

Ed-Co Jr/Sr High Student Handbook

2024-2025

Changes and additions are highlighted in **green**. Please direct any questions to the HS office.

The mission of the Edgewood-Colesburg School District is to assist and ensure that each student achieves his or her level of educational excellence.

WELCOME to Ed-Co Jr-Sr High School! We are pleased you are here and want to help you make this a great year! This handbook will help us do just that. It is very important that we all understand the rules and policies Ed-Co has in place. Please take time to read it and if you have any questions regarding the contents, don't hesitate to ask a staff member. We are looking forward to another great school year, and we hope you are too. Veteran and new staff alike are eager to get started. Have a great year and make the most of this opportunity!

This handbook is found on the school webpage and included in JMC for parents to acknowledge while registering each school year.

Your acknowledgment signifies that you:

- Understand the rules and notifications the Ed-Co 7-12 building will follow
- Allow your child to attend any class trips or activities during the school day taken in the Ed-Co school district.
- Understand your child may be captured by videotape when a teacher is recording him/herself for self-improvement, safety, or instructional purposes.

Ed-Co Fight Song

Hail to the Victors, Let us win our fair fight and Ed-Co High
will remain victorious all through the year. 'Rah' Rah' Rah'
Here's to our high school, Let us cheer our team onward, and we'll always be loyal
to our Ed-Co's Black and Gold. 'Fight' Fight' Fight'

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INTRODUCTION

PHILOSOPHY OF EDUCATION FOR THE ED-CO COMMUNITY SCHOOL DISTRICT

The Board of Directors of the Edgewood-Colesburg School District is committed to a philosophy of service to children; the objective of this philosophy is to help each child develop into a mature individual and a contributing member of society. The Board believes that this objective can best be met through a school program wide enough in scope to encompass the intellectual, physical, civic, social, and aesthetic education of children. The Board of Directors realizes that an effective public-school program must be directed toward common needs of all children; however, the Board believes the emphasis must lie always on the unique needs of each individual child.

The Board of Directors recognizes that the guardianship of public education is a trust and an obligation, that the goals of education and the goals of democracy are fundamentally the same. For that reason, the Board considers that its philosophy and objectives can best be realized when the educational program is directed through written Board policies, policies that are based on the Constitution, state statutes, federal/state regulations, and the specific needs of this school district.

JURISDICTION

This handbook is an extension of board policy and reflects the goals and objectives of the board. The board, administration and employees expect students to conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others. Students are expected to treat teachers, other employees, students, visitors and guests with respect and courtesy. Students may not use abusive language, profanity, or obscene gestures. Students may not involve themselves in inappropriate displays of affection.

This handbook and school district policies, rules and regulations are in effect while students are on school grounds, or on property within the jurisdiction of the school district. They also apply while on school-owned and/or school-operated buses or vehicles or chartered buses, while attending or engaged in school activities. In addition, they apply while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school district or involves students or staff. These policies, rules and regulations are in effect year round.

EQUAL EDUCATIONAL OPPORTUNITY

The school district does not discriminate in its education programs or educational activities on the basis of age, gender, sex, race, religion, color, national origin, gender identity, religion, creed, socioeconomic status, sexual orientation, marital status or disability. Students are educated in programs that foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Students who feel they have been discriminated against are encouraged to report it to the school district Affirmative Action Coordinator. The Affirmative Action Coordinator for each building is Mrs. Karla Trenkamp. Inquiries may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, 310 W. Wisconsin Ave., Ste. 800, Milwaukee, WI, 53203-2292, (414) 291-1111, or the Iowa Department of Education, Grimes State Office Building, Des Moines, IA, 50319-0146, (515) 281-5294.

SCHOOL ALERTS

These radio stations will be notified: KOEL (Oelwein); KWWL (Waterloo); KCTN (Elkader); WMT (Cedar Rapids); KMCH (Manchester), as well as local television stations.

SCHOOL CLIMATE

Learning takes place best in a safe and caring environment. In a society that seems to be increasingly violent, Ed-Co High School will always be a place where young people can devote their energies to learning and not worry about being hurt or harassed. The following policies are intended to maintain that environment and will be strictly enforced.

Dangerous Weapons

Possession of weapons, including guns, explosives, fireworks, bows, sling shots, knives of any size, brass knuckles, or any other object or mechanism that may do bodily harm, may result in immediate suspension or expulsion. State law requires that students who bring guns or explosive devices to school will be expelled for not less than one year. The weapon will be confiscated, and parents will be notified. Law enforcement may be notified as well.

Harrasment/Bullying

It is the policy of the Edgewood-Colesburg Community School to maintain a learning and working environment that is free from harassment. No employee, volunteer or student of the district shall be subjected to bullying, hazing, physical/sexual abuse or harassment of any kind based on any of the following actual or perceived traits or characteristics, including but not limited to: age, color, gender, 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. This policy is in effect while students or employees are on property within the jurisdiction of the school; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district. Staff and/or students who feel they have been harassed or who feel they have witnessed incidents of harassment are encouraged to contact the guidance counselor or principal to file a report. All reports will be kept as confidential as possible, and retaliation will not be tolerated.

Harassment and bullying means any electronic (*“Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, electronic text messaging, or other similar technologies*), written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student and which creates an objectively hostile school environment that meets one or more of the following conditions:

- 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
- Has the effect of substantially interfering with the student’s ability to participate in or benefit from the services, activities, or privileges provided by the school.

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

- Verbal, nonverbal, physical, or written harassment, bullying, hazing, or other victimization that have the purpose of or effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of a demeaning nature that have the purpose or 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 purpose or effect of causing injury, discomfort, fear or suffering to the victim;
- Demeaning jokes, stories, or activities directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim;
- Unreasonable interferences with a student’s performance or creation of an intimidating, offensive, or hostile learning environment.

Ed-Co Jr/Sr high level one investigator is the High School guidance counselor or the high school principal @ (563) 928-6412 for questions.

Harrasment/Bullying Procedures - Code No. 403.4R1

COMPLAINT PROCEDURE

An employee or student who believes that they have been harassed will notify the guidance counselor or the principal. The alternate investigator is the school nurse. The investigator may request that the employee or student complete the Harassment Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate a harassment investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will report the findings of the investigation to the superintendent.

RESOLUTION OF THE COMPLAINT

The superintendent will complete the next step in the investigation reasonably and promptly upon receipt of the investigator's report. Following the investigator's report, the superintendent may investigate further, if deemed necessary, and decide the appropriate next step, which may include discipline up to and including discharge.

Prior to the determination of the appropriate remedial action, the superintendent may, at the superintendent's discretion, interview the complainant and the alleged harasser. The superintendent will file a written report closing the case. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including discharge.

CONFLICTS

If the investigator is the alleged harasser or a witness to the incident, the alternate investigator is the investigator.

If the alleged harasser is the superintendent, the alternate investigator will take the superintendent's place in the investigation process. The alternate investigator will report the findings to the board.

Student Complaints/Grievances

Students may file a complaint regarding school district policies, rules, and regulations or other matters by complying with the following adopted procedures:

- (1) Complaints and grievances should first be brought to the student's teacher or other licensed employee within 3 (three) of the incident underlying the basis of the complaint. Should the response be unsatisfactory, the student may bring the complaint or grievance to the principal within **3 (three)** of the response from the teacher or licensed employee.
- (2) Should the principal's response be unsatisfactory, the student may bring the complaint or grievance to the superintendent within **3 (three)** of the principal's response.
- (3) Should the superintendent's response be unsatisfactory, the student may ask to have the matter placed on the board agenda of a regularly scheduled board meeting in compliance with board policy. The board will determine whether they will address the complaint.

IASB NOTE: Complaint procedures will differ depending on the nature of the complaint. For instance, complaint procedures regarding bullying and/or harassment follow a different filing and investigatory procedure as outlined in this handbook and in IASB sample policy 104 – Anti-Bullying/Harassment Policy.

SCHOOL PHONE AND CELL PHONES

A phone is available in the office for student use if the need arises. Cell phones and any other similar electronic device are to be turned off and kept out of sight during the day except for lunch and passing times. They are not to be used during study halls or other scheduled class times unless the instructor has approved their use for instructional purposes. If a student wishes, the item may be kept in a locker/purse or stored in the office. Students run the risk of having them taken away if the phones are visible during class periods unless the teacher gives permission for educational class use.

Communication with parents/guardians during class time can be facilitated through the high school office. Students may not be called out of the classroom to take a telephone call. In cases of extreme emergency, calls will be referred to our guidance counselor. Important messages will be given to students at appropriate times.

The use of cell phones in locker rooms, restrooms, and shower facilities is strictly prohibited. Cell phone use by students on buses or other school vehicles is at the discretion of the bus driver. Distracting behavior that creates an unsafe environment will not be tolerated.

If a student cell phone is taken during class time, the following procedures may occur:

First Offense: The phone is taken to the office and returned at the end of the day (after 3:15)

Second Offense: The phone is taken to the office and returned at the end of the day (after 3:15), a 30-minute detention is given, and parents are notified/reminded about the offense and the policy.

Third Offense and beyond: The phone is taken and released only to a parent/guardian and further discipline actions will be discussed with a parent or guardian.

BUS AND SCHOOL BEHAVIOR

Water, in any type of container, should not be used inappropriately on school vehicles or around electronic equipment. Students found to be using water inappropriately may be suspended from riding the bus for 1-3 days for the first offense, or given a detention.

Students should also be aware that surveillance cameras have been installed on school buses. Your behavior may be monitored. Videotapes are subject to the protection offered by the Family Educational Rights and Privacy Act and will only be viewed by authorized school personnel.

Appropriate school behavior is expected. Consequences for fights, choke holds, or other delinquent behavior may include detention, suspension, or restitution. Extra-curricular activities may also be affected per the coach's guidelines.

DISCIPLINE FOR THREATS OF VIOLENCE OR INCIDENTS OF VIOLENCE

Per Code 503.8 Discipline is designed to promote behavior that will enable students to learn and successfully participate in their educational and social environments. The district discipline policy for students who make a threat of violence or commit an act of violence is developed to help students understand their obligations to others in the school setting, secure the safety of all students, staff and the community, and to correct student behavior if a violation occurs (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsection 1).

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

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

District Response to a Threat or Incident of Violence by a Student

Reporting a Threat of Violence or Incidence of Violence

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

An investigation will be initiated by the principal or lead administrator upon learning of an incident of violence or threat of violence through any credible means. If the principal or lead administrator finds that an incident of violence or threat of violence did occur, the administrator will determine the level of threat or incident by considering all aspects of the situation, including the student's intent and knowledge of the impact of their actions, their developmental level and context of the incident. The

resolution will focus on identifying the cause behind the behavior and appropriate corrective action (2023 Iowa Acts, chapter 96 (House File 604), sec. 7, new section 279.79, subsections 1 and 4).

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

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

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

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

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

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

- * an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.
- * The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace (Following Iowa Code section 708.1)

Escalating Responses by Grade Band

Level	Grades 7-8 Escalating Response
Level 1	<ul style="list-style-type: none">• Requires parent or guardian notification.• Requires individualized educational program (IEP) meeting, if the student has an IEP.• Responses to an incident may include the following:<ul style="list-style-type: none">o Parent or guardian conference that may include the student, when appropriate;o When appropriate and with written parent consent, counseling, and/or mental health counseling subject to available resources of the district;o Behavior intervention student agreement coupled with another response(s);o Restitution or opportunities to repair relationships coupled with another response(s);o Detention; and/oro Temporary removal from class.

<p>Level 2</p>	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting if the student has an IEP. <p>Responses to Level 2 include those in Level 1 as well as, but are not limited to, the following:</p> <ul style="list-style-type: none"> o Temporary or permanent removal from extracurricular activities; o In-school suspension; o Out-of-school suspension; o Suspension of transportation privileges if misconduct occurred in a school vehicle; and/or o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
<p>Level 3</p>	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting if the student has an IEP. <p>Responses to Level 3 include responses in all previous levels, as well as, but are not limited to:</p> <ul style="list-style-type: none"> o Recommendation for expulsion.

Level	Grades 9-12 Escalating Response
<p>Level 1</p>	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Requires individualized educational program (IEP) meeting if the student has an IEP. • Responses to an incident may include, but are not limited to, the following: <ul style="list-style-type: none"> o Parent or guardian conference that includes the student, when appropriate; o When appropriate and with written parent/guardian consent, counseling, and/or mental health counseling subject to available resources of the district; o Behavior intervention student agreement coupled with another response(s); o Restitution or opportunities to repair relationships coupled with another response(s); o Detention; o Temporary removal from extracurricular activities; o Temporary removal from class; o In-school suspension; and/or o Suspension of transportation if misconduct occurred in a school vehicle.
<p>Level 2</p>	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting if the student has an IEP. <p>Responses to Level 2 include those in Level 1 as well as, but are not limited to, the following:</p> <ul style="list-style-type: none"> o Out-of-school suspension; o Placement in an alternative learning environment, including a therapeutic classroom, when appropriate.
<p>Level 3</p>	<ul style="list-style-type: none"> • Requires parent or guardian notification. • Review of response to prior offense, if applicable, to inform increased level of response. • Requires individualized educational program (IEP) meeting, if the student has an IEP. <p>Responses to Level 3 include responses in all previous levels, as well as, but are not limited to:</p> <ul style="list-style-type: none"> o Recommendation for expulsion.

Definitions (consistent with the Department's Data Dictionary 2022-23)

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

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

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

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

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

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

DRESS-APPEARANCE

Ed-Co believes inappropriate student appearance causes material and substantial disruption to the school environment and can present a threat to the health and safety of students, employees, and visitors. *Ed-Co* believes there is a strong correlation between student academic performance or conduct and students' appearance. Because of this, students are expected to wear clothing that is appropriate to their age level and does not disrupt the school or educational environment.

Hats or hoods will not be worn during the school day unless approved for a school wide activity. Clothing or other apparel promoting products, which are illegal for use by minors, such as alcohol, tobacco or drugs, or clothing displaying obscene material, profanity, or reference to subversion, is not allowed. Clothing with discriminatory remarks or ones that could be used as a weapon are prohibited. These items are not appropriate for a school setting and the student may be asked to change into something more appropriate or less distracting. While the primary responsibility for appearance rests with the students and their parents, school personnel reserve the right to judge what is and is not proper for a classroom setting.

CARE OF SCHOOL PROPERTY

Students are expected to treat school property with care and respect. Students found to have deliberately damaged or destroyed school property will be required to reimburse the school district (actual cost of item, labor to repair the item, or both), as well as being subject to additional discipline such as restrictions on participation in extracurricular activities. At the discretion of the administration, such students may be turned over to local law enforcement.

STUDENT LOCKERS

Lockers are provided to students for the purpose of keeping their belongings in a safe place—both in the hallways and the locker rooms. These lockers are school property and must be treated with respect. Damage done may result in the student having to pay for repairs. The lockers will be provided with locks, so items placed in them can remain safe. Students are advised to keep their combinations to

themselves. Students who elect to disable their lock or choose to not use their gym lock run the risk of having things stolen. While the school cannot guarantee items will not be stolen, students can take steps to ensure that their belongings are safe and secure by using their locks as intended. Under no circumstances will the school be responsible for items stolen—with locks or without. All students should leave valuables at home or check them into the office where they can be placed in the vault.

Locker inspections without prior notice may be conducted periodically. Markers, stickers, or anything permanent will not be allowed on the lockers at any time.

SUSPICION OF STUDENT IMPAIRMENT

If a school staff member suspects that an individual may be impaired, the staff member should contact the appropriate administrator. The administrator will have the individual escorted to the office.

The administrator will contact the school nurse if it is suspected that an impairment assessment is needed. If the school nurse is available, he/she will conduct an impairment assessment with an adult witness present to evaluate if suspected impairment is possibly medical vs. substance related.

*If the impairment assessment suggests possible medical impairment, the school nurse will evaluate, and contact parent/guardian/EMS as needed.

*If the impairment assessment suggests possible substance impairment, the school nurse will consult with the administrator for further interventions. The administrator will attempt to contact the parent(s)/guardian. If it involves criminal activity on school grounds, the administrator may contact law enforcement.

If the school nurse is unavailable, the administrator will conduct as much of the impairment assessment as possible and contact parent/guardian/EMS as needed. The school nurse will provide a written report to the administrator.

If a suspected impairment is noted outside school hours but on school grounds or at a school-sponsored function, the administrator will contact parent/guardian, and may contact EMS and/or legal authorities.

SUBSTANCE POSSESSION

The use or possession of tobacco, liquor, or controlled substances on school property is strictly forbidden. This prohibition applies at all school activities and in all school vehicles. Violation of this rule will result in suspension from school for one to ten days. Local law enforcement officials may be notified if students are found to be using or have in their possession alcohol or controlled substances on the school grounds. Students involved in extra-curricular activities are subject to Good Conduct Rule.

OPEN CAMPUS

Edgewood-Colesburg School has a closed campus policy for all 7-11 grade students. Closed campus means that once the school day has begun, students will not be allowed to leave the campus without permission from the high school office. Any student off campus without permission will have his/her computer removed and a consequence put in place. **Senior students** at Ed-Co High School have open campus privileges. Open campus means that senior students are free to leave the school grounds **during their lunch shift**. The open campus privilege is granted by the Edgewood-Colesburg Board of Education and may be rescinded at any time. Students will have consequences for violating the rules of open campus. **Consequences could include but are not limited to detention, loss of computer, or loss of open campus privilege. Open campus may be revoked for the following situations:**

- * Tardiness as a result of being off campus.
- * Having an underclassman in the vehicle during the school day.
- * Parking on campus in a location that is not designated as a parking spot.

* Failing multiple classes as progress report time.

* Failure to follow check-in/out procedures

DRIVING AND PARKING

Bus transportation is provided throughout the district as prescribed by law. It should be utilized whenever possible. For those who choose to drive private vehicles, the vehicles are to be parked in the student section of the parking lot (northern section). While on Ed-Co property, park in the marked spaces on the pavement or in gravel lot (north of the bus barn). Parking spaces along the west side of the gym and administration building are reserved for faculty and visitors. Students who park in areas that are marked “no parking,” or are designated as such with yellow lines, run the risk of being disciplined or towed at the owner’s expense. Students are reminded to use extreme caution when driving in the immediate school area and are also reminded that cars may enter the parking lot from the south only. Students are not allowed in private motor vehicles during the school day without permission or open campus privileges. Students should enter the parking lot from Highway 3 and exit to the north.

BUILDING ENTRANCES, DOORS, AND SAFETY:

For the safety of Ed-Co students and staff, all exterior doors to the building (except the main entrance by the office and the exterior door by music room) will be locked each day and again each evening. Nobody is to enter through the kitchen area at any time. These doors are to remain locked during those times and should not be propped open for any reason.

Visitors will be asked to use the front main door(s) on the south side of the building when entering or exiting the building. No one may leave any door that accesses the outside propped open unattended unless express written permission is granted ahead of time by the building principal. External school doors that are left open, unattended, and unlocked present a serious security risk to students and staff by allowing unauthorized individuals access to the school building. Students who are determined to have left an external door open, unlocked, and unattended without permission from the building principal may be subject to discipline, up to and including suspension, as circumstances warrant.

ADVISORY/HOMEROOMS

Each student will be assigned to an advisor when they enter 7th grade or when they are new to Ed-Co. The advisory group will meet at the end of every day. There will be occasional advisory activities, with the rest of the time serving as a study hall period. All students are required to attend their advisory. Students will only be able to leave their advisory with permission from a teacher.

The purpose of the advisory is to provide students with information that is beneficial to them. The time may also serve to assist students with goal setting, course registration, monitoring of progress in classes, and so forth. It also allows for a more structured study time for students each day.

PLAGIARISM/CHEATING

Academic honesty is of the utmost importance. All students are expected to turn in work that is their own and when they are utilizing sources, they are expected to appropriately cite them both parenthetically (in-text) and on a works cited or reference page. Plagiarism, cheating, and dishonesty will not be tolerated.

Plagiarism Includes (but not limited to):

- Copying and pasting information from the internet, including images and recordings.
- Failure to cite information.
- Utilizing a form of AI (Artificial Intelligence) to generate the work.
- Copying from another student.

- Using the words, sentences, arguments, rhetorical structures, and ideas of another without proper citation and acknowledgment.
- Images and recordings created in large part to AI.

Student's Responsibility

- Ask questions and seek help from the teacher and teacher librarian.
- Submit only his/her own work.
- Follow the research format, MLA or APA. This includes using NoodleTools for source citation.
- Use Works Cited and Reference pages accurately and appropriately.
- Use in-text documentation accurately and appropriately.

Teacher's Responsibility

- Clearly outline plagiarism definition and policy at the beginning of the year (either in the course expectations or displayed somewhere in the classroom).
- Provide instructions that give students chances to see models, develop skills around citing sources, and chances to revise their work with peers or adults.
- Be clear about when students are allowed to collaborate and what exactly that will look like and sound like if they “cheat” vs. “work together.” *Ex: In group work, some teachers will expect students to talk out answers and then reflect on those answers individually and write their own understanding in their own words of the group's discussion. This teacher may consider it cheating if the students have the exact same responses. Other teachers will expect that students write the same answer to reflect consensus amongst the group.*

First Offense	Second Offense	Third Offense
Conference with teacher and student, may include principal and parents, but parents will be notified regardless. (Date will be documented.)	Mandatory communication (via conference call or in person meeting) with teacher, student, principal, and parent. (Date will be documented.)	Mandatory communication (via conference call or in person meeting with all parties present) with teacher, student, principal, and parent. (Date will be documented.)
Student will not get credit for the original assignment. (JMC documentation)	Student will not get credit for the original assignment. (JMC documentation of plagiarism)	Students need to demonstrate the ability to complete all the assigned work for the course with academic integrity.
Student will redo the assignment with guidance from the teacher and/or teacher librarian for credit.	Student will redo the assignment with guidance from the teacher and/or teacher librarian for credit.	Therefore, if a student plagiarizes three times in the same class, the student will fail the course. They may need to retake the semester but will be held to ineligibility rules at the end of the marking period (per the state).
Student will be issued a detention.	Student will be issued a detention.	
	Student will lose the privilege of using technology in that classroom for a period of 2 months. Work must be done with paper/pencil.	

Responses and Disciplinary Consequences for Plagiarism

Since a plagiarized assignment is not the student's work, it cannot be graded as a measurement of the student's learning. The student will be expected to complete the assignment again, for credit, under increased supervision and support of the teacher. Communication with the student, parents and principal with the purpose of preventing future occurrences of plagiarism may occur.

ARTIFICIAL INTELLIGENCE

Use of Artificial Intelligence (AI) in research and graded work by students must include proper source citations. Copyright protections must be strictly adhered to. Students who fail to comply with these requirements may face discipline as stated in relevant district policies.

Prior to using AI tools, classroom teachers will inform the students how AI tools may be used to engage in and complete educational tasks and assignments if applicable in the class. Classroom teachers will establish appropriate parameters for AI tool usage and will monitor student use of AI tools as appropriate. Students are expected to abide by their classroom teachers' rules.

Students will not use AI tools to access or create information that is discriminatory, constitutes bullying or harassment, shares confidential or personally identifiable information of others, or access or create material that is harmful to minors, obscene, or child pornography. Any violation may result in the loss of the computer, and further discipline as appropriate.

EMERGENCY DRILLS

Periodically the school holds emergency fire, tornado, and bomb threat drills. At the beginning of each semester, teachers notify students of the procedures to follow in the event of a drill. Emergency procedure and proper exit areas are posted in all rooms. Students who pull the fire alarm or call-in false alarms, in addition to being disciplined under the school district's rules, may be reported to law enforcement officials

SOCIAL ACTIVITIES

School-sponsored social events are open to the students enrolled in the school district. Other individuals, such as alumni or out-of-district students, may attend as the friend of student enrolled in the school district only with prior approval from the personnel supervising the event. School-sponsored events must have prior approval from the principal and be placed on the school calendar before they are announced publicly.

STUDENT FEES

State law permits public school districts to charge fees for certain services and materials. Qualified students may apply for a waiver of fees. Contact the High School office for a waiver.

OUTSTANDING BALANCES

Secondary students will need to have all outstanding balances paid in full before they are allowed to take the computer home. (This includes balances from previous years.) All balances will need to be current to take the computer home.

If the outstanding balances cannot be paid in full, a payment plan can be set up with the Board Secretary in the District Office. If a payment plan is in place, the student will be allowed to take the computer home. The first month that a payment is missed, the student will no longer be allowed to take the computer home. The student will be able to start taking the computer home again once the months missed have been caught back up and as long as the payments continue. Taking the grand total of outstanding balances and dividing it by a maximum of 9 months will configure the monthly payment.

POLICY FOR DEFICIT MEAL ACCOUNTS

Edgewood-Colesburg Community School District's school meal program is aimed at safeguarding children's health and wellbeing. We do not want to prevent any child from eating a meal and will diligently work with the child and his/her family to be able to continue to provide a nutritious meal for the child.

To meet the goal of providing a nutritious meal for every child and to continue to make the school food service program viable, we will follow the procedures listed below for the secondary school:

- If a child’s meal account has a negative balance of \$10.00, a letter or email will be sent home. The child will be allowed to continue to eat school meals.
- If the account reaches a negative balance of \$20.00, a phone call or face-to-face visit with the parent will be arranged to set up a payment plan. It will be considered at this time that an alternate meal will be given. School breakfast will not be available to the child.

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 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 have interfered with or altered the content of the student speech or expression. Copies of the school district publication code can be obtained from any school administrator.

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 ATTENDANCE AND RIGHTS

Daily Academic Schedule

Period 1 – 8:15-8:57 (42 mins)

Period 2 – 9:01-9:43 (42 mins)

Period 3 – 9:47-10:29 (42 mins)

Period 4 – 10:33-11:14 (42 mins)

Period 5 11:18-12:23

JH Lunch 11:18-11:40

HS class 11:18-11:41

HS class 11:18-12:00

JH Period 5 11:41-12:23

1st HS Lunch 11:41-12:03

2nd HS Lunch 12:01-12:23

HS class 12:04-12:23

Period 6 12:27-1:09 (42 mins)

Period 7 1:13-1:55 (42 mins)

Period 8 – 1:59-2:41 (42 mins)

P9: Advisory – 2:45-3:15 (30 mins)

ATTENDANCE

Board Policy that aligns with the following is 501.03, 501.09, and 501.09R(1)

Compulsory Attendance:

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

regular student attendance throughout the school year and reduce barriers to regular attendance for students in the district.

Students who know they will be absent should have their parents notify the office prior to the absence. If advance notification is not possible, parents must notify the office on the day of the absence by 8:15 a.m. Parents have 48 hours to excuse their child for an absence.

Parents within the school district who have children over age six and under age sixteen by September 15, in proper physical and mental condition to attend school, will have the children attend the school district at the attendance center designated by the board. Students will attend school the number of days or hours school is in session in accordance with the school calendar. Students of compulsory attendance age will attend school a minimum of 1080 hours.

STATE LEGAL REQUIREMENTS FOR ATTENDANCE

Chronic Absenteeism Legal Requirements (Absent 10%):

Chronic absenteeism/absences means ANY absence from school for more than ten percent of the *semester days listed in the current school calendar* established by the district.

When a student meets the threshold to be considered chronically absent (10%), the school official will send notice by mail or e-mail to the county attorney where the district's central office is located. The school official will also notify the student and the student's parent/guardian/legal or actual custodian via email/mail that includes information related to the student's absences from school and the policies and disciplinary processes associated with additional absences. If a response is not received within 48 hours, then a certified letter will be sent additionally.

School Engagement Meeting (Absent 15%):

If a student is absent from school for at least fifteen percent of the *days* in the grading period, the school official will attempt to find the cause of the absences and begin the process for a school engagement meeting. The purpose of the meeting is to understand the reasons for the student's absences and attempt to remove barriers to the student's ongoing absences; and to create and sign an absenteeism prevention plan. All of the following must be present at the school engagement meeting:

- The student;
- The student's parent/guardian/legal or actual custodian if student is not an emancipated minor; and
- A school official
- Absenteeism Prevention Plan:
 - The absenteeism prevention plan will identify the causes of the student's absences and the future responsibilities of each participant.
 - The school official will contact the student and student's parent/guardian at least once per week for the remainder of the school year to monitor the performance of the student and the student's parent/guardian under the plan.
 - If the student and student's parent/guardian do not attend the meeting, do not enter into a plan, or violate the terms of the plan, the school official will notify the county attorney.

Truancy Legal Requirements(Absent 20%):

Truant/truancy means a child of compulsory attendance age who is absent from school for **ANY REASON** for at least twenty percent of the semester days listed in the current school calendar established by the district. A school official will notify and turn in all student attendance information over to the county attorney.

SCHOOL BASED Academic & Disciplinary Requirements Related to Attendance:

Students are required to be in attendance, pursuant to board policy, for 1080 hours per school year unless their absences have been excused.

Unavoidable absences are as follows:

- Personal illness (some type of medical excuse or a parent call to validate absence within 48 hours, see above)
- Professional appointments that cannot be made other than during school time. (A parent call the day of the appointment, doctor/dental appointments, an appointment card or a note from the doctor or dentist on letterhead is required -- A reasonable amount of time gone for the appointment will be listed as unavoidable)
- College visitations for juniors and seniors. (Verification email or letter from school student is visiting to validate absence)
- Funerals, death, or serious illness in the immediate family
- Family emergencies (per the discretion of the school)
- Participation in school scheduled activities
- Recognized religious observances
- Reasonable excuses may also include family trips or vacations if notified in advance

Absences that do not fall within the categories listed above will be considered unexcused unless approved by the office. Students who are absent without a reasonable excuse may be assigned to detention, in-school suspension, extracurricular consequences, loss of computer, or other appropriate disciplinary sanction up to loss of class credit.

Arriving Late to School / Leaving School Early:

Any student arriving late to school or leaving school early, must sign-in or sign-out in the office. Any student who does not follow this procedure will be given an avoidable absence and detention assigned.

Absent or Tardy to School:

If a parent does not call, then after 48 hours, the absence is avoidable and detention is assigned. A call is necessary for all absences or a tardy to school, except when on a school event with a sponsor/teacher.

Attendance to Participate in Extracurricular Activities:

Students must be in school by 8:35 am until the end of the day to participate in any after school activity. Students cannot leave school and come back to participate in an afternoon / after school activity, unless it is for a medical appointment. This means practices, games, meets, meetings, banquets, performances, etc. If appointments can not be scheduled outside the schooldays, the student must bring a doctor's note to be able to participate.

Leaving School Grounds without Permission:

A student may not leave the school grounds without permission once he/she has entered it. To be excused, permission must be obtained from the principal's office before the student leaves school. A call must be received by office personnel prior to a student's signing-out. If a student is ill, he/she must check out with the office before leaving the building. Any student who does not follow this procedure will be given an avoidable absence and detention assigned.

Tardies to Class during the School Day:

It is the student's responsibility to attend class on time. Students not in their assigned classrooms when the bell rings will be counted tardy. Teachers will be held accountable for reporting attendance to the office every period. If a student receives an accumulation of 3 tardies for a specific class during the semester, they will receive a detention for that class. The student has up to 2 days to serve this

detention. If the student skips or refuses to serve the detention, the student will lose their computer until the detention is served. If after two weeks the detention is still not served, the student will be assigned an in-school suspension.

School work missed because of absences must be made up within two times the number of days absent, not to exceed 5 school days. The time allowed for make-up work may be extended at the discretion of the classroom teacher and will follow the district's homework and assessment policy.

Extra Curricular Activities:

Students participating in extra curricular activities must be in attendance the entire day to practice or participate in a game or performance that day. Exceptions to this are if the student has prior approval from the principal or brings in a note from the doctor saying they have been seen that day. This means that students may miss **no school time**. A student will not be able to leave during study hall, lunch, advisory, etc without a valid reason and permission from the office. Athletes need to bring uniforms/ jerseys to school with them in the morning rather than driving home to pick up during school. If a student is late to school, he/she must be to school by 8:35 according to the clock in the office to count as being in attendance (no later – not 8:40 or any time after 8:35). Only the principal may make an exception to this rule, and this needs to be taken care of prior to the absence.

MAKE-UP WORK

Students with absences from school are expected to make up work missed. School policy allows students two days per day absent (not to exceed 5 days) to make up work or make arrangements with teachers to do so unless it is the end of the school year. In most instances, assignments cannot be made up during class time, and it is the student's (not the teacher's) responsibility to make the arrangements. Student permanent attendance records will reflect full and partial days absent and tardy. Students will be allowed to make up all work missed due to any absence and will receive full credit for make-up work handed in on time. Teachers will not have attendance or grading practices that conflict with this provision.

SEARCH AND SEIZURE

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 might be searched or inspected. A search of a student will be justified when there is reasonable suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order.

Considering factors such as the following may form reasonable suspicion:

- (1) Eyewitness observations by employees;
- (2) Information received from reliable sources;
- (3) Suspicious behavior by the student; or
- (4) The student's 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 adapted 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 gender of the student
- the nature of the infraction; and
- the emergency requiring the search without delay

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

Personally intrusive searches will require more compelling circumstances to be considered reasonable. If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same gender as the student and with another adult witness of the same gender present, when feasible. A more intrusive search, short of a strip search, of the student's clothing, handbag, bookbag, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened.

Students are permitted to park on school premises as a matter of privilege, not right. The school retains authority to conduct routine patrols of the student parking lot. 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.

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

Although school lockers, desks and other spaces are temporarily assigned to individual students they always remain the property of the school district. The school district has a reasonable and valid interest in ensuring the lockers, desks, and other spaces are properly maintained. For this reason, lockers, desks, and other spaces are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker, desk or space. School officials may conduct periodic inspections of all or a random selection of lockers, desks, or other spaces. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

DETENTION

Detention is time served with the staff member who assigned the detention or in the office. Each detention is 30 minutes in length and can be served before or after school. A student will have **two** full days following the day the detention was given to serve the detention. If the detention is not served, the student's computer will be removed until the detention is served. If after a week of removing the computer, the detention still isn't served, the student will report to the office area for lunch away from peers until the detention is served. The lunch time will not count towards serving the detention. This is another step in the effort to have the student serve the detention given. If the student refuses to give up the computer or eat lunch in the office, a suspension will be given. Suspensions may be in school or out of school. Multiple detentions from the same staff member for the same offense will likely result in a conference with the student, the parent(s), the teacher, and the principal.

INTERROGATION BY OUTSIDE AGENCY

As a rule, individuals from outside the school district may not interrogate students. If an individual, such as a law enforcement officer wishes to interrogate a student, the request must come through the administrative office. Such a request will be granted only when, in the discretion of the administration, such action is in the best interest of the student's welfare, when a child abuse investigator makes the request, or when such interrogation request is supported by a court order. Prior to allowing the

interrogation, the administrator shall attempt to contact the parent or guardian of the child and inform them of the request and ask if they wish to be present.

PHYSICAL RESTRAINT AND CORPORAL PUNISHMENT

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 places limits on 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 notice to the child’s parent.

DUE PROCESS

As part of school life, students have responsibilities:

1. to become informed or/and adhere to reasonable school regulations
2. to respect other people's rights
3. to refrain from libelous remarks and unnecessary obscenities
4. to be present and punctual
5. to maintain a good level of academic achievement
6. to respect the reasonable exercise of authority by school administrators and teachers in maintaining discipline.

These responsibilities go hand in hand with students' rights to due process, which includes the following basic concepts:

1. rules and regulations are fair and reasonable
2. rules and regulations don't infringe upon Constitutional rights
3. procedural fairness is exercised when disciplinary action is taken, including the following steps:

PROCEDURAL DUE PROCESS

- A. Adequate publishing of policies and rules, penalties, etc.
- B. Adequate notice to students (and parents, if appropriate) of an accusation
- C. Elements of a fair hearing:
 1. presence of the student(s) (and others, if appropriate)
 2. chance to refute charges, present evidence and witnesses
 3. chance to view evidence and cross examine accusers
 4. hearing before an impartial tribunal with decisional powers
 5. record of the proceedings (transcript or tape recording)
 6. opportunity for an appeal to a higher authority
- D. The formality of the hearing should be commensurate with seriousness of the charges.

OPEN ENROLLMENT

Iowa's open enrollment law allows students residing in one school district to request transfer to another school district upon the parents' request. Students wishing to open enroll to another school district must apply for open enrollment by March 1 of the school year preceding the school year in which they wish to open enroll. Students interested in open enrolling out of the school district must contact the central administrative office for information and forms.

STUDENTS RECOGNIZED IN PUBLIC MEDIA AND/OR RECORDED

Ed-Co periodically recognizes students by name and picture in publications such as local newspapers, the school website or school newsletters for their activities and accomplishments. If parents do not want their child recognized by name or picture in these types of media, they should send a written notification to the school at the beginning of each school year.

All students at some point during the school year may be video recorded in a classroom for the purpose of safety or instructional purposes.

STUDENT INFORMATION

STUDENT RECORDS

To facilitate the educational process of the student, records on each student are kept in the building in which the student is currently attending. 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.

1. School officials, teachers and AEA personnel with a legitimate educational interest.
2. Officials of other schools in which the student proposes to enroll.
3. Representatives of state/local government when auditing and evaluating federal education programs.
4. Officials connected with a student's educational financial aid applications.
5. Governmental officials which information is reported under state law adopted prior to Nov. 19,1974.
6. Organizations that process and evaluate standardized tests.
7. Accrediting organizations for accrediting purposes.
8. Parents and legal guardians of dependent children, regardless of child's age.
9. Appropriate parties in a health or safety emergency.

Information from student's educational records, designated as directory information by the school district, may be released without the consent of parents. Parents will have an opportunity to deny the release of directory information without their consent in a notice stating their rights under federal law. This notice will be distributed annually. Directory information includes, but is not limited to, the student's name, address, phone number, date and place of birth, participation in officially recognized activities and sports, weight, and height of members of athletic teams, date of attendance, degrees and awards received, the most recent previous educational agency/institution attended by the student and other similar information.

Student records are reviewed, and inappropriate material removed periodically and, at a minimum, whenever a student moves from the elementary level to middle school level and when a student transfers out of the district. Those records not of permanent importance are destroyed within three years of graduation or discontinued attendance. Parents of students under age 18 and students over age 18 may exercise the opportunity to review educational records of the student, to obtain copies of the records, to write a response to material in the record, to challenge the content of the record on grounds of inappropriateness, inaccuracy, or an invasion of privacy, and have the records explained

HEALTH/IMMUNIZATION CERTIFICATES

Students who wish to participate in athletics shall have a physical exam by a licensed physician and provide proof of exam to the principal. This certificate of health will be kept on file. Students enrolling for the first time in the district shall submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, and rubella. Exemptions from this immunization requirement will be allowed only for medical or religious reasons. The student must provide a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this requirement.

INJURIES/MEDICINE

EMERGENCY FORMS

At the beginning of each school year, parents must file an emergency form with the office providing 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. The emergency form also includes a statement that gives the school district permission to release the student to the alternate person in the event the parents cannot be reached. Parents should notify the office if the information on the emergency form changes during the school year.

HEALTH SCREENING

Students may be screened for hearing or vision if difficulty is expressed by the student or suspected by staff. A dental screening is required by the state for all 9th graders. Please have these turned in early in the school year.

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.

ADMINISTRATION OF MEDICATION

No medication shall be dispensed to any student unless the following rules are observed:

1. A licensed medical or osteopathic physician or dentist must prescribe the medication.
2. A statement of the physician's directions requesting the specific medication to be dispensed, and the time at which it is to be dispensed at school must be filed at the school in the building where it is to be dispensed. This statement must be accompanied by the physician's description of the anticipated reactions of the pupil to aforementioned medication.
3. The parent or guardian must sign a request to have this prescribed medication dispensed to the child according to the written directions of the prescribing physician or dentist.
4. The prescription and the parent's signed request to dispense the medication are to be kept on file in the office from which the medication will be dispensed.
5. The medicine shall be maintained in the original prescription container which shall be labeled with: (A) name of pupil, (B) name of medication, (C) directions for use, (D) name of physician or dentist, (E) name and address of pharmacy, and (F) date of prescription.
6. The medication, while at school, shall be kept in the office, in a locked cabinet or drawer. When required, refrigeration will be provided.
7. In each building access to the medication shall be under the authority of the principal of that building.

8. A written record will be kept on any medication(s) given at school. This record will include the pupil's name, the name of the medication, the amount of medication to be given and the time at which it is to be given. After the medication is given, the person dispensing the medication will initial the medication sheet with his/her initials. The record shall be kept each time the medication is given at school, on the appropriate "Medication List" form.
9. At the end of the school year, or at the end of a dispensing time, any remaining medication shall be returned to the pupil's parents or destroyed. This action (if medication is destroyed) should be noted on the pupil's health record.

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.

STUDENT ILLNESS OR INJURY

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

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

ASBESTOS NOTIFICATION

Asbestos has been an issue 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 schools.

A certified asbestos inspector as required by AHERA has inspected the school district facilities. 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 the office.

ACADEMICS

REPORT CARDS/GRADES/PROGRESS REPORTS

Grade determination for a class taught is the responsibility of the classroom teacher. Each teacher will present his/her grade determination procedures at the beginning of the course. If a student/parent feels there may have been a mistake in a grade, he/she should visit with the classroom teacher first to

determine grade criteria before checking with the building principal who will review the grade criteria for possible miscalculations, such as totaling errors, etc. Generally, the principal will not deal with course grade criteria.

Progress reports (via email or folder) will be sent home in the middle of each grading period. These will include reports for all the students' classes. A parent can check online grades daily if needed. Report cards will be distributed at the end of each quarter for JH students and semester for HS students.

In the case of a failing grade or incomplete grade, high school students will be held to the state academic eligibility rules described later in this handbook. Junior high students will be ineligible from all activities until the grade becomes passing or when the teacher determines that progress has been made to improve the grade or get caught up.

Standards Based Grading

Purpose of Grading: We communicate to students, families and teachers a student's subject specific understanding and Process of Learning skills. We grade so that we can all monitor progress and support each student's growth as a learner.

What is standards-based grading? Why the shift from traditional grades?

Grades should communicate—as clearly as possible—what students know and can do. We also seek to create a growth mindset environment that encourages students to take risks and to embrace mistakes as learning opportunities. Standards-based grading and the corresponding four-point scale are set up to support these two values by clarifying learning goals and assessing students on their progress towards meeting those goals—rather than prioritizing completion of tasks and assignments over learning. This allows for more meaningful student learning and teacher feedback and moves away from an approach in which students are seeking to earn points rather than practicing to meet the learning goal.

What is the four-point scale?

Educational researchers developed the four-point scale to assess more clearly what a student knows and can do:

- 4 - Exceeding Standards Consistently exceeds expectations for skills and understanding
- 3 - Meeting Standards Consistently meets expectations for skills and understanding
- 2 - Approaching Standards Meets some expectations for skills and understanding
- 1 - Below Standards Meets few expectations for skills and understanding

What does this look like in practice?

- Students will receive assignment and final grades on the 1-4 scale. Students will receive 1-4 grades on assignments and assessments; students will not receive letter grades (A, B, C, D, F).
- Teachers and students engage in conversation about what 4/3/2/1 work looks like, so students understand what is expected and what they are learning. For example, students would receive a rubric for a task showing them the expectations to exceed, meet and approach standards on the assignment.
- Grades are more useful and meaningful: When students get clear grades and feedback on a four point scale, they can monitor their progress and set goals for their learning. Teachers can also provide more specific feedback on how to improve from a “3” to a “4”, using the rubric.

POST-SECONDARY ENROLLMENT OPTION –
Now called PICC through NICC (Placement In College Courses)

The Post-Secondary Enrollment Options Act (Iowa Code 261C, 1989) was enacted to promote rigorous academic pursuits and to provide wider variety of options to high school students by enabling eleventh and twelfth grade students to enroll part time in nonsectarian courses in eligible post-secondary institutions of higher learning in Iowa.

Student Eligibility

A student who is enrolled at the beginning of grade 11 may enroll in post-secondary courses for secondary credit for a period not to exceed four semesters. A student who first enrolls at the beginning of grade 12 may enroll in post-secondary courses under this policy for secondary credit for a period not to exceed two semesters. Persons who have graduated from high school are not eligible under this policy. However, students who are eligible for early graduation will be permitted to participate under this policy for the remainder of the regular school year if they haven't received a diploma prior to the end of the school year.

The Ed-Co CSD may provide counseling services to aid students and parents or guardians in decision-making. These counseling services, to the extent possible, will be structured to do the following:

1. Inform students and parents or guardians about options available in the high school, in post-secondary institutions, and about schedules of course offerings.
2. Aid students to clarify goals.
3. Advise students regarding benefits and risks of participation in post-secondary program, including academic, social, emotional, and other facets of participation under the Act.
4. Encourage joint counseling for students from both high school and post-secondary staff.
5. Assist students to plan schedules and select courses for the entire year.

Type of Credit

The student will be granted one credit for each course that is successfully completed as determined by the post-secondary institution and approved by the Board of Education. For a course to yield one high school credit, it must either be pursued for eighteen weeks for at least two hundred minutes per week or for the equivalent of sixty hours of instruction. If there is a dispute between the school district and the student regarding the credits to be granted, the student may appeal the decision to the State Board of Education.

DROPPING OR CHANGING CLASSES

Students who wish to add or drop courses must do so during the Ed-Co add/drop period. First semester classes students will be given an opportunity to request a change in their schedule during the first two days of the semester. These dates will be announced to the students. Second semester schedules will be finalized in early December (if any changes need to be made) and students will have the opportunity to request a change. All changes for semester 2 must be done before the holiday break. Students taking courses from a college for high school and college credit, must drop the class within the first 2 weeks of the semester or receive a failing grade on their Ed-Co transcript. If a student chooses to drop an NICC course later than that date, it must be done within the allotted NICC timeframe for a full refund to the district.

A student who withdraws from concurrent classes during the full refund period but after the Ed-Co two week period will receive a W on their college transcript and an F on their High School Transcript. An exemption can be made by administration for health related reasons.

Transportation

The parent or guardian of an eligible student who has enrolled in and is attending an eligible post-secondary institution under this Act shall furnish transportation to and from the eligible post-secondary institution for the student.

Eligible Post-Secondary Courses

Post-secondary courses eligible for students to enroll in under this Act shall be limited to the following:

1. Nonsectarian courses.
2. Courses that are not comparable to courses offered by the school district.
3. Credit bearing courses that lead to an educational degree.
4. Courses in the discipline areas of mathematics, science, social sciences, humanities, and the courses in career option programs offered by area schools.
5. In addition to the limitations, enrollment of students in courses offered by an area school shall be limited to arts and sciences.

Ed-Co Academic Eligibility

(Athletics and cheerleading)

- Contestants must be under 20 years old and meet all state transfer and open enrollment regulations.
- High school students must pass all classes to remain eligible.
- If at the end of any grading period a contestant is given a failing grade in any course, the contestant is ineligible to dress for and compete in interscholastic athletic contests and competitions in which the student is a contestant for 20 consecutive calendar days. If a student becomes ineligible while already serving days, the 20 days will be restarted (not tacked on at the end).
- If a student becomes ineligible during a season, the period of ineligibility will take effect immediately. If 20 days are not served, the remaining time will be carried over to the next season in which he/she is a participant. The final day that counts toward ineligibility is the final day Ed-Co competes in the sport.
- If a student becomes ineligible while out of season, the period of ineligibility will take effect beginning on Ed-Co's first date of competition of the next sport he/she competes in, assuming it is within the one-year time frame.
- A student who is already ineligible will only be allowed to enter an activity already in progress under the following:
 - If the first game has not been played, but practices have already started, the student's ineligibility will begin once the number of days missed since the first day of practice has been served. For instance, if a student comes out but has already missed 6 days of practice, the 20 calendar days of ineligibility will begin 6 days after the first scheduled competition.
 - If a student joins a team after the first competition date, the student will be expected to practice and travel with the team but will not be able to play or use his/her time towards burning any ineligibility.
- If a student is involved in multiple activities and becomes ineligible, the 20 days applies to all.
- If a student is ineligible due to a violation of code of conduct and then becomes academically ineligible, the two ineligibility periods will be served consecutively, not concurrently.

- The 20 calendar days will begin on the day after grades are issued for those students already in a season; this is not the same as the end of the grading period. It will likely be a few days after the quarter ends.
- If one calendar year expires following a failing grade (with no other Fs in the interim), students are considered eligible without serving the 20 days. For example, if a student receives an F at the end of the third quarter during their freshman year but does not fail another class or participate in anything until their junior year, they are eligible without serving the 20 days.
- Students will be expected to practice (on full days of attendance at school) but cannot dress for performances at any level during their period of ineligibility.
- A student is academically eligible upon entering ninth grade.
- Students who received an “I” for incomplete work will be considered to have failed that class and the policy will be implemented until the work is made up and the grade becomes a passing grade. The student will then be reinstated immediately.
- Special education students or students covered by a Section 504 plan shall not be denied eligibility based on scholarship if the student is making adequate progress, as determined by the IEP team, towards their goals and objectives on the student’s IEP or accommodation plan.

Speech, Music, FBLA, FFA, Student Council, Drama, Dance

- In these activities, the period of ineligibility will be for a period of 20 consecutive calendar days, commencing on the day after grades are issued. It is quite possible that this may or may not coincide with athletic ineligibility.
- Only non-graded activities are affected by this rule. For example, if a student receives a grade for concert participation, they will not be excluded from that event. They will be excluded from competitive or honorary events (ie. state or conference music or speech performances, contests, or festivals).
- Students who participate in music, speech, FFA, FBLA, or student council, in addition to athletics, may have to serve two periods of ineligibility, depending upon individual circumstances.

If the initial time of academic ineligibility has not been completely served and a failing grade is earned, then a new 20-day ineligibility period will begin. The student will not finish out the original 20 days and will begin a new set of days.

Multiple failures at the end of a final grading period does not affect the number of days of ineligibility. A student who fails 3 courses in the same grading period will serve the same period of ineligibility as a student who fails one course.

GRADUATION

EARLY GRADUATION

1. A student must present a written statement signed by parents and the student requesting early graduation.
2. An early graduate will be considered and treated as a non-student adult in all subsequent school functions. Early graduates will pay adult prices to all school activities. They may not attend dances (unless they are the date of an Ed-Co student) and may not participate in class or club field trips. There will be no refunding of any class dues that have been paid.
3. Early graduates will be allowed to participate in the end-of-year commencement exercises if they so desire, provided they adhere to the rules of behavior expected of the other graduates.

COMMENCEMENT

The Board of Directors may exclude students from participation for violation of rules established for the orderly governance of the school. Failure of a student to participate in the commencement

ceremony will not be reason for withholding the student's final progress report or diploma certifying the student's completion of high school. Commencement shall be a secular ceremony.

GRADUATION REQUIREMENTS

54 credits are required for graduation from Edgewood-Colesburg High School. The following courses must be taken, and a passing grade received (D- or above). All courses are one credit per quarter unless they meet only every other day.

1. Physical Education- Four years
2. Health- One Credit - 9th Grade
3. Parenting - One Credit- 11th Grade
4. English-8 credits - English 9, English 10, English 11, speech, plus 1 elective credit.
5. Social Studies - 6 Credits –9th - Am. History (2 Credits); 10th - World History (2 Credits); 12th - American Government (1 Credit); 12th - Economics (1 Credit)
6. Math - 8 credits
7. Science - 6 credits 9th – Biology (2 credits); 10th – Earth and Space (2); 11th - Physical Science (includes Physics and Chemistry) (2)
8. Vocational - 2 credits Employability Skills (with Job Shadowing) (1 credit), and either Principles of Money (1 credit) or Personal Finance (1 credit)

Grade Point Average is based on this 4.0 scale – representing proficiency scales in the classroom:

A = 4.0	C = 2.00
A- = 3.65	C- = 1.65
B+ = 3.35	D+ = 1.35
B = 3.00	D = 1.00
B- = 2.65	D- = .65
C+ = 2.35	F = 0

EXTRA CURRICULAR PARTICIPATION

Ed-Co Good Conduct

STATEMENT OF PHILOSOPHY

It is the belief of the Edgewood-Colesburg Community School District that students should conduct themselves as good citizens if they desire to represent the school in any activity sponsored by our school. Not only is it a privilege and honor to be able to participate and represent Edgewood-Colesburg CSD in co-curricular activities, but students should also realize that they serve as models to many people and that their behavior and attitude have an important impact on themselves and others. In short, directly and indirectly, the conduct of a student reflects on the standards, attitudes, and philosophy of our school.

A student whose habits and conduct in and out of school, during both the school year and summer months, are not consistent with the ideals, principles, and standards of the Edgewood-Colesburg CSD may be declared ineligible for participation in student competitions and performances. This includes any student involvement in public performance, competitions, or attendance as a representative of a specific organization or the school in general. Student activities shall be inclusive with reference to clubs, music, dance, drama, speech, athletics, and cheerleading. Some examples of activities that will not be counted are community service activities (blood drive, carnival), sport scrimmages, and state events (unless already qualified). This is not an all-inclusive list, and the determination will be made with an administrator and coach/sponsor.

STUDENT NOTICE

This policy will be printed each year in the student handbook, the faculty handbook and updated in board policy. It is the responsibility of the students to read this policy and direct any questions to the Activities Director or the Principal.

APPLICABLE ACTIVITY PROGRAMS

The Good Conduct code applies to all activities, including but not limited to:

- | | | |
|--------------|---------------------------------|---------------------------------|
| a) music | e) dance | h) school sponsored clubs (i.e. |
| b) drama | f) cheerleading | FFA, FBLA, student council, |
| c) speech | g) school-sponsored trips (i.e. | art club) |
| d) athletics | 8 th grade trip) | |

If a student is participating in multiple activities at the time, he/she loses privileges under this policy, the loss of privileges is in effect for all activities in which the student participates. A student who is deemed ineligible must still partake in the practices of the activity. He/she should travel in street clothes with the team or group to attend the performance with approval from the principal.

If at the time of the violation, the student is not currently participating in any activity, then the student's period of ineligibility shall apply to the first activity or activities in which the student participates. A student who is in violation of eligibility rules will not be allowed to enter an activity already in progress.

Disciplinary actions under the Good Conduct Code may carry over from one activity to another and may carry over from one school year to the next.

VIOLATIONS

Violations of the Good Conduct Code include but are not limited to the following prohibited conduct and actions and as such may lead to a student's activity ineligibility:

- 1) Participate in an act(s) of harassment or bullying and/or encouraging others to do the same or contribute to other activities that constitute harassment or bullying as determined by school officials.
- 2) Use, possess and/or transmit tobacco or imitation substances.
- 3) Send electronic messages or pictures that show inappropriate behavior.
- 4) Attend a function or party where illegal drugs are being used or where minors are using alcohol illegally. ¹ (Mere Presence).
- 5) Damage, destroy, vandalize, or steal school property and/or personal property of employees, students, visitors to the school, or district patrons.

- 6) Assault; physical abuse; violation of the District's Anti-Bullying Harassment Policy concerning any person at school or during school activities or coming to and/or going from school or a school activity.
- 7) Possess, use, or be under the influence of alcoholic beverages.
- 8) Possess, use or be under the influence of illegal drugs, controlled substances, imitation controlled substances, or drug paraphernalia.

- 9) Possess, use or threaten to use any instrument that is generally considered a weapon or an imitation weapon or an explosive while on school grounds or while participating in a school-sponsored function.
- 10) Sell, manufacture, or distribute illegal drugs, controlled substances, or imitation controlled substances.

¹ Attendance with parents at a function (family celebration, wedding, graduation, etc.) where alcohol is served legally to adults of age, shall not be considered a violation of the Good Conduct Policy unless alcohol or a controlled substance is consumed by the minor student or the minor student participates with others who are illegally consuming alcohol or drugs and the student knows or reasonably should know that these individuals are minors illegally consuming alcohol and/or individuals (where minors or not) are illegally consuming drugs.

In any incident that involves more than one type of conduct violation, penalties will not be combined but rather the incident involving the most serious violation will be used and the penalty applied to that most serious violation.

DETERMINATION OF VIOLATION

Ed-Co CSD may determine that an incident has been a violation of the Code of Conduct if:

- a) found so by a court of law.
- b) reported to school staff by law enforcement.
- c) the student admits to violating one of the standards.
- d) the student is witnessed breaking one of the standards by a staff member.
- e) information comes via the “rumor route” and the investigation reveals the information to be valid.

PENALTIES - The penalty for a violation is ineligibility according to the following criteria:

First Offense:

Violation of rules 1-5, the student is ineligible for three (3) events but can avoid serving one (1) event ineligibility time if they agree to serve eight (8) community service hours within 30 days of the offense.

Violation of rules 6-8, the student is ineligible for five (5) events but can avoid serving two (2) events ineligibility time if they agree to serve sixteen (16) community service hours within 30 days of the offense.

Violation of rules 9-10, the student will be ineligible to participate in listed activities for eight (8) events.

Second Offense:

Violation of rules 1-5, the student is ineligible for eight (8) events.

Violation of rules 6-8, the student is ineligible for twelve (12) events.

Violation of rules 9-10, the student will be ineligible to participate in listed activities for sixteen (16) events.

Third Offense: A student whose violation of the Good Conduct Code constitutes a third offense will be ineligible in all extra-curricular or co-curricular activities for no less than one (1) year and up to the remainder of the student’s high school career. After twelve calendar months, the student may appeal to the board for reinstatement.

* If 12 months have elapsed, the next violation will carry the same ineligibility as the last violation.

* Students who move or transfer into the Ed-Co District and were ineligible because of a violation of their previous school’s Good Conduct Policy, will also be ineligible at Ed-Co. The student will be held out for the length of time he/she would have served at the previous school.

* If a student quits a sport or activity or does not attend the required practices, the amount of time served in that sport/activity will be null/void and the student will not be credited with time served.

* If a student is absent from school (with an unexcused reason) on the day he/she was to serve a conduct activity, the day will be moved to the next day of performance/competition.

* A student who is in violation of code of conduct will only be allowed to enter an activity already in progress:

- If the first game has not been played, but practices have already started, the student’s ineligibility will begin once the number of days missed since the first day of practice has been served. For instance, if a student comes out but has already missed 6 days of practice, the number of days for the code violation will begin 6 days after the first scheduled competition.
- If a student joins a team after the first competition date, the student will be expected to practice and travel with the team but will not be able to play or use his/her time towards burning any code violations.

PENALTY REDUCTION

Any student who comes forward and admits to the principal, coach, or sponsor to a violation within twenty-four (24) hours after it occurs and provides complete and accurate facts about his/her involvement, shall have the penalty that would have been imposed reduced by one event. The principal will have the sole authority and discretion to determine whether a student has complied with this section and is eligible for a penalty reduction.

DUE PROCESS

The following example of due process will be followed, and any student held to the code of conduct consequences will be ineligible immediately and throughout the appeal process:

1. Prior to being declared ineligible, a hearing shall be held with the student and principal. During the hearing, the student will be given an opportunity to present his/her side of the story. After the hearing, the student and parents will be given oral and written notice of what he/she is accused of doing, an explanation of the evidence, and a statement of the consequences (if any were given).
2. Following the decision, the student and/or his/her parent(s)/guardian(s) shall be given three (3) school days to file an appeal with the superintendent. The appeal shall be heard at the earliest feasible opportunity, but no later than seven (7) calendar days following the filing.
3. An appeal of the decision of the superintendent may be made to the Board of Education. The appeal must be filed with the Board Secretary within three (3) days of the receipt of the superintendent's decision. The Board will hear the appeal no later than the next regularly scheduled meeting, in closed session, except that the student and/or parent(s)/guardian(s) request that the hearing be in public session. Formal action by the Board must be in an open meeting.

*Legal counsel may represent the student during any or all phases of the appeal procedure.

SCHOOL BUS EXPECTATIONS AND PROCEDURES

The Board of Education is charged with the responsibility to provide transportation for each entitled student and to properly safeguard the health and safety of the students. 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 can discipline a student and may notify the principal of a student's inappropriate bus conduct.

The privilege of riding on a school bus is at the discretion of the Board of Education. Students can be deprived of this privilege if their continued presence on the bus would be injurious or dangerous. Any student who continually misbehaves may be denied the opportunity to ride a school bus. These rules and regulations always apply to ALL passengers on regular routes, excursions, and school sponsored activities.

A. Bus Expectations

Video recorders are in use on school buses for the safety of the students riding the bus. The content of the recordings may be used to discipline students. Students are not informed when the video cameras are or are not in use. Recordings are subject to the protection offered by the Family Educational Rights and Privacy Act and will only be viewed by authorized school personnel or law enforcement.

Students are expected to know and practice all posted bus expectations and follow the driver's instructions.

Expected Usage Guideline for Bus Seatbelt Usage - Edgewood-Colesburg School District has begun the process of adding lap-shoulder belts on school buses. Along with the implementation is the expectation that all students on equipped buses will use the lap-shoulder belts. Any student not in compliance with all school bus rules and guidelines will be handled in accordance with the usual student discipline process.

Bus Expectations (Students)

1. Riders must be at the designated loading point before the arrival time.
2. Wait in an orderly manner, on the shoulder, not on the traveled portion of the highway. Stay out of the way of traffic when boarding the bus.
3. Maintain a safe distance from the bus unloading zone at bus arrival and departure time
4. Caution: All students shall be received and discharged from the right front entrance of every school bus, and if said students must cross the highway, they shall be required to pass in FRONT of the bus only, look in both directions, and proceed to cross

the highway only on SIGNAL from the bus driver. Do not cross the road or highway upon discharge or in preparation to board the bus until the bus has come to a complete STOP with the flasher signals in operation and the STOP SIGNAL ARM extended. Repeat: Wait for signal from the bus driver before crossing. ALL traffic (approaching from either direction) MUST STOP. Be sure that it does STOP before crossing the highway. Do not cross the highway behind the bus. Walk on the left side of the highway always facing traffic.

5. Riders must wait until the vehicle comes to a complete stop before attempting to enter.
6. The Emergency Door is to be used only in case of emergency.
7. Board the bus and leave the bus in an orderly fashion.
8. Keep all personal belongings out of the aisle.
9. Stay out of driver's seat and do not play with the bus controls.
10. Always keep all parts of your body and objects in the bus.
11. Talk in tones and appropriate volume that will permit the driver to hear any signals or emergency warnings.
12. Remain seated while the vehicle is in motion.
13. Emergency equipment (First Aid Supplies, Fire Extinguisher, etc.) is for emergency use only. Keep hands off.
14. Students may not have anything in their possession (i.e. sticks, firearms, sharp instruments, water pistols, etc.) that may cause injury to another or distract the attention of the driver.
15. Students should be polite and courteous to persons who they pass on the route.
16. Any student assigned to a permanent seat by the driver or school must occupy that seat for the period designated.
17. Have respect for the rights of fellow passengers. Keep your hands off one another and the personal belongings of others.
18. Students shall not use foul language at any time, nor shall anyone make hand gestures considered to be out of place and morally unacceptable.
19. Roughhousing in vehicle is prohibited.
20. Riders who damage seats or other equipment will reimburse the school district for the cost of the repair or replacement.
21. When leaving the bus, all students shall remain seated until the bus has come to a complete stop.

A clean and orderly bus is a safe bus. It is the responsibility of students to maintain a clean bus. The driver is responsible for the orderly conduct of the passengers. While on the bus, the student is under the authority and directly responsibility to the bus driver. Whenever a student's conduct is inappropriate while being transported to or from school, the following disciplinary steps will be enforced.

B. Bus Discipline Procedure

In the event a student's conduct is inappropriate while being transported under the school's authority, the following actions could result:

1. A student/driver conference will be held centering on the student's behavior, what the violation was, and the expectations for the future. The school office will be notified of the incident.
2. Any future incidences that occur will require a school representative contacting the parents of the student, either by phone or by letter, to help improve the student responsibilities on the bus. The school may take discipline measures as well.
3. The student may be suspended from riding the bus for repeated offenses, or immediately if the offense jeopardizes the safety of other students or the bus driver.

TECHNOLOGY

One-to-One Laptop Guidance

1. A laptop will be issued to every student in the 7-12 building for classroom use.
2. If the deposit is paid and a contract signed, the student may take the computer home in the evenings.
 - a. The deposit does not preclude the school from removing the computer for a consequence to the following (not an inclusive list):
 - i. Overdue detentions
 - ii. Skipping classes
 - iii. Misuse of the computer
 - iv. Unexcused Absences
 - b. Schoolwork will not be hindered during the time the computer is removed because a teacher can come get the student computer for work at any time. However, some teachers may expect the work

to be done paper-pencil from the student while other students are using computers, and this is entirely acceptable. The computer is a privilege and not a right of the student.

3. No stickers or permanent decals will be placed on the computer itself.

IMC Standards and Policies

The mission of the Ed-Co Jr/Sr High School Instructional Media Center is to provide the resources and assistance students need to find information for supporting class work, expanding their knowledge, and accessing materials for pleasure reading in an effective, efficient, and ethical manner.

In compliance with standards established by the State of Iowa, Ed-Co Jr/Sr High School has an articulated, sequential K-12 library program. The program was developed with reference to the recommendations of the American Association of School Libraries and aligns with the Iowa Core.

Ed-Co's information literacy standards at the jr/sr high school include:

1. Inquire, think critically, and gain knowledge
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
3. Share knowledge and participate ethically and productively as members of our democratic society
4. Pursue personal and aesthetic growth

Policies Regarding Ed-Co IMC Resources

The IMC of Ed-Co Jr/Sr High School provides a variety of print and electronic resources to support student and faculty work. In a school community, shared property such as library resources are to be treated with respect. Checkout periods vary depending on the type of resource borrowed, and borrowers are expected to follow those limits out of courtesy to the school community. If a student loses or destroys items from the IMC, it is that student's responsibility to pay replacement costs for the item(s).

To facilitate respectful use of IMC resources, the following procedures will be observed:

- Students who exceed the checkout period for an item will be alerted to the overdue status by an electronically generated e-mail.
- Students who ignore overdue reminders for four weeks or more will be given a detention.
- Students may resolve the problem and avoid the detention by renewing, returning, or paying for the item before the detention is to be served.

Payments for lost items can be refunded if the item is found within 30 days of payment.

INTERNET/TECHNOLOGY ACCEPTABLE USE POLICY

Internet access is available to the students and staff of the Ed-Co School District. This technology is an important part of both the information and communication resources of our world. To provide our students with the very best educational experiences possible, the Ed-Co School District is pleased to offer this resource to its students. Such a privilege requires responsible behavior on the part of students. To ensure the smooth operation of the school information network, and to protect the best interests of Ed-Co students, the following guidelines have been developed to establish efficient, equitable, ethical, and legal usage. Parents may deny unsupervised access to these resources by completing a form available from the high school office.

Acceptable Use

Ed-Co's Internet/Technology resources will be used to support Ed-Co educational objectives. Transmissions that violate any district, state, or US regulations are prohibited. Use of these resources for commercial activities, product advertisement, or political lobbying is prohibited. **Specifically prohibited are Internet activities that do not directly support the curriculum including, but not limited to, games, and non-educational chat rooms, or downloading unauthorized software/programs/applications/disk images. Also prohibited is accessing online radio or TV stations during the school day unless directed by the instructor. The use of interactive software through which live communication can be sent or received is**

prohibited during the school day without prior specific approval by a school authority. The non-educational use of this interactive software during the school day is strictly prohibited. Such software includes instant messenger software, chat room software, or any other software by which two or more persons can communicate directly via the Internet.

The use of Ed-Co's Internet/Technology resources is a privilege. Abuse of that privilege will result in a suspension of its use. The first offense will be for the remainder of the day and the entire day following. The suspension is longer for repeated offenses. Students are expected to observe the generally accepted rules of network etiquette.

- Students will use a polite, non-abusive tone in their communications. "Flaming", or the use of obscenities, swearing, or vulgar language is not acceptable.
- Users will not reveal the name, address, and personal likeness or phone number of themselves or anyone else while using the Internet, unless permitted by a faculty member.
- Illegal activities are forbidden including, but not limited to, threats, harassment, stalking and fraud.
- Other users should not use the network in such a way that would cause disruption of the network.
- Students will respect intellectual property of others by crediting sources and respecting copyright laws.
- Students are not to tamper with the system's security mechanisms. Attempts to damage or destroy hardware, software, data, or the network system will be grounds for serious disciplinary action.
- The display screen on a computer should not contain anything offensive by community standards.
- Social media sites are prohibited at Ed-Co except under the direction of the instructor. Using a hot spot to bypass the system is strictly prohibited. Violators will have the computer removed.

Ed-Co provides no warranties for information accessed on the Internet. The district is also not responsible for damages incurred or financial obligations while using the Internet, including loss of data.

Students should understand that e-mail is not private and may be reviewed by others. Information downloads and server storage is subject to review and monitoring.

Any student wishing to access information which is blocked by the network filter, or which may be offensive to some members of the community, but which is considered necessary for educational purposes, shall request that the technology coordinator bypass the network filter. The technology coordinator and instructor of the class will review the request. Permission to access such sites may be granted on a case-by-case basis.

All Internet activity is monitored by a filtering system designed to restrict access to inappropriate sites as defined by the Ed-Co Technology Committee. Since filtering systems, by nature, are less than 100% effective, some inappropriate sites can still be accessed. A site is not considered appropriate simply because it passes through the filter. If an inappropriate site is encountered, the student should immediately leave the site and contact a staff person in the area. Failure to report such instances to a staff person can lead to disciplinary action.

Students are reminded that all computer operations can and will be monitored for appropriate use. A computer can and will be taken if misconduct occurs even if the student has paid the deposit. Students should not allow others to access their accounts. Student account passwords are confidential, and students should take precautions to prevent others from acquiring them. Since access to student accounts is password protected, any inappropriate activity on a student account is the sole responsibility of the student account holder. Passwords can be changed for good cause by contacting the tech director.

Concussion Policy and Protocol

The Edgewood-Colesburg Community Schools will follow guidelines outlined by the Iowa High School Athletic Association Concussion Management Protocol, Iowa Code Section 280.12C regarding brain injury policies.

If an Edgewood-Colesburg Community School staff member, coach, or contest official observes any signs, symptoms or any behaviors consistent with a concussion or brain injury in a school activity (recess, in the classroom, during a competition or practice), the student shall be **immediately removed from participation**. If injury occurs during the school day, the student should be sent to the nurse's office, where the school nurse or other designee will assess the student, for symptoms of a brain injury, and notify parents/guardians. If it happens during a practice or game, the coach is responsible for notifying parents immediately, and notifying the athletic director and school nurse in a timely manner (if not that evening, first thing the next morning). A student who has been removed from participation shall not return to such participation until a licensed health care provider who is trained in the evaluation and management of concussions and other brain injuries has evaluated the student. A student must then receive a written clearance to return to participation from the same health care provider who evaluated and/or diagnosed the concussion and other brain injury.

A school activity includes any physical education or weightlifting course, recess, extracurricular interscholastic activity contest or practice, including sports or dance.

A licensed health care provider includes: a physician, physician's assistant, advanced registered nurse practitioner, chiropractor, physical therapist, registered nurse, or licensed athletic trainer.

Parents will be notified and signed off on the concussion fact sheet at the beginning of the student's first season of the school year (see attached "Heads Up: Concussion" form). The bottom portion will be returned notifying the school that parents have read and understand the signs to look for in a possible concussion.

Every effort will be made to have all 7-12th grade athletes take a baseline neurocognitive test. Once the baseline test is established, the retest will occur biannually at minimum. It may also be repeated at the discretion of the athletic director, coaches, school nurse and administrative staff during the school year if questions arise. This test is used during the school year to help identify the effects of an injury and the student/player's readiness to return to school and/or activities.

The school team will identify needs and plan for ways to promote the success of a student with a brain injury and/or concussion as they are progressing through "return to learn" and "return to play". The team will consist of our school principal, athletic director, school nurse and any other individuals needed to support the individual student's needs. These team members will work closely with the student and parents/guardians to manage the student's needs at school and during extracurricular activities.

Brain Injury Protocol During School Hours

1. A student will be sent to the school nurse or designated licensed staff member for assessment after any significant bump, blow or jolt to the head which occurs during the school day
2. The school nurse or designee will observe the student for signs and symptoms of a concussion or other brain injury.
3. The student's parent(s) will be notified of the injury by the school nurse during the school day, or by a coach if it occurs before or after school during an extracurricular.
4. If signs or symptoms of concussion are not immediately present, the student may remain in school but should be reevaluated at the end of the school day to determine if the student can participate in any sports or recreational activities that evening. Staff will observe student and if signs or symptoms

develop, then parents will be notified, and the student will need to be evaluated by an outside healthcare provider.

5. The classroom teacher will be notified and will consult with the school nurse if any signs or symptoms of concern are identified during class.
6. The student will return to the school nurse immediately if symptoms of concussion occur at any time after the injury, and the student will not be allowed to drive home.

Brain Injury Protocol Outside of School Hours

1. The student will be removed from the activity immediately.
2. The coach/sponsor will assess and monitor for signs and symptoms of concussion.
3. Coach or sponsor must attempt to notify a parent/ guardian of the potential head injury right away, before the student leaves practice or event.
4. The student should not drive home unless parent approval is given, and other arrangements can be made to send student with other adults when parents are not available.
5. An email will go to the AD, principal, nurse, and secretary making them aware of the incident and that parent may be taking the student to get checked by a medical professional.

Diagnosed Concussion: Return to Learn

Returning to school should be determined by the school team, parents, and healthcare provider, and should be based on each individual student's symptoms. A plan will be devised and may include accommodations such as: no school, shortened school days, allotted rest periods, decreased assignments, or no screen time throughout the healing process. If symptoms reoccur after returning to school, brain activity should be decreased (rest time, school day lessened, etc.) Students should be performing at their normal academic ability level (symptom-free) before returning to athletics.

Academic adjustments will be made once a concussion comes to the school's attention. Initially, the adjustments will be heavy and as the weeks progress, the teachers will fade the academic supports given. (see Symptom Wheel attached).

If concussion symptoms reappear during return to learn and/or play, the student should cease activity and be re-evaluated by the school nurse, licensed athletic trainer and/or other healthcare professional.

1. A student athlete should never return to play (competition or practice) on the same day of a diagnosed or suspected concussion.
2. A licensed healthcare provider should evaluate the student on the day the injury occurs, if possible.
3. A post injury test may be completed by the student athlete and healthcare provider.
4. A student may return to activity once they: are asymptomatic for concussion at rest, asymptomatic for concussion with exertion (physical and mental), and must have written clearance from a licensed healthcare provider. (Iowa Code requires clearance by a licensed medical professional)
 - Step 1: Complete physical and cognitive rest
 - o No exertion activity until asymptomatic; potentially no school
 - Step 2: Limit school hours as needed
 - Step 3: Return to school full time
 - Step 4: Low impact, light aerobic exercise
 - o this step should not begin until student is no longer having any concussion related symptoms and has been cleared by the treating licensed healthcare provider.
 - o Student may begin brisk walking, light jogging, swimming, or riding an exercise bike at less than 70% maximum performance heart rate
 - o No weight or resistance training permitted at this time.
 - Step 4: Basic exercise, such as running in gym or on field
 - o No helmet/equipment

Step 5: Non-contact, sport-specific training drills. o Includes dribbling, ball handling, batting, fielding, running drills, etc. o Weight training can begin

Step 6: Following medical clearance, full contact practice or training permitted

Step 7: Normal activity or competition in a contest is permitted

5. Once all criteria above are met, the student should be back to normal activity unless otherwise defined by provider.

Once a concussion is known, please notify the school principal.

The principal of the building will then disseminate the information to:

- all teachers involved
- any coaches involved
- the school secretary for attendance purposes
- the athletic director if not already known
- the school nurse for documentation purposes (any known concussion will be documented in the health history portion of JMC).

A FACT SHEET FOR PARENTS AND STUDENTS

HEADS UP: Concussion in High School Sports

The Iowa Legislature passed a new law, effective July 1, 2011, regarding students in grades 7 – 12 who participate in extracurricular interscholastic activities. Please note this important information from Iowa Code Section 280.13C, Brain Injury Policies:

- (1) A child must be immediately removed from participation (practice or competition) if his/her coach or a contest official observes signs, symptoms, or behaviors consistent with a concussion or brain injury in an extracurricular interscholastic activity.
- (2) A child may not participate again until a licensed health care provider trained in the evaluation and management of concussions and other brain injuries has evaluated him/her and the student has received written clearance from that person to return to participation.
- (3) Key definitions:
 - "Licensed health care provider" means a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board.
 - "Extracurricular interscholastic activity" means any extracurricular interscholastic activity, contest, or practice, including sports, dance, or cheerleading.

What is a concussion?

A concussion is a brain injury. Concussions are caused by a bump, blow, or jolt to the head or body. Even a "ding," "getting your bell rung," or what seems to be a mild bump or blow to the head can be serious.

What parents/guardians should do if they think their child has a concussion?

1. **OBEY THE NEW LAW.**
 - a. Keep your child out of participation until s/he is cleared to return by a licensed healthcare provider.
 - b. Seek medical attention right away.
2. Teach your child that it's not smart to play with a concussion.
3. Tell all of your child's coaches and the student's school nurse about ANY concussion.

What are the signs and symptoms of a concussion?

You cannot see a concussion. Signs and symptoms of concussion can show up right after the injury or may not appear or be noticed until days after the injury. If your teen reports one or more symptoms of concussion listed below, or if you notice the symptoms yourself, keep your teen out of play and seek medical attention right away.

STUDENTS:

If you think you have a concussion:

- **Tell your coaches & parents** – Never ignore a bump or blow to the head, even if you feel fine. Also, tell your coach if you think one of your teammates might have a concussion.
- **Get a medical check-up** – A physician or other licensed health care provider can tell you if you have a concussion, and when it is OK to return to play.
- **Give yourself time to heal** – If you have a concussion, your brain needs time to heal. While your brain is healing, you are much more likely to have another concussion. It is important to rest and not return to play until you get the OK from your health care professional.

Signs Reported by Students:

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness
- Double or blurry vision
- Sensitivity to light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Concentration or memory problems
- Confusion
- Just not "feeling right" or is "feeling down"

PARENTS:

How can you help your child prevent a concussion?

Every sport is different, but there are steps your children can take to protect themselves from concussion and other injuries.

- Make sure they wear the right protective equipment for their activity. It should fit properly, be well maintained, and be worn consistently and correctly.
- Ensure that they follow their coaches' rules for safety and the rules of the sport.
- Encourage them to practice good sportsmanship at all times.

Signs Observed by Parents or Guardians:

- Appears dazed or stunned
- Is confused about assignment or position
- Forgets an instruction
- Is unsure of game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to hit or fall
- Can't recall events after hit or fall

Information on concussions provided by the Centers for Disease Control and Prevention.

For more information visit: www.cdc.gov/Concussion

IT'S BETTER TO MISS ONE CONTEST THAN THE WHOLE SEASON.

IMPORTANT: Students participating in interscholastic athletics, cheerleading and dance; and their parents/guardians; must annually sign the acknowledgement below and return it to their school. Students cannot practice or compete in those activities until this form is signed and returned.

We have received the information provided on the concussion fact sheet titled, "HEADS UP: Concussion in High School Sports."

Student's Signature

Date

Student's Printed Name

Parent's/Guardian's Signature

Date

Student's Grade

Student's School



Symptom Wheel

Much attention has been placed on “symptoms” with a concussion. It makes sense, we know now that symptoms are crucial in knowing when the cells have healed enough to be able to put an athlete back to the game. We know that symptoms tell us that calculus is more taxing to a particular student’s brain while physics is harder for another student.

PHYSICAL:
Remove from school sports, PE, physical recess, & dance classes without penalty until medically cleared
 Provide “Strategic Rest” – scheduled 15 to 20 minute in clinic/quiet space (1X mid-am &/or 1X mid-pm &/or pm). Schedule and take breaks preventatively to avoid symptoms flaring.
 Allow sunglasses (inside and outside) &/or headphones/earplugs.
 Provide quiet room/environment, quiet lunch, quiet recess. Allow quiet passing in the halls.
 Allow option to sit out (without penalty) of music, of orchestra, band &/or computer class if symptoms are provoked or try headphones. Attempt return to class ASAP &/or when symptoms subside.

EMOTIONAL:
 Allow student to have “signal” to leave room.
 Understand that mental fatigue can manifest in “emotional meltdowns” (often anger/frustration with adolescents; sad/ crying with younger children).
 Allow student to remove him/herself to de-escalate &/or visit with supportive adult (counselor, nurse, advisor).
 Watch for secondary symptoms of depression and anxiety due to social isolation and **concern over “make-up work”** or slipping grades. These extra emotional factors can delay recovery.

SYMPTOM WHEEL
 Suggested Academic Adjustments
 McAvoy, 2011

Read “Return to Learning: Going Back to School Following a Concussion” at nasponline.org/publications/cq/40/6/return-to-learning.aspx

Physical:
 headache/
 sick to stomach
 dizziness/
 balance problems
 light sensitivity/
 blurred vision
 noise sensitivity
 neck pain

Cognitive:
 trouble with:
 concentration
 remembering
 mentally “foggy”
 slowed processing

Emotional:
 feeling more:
 emotional
 nervous
 sad
 angry
 irritable

Sleep/Energy:
 mentally fatigued
 drowsy
 sleeping too much
 sleeping too little
 can’t initiate/
 maintain sleep

COGNITIVE:
REMOVE non-essential work. Is it essential for mastery or grades? If not, consider removal without penalty or make-up.
REDUCE workload in the classwork/homework. Consider only requiring 10% to 33% of work in Week 1; 33% to 66% of work in Week 2; 66%+ of work in Weeks 3 and 4.
REDUCE repetition of work; go for quality not quantity.
 Adjust “due” dates if work is deemed essential; allow for extra time if needed.
 Do not penalize for work not completed during recovery. Grade on work completed.
 Allow student to “audit” classwork (listen, learn, discuss) with little to no written output.
 Exempt/postpone large test/projects; alternative testing (quiet testing, one-on-one testing, oral testing).
 Allow for “buddy notes” or teacher notes, study guides, word banks, open book.
 Allow for technology (tape recorder, smart pen) if tolerated. “Pace” time on computers.

SLEEP/ENERGY:
“Pacing” = Allow for 5 to 10 minute breaks in classroom (eye/brain/water breaks = eyes closed, head on desk, bathroom breaks) after periods of mental exertion.
 Allow late start or early dismissal, for a short time or prn.

The development of the Symptom Wheel denotes:

- Certain symptoms lend themselves to certain interventions.
- Especially in the acute phase of the concussion, the first 1 to 4 weeks, interventions can and should be applied generously in the general education classroom. Generous interventions should be slowly weaned away as weeks progress.
- Cognitive recovery is not linear; it is 2 steps forward and 1 step back; symptoms flare in some classes and not in others; symptoms flare at certain times of the day and not all day.
- Low level symptoms: ie. tolerable/manageable/intermittent are OK to have in the classroom.
- In the acute phase of the concussion (first 1 to 4 weeks), the Symptom Wheel is not intended to be prescriptive: General education teachers are encouraged and empowered to apply any and all interventions that are needed for a particular student based upon:
 - o Symptoms of that student
 - o Time of day of the class and the subsequent fatigue level
 - o Type of class you teach – taking into account your teaching style and your content area
- General education teachers are encouraged and empowered to remove any and all interventions when they feel they are no longer needed.
- **There is no such thing as “medical clearance” for academic interventions.** The classroom is the domain of the teacher, not the doctor. It is the teacher that may decide when to apply and when to remove interventions.
- In the protracted phase of recovery (after 4+ weeks) and/or if a Section 504 Plan needs to be implemented, the Symptom Wheel is intended to be prescriptive: the one or two most problematic symptoms should be identified and the most promising interventions should be applied, progress-monitored and adjusted.