors, quiet play with noisy play. The preschool team meets daily to discuss and review student observations and anecdotal notes to enable them to plan for instruction.

Your child will have the opportunity for the following types of activities every day:

- **Large and Small Group Activities**
- **Self-directed Play**
- **Learning Center Activities:** *Art Center, Science Center, Writing Center, Fine Motor Center, Reading Center, Block Center, Dramatic Play Center, Computer Center, Music Center, Sensory Center*
- **Story Time**
- **Individual Activities**
- **Outdoor Activities / Large Motor Activities**
- **Snack Time**

Curriculum

Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. It is continually revised and evaluated to make learning fun and exciting.

It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers, roles, and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and physical disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a multicultural nonsexist society.

The preschool program uses *C4L (Connected for Learning)*, *Heggerty*, and *Handwriting Without Tears*. This is research and evidence based comprehensive curriculums designed for three to five year-olds. It addresses all areas of early learning: language and literacy, math, science, physical skills, and social skills. It provides children an opportunity to learn in a variety of ways - through play, problem solving, movement, art, music, drawing, writing, listening, and storytelling. Suggestions for modifications and adaptations are an integral part of the curriculum.

Child Assessment

Specific assessment plans are available upon request from the child's teacher.

Guiding principles: It is the school district's belief that assessment of young children should be purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. The results will be used for planning experiences for the children and to guide instruction. Assessment will never be used to label children or to include or exclude them from a program. A family's culture and a child's experiences outside the school setting are recognized as being an important piece of the child's growth and development. All results will be kept confidential, placed in each child's file, and stored in a secure filing cabinet.

Children are assessed in the following ways:

- *Teaching Strategies/GOLD* is aligned with the Iowa Early Learning Standards. It records student progress in all developmental areas at the beginning, middle and end of the year.
- Observational data provides an ongoing anecdotal record of each child's progress during daily activities.
- Child portfolios are organized by the teaching staff and include the assessments, observational data, and child work samples collected on an on-going basis.

Families are asked to contribute information about their child's progress. Young children often show different skills in different settings. Working together, the teaching staff and families can gather a complete picture of a child's growth and development through the GOLD assessment tool and verbal or written communication with the teacher.

The information from above is used in the following ways:

- To provide information about children's needs, interests, and abilities in order to plan developmentally appropriate experiences for them;
- To provide information to parents about their children's developmental milestones;
- To indicate possible areas that requires additional assessment.

Assessment information will be shared formally with families during Parent/Teacher Conferences in the fall and spring. Informal conferences are always welcome and can be requested at any time.

If, through observation or information on the assessments given, the teacher feels that there is a possible issue related to a developmental delay or other special need, they will communicate this to the family during a teacher/family conference (formally or informally), sharing documentation of the concern. Suggestions for next steps may include the following, with the knowledge and consent of the parents:

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

The preschool staff, AEA, and Director of Special Programs will follow the Student Assistance Team (SAT) process. The preschool teacher would assist in arranging for developmental screening and referral for diagnostic assessment when indicated.

If a child is determined to need special accommodations, those accommodations are included in the materials, environment, and lesson plans for that child. Examples include sign language and visuals for children with hearing impairments or language delays and behavior plans for children whose behavior does not respond to the typical strategies used by teaching staff in the classroom.

- The program provides families with information about programs and services from other organizations, such as Green Hills AEA, DHS, Child Care Resource and Referral, *Parents as Teachers* programs, and medical professionals, etc...

Program Assessment

Shenandoah Community School District implements the Iowa Quality Preschool Program Standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. The annual evaluation process includes gathering evidence on all areas of program functioning, including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Supervision Policy

Before children arrive at school, the preschool staff will complete the following daily safety check indoors and outdoors:

- All safety plugs and electric outlets covered, heat/AC, water temperature, and toilets, etc. in working order.
- All cleaning supplies/poisons out of children's reach and stored properly.
- Classroom and materials checked for cleanliness/broken parts, etc. including playground.
- Supplies checked - first aid kit, latex gloves, soap, paper towels, etc.
- Daily monitoring of environment - spills, sand, etc. Other serious problems reported to Director of Special Programs.
- Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.

No child will be left unsupervised while attending preschool. Staff will supervise primarily by sight. Supervision for short intervals by sound is permissible as long as teachers check every two to three minutes on children who are out-of-sight (e.g. those who can use the toilet independently, who are in the library area, etc.) Indoor and outdoor spaces will be zoned by teaching staff with special attention given to areas where injury could occur.

Child Guidance and Discipline

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

Challenging Behavior

The Preschool staff are highly trained, responsive, respectful, and purposeful. The staff anticipates and takes steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, staff promotes pro-social behavior by:

- interacting in a respectful manner with all children.
- modeling turn taking and sharing as well as caring behaviors
- helping children negotiate their interactions with one another and with shared materials.

- engaging children in the care of their classroom and ensuring that each child has an opportunity to contribute to the group.
- encouraging children to listen to one another and helping them to provide comfort when others are sad or distressed

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

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

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting), staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices

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

1. harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
2. physical punishment, including spanking, hitting, shaking, or grabbing.
3. any punishment that would humiliate, frighten, or subject a child to neglect.
4. withhold or threaten to withhold food as a form of discipline.

Water Activities

There is a water table in the classroom for children to engage in learning activities through play. During water play children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the water table to ensure that no infectious diseases are spread. Children are not allowed to drink the water during water play activities. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff supervises all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.

Snacks/Foods and Nutrition

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

A snack is served daily at a regularly scheduled time, two hours apart and not more than three hours apart, keeping in mind breakfast/lunch times outside of the preschool setting.

The preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Snacks brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water (city water source) is available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program an individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies will be protected from contact with the problem food. Children with food allergies must have the food allergy form completed by their physician. This form can be obtained at the elementary office. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For students in the three year old program, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

Outside Play and Learning

We have daily opportunities for outdoor play as the weather permits and provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play. If the wind chill is 15 degrees or colder or if the heat index is 90 degrees or warmer, all activities will be indoors.

In cases when we cannot go outside, children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment.

In order to make sure that your child can play comfortably outside, it is important to dress him/her according to the weather. When it is cold outside he/she needs a warm coat, mittens or gloves, and a hat (labeled with your child's name). When it is snowing or snow is on the ground, your child needs snow pants and snow boots in addition to cold weather gear. Students are expected to have indoor shoes in addition to their snow gear. For the warmer days, dressing your child lightly is just as important. For those in-between days, dressing your child in layers is a practical idea. It is expected that all students will go outside unless there is a doctor's note indicating the reason why the child cannot go outside.

There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun.

Clothing

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

Toilet Learning

Children are encouraged to be potty trained or in the process of being potty trained before entering preschool. **Students are not excluded from preschool if not yet potty trained. The preschool program will implement procedures for children not yet toilet trained and followed through in classroom practice.**

The following toileting procedures are in place for students who need assistance:

1. Diapering will only be done with a changing mat in the designated diaper area.
2. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards:
 - Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
 - Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
 - At all times, caregivers have a hand on the child if being changed on an elevated surface.
 - Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
 - Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
3. Potty chairs will not be used due to the risk of spreading infectious diarrhea.
4. Families are asked to provide an extra set of clothing as described under "Clothing" above.

Objects From Home

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

Weapon Policy

No student shall carry, have in his or her possession, store, keep, leave, place or put into the possession of another student any real weapon or a look-alike weapon on any school premises, in any school vehicle or any vehicle used by the school or for school purposes, in any school building or other buildings or premises used for school functions, whether or not any person is endangered by such actions. "Look-alike weapon" means any item that resembles or appears to be a weapon.

Animal and Pet Policy

No animals are allowed in the preschool. If you have questions regarding this, please contact the Director of Special Programs.

Birthdays

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

COMMUNICATION WITH FAMILIES

The program will promote communication between families and staff by using written notes, daily folders, informal conversations, or e-mail. Families are encouraged to send written notes with important information so all the staff who work with the child can share the parent's communication. Staff will inform families about the child's experiences, accomplishments, behavior, and other issues that affect the child's development and well-being. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs - email, in person, notes, or phone calls.

Arrival and Departure of Children

Parents are required to remain with their child/children until a staff member is present. The same procedure will be reversed with the staff member handing the child/children off to the parent at dismissal time. We will meet and dismiss in the preschool classrooms. No child will be permitted to leave the building without an adult. Adults will be responsible for the children coming in and out of the building at arrival and departure. Please keep the hallway outside of the office free from preschool traffic.

Other than parents, only persons with prior written authorization will be allowed to pick up a child from the school.

Students that are picked up late will remain with the preschool associate or teacher until the designated person picks them up from the teacher or associate in the classroom. An attempt will be made to contact the parent or an emergency contact. If no contact is made, a home visit may occur. If no contact is able to be made, the student will be transported to the police department.

Field Trips

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

Chaperones attending field trips must be approved by the Director of Special Programs. Chaperones are to follow all school policies. This includes no smoking cigarettes or e-cigarettes, using any other form of tobacco, staying within reach of the children being supervised, no alcohol, etc. Pictures will not be taken by chaperones.

Chaperones may only take a picture of their child, not pictures of any other students on the field trip.

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

Ethics and Confidentiality

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

Children's Records

Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest, are allowed to access a student's records without the parent's permission. Parents may access, request amendments to, and copy their child's records during regular office hours. Student records are kept at the K-8 Building.

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

Preschool Advisory Committee

Shenandoah Elementary is striving to implement a Preschool Advisory Committee, a sub-group of the School Improvement Advisory Committee, composed of parents, school staff, and community members. This group would meet quarterly to provide input and feedback on services for preschool and elementary age children. Please let the Director of Special Programs know if you are interested in being part of the Preschool Advisory Committee.

Grievance Policy

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

If you have a concern regarding some aspect of the program or policy, please contact the Director of Special Programs who is the program administrator for the preschool. If you remain dissatisfied, you may contact the Superintendent.

As part of our program assessment, in the spring of each year, we will offer each family the opportunity to provide written input which will help us evaluate our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

FAMILY INVOLVEMENT

Parents are always welcome to visit the preschool classroom. If you would like to visit, please arrange a time with the Director of Special Programs. Visitors are asked to please use discretion with regard to bringing babies and toddlers to school as young children may disrupt class sessions.

Program staff use a variety of formal and informal ways to become acquainted with and learn from families about their family structure and their preferred means of child-rearing practices and communication; and information about their socioeconomic, linguistic, racial, religious, and cultural backgrounds as they wish to share. Program staff members communicate with families regarding children's activities and developmental milestones, shared care-giving issues, and other information that affects the well-being of their children. At least one Family Event is held during the year.

Shenandoah Community School District values the time spent talking and interacting with families and developing strong, reciprocal relationships. As the teacher learns from the families' expertise regarding their child's interests, approaches to learning, and developmental needs, goals for your child's growth and development can be incorporated into ongoing classroom planning. Families are encouraged to share any concerns, preferences or questions with the preschool teacher or administration at any time.

Although in-person daily contact cannot be replaced, preschool staff also rely on notes home, emails, phone calls, and newsletters as alternative means to establish and maintain open, two-way communication.

We invite you to become involved in one or all of the following ways, and welcome other ideas as well.

1. Support your child's daily transition to school by sharing information about your child's interests and abilities;
2. Keep the teacher informed of changes and events that might affect your child, allowing the teacher to be more responsive to your child's needs;
3. Attend family meetings;
4. Return all forms, questionnaires, and other paperwork promptly;
5. Attend Parent/Teacher conferences;
6. Check your child's backpack and folder each day;
7. Participate in field trip activities;
8. Share some of your talents in your child's class through activities such as: reading or storytelling, cooking, art, preparing visuals, music, sewing, crafts, hobbies, your profession, or artifacts from trips you have taken;
9. Share any of your families' cultural traditions, celebrations, or customs;
10. Read the material sent home with your child;
11. Help with special events. Helping takes many different forms such as preparation of materials at home, making telephone calls, preparing or posting flyers, recruiting other volunteers, collecting donations or prizes, run errands, photography, setup before the event, or clean afterwards;
12. Volunteer to be a PTO member or a Preschool Advisory Committee member.

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

The school district believes that families should be supported in making decisions about services that their

children may need. The teaching staff will provide information to families about available community resources and assist as requested in helping the family make connections.

Parent/Teacher Conferences

The preschool program will have formal parent/teacher conferences in the fall and spring. These dates are indicated on the district calendar. During the conference the teacher will share results of classroom assessments and samples of your child's work. Together you can make a plan to continue to encourage your child's growth and development.

Transitions

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff. Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

Preschool Round-Up is held every spring. Transitional information is shared at this time. Round-Up consists of a presentation by staff and a sign-up session for preschool screenings for the preschool student. If a student has been screened by school personnel, they will not need to be screened again.

HEALTH AND SAFETY

Shenandoah Preschool is committed to promoting wellness and safeguarding the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Emergency Procedures

Emergency procedure plans are available upon request from the program administrators. Emergency procedures are also posted in each classroom.

Health and Immunization Certificates

Before a child begins the program, health records that document the dates of service will be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

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

Records that are needed for Shenandoah Preschool include copy of child's birth certificate, up to date immunizations, dental screening, and lead screening. The school needs updated records yearly.

Health and Safety Records

Health and safety information collected from families will be maintained on file for each child in the school

nurse's office. Files are kept current by updating as needed. The content of the file is confidential, but is immediately available to administrators or teaching staff who have consent from a parent for access to records; the child's parent; and regulatory authorities, upon request.

Child Health and Safety Records will include:

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

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children

In the case of serious illness or injury, the school will attempt to notify the parents according to the information on the registration 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.

If a child's activity must be limited following an illness, parents are asked to notify the office.

For the health and safety of all the children, it is mandatory that sick children not be brought to school. In order to prevent the spread of disease, please keep your child home from school if he or she displays any of the following symptoms within a 24 hour period:

- fever greater than or equal to 100.4 degrees F

- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge
- cold sores or lesions

If your child displays any of the above symptoms at school, parents will be notified and required to pick up their child. The district's established policy for an ill child's return:

- Fever free for 24 hours
- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage
- Cold sores or lesions shows signs of healing (scabbed over)

If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of the other children, or if a child's condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where he or she is supervised by a familiar caregiver.

Preschool staff will inform the school nurse and elementary secretary of any symptoms or concerns. The school nurse or elementary secretary will contact the parents of the student.

Head Lice (Pediculosis)

School settings are conducive to a greater risk of transmissions of Pediculosis (Head Lice), and therefore, proper and effective treatment of this condition is needed. The preschool staff will assist families with the removal of live lice or nits. This includes providing guidance and resources. The removal of nits/eggs is essential to help prevent self-reinfestation and transmission to others. Total nit/egg removal also helps eliminate diagnosis confusion and serves to document treatment. Confidentiality will be maintained to the best of the district's ability in all cases involving pediculosis.

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Medication Policies and Procedures

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

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent has provided written consent and the medication is available in an original labeled prescription or manufacturer's

container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

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

All medications are kept in a locked container and stored at the temperature recommended.

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

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Cleaning and Sanitization

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion is either to be washed by hand using water and detergent, and rinsed, sanitized, and air dried or washed and dried in a mechanical dishwasher before it can be used by another child.

All toys and surfaces will be disinfected according to the Cleaning and Sanitation Frequency Table. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year.

Hand Washing Practices

Frequent hand washing is key to preventing the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink.

The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals

Adults also wash their hands:

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

First Aid Kit

Fully equipped first-aid kits are readily available and maintained for each group of children. Staff take at least one kit to the outdoor play areas as well as on field trips and outings away from the site.

Fire Safety

A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted routinely and recorded on a log.

Disaster Preparedness and Emergency Evacuation Policies and Procedures

Shenandoah Community School District has a “Crisis Response Manual” booklet in place that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical threats/armed intruder
- Evacuations
- Crisis intervention plan, crisis intervention steps, and media procedures
- Accidental injury or illness procedures for life threatening and non-life threatening situations
- School crisis team members

Medical and/or Dental Emergencies and Notification of Accidents or Incidents

In the event that your child receives a minor, non-life threatening injury during their time at preschool, the preschool staff will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any major incident or injury will be documented on an “Accident Report” form and a copy will be given to the parent within 24 hours of the incident.

All staff will have immediate access to a telephone that allows them to summon help in an emergency. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff.

Inclement Weather

In the event that Shenandoah Community School District must be closed due to bad weather, we will notify school patrons through the district’s SchoolMessenger automated communication system. This will be done by email and phone messaging. Local radio stations and the school website will also have this information available.

If there is a late start for the elementary, preschool classes will start at 10:00am. If there is an early out due to weather, the preschool will dismiss as the district indicates and there will be no after school care provided. If an early out is called before 3 year old class starts, then there will be no 3 year old preschool held that day.

It is vital that current and up to date contact information is given to the elementary secretary so the school is able to reach parents for various reasons.

Protection from Hazards and Environmental Health

Program staff protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.

The preschool classroom building has been tested for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children’s health with documentation on file. Custodial staff maintain the building’s heating, cooling, and ventilation systems in compliance with national standards for facility use by children.

The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer’s instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children. The program

uses the techniques known as Integrated Pest Management (IPM) so that the least hazardous means are used to control pests and unwanted vegetation.

Smoke Free Facility

In compliance with the Iowa Smokefree Air Act of 2008, Shenandoah Community School District buildings, grounds, and vehicles are smoke-free. A “No Smoking” sign meeting the law’s requirements is posted at the entrance to school buildings to inform people that they are entering a non-smoking place. Smoking cigarettes/ e-cigarettes is not allowed on the school grounds or within sight of any children. This includes field trips and school parking lots.

Child Protection Policies

The health and well being of every child in our care is of the utmost importance and the protection of children is our responsibility. An applicant for temporary or permanent employment or volunteer with the preschool program that involves direct interaction with or the opportunity to interact and associate with children must submit to a background check. In addition no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children.

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

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

Substance Abuse

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

Volunteers

Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the Director of Special Programs if you would like to be a school volunteer. For safety’s sake, if a volunteer will be working with children, he/she will be expected to submit to a background check. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. If a volunteer works more than 40 hours per month with children, he/she will also need to provide a current health assessment, not more than one year old. People interested in volunteering should contact the Elementary Secretary at 712-246-2520.

STAFF

General Information

Shenandoah Community School District has written personnel policies that define the roles and responsibilities, qualifications, and specialized training required of staff and volunteer positions. The policies outline nondiscriminatory hiring procedures and policies for staff evaluation. Policies detail job descriptions for each position, including reporting relationships; salary scales with increments based on professional qualification, length of employment, and performance evaluation; benefits; and resignation, termination, and grievance procedures. The policies are provided to each employee upon hiring.

Orientation

Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- Iowa Quality Preschool Program Standards and Criteria;
- Regulatory requirements.

Follow-up training expands on the initial orientations.

The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. Each new employee will be required to attend a New Employee Orientation. Administration Office staff will present information regarding our time clock and leave systems, technology information, staff resources, payroll procedures, and employee benefit programs. Regular employees ineligible for the school district's group health plan will be given information regarding where they can obtain health care or health care insurance.

Staffing patterns and schedule

The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times. The program administrator will maintain lists of current substitutes for both the preschool teacher and preschool teaching assistant in case of absence.

Staff are provided space and time away from children during the day. Should staff work directly with children for more than four hours, staff are provided breaks of at least 15 minutes in each four-hour period. In addition, staff may request temporary relief when they are unable to perform their duties.

Staff development activities

All teaching staff continuously strengthen their leadership skills and relationships with others and work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program.

Teaching staff will be informed of professional development activities provided by Child Care Resource and

Referral, the local Empowerment areas, and the Green Hills Area Education Agency. Staff are expected to attend all district staff trainings and meetings as assigned throughout the year. Trainings will focus on early childhood topics relevant to the program and community.

Evaluation and Professional Growth Plan

All staff are evaluated at least annually by an appropriate supervisor or, in the case of the program administrator, by the superintendent. Staff also evaluate and improve their own performance based on ongoing reflection and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to guide their continuous professional development.

Preschool After School Care Addendum

Mission Statement:

The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.

Program's Purpose:

The Shenandoah Community School District's Preschool wants to offer the families of our students quality, safe, and affordable child care during the hours after preschool lets out. Students will be engaged during their time in the program learning social-emotional skills through play and the arts.

Objectives:

Provide quality after school care to our students for their families
Enrich our students lives through learning opportunities
Enhance school-family relationships

Policies and Procedures:

As a part of the Shenandoah Community School District's Preschool the after school care program will follow all procedures and policies put in place by the school that apply to this program. Please note that any changes the school makes to their policies and procedures will result in changes being made to this list as well.

Program Activities:

- Arrival- Students will put their coats, backpacks, and other personal items in their assigned storage spot. Students will then be given the opportunity to go to the restroom and wash their hands. Fine motor activities will be provided during this time for students who finish quickly while waiting for everyone to get to our room and attendance can be taken.
- Quiet Time- The room will have the lights off and students will be given the opportunity to rest in the room or play quietly on days when after school care starts before 2:30 PM.
- Outdoor or Gross Motor Activities - Weather permitting, students will be given the opportunity to play outdoors. If not, then students will participate in activities to help them engage their gross motor skills.
- Bathroom & Handwashing- Students will always have access to our bathroom and hand washing facilities as long as someone else isn't using them. That being said, at this time everyone will be

encouraged to try to use the restroom and wash their hands.

- Social-Emotional Lesson- Time spent discussing or explaining emotions and social skills with students
- Indoor Play-
- Small groups/ Art Activities
- Clean-Up - Students will pick up their toys/supplies and put them away in the proper locations.
- Dismissal- Students will get their personal belongings such as coats, backpacks, etc on and ready to go home while we wait for their adults to pick them up.

Enrollment Policy

The following forms will be required at the time of enrollment and will be updated every year in your child’s birth month.

- After School Care Agreement
- Child Enrollment Form
- Physical Assessment and Health Form
- Certificate of Immunizations
- Emergency Medical/Dental Consent Form
- Consent Release Form
- Sunscreen and Bug Spray Application Form

Discharge Policy

Children may be discharged from the program for failure to meet center policies, failure to pay, inability of a child to adjust to group experience, or other reasons as determined by the Director. A child that poses a threat to other children, employees, or his/herself may also be discharged from the program.

If a family fails to pay, before discharging their child from the program, a school representative will make contact with and attempt to set up a payment plan. A home/school liaison may work with the family if deemed necessary by the director.

Fee Policies and Financial Agreements

After School Care availability and rates:

Days	Hours	Flat Rate
Monday	2:30pm-5:15pm	\$5
Tuesday	2:30pm-5:15pm	\$5
Wednesday	12:30pm-5:15pm	\$10
Thursday	2:30pm-5:15pm	\$5
Friday	2:30pm-5:15pm	\$5

After School Care will follow the district approved calendar. After School Care will be **closed** on the following dates which include holidays, parent-teacher conferences, and professional development.

- September 6, 17
- October 18-19, 28-29
- November 24-26
- December 23-31
- January 3, 17, 26-27
- February 21
- March 3-4, 14-18
- April 8, 15

Payments are due monthly on the following days. Tuition is due prior to your child attending the After School Care. August fees are included in September payment. You are welcome to pay month by month, per semester, or for the full year.

- Sept 7, Oct 5, Nov 5, Dec 6, Jan 5, Feb 6, Mar 7, Apr 5, May 5

Please utilize this chart for payment calculations for students who are planning to attend the After School Care program full time.

Program	Aug/Sept	October	November	December	January	February	March	April	May	Full Year Total

3 year old Monday/Thursday	\$50	\$30	\$40	\$30	\$30	\$35	\$30	\$40	\$40	\$325
3 year old Tuesday/Friday	\$45	\$35	\$40	\$30	\$40	\$40	\$30	\$35	\$35	\$330
4 year old M-F	\$155	\$105	\$110	\$100	\$100	\$115	\$100	\$115	\$115	\$1,015

For students who are not full time for After School Care, please call the business office for assistance with payment calculations at 712-246-1581.

The first day of After School Care is the first day of preschool on August 25, 2021. The last day of After School Care is the last day of preschool on May 26, 202

Field Trip Policy (also found on page 13 of preschool handbook)

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

Chaperones attending field trips must be approved by the Director of Special Programs. Chaperones are to follow all school policies. This includes no smoking cigarettes or e-cigarettes, using any other form of tobacco, staying within reach of the children being supervised, no alcohol, etc. Pictures will not be taken by chaperones. Chaperones may only take a picture of their child, not pictures of any other students on the field trip.

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

Non-Center Activity Policy

If your child participates in activities such as dance, gymnastics, swimming lesson, etc.... you will be responsible for transporting your child to and from these activities. Please provide your child's teacher with your child's schedule and whether or not they will be returning to the center. This will ensure that we stay within the teacher to child ratio required by state licensing guidelines. If an adult other than the parent will be transporting your child for the activities, you must provide written notification to the child's teacher and list this person on the Release of Child Authorization form. Your child will not be released to anyone who is not authorized to pick up your child.

Transportation Policy

Parents or authorized adults are responsible for transporting your child to and from after school care. Staff or school vehicles may be used to transport children in the event of an emergency evacuation and field trips. Should evacuation be necessary staff vehicles equipped with car seats will be used.

Discipline Policy (also found on pages 9 & 10 of preschool handbook)

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

Challenging Behavior

The Preschool staff are highly trained, responsive, respectful, and purposeful. The staff anticipates and takes steps to prevent potential challenging behaviors. They evaluate and change their responses based on individual needs. When children have challenging behaviors, staff promotes pro-social behavior by:

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

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

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

Permissible Methods of Discipline:

For acts of aggression and fighting (biting, scratching, hitting), staff will set appropriate expectations for children and guide them in solving problems. This positive guidance will be the usual technique for managing children with challenging behaviors rather than punishing them for having problems they have not yet learned to solve. In addition, staff may: (1) Separate the children involved; (2) Immediately comfort the individual who was injured; (3) Care for any injury suffered by the victim involved in the incident; (4) Notify parents of children involved in the incident; (5) Review the adequacy of the teaching staff supervision, appropriateness of program activities, and administrative corrective action if there is a recurrence.

Prohibited Practices

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

5. harsh or abusive tone of voice with the children nor make threats or derogatory remarks.
6. physical punishment, including spanking, hitting, shaking, or grabbing.
7. any punishment that would humiliate, frighten, or subject a child to neglect.
8. withhold or threaten to withhold food as a form of discipline.

Nutrition Policy (also found on pages 10 &11 of preschool handbook)

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

A snack is served daily at a regularly scheduled time, two hours apart and not more than three hours apart, keeping in mind breakfast/lunch times outside of the preschool setting.

The preschool serves a wide variety of nutritional snacks and encourages children to expand their tastes by at least trying a portion of the food offered.

All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult

Care Food Program (CACFP) guidelines. Snacks brought from home must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. Clean, sanitary drinking water (city water source) is available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.

For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program an individualized care plan prepared in consultation with family members and specialist involved in the child's care. Children with food allergies will be protected from contact with the problem food. Children with food allergies must have the food allergy form completed by their physician. This form can be obtained at the elementary office. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs and provide parents with that information.

High risk foods, often involved in choking incidents, will not be served. For students in the three year old program, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole.

The school district does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.

HEALTH & SAFETY POLICIES (also found on pages 16,17, 18, 19, & 20 of preschool handbook)

Health and Immunization Certificates

Before a child begins the program, health records that document the dates of service will be submitted that show the child is current for routine screening tests and immunizations according to the schedule recommended and published by the American Academy of Pediatrics.

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

Records that are needed for Shenandoah Preschool include copy of child's birth certificate, up to date immunizations, dental screening, and lead screening. The school needs updated records yearly.

Health and Safety Records

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

Child Health and Safety Records will include:

8. Current information about any health insurance coverage required for treatment in an emergency;
9. Results of health examination, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results;
10. Current emergency contact information for each child, that is kept up to date by a specified method

during the year;

11. Names of individuals authorized by the family to have access to health information about the child;
12. Instructions for any of the child's special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes);
13. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support; and
14. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family's beliefs. Staff implement a plan to exclude the child promptly if a vaccine-preventable disease to which children are susceptible occurs in the program.

General Health and Safety Guidelines

- All staff must be alert to the health of each child, known allergies, or special medical conditions.
- Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff are familiar with evacuation routes and procedures.
- All staff complete "Occupational Exposure to Bloodborne Pathogens" annually.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.

Illness Policy and Exclusion of Sick Children

In the case of serious illness or injury, the school will attempt to notify the parents according to the information on the registration 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.

If a child's activity must be limited following an illness, parents are asked to notify the office.

For the health and safety of all the children, it is mandatory that sick children not be brought to school. In order to prevent the spread of disease, please keep your child home from school if he or she displays any of the following symptoms within a 24 hour period:

- fever greater than or equal to 100.4 degrees F
- vomiting
- diarrhea
- pink eyes with drainage
- cough with congestion and excessive nasal discharge
- cold sores or lesions

If your child displays any of the above symptoms at school, parents will be notified and required to pick up their child. The district's established policy for an ill child's return:

- Fever free for 24 hours

- Chicken pox: one week after onset (or when lesions are crusted)
- Strep: 24 hours after initial medication
- Vomiting/Diarrhea: 24 hours after last episode
- Conjunctivitis: 24 hours after initial medication or when without drainage
- Cold sores or lesions shows signs of healing (scabbed over)

If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of the other children, or if a child's condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where he or she is supervised by a familiar caregiver.

Preschool staff will inform the school nurse and elementary secretary of any symptoms or concerns. The school nurse or elementary secretary will contact the parents of the student.

Head Lice (Pediculosis)

School settings are conducive to a greater risk of transmissions of Pediculosis (Head Lice), and therefore, proper and effective treatment of this condition is needed. The preschool staff will assist families with the removal of live lice or nits. This includes providing guidance and resources. The removal of nits/eggs is essential to help prevent self-reinfestation and transmission to others. Total nit/egg removal also helps eliminate diagnosis confusion and serves to document treatment. Confidentiality will be maintained to the best of the district's ability in all cases involving pediculosis.

Reporting Communicable Diseases

Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home. The program has documentation that it has cooperative arrangements with local health authorities and has, at least annually, made contact with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Cleaning and Sanitization

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children and the area will be cleaned immediately.

Toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion is either to be washed by hand using water and detergent, and rinsed, sanitized, and air dried or washed and dried in a mechanical dishwasher before it can be used by another child.

All toys and surfaces will be disinfected according to the Cleaning and Sanitation Frequency Table. Toys that cannot be cleaned and sanitized will not be used.

Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the preschool teacher and will follow the Cleaning and Sanitation Frequency Table in Section III, page 47 of the QPPS manual.

Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Nontoxic substances will be used whenever possible. Staff are trained yearly prior to the start of the school year.

Hand Washing Practices

Frequent hand washing is key to preventing the spread of infectious diseases. Teachers teach children how to wash their hands effectively. Posters of children using proper hand washing procedures are placed by each sink. The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet (use of wet wipes is acceptable for infants);
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals

Adults also wash their hands:

- before and after feeding a child;
- before and after administering medication;
- after assisting a child with toileting
- after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include

- using liquid soap and running water;
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any situation listed above.

- Staff must wear gloves when contamination with blood may occur.
- Staff do not use hand-washing sinks for bathing children or removing smeared fecal material.

In situations where sinks used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Staff Orientation Plan

All members of our childcare staff will be required to receive the following training:

- Certification in Adult, Child, and Infant CPR
- Certification in Adult and Child First Aid

- One hour training in Universal Precautions and Infectious disease control
- Training in Emergency Preparedness & Response

Upon employment, staff will be provided with copies of the All Aboard Employee and Parent Handbooks. A new staff will receive orientation and the director will review all the policies and emergency procedures contained in the Employee Handbook with the employee. Emergency Plans for Fire and Tornado will be received and practiced on a monthly basis. Staff will be informed of any policy changes. Staff will receive training through certified training programs, self-study training materials, and in service training. All staff will be required to take the Essentials Training course which is a 12 hour Emergency Preparedness class.

On-going Training and Staff Development Plan - All staff will complete their training within the timeline expectations set by DHS. This includes the trainings to be done within the first 3 months, 6 months, or yearly renewals. Staff will be allowed time to complete this training.

Parental Access Policy

Parents shall have unlimited access to their child throughout the day while they are attending the after school care program. However, in situations where parental contact is prohibited by court order, a copy of the applicable portion of the court order must be provided by the parent or custodian and made part of the child's file.

Medication Policy and Procedures (also found on pages 18 & 19 of preschool handbook)

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

Procedure: The school nurse coordinates and/or administers medication during school hours only if the parent has provided written consent and the medication is available in an original labeled prescription or manufacturer's container that is child-resistant. Any other person who would administer medication has specific training and a written performance evaluation, updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. Medication errors will be controlled by checking and recording these five right practices each time medication is given. Should a medication error occur, the Regional Poison Control Center and the child's parents will be contacted immediately. The incident will be documented in the child's record at the school.

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

All medications are kept in a locked container and stored at the temperature recommended. Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the parent, amount, the time of administration, and the person who administered each dose

of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Universal Precautions Policy

Gloves will be worn by staff when diapering, when contact with blood or other body fluids are present, and when cleaning contaminated surfaces. Spills or any blood or body fluid will be cleaned with soap and water, and then disinfected with a disinfectant. Any contaminated material or soiled diapers shall be disposed of in a plastic bag with a secured closed.

Children with Special Needs Policy

The preschool program includes all children, including those with disabilities and unique learning needs. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements.

EMERGENCY PLANS

Fire- Fire exit plans are posted around the room. Monthly drills will take place to practice exiting the building in an orderly fashion and getting to a safe location outside the building. For more detailed information, please refer to the school's crisis response manual.

Tornado- Tornado drill plans are posted around the room. Monthly drills will take place to practice going down to the basement of the preschool building and covering the back of their heads. For more detailed information, please refer to the school's crisis response manual.

Flood - Due to the location and elevation of the preschool building, it is highly unlikely to flood. However, if flooding occurs in or around the preschool building, staff of the after school care program will follow the school's directives for a flood response. This would entail notifying a school administrator and possibly evacuating students to a safer location.

Intruder-

Stranger in the Building:

- Strangers/trespassers on campus should be approached in pairs.
- Ask for identification, determine their presence and accompany them to the office.
- Notify the Principal. Next, notify the Superintendent's Office.
- Designated staff member will make announcements in clear language to inform and provide direction.
- Once the threat has ended, the office will make an all clear announcement, followed by an explanation.

Hostage Situation:

- Call 911
- Assign a staff member to liaison with the police. Police will establish a command post.

What to do:

- Notify the Principal, who will notify appropriate staff. (Includes but not limited to building school counselor and/or AEA staff.)
- Don't do anything to escalate the situation before the police arrive.

- Notify the Principal first, then notify the Superintendent's Office.
- Designate personnel to monitor hallways & other areas of the building to direct students who aren't in a class to a safe area.
- Principal or his/her representative will make announcements in clear language to inform and provide direction.
- Teachers should follow A.L.I.C.E. protocol to consider the safest response to the situation.
- The principal will make a list of those being held hostage. Each teacher will take a headcount of their class.
- The principal will develop an appropriate communication plan in conjunction with the superintendent & leadership team.
- Once the threat has ended, give the all clear announcement and then explain the crisis.
- Determine the need for the level of Crisis Response Team necessary to help students and help staff deal with the aftermath.

Violent Intruder - if a violent situation or threat occurs, A.L.I.C.E. begins.

A.L.I.C.E. is an acronym for

1. Alert, CALL 911 and notify the office. It is important to be as clear and accurate with the information as possible. Remember to identify yourself, your location, the suspect information, type of weapon, direction of travel and a call back number. Don't hang up unless your safety is compromised or you are directed to by the dispatcher.
2. Lockdown or shelter in place. By locking down and barricading or blocking entry points, you are making yourself a hard target and creating a stronghold that nobody should be able to enter. Wait for the all clear announcement prior to opening the door.
3. Inform as real-time information becomes available. Use this information to make single or collective decisions as to the best option for survival. Be flexible because the situation will be dynamic and fluid.
4. Counter the attacker as a last resort. There is also the possibility of the intruder entering a secured area. If this is the situation then total commitment to countering the attacker is essential. Many objects can be used as distraction devices, spread out, turn out the lights and be ready to cause confusion for the intruder and make yourself a hard target. NOISE – MOVEMENT – DISTRACTIONS – DISTANCE – SWARM
5. Evacuate, or get out, based on information available. Your goal here is to put as much time and distance as possible between you and the attacker. When you can evacuate, do so quickly and move to rally point, be flexible in route as needed.

Rally Points: JK-8: Safe Room at HS; 9-12: Emmanuel Lutheran Church, 406 E. Pioneer, Admin: Trinity Lutheran Church, 413 W. Summit

Intoxicated Visitor or Parent- Staff will immediately alert the director of the situation. The parent will be talked to about the danger of taking a child and/or operating a vehicle while intoxicated and asked if there is another adult who can be contacted to pick up the child. The staff are focusing on the welfare of the child. If the parent demands to take the child while in such a condition, the staff must release the child to the parent. If and when the parent does leave with the child, the staff must act in their role as a mandatory reporter and file a child abuse report with DHS. The staff will call 911 for assistance. The director shall follow the parent and child to their vehicle to get the tag number, detailed description of the vehicle and the direction of travel.

Lost or Abducted Child- In the unlikely event that a child is missing while in our program, the following steps will be taken:

Upon discovery of a missing individual, staff will:

- Conduct a quick search of immediate area or premise
- Notify the center's director or designee
- The director or designee will direct a complete search of the child care facility or field trip area.
- The director will proceed with an immediate search of the perimeter of the facility or field trip area.
- If the missing person is not located, the director or staff will contact security and emergency personnel as well as the parent/guardian.
- Call DHS.

Blizzards or Inclement Weather - In the event that Shenandoah Community School District must be closed due to bad weather, we will notify school patrons through the district's SchoolMessenger automated communication system. This will be done by email and phone messaging. Local radio stations and the school website will also have this information available.

If there is a late start for the elementary, preschool classes will start at 10:00am. If there is an early out due to weather, the preschool will dismiss as the district indicates and there will be no after school care provided. If an early out is called before 3 year old class starts, then there will be no 3 year old preschool held that day.

It is vital that current and up to date contact information is given to the elementary secretary so the school is able to reach parents for various reasons. **(also found on page 21 of preschool handbook)**

Power Failure-

Lines Down in the Area

- Have an adult present in the area of the downed lines to prevent anyone from going near them.
- Call the power company for your area - 1-800-799-4443
- Call Maintenance - 712-308-1980
- Call the Police Department - 246-3512

Power Failure

- Use the hand-held radio to inform the Superintendent and the Maintenance Department of the situation.
- Evacuate the building by fire drill procedures if there is a danger of fire.
- Relocate the students to rooms with windows or direct outside ventilation.

Gas Leak

Natural gas leaks can occur inside or outside of a building. The potential hazards of a gas leak are: fire, explosion, carbon monoxide poisoning and suffocation. You should suspect a gas leak if you smell a very unpleasant odor, like that of rotten eggs. Mercaptan is added to gas to let you know that a leak exists.

For all Gas Leaks:

- Contact your building Principal or designee.
- Contact Maintenance Supervisor at 712-308-1980 to inform of the situation. If unavailable and the situation is an emergency, call 911.
- Contact MidAmerican 1-800-595-LEAK (5325)

If the smell of gas is strong:

- Evacuate the building.
- Move upwind from any smell.

If person(s) is unconscious:

- Do not enter the area without breathing protection.

- Remove all persons from the area.
- Contact the School Nurse.

If the smell of gas is faint:

- Open windows or doors.
- Evacuate the area.

Bomb Threats- Follow the guidelines and fill out the form in the Crisis Response Manual.

If you receive a telephoned threat (bomb/chemical/other):

- Remain calm. Do not hang up. Keep the caller on the line as long as possible and listen carefully.
- Get a co-worker's attention and have them call 911 and notify the principal.

Ask the following questions:

- | | |
|--------------------------------------|---|
| ● What kind of bomb/hazard is it? | ● What will cause it to explode/activate? |
| ● Where is the bomb/hazard? | ● Did YOU place the bomb/hazard? Why? |
| ● When will it explode/be activated? | ● What is your name? |
| ● What does it look like? | ● Where are you? |

Chemical Spills-

INSIDE THE BUILDING

- Evacuate the building if there are toxic fumes, poison, or an unknown substance.
- Call 911.
- Designate a knowledgeable person to meet emergency responders.
- Close doors as you leave.
- Stop forced air circulation.
- Media is to be directed to the Superintendent's Office.

OUTSIDE THE BUILDING

- Call 911.
- Designate a knowledgeable person to meet emergency responders.
- Never enter vapor plume to "test or smell" it.
- Close all windows and shut off outside air intakes.
- Prepare to evacuate area.
- Media is to be directed to the Superintendent's **Office**.

Earthquakes or Structural Damage- If structural damage occurs for any reason, staff will direct children inside to take cover under tables and away from all windows. For children outside the building, staff will instruct children to move away from the building and sit down together with staff. Director or staff will call 911. Structural damage will be assessed by official personnel and the director before anyone is allowed to remain in or re-entering the building. If it is necessary to evacuate the premises, the Emergency Evacuation / Relocation Plan will be followed.

Nuclear Evacuation - Due to the location of the nearest nuclear power plant which is over 10 miles away, the school does not have an official plan for this particular event. In the Crisis Response Plan document, there is a section labeled "Emergency Steps for Undefined Situations." The after school care program will follow these protocols when an event of this nature arises.

Shenandoah Community School District



IGNITE
Handbook
2022-2023

Excellence in Every Endeavor

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IGNITE Online and Personalized Learning 2022-2023 Handbook

Mission Statement

The Shenandoah Community School District, in partnership with families and the community, will provide each student an educational environment that maximizes his or her potential to become responsible, successful citizens and lifelong learners in an ever-changing world.

Vision Statement

It is the vision of the Shenandoah Schools, in partnership with the community that we provide:

- Students have the tools to become responsible, successful citizens and lifelong learners in an ever-changing world.
- A safe and caring environment that ensures the dignity of all.
- Opportunities that stretch student and staff capabilities.
- School staff that are focused and visionary, collaborative, and empowered to make knowledgeable decisions.

Equity Statement

It is the policy of the district not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy, please contact the District's Equity Coordinator, Aaron Burdorf, JK-8 Principal and Equity Coordinator. Shenandoah CSD 601 Dr. Creighton Cir. Shenandoah, IA 51601. Phone 712-246-2520 Email burdorfa@shencsd.com.

Program Description

The IGNITE program will develop a learning environment that creates the context where students will be engaged in a continuum of service, which could include one or more of the following:

- online learning,
- blending learning,
- project-based learning,
- work-based learning, and or apprenticeships.

IGNITE will provide services to students who attend Shenandoah CSD on campus or remotely, who are dual-enrolled homeschool students, or are open enrolled. The program's structure will allow students to maximize their learning potential using a personalized education plan that includes access to core instruction through traditional or online learning, career technical education programs, or other specialized teaching and learning.

Students are expected to adhere to the Shenandoah CSD student handbook, code of conduct, all board policies and procedures, and applicable building-level student handbooks.

IGNITE may not be appropriate for all families. Enrollment in IGNITE is a team decision consisting of student, parent/guardian, remote learning coordinator, and IGNITE administration. An In-Take meeting will be held for each applicant. All students and parents are required to submit the IGNITE agreements. The agreements outline the expectations necessary for a successful IGNITE learning experience.

IGNITE is a full-year program. Students are expected to participate for the entire school year. Students may be removed from the IGNITE program under unique circumstances with the consent of the program administrator.

Activities

Students will be encouraged to participate in extracurricular activities, clubs, and school-sponsored activities as long as they meet the eligibility requirements required of all students. Resident students may participate in an unlimited number of Shenandoah Activities. Students who are open enrolled into the IGNITE program may participate in two resident district activities. Additional activities are allowed at the discretion of the resident district. Students will need to contact the K-12 Activities Director to participate in district activities. The District's Activities Director is Jon Weinrich, weinrichj@shencsd.com or (712) 246-4727.

Attendance & the School Calendar

Students participating in the IGNITE program will follow the District's calendar and will adhere to attendance laws per Iowa Code. This means:

- Each day school is in session in the District, students will be expected to log in daily and make academic progress to be counted as present.
- Parents/guardians of students who are ill or unable to participate must communicate with their assigned remote learning coordinator to have legitimate absences excused.
- As with students in traditional school settings, parents/guardians of students participating in the IGNITE program are responsible for their student's attendance per Iowa Code.
- Students who fail to meet attendance requirements will be counted absent. Parents/Guardians can expect that attendance letters and truancy law will be followed according to the District's policy.

The school district will monitor student attendance and progress, provide support, and communicate concerns. It is the family's responsibility to make sure a student is attending regularly and making adequate academic progress as defined by district expectations. Anytime students, parents/guardians, teachers, or administrators are concerned about a student's attendance, they are encouraged to contact the appropriate party.

Co-curricular Activities

Students enrolled in the IGNITE program may participate in band, choir, and virtual music lessons. Students will coordinate their involvement with the Remote Learning Coordinator to schedule weekly lessons.

Communication Procedures

Communication about the IGNITE program will be shared via email through PowerSchool and posted on the Shenandoah CSD Website www.shencsd.com. Remote Learning Coordinators will communicate to families via email and with students via a school provided email address and Zoom.

Parents/guardians and students are encouraged to communicate with their assigned Remote Learning Coordinator via email as the first line of contact with a question or concern about the program. Students are encouraged to contact their content specialist or instructor with questions about course content.

When school is in full session, you can anticipate a response to your question or concern within 24 hours. It will take longer for staff to respond on days when school is not in session, on weekends, or on a noted holiday. You can reasonably expect a response the next day school is in session.

Content Specialists, instructors, and remote learning coordinators will connect with families at least three times per week. Additional scheduled office hours will be available for feedback and assistance.

Parents/guardians will communicate at least once per month with teachers and/or coordinators to receive progress reports.

Students who desire to take District courses onsite in addition to the Edgenuity courses may do so with the consent of the program administrator and building principal.

Concurrent Credit

High school students may enroll in dual credit/enrollment courses offered through Iowa Western Community College. However, these courses are controlled by the college, and students must meet all expectations for the course in order to participate and are outside of the IGNITE program.

This means if the college determines the courses will be instructed in the face-to-face format, the student must attend class face-to-face with the assigned instructor and meet all expectations to earn high school and college credit.

Course Delivery

IGNITE courses are available through Edgenuity, an online provider approved by the Iowa Department of Education. Additionally, students will have access to licensed teachers to provide face-to-face online instruction and academic support.

Course Offerings

Course offerings for each grade level can be found in the appendix of this handbook.

Exceptional Students

Special Education

Students with an Individualized Education Plan may elect to participate in the IGNITE program. An IEP meeting is necessary to set up Special Education services during virtual learning. The IEP team will determine the appropriate changes needed to the current IEP based on the individual student's online learning environment. The administrative team will determine if IGNITE has the capability of providing adequate IEP services.

Section 504 Plans

Students with a Section 504 Plan may elect to participate in the IGNITE program. Depending on the individual needs of the student, a meeting may be necessary.

English Learners

English Learners may elect to participate in the IGNITE program. A licensed EL teacher will assess the student's English language proficiency to determine the instructional support necessary for the student to successfully participate in the program.

Talented and Gifted (TAG)

TAG students may elect to participate in the IGNITE program. The student and family will work with the TAG teacher to extend their education for appropriate challenge and growth.

Grading/Assessment

Student's assignments, assessments, and grades will be reported using PowerSchool. The District's standard grading and reporting protocols will be used to assign final grades. General feedback on assignments may come in the form of email, face-to-face, or virtual conferencing.

Students enrolled in IGNITE as their school of enrollment will be excluded from class rank. If a student needs a class rank statement for post-secondary institutions or other reasons, please contact the IGNITE administrator.

Grade-Level Advancement

Students must meet all established requirements to advance to the next grade level or graduate.

High School Grade Point Average (GPA)

All semester grades will be used to calculate students' GPA using the same procedure as face-to-face students. Transcripts will be issued in the same manner as all other students participating in the face- to- face school option.

Proctoring of Assessments

Some testing may only be available in the school building with the student's teacher. It is the family's responsibility to ensure that students are transported to and from the testing site according to the testing schedule.

Requirements for State Testing

All students will be required to participate in all assessments that face-to-face students are required to take.

State Required Intervention and Progress Monitoring

Students in grades K through 5 that are identified for intervention and progress monitoring through the FAST screening process are required by the state to participate in interventions and progress monitoring. These required times will be scheduled by the Remote Learning Coordinator.

Iowa Statewide Assessment of Student Progress (ISASP) Testing

ISASP testing is the federal accountability test under the Every Student Succeeds Act (ESSA) and must be completed by all students in grades 3 to 11 in a face-to-face environment proctored by an Iowa licensed teacher. Remote Learning Coordinators will provide information about testing prior to the testing window during the spring semester.

Other Testing

All other mandated testing is required on an individual basis. If your student is required to participate, information will be provided from the Remote Learning Coordinator.

Materials

All students will be issued a district-owned device and must complete user agreements prior to checkout. Students will be issued any necessary textbooks as needed by the student's course schedule. Textbook and technology fees will be assessed for students attending IGNITE. Fee waivers are available.

Families must provide a stable and reliable internet connection in order to participate in online or remote learning.

Multi-Tiered System of Supports (MTSS)

MTSS is a process that will be used to identify academic support for each student to meet their individualized learning needs. Targeted interventions will be provided, and progress monitoring will occur to help all students reach high levels of proficiency. There are three levels of instruction and support that include universal, target, and intensive levels of instruction and support that will be used to meet student needs. Examples of this may include frequency of contact from remote learning coordinators, access to more time with content specialists, and accommodations based on individual student needs.

Orientation

The IGNITE program will hold an orientation for students in August and/or at the student's entry point into the program. It is expected that each family and student will attend the virtual or in person orientation. Students who participate in on campus learning services will be invited to visit the appropriate school building, meet the staff, and other students in the program.

Parent/Teacher Conferences

Families will have the opportunity to engage in parent/teacher conferences virtually or in-person with the student

Remote Learning Coordinator twice a year. Other meetings may be arranged as needed.

Personalized Learning Plan

Each student participating in the IGNITE program will have a personalized learning plan tailored to meet their individual learning needs. This plan will include student goals, core requirements, electives, and specified accommodations for students who have an IEP, 504 Plan, TAG Acceleration Plan, and/or EL learning needs. Students in grades 8 through 12 will participate in Iowa's I Have a Plan career planning course work with the school counselor.

Policies

The IGNITE program is part of the Shenandoah Community School District and will adhere to the Board of Education policies. The district will enforce bullying, harassment, and discrimination based on district policy. This also includes incidents of cyberbullying. These policies can be found at www.shencsd.com.

Right to Privacy Policy

Shenandoah CSD and the IGNITE program value and protect student's right to privacy by following the guidelines outlined in the Family Educational Rights and Privacy Act (**FERPA**).

Program Staff

Students participating in online coursework will use the Egenuity learning platform. The students will be assigned a Remote Learning Coordinator who will monitor their progress and serve as a liaison between the student and teacher of record. Core Content Specialists will be able to serve as teacher of record or a resource to students who need additional instructional support or intervention.

Role	Name
High School Principal	Andrew Christensen
IGNITE Program Coordinator (K-12)	Denise Green
Elementary Content Specialist	Julie Murren
Middle School Content Specialist	Alisa Andrew
English Learners	Barb Farwell
Special Education	To Be Assigned from District Special Education Staff
Multioccupations Coordinator	Denise Green Sarah F. Martin
TAG	Brett Roberts
School Counselor Social Emotional Learning Courses	Brenda Wood
Interpreter	Patty Roberts

Technology Support	Julie LaRock
Content Specialists by Subject Area	TBD

Student Eligibility

Students are eligible to enroll in courses based upon academic appropriateness as determined by the student, parent/guardian, school counselor, school administrator, and program administrator. Students may be placed in courses to meet graduation/promotion requirements, acceleration needs, and/or remediation needs. Students must meet prerequisites for course enrollment. Students and families are encouraged to work with their school counselor to determine their academic plans and their eligibility for educational programs.

Students will need to complete course requirements within the semester and meet attendance guidelines to continue in the program. Failure to make adequate progress in work completion, participation, attendance and credit attainment may result in dismissal from the program.

Maximum enrollment in the IGNITE program is an administrative decision.

Student Registration

- Students must be registered with Shenandoah CSD using the online registration system.
- Students requesting a transfer to IGNITE from a school within the district will notify the building principal or IGNITE administrator by April 1 for the fall semester and December 1 for the spring semester.
- Intake meeting and orientation participation is required.
- Parent/guardian permission and agreements are required.



SHENANDOAH HIGH SCHOOL

COURSE HANDBOOK

2022-23

GRADUATION REQUIREMENTS

Language Arts - 8 credits; must be taken every year
Math - 7 credits; must be taken every year
Science - 7 credits; must be taken every year
Personal & Career Readiness - 1 credit
Financial Literacy - 1 credit

Social Studies - 6 credits, including:
9th U.S. History (2 credits)
American Government (1 credit)
Physical Education - must be taken every year;
waivers are available

A total of 50 credits are required to graduate from Shenandoah HS, with the remainder to be completed with electives.

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ADVANCED PLACEMENT (AP) COURSES

3231/32 **AP BIOLOGY**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & successful completion of HS Biology & HS Chemistry

MAXIMUM ENROLLMENT: 10 per section

This is an online course. AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. Students are required to take the AP Biology Exam in May.

Laboratory requirement: This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students are required to take the AP Biology exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3131/32 **AP CALCULUS AB**

(1 year = 2 credits)

GRADE 12 ELECTIVE

PREREQUISITE: teacher approval & students should complete four years of secondary mathematics designed for college-bound students: courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. Before studying calculus, students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and so on) and know the values of the trigonometric functions at the numbers 0, $\pi/6$, $\pi/4$, $\pi/3$, $\pi/2$, and their multiples.

MAXIMUM ENROLLMENT: 10 per section

This is an online course. AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students are required to take the AP Calculus AB exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3226/27 **AP CHEMISTRY**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Chemistry

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online. Chemistry is the study of the properties and structure of matter. The AP Chemistry course covers the same content covered in two semesters of general chemistry at a college level. Successful completion of high school chemistry is a prerequisite for AP Chemistry. In AP Chemistry, students will expand their knowledge on, among other topics, the structure of atoms, chemical bonding, chemical reactions, stoichiometry, gas laws, solution chemistry, thermochemistry, reaction kinetics, electrochemistry, equilibrium, acids and bases, and more. The course is also designed to replicate the same experience as that of college chemistry laboratory course. Students will spend time doing in-depth experiments and write college level quality lab reports. Using the history of scientific theory, science textbooks, lab investigations, and research, students will become even more scientifically literate in chemistry. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning. The course is designed to improve the study skills that are necessary to be successful in rigorous college level courses. Students are required to take the AP Chemistry exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3867 **AP COMPUTER SCIENCE A (JAVA)** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & Algebra 1; Algebra 2 is recommended

MAXIMUM ENROLLMENT: 10 per section

This is an online course. Students will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. AP Computer Science A teaches object-oriented programming using the Java language and is meant to be the equivalent of a first semester, college-level course in computer science. It will emphasize problem solving and algorithm development and use hands-on experiences and examples so that students can apply programming tools and solve complex problems. Students are required to take the AP Computer Science exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

AP COMPUTER SCIENCE PRINCIPLES (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & Algebra 1, Algebra 2 is recommended

MAXIMUM ENROLLMENT: 10 per section

This is an online course. The course introduces students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity, and how computing impacts our world. Students will develop the computational thinking skills needed to fully exploit the power of digital technology and help build a strong foundation in core programming and problem-solving. Students are required to take the AP Computer Science Principles exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

4045/46 **AP ENVIRONMENTAL SCIENCE** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Biology, Chemistry, & Algebra 1

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. AP Environmental Science includes a wide variety of topics, including geology, biology, environmental studies, environmental science, chemistry, and geography. It is a rigorous science course that stresses scientific principles and analysis and will include a laboratory component. The goal of APES is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are required to take the AP Environmental Science exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3883/84 **AP LANGUAGE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online. The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students are required to take the AP English Language and Composition exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3307/3876 **AP LITERATURE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online. The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students are required to take the AP English Literature and Composition exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3835 **AP MACROECONOMICS** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & ability to read a college-level textbook and should possess basic mathematics and graphing skills

MAXIMUM ENROLLMENT: 10 per section

This is an online course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are required to take the AP Macroeconomics exam in May.

3834 **AP MICROECONOMICS** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & ability to read a college-level textbook and should possess basic mathematics and graphing skills

MAXIMUM ENROLLMENT: 10 per section

This is an online course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students are required to take the AP Microeconomics exam in May.

3414 **AP PSYCHOLOGY** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: teacher approval & ability to read a college-level textbook and write grammatically correct, complete sentences

MAXIMUM ENROLLMENT: 10 per section

This is an online course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Students are required to take the AP Psychology exam in May.

3848/75 **AP STATISTICS** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Algebra 2 & teacher approval

MAXIMUM ENROLLMENT: 10 per section

This is an online course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students are required to take the AP Statistics exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3404 **AP U.S. GOVERNMENT & POLITICS** (1 semester = 1 credit)

GRADE 12 ELECTIVE

PREREQUISITE: U.S History, teacher approval & ability to read a college-level textbook & write grammatically correct, complete sentences

MAXIMUM ENROLLMENT: 10 per section

This is an online course. It is modeled after the goals, topics, and outlines provided by the College Board Advance Placement Program. Using their guidelines, the instructor will set the curriculum for this class as the equivalent of a rigorous political science college class. This course will focus on issues in government and politics in the United States. The course outline contains a detailed list of topics in sequential order. Students should expect to achieve mastery to meet the standards and benchmarks. Students should enhance reading and writing skills. Students will learn the demanding pace of college classes, how to thoroughly examine materials and topics, and the amount of out-of-class time it takes to complete a college level course. No matter the score achieved on the AP exam, student should take away skills and knowledge that will prepare them to be successful college students after graduation. This course addresses the same standards as American Government, but in a more in depth and rigorous study. Students are required to take the AP Government exam in May.

408283 **AP UNITED STATES HISTORY** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: 9th American History

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are required to take the AP United States History exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

AP SPANISH (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: 3–4 years of Spanish or equivalent native fluency

MAXIMUM ENROLLMENT: 10 per section

This is an online course. AP Spanish Language students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an expansive vocabulary, a solid, working knowledge of all verb forms and tenses, strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature. Students are required to take the AP Spanish exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

AGRICULTURAL SCIENCE

4117 **AGRICULTURAL POWER & TECH** (1 semester = 1 credit)

GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1 & 2

MAXIMUM ENROLLMENT: 12 per section

The focus of Agricultural Power and Technology (APT) is to expose students to mechanics, power, technology, and career options in the world of agriculture. Students participating in the APT course will have experiences in various mechanical and engineering concepts with exciting hands-on activities, projects, and problems. Student's experiences will involve the study of energy, tool operation and safety, material properties, machine operation, and structural components. Students will acquire the basic skills to operate, repair, engineer, and design agricultural tools and equipment. Throughout the course, students will apply engineering principles to the construction of machines and structures. Students will explore projects and problems similar to those that a tradesperson, technician, or engineer may face in their respective careers. In addition, students will understand specific connections between science, math, and technical skills applied to Supervised Agricultural Experiences and FFA components that play an important role in developing an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. The Agricultural Power and Technology course includes: • Shop Safety • Tool Operation • Material Selection and Uses • Fabrication • Energy and Power Production • Machine Components and Design • Agricultural Structures • Engineering Design Process • Technical Applications of Math and Science. This course qualifies for FFA membership.

4117 **CASE AGRICULTURE BUSINESS FOUNDATION (ABF)** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Agricultural Business Foundations (ABF) introduces students to business management in agriculture. Mathematics, reading, and writing components are woven in the context of agriculture and students will use the introductory skills and knowledge developed in this course throughout subsequent Curriculum for Agriculture Science Education (CASE) courses. Throughout the course are practical and engaging activities, projects, and problems to develop an improved 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.

The ABF course includes starting a business, financial documents, risk management, and writing a business plan. The ABF course is an elective course from the CASE course menu. The course is structured for all students to experience agricultural business management practices in order to continue through a sequence of courses through high school. The knowledge and skills students develop can be used within multiple pathways of study. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3754 **FALL HORTICULTURE** (1 semester = 1 credit)

GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food, & Natural Resources 1

MAXIMUM ENROLLMENT: 15 per section

This class focuses on plant science and incorporates working in the greenhouse to apply students' learning hands-on. Fall Horticulture's main project is raising poinsettias in the greenhouse to sell the community. The semester long project includes experimenting with different varieties of poinsettias and growing medium. Students also learn about horticulture careers, plant propagation, and plant nutrients. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3787/88 **INTRO TO AGRICULTURE, FOOD & NATURAL RESOURCES 1** (1 year = 2 credits) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This introductory agriculture class gives students a taste of everything that agriculture has to offer. The class begins by explaining the importance of agriculture and its industry in our state, country, and world. Students are shown the variety of areas and career opportunities involved within the agricultural field. A unit over FFA is covered explaining the history, guiding principles, and opportunities of the national organization. Students are also introduced to parliamentary procedure during this time, learning the proper ways to conduct business at meetings. The second half of the class focuses on exploring all aspects of the Agriculture, Food, & Natural Resources pathway, such as soils, water, plants, animals, and power and structure technology. Participation in FFA is not required but is strongly recommended. **This course is the first needed in order to take other agricultural classes offered & must be taken for FFA membership.*

3789/90 **INTRO TO AGRICULTURE, FOOD & NATURAL RESOURCES 2** (1 year = 2 credits) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

Intro to Agriculture 2's primary focus is plant science and natural resources. The first semester is spent looking into plant science in-depth and covering common crops grown in our area, as well as around the world. Second semester highlights wildlife and natural resources and their importance. Students learn about the wildlife industry, protecting it, and using it wisely. Recreational wildlife is covered by including fishing, hunting, and trapping. Environmental science topics are studied in depth to give students an appreciation of natural resources. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3756 **LEADERSHIP & DEVELOPMENT** (1 semester = 1 credit) GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

Leadership is for students striving to become better leaders through the development of personal and group skills. Students will look into the different personality traits, leadership styles, group dynamics, followership skills, team building, public speaking, employability, and self-concept. The class will also complete a service project during the semester. This class is highly recommended for FFA officers, as well as any other student looking to improve their ability to lead and influence others. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3757 **SMALL ANIMAL VET CARE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

Small Animal Vet focuses on the pet industry. Topics covered include the U.S. pet industry, careers with small animals, animal rights and welfare, and animal safety. Students then learn more about the breeds, care, feeding, diseases, and reproduction of common pet species, such as dogs, cats, rabbits, and many more. Class will participate in dog grooming, care, and service placement of small animals. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3755 **SPRING HORTICULTURE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 15 per section

This class focuses on plant science and incorporates working in the greenhouse to apply students' learning hands-on. Spring Horticulture's main project is starting a variety of annual flower and vegetable plants to sell to the community. Other topics include greenhouse structures and design, landscape design, and floriculture. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

AGRIBUSINESS ADMINISTRATION CERTIFICATE (offered through Iowa Western Community College)

The Agribusiness Administration Certificate prepares students for entry-level positions in agribusiness organizations. Students gain an understanding of production agriculture and the role of agribusiness in the economy. Students are provided classroom instruction, lab, and field experience in order to pursue a career in agriculture business, administration, or accounting. Graduates of this program are awarded a certificate from Iowa Western Community College. The six courses required are listed below.

Courses include:

4028 **IWCC SURVEY OF THE ANIMAL INDUSTRY** (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1

MAXIMUM ENROLLMENT: 24 per section

This class goes further into depth about animal science topics covered in Introduction to Agriculture, Food, & Natural Resources 1. Students learn more about the biotechnology side of the field, including genetics, artificial insemination, and embryo transfer. Food safety and security is also covered, including meat science. This is Iowa Western Community College's course #AGS 113. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

3753 **IWCC FARM BUSINESS MANAGEMENT** (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

PREREQUISITE: Introduction to Agriculture, Food & Natural Resources 1 & 2

MAXIMUM ENROLLMENT: 24 per section

Farm Business Management examines the business and economic principles applied to decision-making and problem-solving in the management of a farm business. Students learn about cash flow, partial, enterprise, and whole farm budgeting. Additional topics include information systems for farm accounting, analysis, and control; obtaining and managing land, capital, and labor resources; and alternatives for farm business organizations. This is Iowa Western Community College's course #AGB 330. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

IWCC INTRO TO CROP SCIENCE (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

Introductions to Crop Science covers the basic structure and function of plants, origin and classification, growth and development. Additional topics include fundamentals of photosynthesis, plant water use, plant nutrition and genetics that regulate plant growth, development, and responses to the environment. This is Iowa Western Community College's course #AGB 181. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

IWCC AGRICULTURAL ECONOMICS (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

The Agricultural Economics course is the introduction of economic principles of production, supply and demand applied to economic problems of agriculture and agricultural-related industries, and to the decisions in farm management, marketing, foreign trade, and agricultural policy. This is Iowa Western Community College's course #AGB 101. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

IWCC AGRICULTURAL FINANCE (1 semester = 1.5 HS & 3.0 IWCC credits) GRADES 11-12 ELECTIVE

Agricultural Finance provides an overview of agricultural finance principles. Topics covered include financial statements, liquidity and solvency analysis and capital structure of agricultural firms. Financial institutions, costs of credit, asset management, and public policy regarding agriculture finance topics are covered as well. This is Iowa Western Community College's course #AGB 466. Participation in FFA is not required but is strongly recommended. This course qualifies for FFA membership.

***Students also need to complete a college level math course MAT 102 or higher (recommended: MAT 711 Business & Financial Math or MAT 743 Technical Math) to receive the Agribusiness Administration Certificate.**

BUSINESS

4132/33 **COMPUTER GRAPHICS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 12 per section

This is an introductory course that provides students with a basic understanding of the field of desktop publishing software and presentation software to create business publications and presentations for our school and local community. Additional topics may include design, word processing, and the use of extra equipment. Course work will include course demonstrations, laboratory exercises, and projects that are deadline oriented.

4074/75 **COMPUTER SCIENCE & ROBOTICS** (1 year = 2 credits) GRADES 9-12 ELECTIVE

PREREQUISITE: Algebra 1

MAXIMUM ENROLLMENT: 24 per section

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course is designed with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multi-disciplinary opportunities. Students will use this course to design a brand, build, and program an industrial sized robot to compete in the FIRST robotics competition.

4071/72 **INNOVATIVE MARKETING** (1 year = 2 credits) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

The class will use a project-based approach where students focus on serving our community. Co-ops with local businesses and organizations will be utilized to provide real world experiences for the students, as well as serving our community by assisting with their interests and needs. The students will also enlist the use of multiple forms of mass media and technology to promote sports, clubs, in other attributes of our school.

3773 **INTRODUCTION TO BUSINESS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Students develop skills relating to general business situations. The course concentrates on units dealing with the concepts and processes associated with successful entrepreneurship. Topics could also include budgeting, banking, credit, insurance, taxes, and living on your own. Business cycles and globalization is also covered.

FAMILY & CONSUMER SCIENCE

3706 **CHILD DEVELOPMENT 1** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 20 per section

In this class, we will begin the study of principles of child growth and development. We will study the physical, intellectual, emotional, and social development of children. We will also examine the decision to parent and child guidance. You will also have the opportunity to observe and work with children outside of our classroom.

4061 **CHILD DEVELOPMENT 2** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Child Development 1

MAXIMUM ENROLLMENT: 20 per section

This class will continue the study of child growth and development that was started in Child Development 1. In addition to stages and areas of development, special topics will be examined. You will have the opportunity to observe and work with children outside of our classroom.

- 3703 **CULINARY ARTS 1** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Foods 1 & Foods 2
MAXIMUM ENROLLMENT: 20 per section
 This class will learn and prepare advanced culinary techniques and categories of foods. We will also investigate the culinary arts and food service industries. This class will have the opportunity to cook and be evaluated for your efforts by others.
- 4060 **CULINARY ARTS 2** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Foods 1, Foods 2, & Culinary Arts 1
MAXIMUM ENROLLMENT: 20 per section
 This class will continue the study of Culinary Arts 1 into advanced culinary techniques and categories of food. In addition, students will have the opportunity to learn about food and culture around the world and prepare multicultural foods.
- 3709 **FAMILY RELATIONS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 20 per section
 Family is the building block of society. This class will give you an in-depth look at families today. We will study the structure of family, the characteristics of a good family, the development of a family, and challenges they may face. You will work to develop the skills to become a positive family member and to build positive relationships for all aspects of life. This class is a good introduction for students interested in human services and helping careers.
- 3701 **FOODS 1** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 20 per section
 This class will teach you the basics about food preparation, nutrition and the role that food plays in our lives. We will cover topics such as personal and food safety, kitchen basics, various aspects of nutrition, and much more. You will have the opportunity to practice your skills in the kitchen throughout the semester.
- 3702 **FOODS 2** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: Foods 1
MAXIMUM ENROLLMENT: 20 per section
 This class will teach you to prepare different types of basic foods. We will cover units including breads, pies and pastries, cakes, cookies, and much more. We also look more into nutrition related to weight management and eating habits, as well as meal planning. You will have the opportunity to practice your skills in the kitchen throughout the semester.
- 3710 **HOUSING & INTERIORS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 20 per section
 In this class, we will discuss housing basics and the role of housing in our lives. The topics we will cover include influences on housing choices, types of housing, the history of housing, architectural elements, floor plans and room arrangements, design, renting and owning, and more. You will have many opportunities to express your creativity in this class.
- 3705 **INDEPENDENT LIVING** (1 semester = 1 credit) GRADES 11-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 20 per section
 This class will learn about knowledge and skills you need to become an independent and successful adult. You will learn about values, goals, resource management, financial skills, decisions related to consumerism, balancing roles, self-care, "adulting," and much more. Many projects and hands-on activities will be a part of this class in order to teach you how to live on your own.

FINE ARTS

- 3638 **3-D SCULPTURE** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Intro to Ceramics
MAXIMUM ENROLLMENT: 14 per section
Using methods taught in Intro to Ceramics, students will create sculptures out of many types of media such as clay, paper mache, wire, and found objects.
- 3646 **AMERICAN MUSIC HISTORY** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 24 per section
American Music History studies the history of music in the United States and influences on that music from other countries. Units include music from folk and classical, Broadway, jazz, rock, hip-hop and R&B.
- 4088/85 **AP ART** (1 year = 2 credits) GRADE 11-12 ELECTIVE
PREREQUISITE: Intro to Drawing & Painting, Drawing, & Painting
MAXIMUM ENROLLMENT: 15 per section
The serious art student will be expected to develop their creative potential and personal style. Students will have the option of specializing in either: AP Studio Art-2D design, AP Studio Art-3D design, or AP Studio Art-Drawing. This course may be repeated for additional credit. Students will create a portfolio along with sketchbooks and artists statements that will be submitted to College Board as their exam at the end of the year. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.
- 4086/87 **AP MUSIC THEORY** (1 year = 2 credits) GRADES 11-12 ELECTIVE
RECOMMENDED PREREQUISITE: ability to read music
MAXIMUM ENROLLMENT: 15 per section
Music Theory is intended to present the basic concepts of music, at a college freshman level, from notation to tonality with an emphasis on analyzing music, sight singing, and ear training. Students are required to take the AP Music Theory exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.
- 3639 **ART PORTFOLIO** (1 semester = 1 credit) GRADE 12 ELECTIVE
PREREQUISITE: all offered art classes & teacher approval
MAXIMUM ENROLLMENT: none
Students must have taken all arts classes: Intro to Drawing & Painting, Drawing, Painting, Intro to Ceramics, & 3D Sculpture. This may only be taken as a senior and teacher must sign student into the class. This is a self-directed class to build a college portfolio. Students will have a select number of pieces to show at contest.
- 3629/30 **BAND** (1 year = 2 credits) GRADES 9-12 ELECTIVE
PREREQUISITE: 7/8 Band or summer lessons
MAXIMUM ENROLLMENT: none
Courses in Band are intended to develop technique for playing brass, woodwind, and percussion instruments, marching style and to cover appropriate band literature styles for marching and concert performances.
- 3631/32 **CHOIR** (1 year = 2 credits) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: none
Choir is a large choral performing group available for all high school singers, regardless of previous experience. This ensemble focuses on part-reading and singing, music terminology, large group ensemble performance technique, tone, vocal technique, and vocal health. It offers a variety of vocal music literature and represents the school in public concerts, contests, and school performances. Choir meets daily. Students can be in both instrumental and vocal music.

- 4069/70 **DIGITAL STREAMING** (1 year = 2 credits) GRADES 9-12 ELECTIVE
PREREQUISITE: teacher approval
MAXIMUM ENROLLMENT: 15 per section
 This course is designed to develop students' skills in yearbook production. Students will use technology as a tool to communicate, collaborate, publish, and interact with peers, experts, and other audiences. Students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories, and events.
 *Students involved must be willing to attend events and games outside of the school day to take photographs.
- 3637 **DRAWING** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Intro to Drawing & Painting
MAXIMUM ENROLLMENT: 18 per section
 Students will study the principles of design and create works of art in a variety of media. Human and animal forms will be studied. Students will create a sketchbook and work on developing a personal style.
- 3613 **INDEPENDENT BAND** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: 7/8 Band
MAXIMUM ENROLLMENT: none
 The independent band course is offered in the fall for students wishing to audition for all-state band. Students taking this course will have personal assistance from the teacher and additional time to practice.
- 3614 **INDIVIDUAL VOCAL TECHNIQUE/CHAMBER CHOIR** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
COREQUISITE: enrollment in Choir, teacher placement/audition
MAXIMUM ENROLLMENT: none
 During the first quarter, the students involved in Individual Vocal Techniques will be concentrating their efforts on developing vocal techniques consistent with the following: Independent a capella singing in SATB quartets, development of musicianship, and high-level thinking and performance skills. If students are auditioning for All-State, they must be in this class. Second quarter, as well as second semester, the students will continue working as a performance group (chamber choir). This auditioned choir will work on high level pieces of music.
- 4026 **INTRO TO CERAMICS** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 15 per section
 Students will learn four methods of building in ceramics: pinch pottery, coil pottery, slab and throwing on the potter's wheel. In addition, students will learn printmaking techniques such as mono printing, embossing, and linoleum print.
- 4025 **INTRO TO DRAWING & PAINTING** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
PREREQUISITE: none
MAXIMUM ENROLLMENT: 20 per section
 Students will learn the elements of design, and learn basic drawing and painting techniques through pencil, color pencil, charcoal, ink, watercolor and acrylic paints. The grid system will be taught so students can properly enlarge a photograph.
- 3642 **JAZZ BAND** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
COREQUISITE: enrollment in Band
MAXIMUM ENROLLMENT: none
 The Jazz Band course is intended to develop techniques for playing instruments in the jazz style. Depending on enrollment, the course may concentrate on solo performance and improvisation or be a rehearsal time for the Jazz Band.

4109 MUSICAL THEATER

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 24 per section*

The Musical Theater course provides students with the opportunity to explore and/or participate in various aspects of musical theatre, including auditioning, singing, acting, and dancing. The course reviews the history and evolution of musical theatre, its literature and artists, and styles of composition and vocal presentation. Students work collaboratively on performances, including solo, duet, and ensemble work. Curriculum and course work for this class changes every year depending on the high school musical being produced.

3610 PAINTING

(1 semester = 1 credit)

GRADES 10-12 ELECTIVE

*PREREQUISITE: Intro to Drawing & Painting**MAXIMUM ENROLLMENT: 15 per section*

Painting students expand their use of the elements and principles of design studied in Intro to Drawing and Painting. Students will explore a variety of painting media as they work with more complex ideas, and depth of issues, form and concept.

FOREIGN LANGUAGE*Please note:*

--Spanish is not required for graduation from Shenandoah High School. However, families need to be aware of the college admission and completion/graduation requirements; while 2 years often is enough for college admission, some students then would take additional language classes while in college.

--Students who speak Spanish at home may be placed in different levels at different times than other students, based upon their skill level and participation in class. They will be required to complete coursework appropriate to their own skill level.

--All students in Spanish 3 & 4 will be tested for proficiency in April. English-proficient students also demonstrating at least an Intermediate Mid-level proficiency in Spanish will be recognized with the Iowa Seal of Biliteracy upon graduation.

3621/22 SPANISH 1

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 24 per section*

This Spanish class is for beginners. Students will experience a high volume of input in Spanish, both in listening and reading formats, so each student is expected to do their part with regards to paying attention and participating actively in discussions and activities. The teacher/class will read at least one chapter book each year, and students will be assessed over the novel. The teacher will also read at least one novel aloud to the class each year, and students will be assessed over the novel. Expect to provide short, simple answers in spoken and written format on topics relating directly to the student. These could include describing people, family, clothing, and interests/activities. The midterm and final have multiple parts to assess the three standards, and a student must complete all parts of both in order to move to the next semester or level. Target proficiency level: Novice High - communicates in lists and mostly short phrases, with some sentences on highly familiar topics. Typically uses words or phrases memorized from class. *Note: if the student does not have a strong enough base to be successful in Spanish 2, the student may be required to repeat Spanish 1 regardless of their final semester grades.*

3623/24 SPANISH 2

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

*PREREQUISITE: Spanish 1 with a C or higher**MAXIMUM ENROLLMENT: 24 per section*

The goal for Spanish 2 is to strengthen the skills begun in Spanish 1. Students will continue experiencing a high volume of input in Spanish through listening and reading. Students read often in Spanish, and reading may include a class chapter book with related assessments. Expect to provide a little longer answers in spoken and written format on topics such as food, health, and weekly activities, although topics may change based on class interest. Excellent attendance, attention, and active class and small group participation are expected. The midterm and final have multiple parts to assess each of the three standards, and a student must complete all parts of both in order to move to the next semester or level. Target proficiency level: stronger Novice High, with some Intermediate Low - is able to communicate more often with complete sentences and is able begin explaining familiar topics in depth. Recombines chunks learned in class to create new things.

3625-28 SPANISH 3 & 4

(1 year each = 2 credits each)

GRADES 11-12 ELECTIVE

*SPANISH 3 PREREQUISITE: Spanish 1 & 2 with a C or higher**SPANISH 4 PREREQUISITE: Spanish 1, 2, & 3 with a grade of C or higher**MAXIMUM TOTAL ENROLLMENT: 24 per section*

Spanish 3 and 4 is taught together, so content changes every other year. Students use multiple authentic and for-learners resources to further develop their reading and listening skills and writing and speaking are practiced in multiple activities throughout the year. Students are expected to interact in Spanish as much as possible. A wide variety of topics may be covered, and novels, movies/videos/TV series in Spanish may be used. Excellent attendance, active attention and participation in class and small-group discussions, the ability to use the imperfect language acquired without over-using translators, and the drive to use Spanish outside of the class all are necessary skills for achieving proficiency. The midterm and final have multiple parts to assess the three standards, and a student must complete all parts of both in order to advance. All students will be tested for proficiency in April, and this test serves as their final. **Target proficiency level is Intermediate Low-Mid for Spanish 3 and Intermediate Mid for Spanish 4, where students can speak in depth on numerous topics and multiple time frames (past, present, future).**

HEALTH SCIENCE**4027/59 INTRODUCTION TO HEALTHCARE**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 24 per section*

The Introduction to Healthcare class provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology research and development systems of the healthcare industry. To pursue a career in the health science industry, students should learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others. The health science industry is comprised of diagnostic, therapeutic, health informatics, support services, and biotechnology research and development systems that function individually and collaboratively to provide comprehensive health care. Students should identify the employment opportunities, technology, and safety requirements of each system. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Professional integrity in the health science industry is dependent on acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities and limitations and understand the implications of their actions. ****This course is recommended prior to enrolling in a health science course at IWCC (including Medical Terminology and Certified Nurse Assistant courses).**

4030 IWCC CERTIFIED NURSE ASSISTANT

(1 semester = 1.5 HS & 3.0 IWCC credits)

GRADES 11-12 ELECTIVE

*RECOMMENDED PREREQUISITE: Introduction to Healthcare & Medical Terminology**MAXIMUM ENROLLMENT: 10 per section, preference given to seniors*

This course is designed to provide knowledge and skills to work in a nursing home, home health care agency, or group home and/or hospital. The course is held in a classroom/lab and a minimum 30 hours of clinical will be in a nursing home. You will give patient care under the supervision of your instructor. During the course, healthcare entry level skills and behaviors to see employment will be covered: communication, interaction, ethical/legal principles, safety measures, personal hygiene, and special procedures. Course requirements include out-of-pocket costs, criminal/abuse background check, tuberculosis (TB) skin testing, and vaccines as required by our clinical site. This course is intended to prepare students for the Direct Care Worker Registry written and skills exam. The exams are to obtain certification and be eligible for employment as required by State Legislation. ***It is a recommended course and a starting point for anyone considering a healthcare career; it is typically a prerequisite for admission to nursing programs. This is Iowa Western Community College's course #HSC 172.**

4031 **IWCC CPR & FIRST AID IN THE WORKPLACE** (1 semester = .5 HS & 1.0 IWCC credits) GRADES 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 20 per section

CPR and First Aid in the Workplace prepares the bystander with lifesaving, hands-on instruction in many emergency situations. Emphasis centers on real life responses and what to do in the first five minutes of an emergency. This is Iowa Western Community College's course #PEH 130.

3815 **IWCC MEDICAL TERMINOLOGY** (1 semester = 1.0 HS & 2.0 IWCC credits) GRADES 11-12 ELECTIVE

RECOMMENDED PREREQUISITE: Introduction to Healthcare

MAXIMUM ENROLLMENT: 20 per section

Medical Terminology studies terms used in medicine. This course gives students a working knowledge of the roots, prefixes and suffixes of commonly used medical terms. Emphasis centers on the correct spelling and pronunciation of the vocabulary. This is Iowa Western Community College's course #HSC 113.

INDUSTRIAL TECHNOLOGY

4064/65 **CARPENTRY** (1 year = 2 credits) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 8 per section

This is the first in a sequence of courses that prepares individuals to layout, fabricate, erect, install, and repair wooden structures and fixtures using hand and power tools. Includes instruction in common systems of framing, construction materials, blueprint reading, concrete placing, siding, and mechanical systems.

3781 **CONSTRUCTION TECHNOLOGY** (1 year = 6 credits) GRADES 11-12 ELECTIVE

PREREQUISITE: Carpentry or Wood Manufacturing

MAXIMUM ENROLLMENT: 8 per section or teacher approval

The goal of this class is to provide students with a basic knowledge of carpentry and related skills used in the residential construction industry. Residential construction involves the building or remodeling of homes, apartments and similar structures. The program provides the opportunity to learn and apply themselves to all phases of the industry with an emphasis on carpentry and the related areas of HVAC, blueprint reading and mathematics. This class meets for two periods, homeroom, & power hour each semester.

3791/92 **DRAFTING** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 8 per section

This is an introductory course for students in the techniques of technical drawing. This course serves as a general education purpose to help students develop their capacity to analyze, organize and accurately express them graphically. Also serves as a preparatory class for students wishing to prepare themselves for gainful employment in drafting or plan to continue their education in engineering or a technical/trade school. We will have four weeks of board drafting followed by Solid Works and Chief Architect.

4062 **ENTRY LEVEL METALS & WELDING** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 8 per section

These courses introduce students to the properties, uses and applications of various metals. Welding courses provide experience in various processes used to join and cut metal (such as oxyacetylene, shielded metal arc, metal inert gas and the proper use of technique. Courses often included instruction interpreting blueprints or other types of specifications.

4066 **FURNITURE DESIGN & MANUFACTURING** (1 semester = 1 credit) GRADES 10-12 ELECTIVE

PREREQUISITE: Carpentry or Wood Manufacturing

MAXIMUM ENROLLMENT: 15 per section

The second instructional course in a sequence that prepares individuals to apply technical knowledge and skills to prepare and execute furniture design projects; assemble and finish furniture articles; repair furniture; and stresses the safe use of a variety of hand and power tools and machinery. Recommended projects would be anything that would allow students to incorporate all joints and tools e.g. a chest of drawers.

4063 **INTERMEDIATE METALS & WELDING** (1 semester = 1 credit) GRADES 9-12 ELECTIVE

PREREQUISITE: Entry Level Metals & Welding

MAXIMUM ENROLLMENT: 8 per section

These courses introduce students to the properties, uses and applications of various metals. Welding courses provide experience in various processes used to join and cut metal (such as oxyacetylene, shielded metal arc, metal inert gas and the proper use of technique and safety practices. Courses often included instruction interpreting blueprints or other types of specifications.

4067/68 **WOOD MANUFACTURING** (1 year = 2 credits) GRADES 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 15 per section

This course is an introduction to mass production of products. Students will use scientific and mathematical applications through relevant mechanical topics to produce a variety of plastic, metal, and wood products. Areas of study in this course include the history and operational structure of industry, lean manufacturing principles, use of CNC practices, product development, precision measurement, and quality management. In addition, students will complete numerous lab-based and project-based activities. Students will develop 21st century skills to increase employability. This course is a prerequisite for a Pella internship taken as upperclassmen.

LANGUAGE ARTS

3323 **ACADEMIC COMP & RESEARCH** (1 semester = 1 credit) GRADE 11-12 ELECTIVE

PREREQUISITE: Language Arts 3

MAXIMUM ENROLLMENT: 24 per section

This composition and research course is designed primarily for students whose future plans include post-secondary college/university education. It builds upon previously learned writing skills. Reinforcing the logic and critical thinking skills that accompany good writing, this course provides continued and advanced instruction in writing for a variety of purposes and audiences. Writings may include but are not limited to argumentation, comparison-contrast, description, and personal narration. Literary research is the main focus for the research component.

4110/11 **ADVANCED LANGUAGE ARTS** (1 year = 2 credits) GRADES 10-12 ELECTIVE

PREREQUISITE: Language Arts 1 & teacher approval

MAXIMUM ENROLLMENT: 24 per section

Advanced Language Arts is a course dedicated to challenging students with exploring complex literary and non-fiction text from a variety of periods, disciplines, and rhetorical contexts. Through these texts studies, students will gain an understanding of rhetorical strategies, author purposes, character, theme, tone, and style. Using these texts as models, students will write narrative, expository, analytical, and synthesis essays that explore a variety of topics. Students will also receive instruction in grammar concepts to improve overall writing. The course aims to develop critical thinking, close reading, and advanced writing skills that will prepare a student for Advanced Placement courses.

3883/84 **AP LANGUAGE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. Students are required to take the AP English Language and Composition exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3307/3876 **AP LITERATURE & COMPOSITION** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Advanced Language Arts & teacher approval

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the way writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. Students are required to take the AP English Literature and Composition exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3303 **COMMUNICATIONS** (1 semester = 1 credit)

GRADE 10-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Communications offers students the opportunity to learn how to employ oral skills in formal and informal situations. Students will learn the proper presentation techniques and organization of a variety of types of speeches. Students will also learn effective verbal and nonverbal communication skills in interpersonal communication situations. Additional study will be based on effective organization techniques and strategies, gathering information from a variety of sources, and evaluating and crediting sources.

3311 **CREATIVE WRITING** (1 semester = 1 credit)

GRADES 10-12 ELECTIVE

PREREQUISITE: Language Arts 2

MAXIMUM ENROLLMENT: 24 per section

The focus of this course will be on being active members of a writing community. This course uses a writer's workshop approach to help you be more comfortable with the writing and revision processes. Your fellow classmates will become your peer editors. By the end of the course, you will have created your own digital portfolio of writing. All writing completed in this course will be narrative, or story-based, and we'll be working to improve your skills in individual areas related to narration: characterization, development of settings and themes, use of description, specific word choice, etc.

4095/96 **LANGUAGE ARTS 1** (1 year = 2 credits)

GRADE 9 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

Language Arts 1 builds upon the student's prior knowledge of grammar, vocabulary, word usage, reading strategies, and the mechanics of writing, and includes extensive reading and writing. Students study various literary genres and complete related writing and vocabulary exercises. A library unit emphasizing the access and evaluation of materials is also a part of the course.

4097/98 **LANGUAGE ARTS 2** (1 year = 2 credits) GRADE 10 REQUIREMENT
PREREQUISITE: Language Arts 1
MAXIMUM ENROLLMENT: 24 per section
Language Arts 2 builds on the student's prior knowledge of grammar, vocabulary, word usage, reading strategies, and the mechanics of writing through extensive reading and writing. Students study various literary genres and complete related writing and vocabulary work.

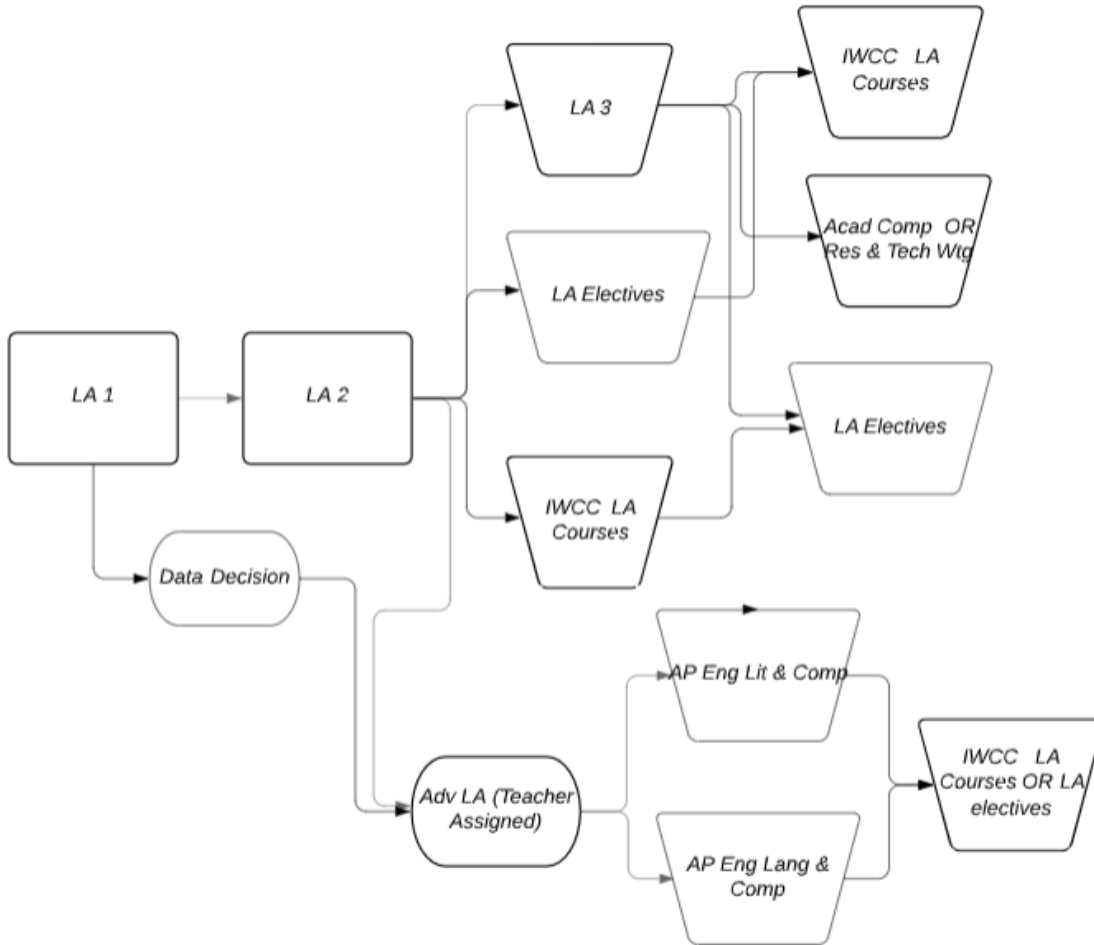
4099/4100 **LANGUAGE ARTS 3** (1 year = 2 credits) GRADE 11-12 ELECTIVE
PREREQUISITE: Language Arts 2 or teacher approval
MAXIMUM ENROLLMENT: 24 per section
Language Arts 3 builds upon the student's prior knowledge of grammar, vocabulary, word usage, reading strategies, and mechanics of writing, and includes extensive reading and writing. Students study informational and literary texts and complete related writing and vocabulary exercises to examine the influence of authors and their works.

3321 **LANGUAGE ARTS DEVELOPMENT** (1 year = 2 credits) GRADES 9-12 ASSIGNED
PREREQUISITE: can only be taken concurrently with another Language Arts course; teacher approval required
MAXIMUM ENROLLMENT: 15 per section
Language Arts Development is designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs in relation to other Language Arts courses in which the student is enrolled. The curriculum of the course will vary for each enrolled student, but major areas of focus will include reading comprehension and strategies, grammar usage and conventions, vocabulary acquisition, study skills and strategies, and writing skills.

3312 **NOVELS** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Language Arts 2
MAXIMUM ENROLLMENT: 24 per section
This course emphasizes the novel as a literary form. Students will evaluate and analyze a number of literary novels through personal experience, knowledge of literary terminology, discussion, and activities. Writing, vocabulary, reading comprehension, and project-based exercises are a sampling of the activities students will engage in through their study of various works.

4122 **SPEECH** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
PREREQUISITE: Language Arts 1
MAXIMUM ENROLLMENT: 24 per section
Speech focuses on the application of written and oral communication skills through a variety of formal and informal experiences. This is a performance-based course and emphasizes effective interpersonal and team-building skills. The course may also involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices. This course will help students become effective communicators both on stage and off.

SHS Language Arts Course Flowchart 2020



MATHEMATICS

3120/21 **ALGEBRA 1**

(1 year = 2 credits)

GRADES 9-12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course is designed to teach fundamental concepts of Algebra in depth, preparing students for future math and/or related courses. The course includes a study of equations, systems, functions, and statistics.

3125/26 **ALGEBRA 2**

(1 year = 2 credits)

GRADES 9-12 REQUIREMENT

PREREQUISITE: Geometry

MAXIMUM ENROLLMENT: 24 per section

This course introduces many new concepts and is geared for the college bound student. An understanding of the principles of algebra and problem-solving skills is emphasized. Topics covered include polynomials, sequences, exponential functions, logarithmic functions, rational and radical functions, functions/inverses, trigonometry, and statistics.

4120/21 CALCULUS

(1 year = 2 credits)

GRADE 11-12 ELECTIVE

*PREREQUISITE: Trigonometry/Pre-Calculus**MAXIMUM ENROLLMENT: 15 per section*

This Calculus course is intended for students who have attained pre-calculus objectives through the prerequisite course Trigonometry/Pre-Calculus. In this course the student will study limits, derivatives, applications of derivatives, and integrals. The use of graphing calculators is a key component in this class. It is strongly encouraged to purchase your own graphing calculator for use in this course.

3127/28 GEOMETRY

(1 year = 2 credits)

GRADES 9-12 REQUIREMENT

*PREREQUISITE: Algebra 1**MAXIMUM ENROLLMENT: 25 per section*

This course will emphasize an abstract and formal approach to geometry. This will include topics such as properties of plane and solid figures; deductive methods of logic; geometry as an axiomatic system including the study of postulates, theorems, and form congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in trigonometry, coordinate geometry, and transformational geometry.

4112/13 PRE-ALGEBRA

(1 year = 2 credits)

GRADE 9 ASSIGNED

*PREREQUISITE: teacher assigned**MAXIMUM ENROLLMENT: 24 per section*

This course will be an introduction to basic algebra concepts and a review of key middle school topics required for success in the high school mathematics courses. Students will understand and use basic properties of the real number system, solve problems involving signed numbers, simple equations, order of operations, perimeter/circumference, area, surface area, volume, transformations, data analysis, and probability.

3114 STATISTICS

(1 semester = 1 credit)

GRADES 10-12 ELECTIVE

*PREREQUISITE: Algebra 2**MAXIMUM ENROLLMENT: 24 per section*

In this course, students will be introduced to the major concepts of probability, interpretation of data, and statistical problem solving. Students will learn the course concepts through hands-on experimentation and investigation. They will analyze existing data as well as data collected through a survey, observational study or experiment. They will then display the data in different ways, analyze it, and draw conclusions based on the results. The four main components of the course are: exploring data, data collection, probability, and inference.

4105/06 TRIGONOMETRY/PRE-CALCULUS

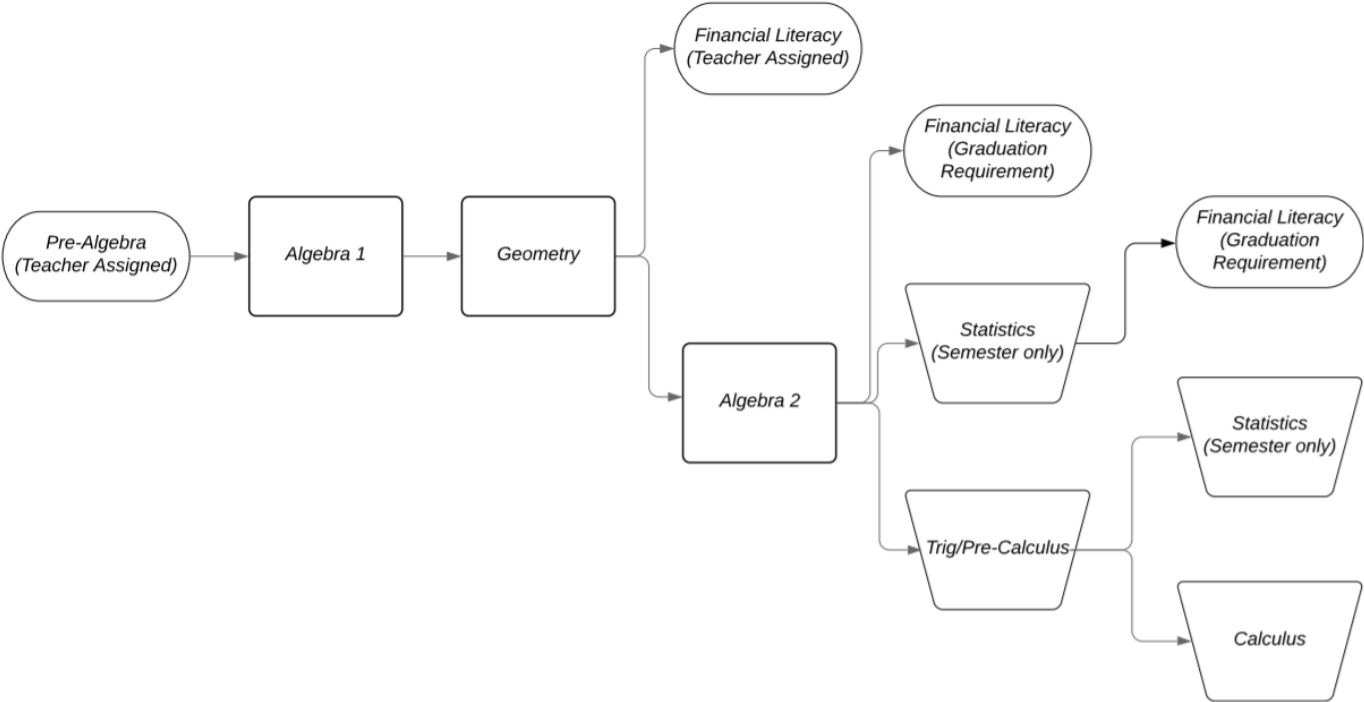
(1 year = 2 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: Algebra 2**MAXIMUM ENROLLMENT: 24 per section*

Students will review the basics of trigonometry and use these foundations to solve right triangles, use the unit circle to come more aware of the periodicity of the trig functions, graph trig functions based on scale changes and translations, develop equations of trigonometric functions from graphs, and model using trigonometric functions. Next, students will explore the pre-calculus topics of polynomial functions, rational functions, exponential functions, logarithmic functions, and matrices.

SHS Math Course Flowchart 2022



MENTORING

4056/0457 **MUSTANG MENTOR**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: no office referrals, no violation of good conduct policy, good attendance (minimal absences & tardies), teacher/staff recommendation
MAXIMUM ENROLLMENT: determined each semester

This course will involve one-to-one or small group mentoring/tutoring within an elementary or 5/6th grade classroom. The high school Mustang Mentor will work with a student or students with guidance from the classroom teacher or supervisor. The focus of this class will be on assisting younger students with academic assistance behavior/emotional control and overall support. The goals of the course are to help younger students improve grades, improve learning attitudes, demonstrate better responsibility, develop self-motivation, work well with peers and staff, increase self-esteem and prepare for the next grade level. Skills needed to be successful in this class: patience, persistence, dependability, consistency, ability to communicate well, ability to role model positive learning skills and techniques. Exceptional communication and attendance is a high priority for this course. Specific expected outcomes: enhance ability to work with and relate to younger students, strengthen ability to communicate with others, learn techniques to assist and motivate younger students. Career Pathways: education, social services, human services, juvenile justice, counseling, psychology, sociology.

A second route to this course will involve one-to-one mentoring within the secondary life skills special education program. The high school mentor will work with a life skills special education student with guidance from the special education teacher. The focus of this class will be on assisting a student with life skills, academic assistance, and overall support. The goal of this course is to help the mentor learn more about special education and disabilities. The special education teacher will interview students to figure out if they would fit one of the current life skills' student's needs. If the student chooses to become a mentor for a secondary life skills special education student, you are required to be with the student for the entire school year. Skills needed to be successful in this class: good attendance, patience, caring, persistence, dependability, consistency, ability to communicate well, ability to role model positive learning skills and techniques. Specific expected outcomes: strengthen ability to communicate with others, learn techniques to assist and special education students. Career Pathways: education, social services, occupational therapy, education associates.

Students may enroll in Mustang Mentoring one period per semester.

MULTI-OCCUPATIONAL CAREERS

3736/37 **AUTO MECHANICS TECHNOLOGY 1** (1 year = 2 credits)

GRADES 10-12 ELECTIVE

PREREQUISITE: none
MAXIMUM ENROLLMENT: 8 per section

Automotive Mechanics/Technology 1 is a course of fundamentals that covers passenger car construction, principles of operation, and basic service procedures. This is the foundation on which a sound, thorough knowledge of auto mechanics is based. Once these fundamentals are learned, know how through experience will enable the student to diagnose trouble and perform needed repairs.

3738/39 **AUTO MECHANICS TECHNOLOGY 2** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: Auto Mechanics 1
MAXIMUM ENROLLMENT: 8 per section

Automotive Mechanics/Technology 2 is a course that advances the knowledge gained in Automotive Mechanics/Technology 1 which covered passenger car construction, principles of operation and basic service procedures. Students will gain further knowledge through experience which will enable the student to diagnose trouble and perform needed repairs.

4032/33 **AUTO MECHANICS TECHNOLOGY 3** (1 year = 2 credits)

GRADES 12 ELECTIVE

PREREQUISITE: Auto Mechanics 1 & 2

MAXIMUM ENROLLMENT: 8 per section

Automotive Mechanics/Technology 3 is a course that advances the knowledge gained in Automotive Mechanics/Technology 2 which covered passenger car construction, principles of operation and basic service procedures. Students will gain further knowledge through experience which will enable the student to diagnose trouble and perform needed repairs.

4034/35 **EXPLORING TEACHING OPPORTUNITIES 1** (1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: none

The purpose of the course is to provide students with an opportunity to explore the teaching profession through online class discussions and assignments as well as field experience in a variety of preK-12grade classrooms. The components of the class will include the following: the role of schools and educators in communities and society at large, the process of developing an understanding of how students learn and combining that with strategies for meeting educational goals, the important role of communication, collaboration, and decision making within the teaching profession, & the use of technology in education.

4036/37 **EXPLORING TEACHING OPPORTUNITIES 2** (1 year = 2 credits)

GRADE 12 ELECTIVE

PREREQUISITE: Exploring Teaching Opportunities 1

MAXIMUM ENROLLMENT: none

The purpose of this course is to provide students with the opportunity to continue to explore the teaching profession through ongoing field experience with a cooperating teacher in the preK-12 Shenandoah school district. During this field experience the student will work one-on-one with a student or a small group. The student will develop activities/lessons or use one the cooperating teacher uses in the classroom. A reflective journal will be required to be kept on a daily/weekly basis about the time spent in the classroom, the things learned, and the applications for the future as a teacher.

PHYSICAL EDUCATION / HEALTH

4048/49 **FITNESS**

(1 semester = 1 credit)

GRADES 9-12 ELECTIVE

PREREQUISITE: active in at least one sport

MAXIMUM ENROLLMENT: 24 per section

In fitness class we focus on strength and conditioning principles to enhance the overall fitness level of students. This class uses weight training as one of the main areas to increase strength, power, and speed. Students will learn correct lifting techniques as well as running and jumping forms. Students will have individual strength and conditioning plans created on PLT4M to help them reach their goals.

3616/3874 **HEALTH**

(1 year = 2 credits)

GRADES 9-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 16 per section

Students in this course have an opportunity to develop skills related to their total wellness. Students will work on all levels of wellness: social, mental, and physical.

3635/36 PHYSICAL EDUCATION

(1 semester = 1 credit)

GRADES 9-12 REQUIREMENT

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 24 per section*

Physical Education focuses on student participation in a wide variety of team and individual activities throughout the course. The students will meet daily and participate in units lasting from two to three weeks long. Each unit will start with a unit overview including the history, origin, and rules/etiquette of the activity. A written unit exam will be given at the end of specific units to assess the student's knowledge of the unit. In addition, there will be a skills test given to assess the student's improvement throughout specific units. Physical fitness is the last area that the students will be assessed on. A physical fitness pre-test will be administered at the beginning of the course and a post-test to conclude the class. The tests will assess cardiovascular endurance, muscular strength and flexibility. They will be used to track student improvement. The students will also be introduced to the weight program PLT4M. The students will split time between physical education units and the weight room. A student in physical education will get the opportunity to lift weights approximately two times per week.

SCIENCE**3214/15 9TH GRADE SCIENCE**

(1 year = 2 credits)

GRADES 9 REQUIREMENT

*PREREQUISITE: none**MAXIMUM ENROLLMENT: 24 per section*

Ninth Grade Science is an integrated science course. Students will learn among other topics: Earth Materials and Systems, Human Impacts, Global Climate Change, Natural Resources, Natural Hazards, Biogeology, The History of the Universe, Plate Tectonics, The Role of Water in Earth's Processes, Forces and Motion, and Energy.

3224/25 ANATOMY & PHYSIOLOGY

(1 year = 2 credits)

GRADES 10-12 ELECTIVE

*PREREQUISITE: successful completion of Biology**MAXIMUM ENROLLMENT: 24 per section*

Essential principles of human anatomy and physiology are presented, including basic chemistry, cell and tissue studies, and an overview of all the body systems. First semester of a two-semester sequence deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. The class includes the study of cells, tissues, and the integumentary system. Second semester is a continuation of the study of the structure and function of the human body and the mechanisms for maintaining homeostasis within it. The skeletal, muscular, nervous, cardiovascular, and urinary systems are included. Laboratory dissection will be used to relate structures to those of humans.

4045/46 AP ENVIRONMENTAL SCIENCE

(1 year = 2 credits)

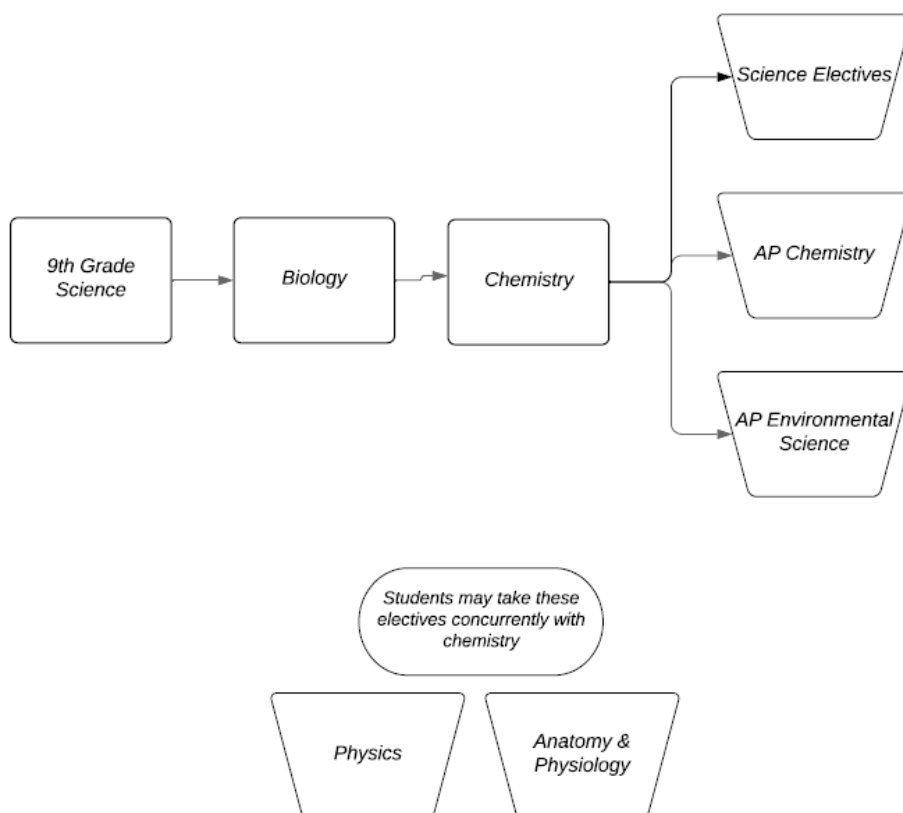
GRADES 11-12 ELECTIVE

*PREREQUISITE: Biology, Chemistry, & Algebra 1**MAXIMUM ENROLLMENT: 15 per section*

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. APES includes a wide variety of topics, including geology, biology, environmental studies, environmental science, chemistry, and geography. It is a rigorous science course that stresses scientific principles and analysis and will include a laboratory component. The goal of APES is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students are required to take the AP Environmental Science exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

- 3207 **ASTRONOMY** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
 PREREQUISITE: none
 MAXIMUM ENROLLMENT: 24 per section
 Astronomy introduces you to the composition and structure of the universe. The content includes, but is not limited to, historical astronomy, astronomical instruments, the solar system, the earth/moon system, stars, galaxies, and theories about the origin and evolution of the universe.
- 3216/17 **BIOLOGY** (1 year = 2 credits) GRADES 10 REQUIREMENT
 PREREQUISITE: none
 MAXIMUM ENROLLMENT: 24 per section
 Biology is a two-term course offered to mainly sophomore students. Biology focuses on the study of life by examining the next generation science standards concepts: cellular biology, genetics, ecology, and evolution. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines.
- 3218/19 **CHEMISTRY** (1 year = 2 credits) GRADES 11 REQUIREMENT
 PREREQUISITE: 9th Grade Science & previous or concurrent enrollment in Algebra 1
 MAXIMUM ENROLLMENT: 24 per section
 Chemistry is the study of the properties and structure of matter. Students will understand the structure of atoms, the usefulness of the periodic table, chemical bonding, chemical reactions, the mole, stoichiometry, and the gas laws. Using the history of science, science textbooks, lab investigations, and research, students will become scientifically literate in chemistry. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning.
- 4084 **FORENSIC SCIENCE** (1 semester = 1 credit) GRADES 9-12 ELECTIVE
 PREREQUISITE: none
 MAXIMUM ENROLLMENT: 24 per section
 The Forensic Science course provides an overview of the understanding and application of forensic science techniques. It is the application of science to the criminal and civil laws enforced in a criminal justice system, and includes the fields of biology, chemistry, physics, and crime science investigation. Topics typically covered may include genetics, anthropology, toxicology, entomology, ballistics, pathology, fire debris, and trace evidence such as fingerprints and blood spatter, among others. Students are taught the proper collection, preservation, and laboratory analysis of various samples.
- 3222/23 **PHYSICS** (1 year = 2 credits) GRADES 11-12 ELECTIVE
 PREREQUISITE: 9th Grade Science & previous or concurrent enrollment in Algebra 2
 MAXIMUM ENROLLMENT: 24 per section
 Physics involves the study of the forces of nature affecting matter: equilibrium, motion, momentum, and the relationship between matter and energy. Using the history of science, science textbooks, lab investigation, and research, students will become scientifically literate in physics. Not only will students listen to lectures, but they will participate in brainstorming, cooperative learning, guided practice, inquiry, and note-taking. Students will also use some memorization, graphic organizers, research, and technology to aid their learning. This class will be offered every other year.
- 4116 **ZOOLOGY** (1 semester = 1 credit) GRADES 10-12 ELECTIVE
 PREREQUISITE: Biology
 MAXIMUM ENROLLMENT: 24 per section
 This course will cover the anatomy of vertebrate and invertebrate animals in the nine different phyla of the animal kingdom. Students will discover the behavioral patterns of animals in different biomes, track animal migration patterns, learn about their habitats, and anatomical features of organisms.

SHS Science Course Flowchart 2020



SENIOR REQUIREMENT

4129 **FINANCIAL LITERACY**

(1 semester = 1 credit)

GRADES 11-12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

In this course, students will study financial literacy and personal finance concepts with real world, practical applications. All the concepts covered could be utilized by the 21st century consumer throughout their adult life. After completion of many of the topics of the course, a real-world project will summarize the concepts learned regarding the recently covered topic. Topics to be explored during the course include money management, banking services, payroll, taxes, credit & debt, insurance, and investing. The class will also cover interest accumulation as it pertains to both savings and loans, and depreciation. All aspects of the course require a calculator for computation, thus students enrolling in the class are required to provide their own calculator.

4055 **PERSONAL & CAREER READINESS** (1 semester = 1 credit)

GRADE 12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This required course for all seniors allows students the opportunity to build their personal portfolio and learn a wide variety of job searching, job getting, and job keeping skills. Students are exposed to a variety of information on career and training options in pursuit of career decision making. Attention to life skills is also emphasized. Skills include CPR training, renting an apartment, buying a car, obtaining insurance, and understanding financial literacy to meet the state requirements.

SOCIAL SCIENCES

3415/16 **U.S. HISTORY**

(1 year = 2 credits)

GRADE 9 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course will emphasize the history of the U.S. in the 20th century. Units that will be covered include Reconstruction, the Progressive Era, World War I and World War II, the Great Depression/New Deal, the Cold War, the 1960's and the Modern Times.

4114/15 **AMERICAN GOVERNMENT**

(1 year = 2 credits)

GRADE 12 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section, MINIMUM ENROLLMENT: 10 per section

In the next year, students will study the history, concepts, principles, and theories of government by examining the United States as well as the history, concepts, principles, and theories of economics domestically and internationally. Each class section will create their own simulated country using a platform called, "Civic Mirror." We will examine the meaning of government at the local, state, and national level and how government is connected to all aspects of society. Students will use a modified version of the U.S. Constitution to create, judge, and enforce laws as we apply the real-life concepts to our classroom simulation. Students should expect to study a variety of topics and analyze how individuals and government affect those issues so they can understand the goal of citizenship and become aware of his/her rights and responsibilities as a member of society. Current events will be essential in guiding our study of government. This class will involve small and large group discussion, individual and group projects, and lectures with notetaking.

408283 **AP UNITED STATES HISTORY**

(1 year = 2 credits)

GRADES 11-12 ELECTIVE

PREREQUISITE: 9th American History

MAXIMUM ENROLLMENT: 15 per section

This course is offered at Shenandoah High School and online through Iowa Online Advanced Placement Academy (IOAPA). AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students are required to take the AP United States History exam in May. Seniors planning to graduate a semester early cannot enroll in yearlong AP classes.

3431 **ECONOMICS**

(1 semester = 1 credit)

GRADE 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 22 per section

Economics is a semester long course designed to introduce students to the basic principles of both micro and macroeconomics. We will explore economic concepts and their application to problems of both private and public policy. We will look at issues such as inflation, unemployment, poverty rates, and their possible causes and cures, and how they affect both individuals and the economy as a whole. Additionally, we will analyze the role of the government and the Federal Reserve in the US and global economies.

3406 **PSYCHOLOGY** (1 semester = 1 credit) GRADES 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics.

3405 **SOCIOLOGY** (1 semester = 1 credit) GRADES 11-12 ELECTIVE

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Throughout this course, students will learn by brainstorming, cooperative learning, guided practice, inquiry, memorization, research, and note-taking.

4101/02 **WORLD HISTORY BEFORE 1900** (1 semester = 1 credit) GRADE 10 REQUIREMENT

PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

World History promotes an emphasis on both historical content in historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context. These are the skills required not only for college in career success, but for effective global citizenship. The content introduces students to the history and culture of ancient civilization through 1900.

4103/04 **WORLD HISTORY AFTER 1900** (1 semester = 1 credit) GRADE 10 REQUIREMENT

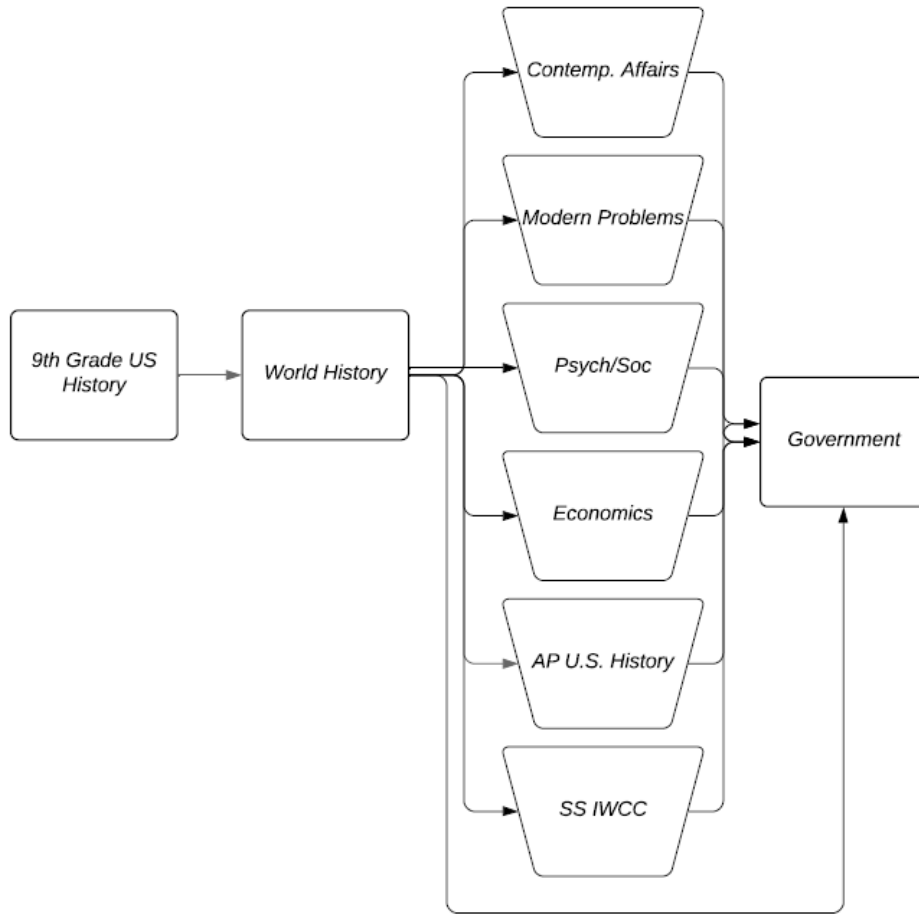
PREREQUISITE: none

MAXIMUM ENROLLMENT: 24 per section

World History promotes an emphasis on both historical content in historical thinking skills to prepare students with a strong foundation in significant history content, and with the skills necessary to apply historical thinking to any historical context. These are the skills required not only for college and career success, but for effective global citizenship.

Western World History follows the narrative of regions of the world that are primarily located in Europe and the Western Hemisphere, but also extends into parts of the Middle East, Asia, and Africa. The content introduces students to the history and culture of ancient civilization through current issues and modern problems in the region.

SHS Social Science Course Flowchart 2020



SPECIAL EDUCATION

3514/15 **GUIDED INSTRUCTION**

(1 credit/semester for each period)

GRADES 9-12 ASSIGNED

PREREQUISITE: written in IEP
MAXIMUM ENROLLMENT: none

Offered each term to students as indicated on their Individual Education Plan (IEP). Multiple sections of this class may be taken. Specially designed instruction will be provided as outlined in the student’s IEP. The primary goal of the class is to assist students in developing skills that will enable them to meet the demands of the regular curriculum and help them to generalize situations and settings outside the school.

4057/58 **INDIVIDUAL WORK STUDY**

(1 credit/semester for each period)

GRADES 9-12 ASSIGNED

PREREQUISITE: written in IEP
MAXIMUM ENROLLMENT: none

This class is designed to give students exposure to various career opportunities according to their interests. Jobs are found by the special ed teacher and student based on career skill and interest. The student will receive credit upon completion of all requirements set by the employer and instructor.

3516/17 LIFE SKILLS

(1 credit/semester for each period)

GRADES 9-12 ASSIGNED

*PREREQUISITE: written in IEP**MAXIMUM ENROLLMENT: none*

This class develops the daily life skills that a student will need to be able to live and work independently. The focus will be on daily life skills that are in the areas of cooking, cleaning, laundry, vocational work skills, personal information, money, time, social interaction, personal care, and communication skills. This list is not inclusive and could be added to or taken away from depending on the individual's own needs as described in his/her IEP.

3507 PERSONAL & SOCIAL SKILLS

(1 credit/semester for each period)

GRADES 9-12 ASSIGNED

*PREREQUISITE: IEP behavior goal**MAXIMUM ENROLLMENT: 4 per section*

The students will learn developmental skills that will help them in social situations through various social skills curricula such as, but not limited to Zones of Regulation, Mind Up, Level Up, A 5 is Against the Law, and Boys Town Social Skills. The students will role-play different situations to learn how to cope with those types of situations in the real world, participate in discussions related to topics related to self-regulation and self-care. Once they learn the skills, they will also learn how to generalize those skills into the classroom setting, and the community.

4038/39 PRACTICAL MATH

(1 year = 2 credits)

GRADES 9-12 ASSIGNED

*PREREQUISITE: IEP math goal**MAXIMUM ENROLLMENT: none*

Practical Math is a class to help prepare the student for the real world.

4050/52 PRACTICAL LANGUAGE ARTS

(1 year = 2 credits)

GRADES 9-12 ASSIGNED

*PREREQUISITE: IEP Language Arts goal**MAXIMUM ENROLLMENT: none*

Practical Language Arts is a class to help prepare the student for the real world.

WORK OPPORTUNITIES

4024 CTE INTERNSHIP

(1 year = 2 credits)

Grade 11-12 ELECTIVE

PREREQUISITE: on track to graduate, internship established before August 15th for approval in the program, learning targets & deadlines met, work at least 4 hours/week at the business, no behavior referrals, GPA of 3.0 or higher, & school attendance of 90% or better previous year

MAXIMUM ENROLLMENT: 5-10 students per year

Students in high school will actively have an internship with a local company in the immediate area. The goal will be for the students to work in a work-study format with a local business. The internship may be paid or not depending on the contract between the school and place of business. Students will work on a weekly journal to assess job performance and learning objectives. Work experience is monitored by Mrs. Martin. Participation in FFA is not required, but highly recommended. This course qualifies for FFA membership.

4057/58 WORK STUDY

(120 hours worked = 1 credit, up to 9 credits)

GRADES 11-12 ELECTIVE

*PREREQUISITE: part-time job & principal approval**MAXIMUM ENROLLMENT: none*

Students have the opportunity to receive credit for working an outside-of-school job. Students will receive one credit for every 120 hours worked. Students will submit a "work study agreement" and monthly evaluations and proof (pay stubs) of 120 hours of work. The "work study agreement" must be agreed upon by both school administration and place of employment. The forms must be turned in within two weeks of the semester. If a student does not successfully complete a work study agreement, they will not be considered for future work study agreements.