



# Clarinda 7-12 Building Student Handbook 2024-2025

## Mission Statement

To educate all students to succeed by ensuring quality leadership, curriculum, and instruction.

## Vision Statement

Clarinda Community School District is a leader in education by fostering high standards and expectations through rigorous academics, meaningful learning opportunities, and engaging student activities.

## Building Statement

Check your E.G.O.  
Engagement, Growth, Ownership Everyday

100 North Cardinal Drive  
Clarinda, IA 51632  
7-12 High School Office Phone Number - 712-542-5167  
Elementary (PK-3rd) 542-4510 Elementary (4th-6th) 542-2132  
Superintendent 712-542-5165  
[www.clarindacsd.org](http://www.clarindacsd.org) - Website

Jr/Sr Principal: Mr. Cox [lcox@clarindacsd.org](mailto:lcox@clarindacsd.org)  
Jr/Sr Assistant Principal/Activities Director: Mr. Lord [jlord@clarindacsd.org](mailto:jlord@clarindacsd.org)  
Clarinda Online Program Coordinator: Mrs. Olinger [dolinger@clarindacsd.org](mailto:dolinger@clarindacsd.org)  
Director of Student Services: Mr. Ridgely [lridgely@clarindacsd.org](mailto:lridgely@clarindacsd.org)  
School Counselor: Mr. Blank [cblank@clarindacsd.org](mailto:cblank@clarindacsd.org)  
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**NOTIFICATION OF NON-DISCRIMINATION:** The Clarinda Community School District offers career and technical programs in the following service areas: agricultural education, business education, family and consumer sciences education, and industrial education. It is the policy of the Clarinda Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, Heidi Bird, 423 East Nodaway Street, 712-542-5165, [hbird@clarindacsd.org](mailto:hbird@clarindacsd.org).

## **THE CARDINAL (The Clarinda Fight Song)**

Hail to CHS. Hail to CHS.  
We've got our banners before us  
Ever before us. Banners are flying  
Cardinals are trying.  
Hail to CHS. Hail to CHS.  
We've got a team good and true  
We're always fighting for you  
We're out to make you win.  
C-L-A-R-I-N-D-A

**School Colors:**  
Cardinal Red & Black

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# Forward

The board, administration, and employees expect students to conduct themselves in a manner appropriate to their age and maturity level 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 are expected to comply with and abide by the school district's policies, rules, and regulations. Students who fail to abide by the school district's policies, rules, and regulations may be disciplined for conduct which disrupts or interferes with the educational program; conduct which disrupts the orderly and efficient operation of the school district or school activity; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to: removal from the classroom; detention; suspension; probation; and expulsion. Discipline can also include prohibition from participating in extracurricular activities, including athletics.

School Administration has the authority to assess reasonable penalties for any offense that may occur. Students or parents with questions or concerns may contact the school office for information about current enforcement of the policies, rules, or regulations of the school district.

## **A Message To Parents/Caregivers**

Parents/Caregivers are teachers too! You are the first, most long-lasting, most important teachers in your child's life. That is why at Clarinda Schools, we continually solicit your involvement and support. Research shows that parent/caregiver involvement is high on the list of factors contributing to a student's success in school. Our goal is to work together with you to provide the best educational program possible for your children.

The following suggestions are intended to help you make a contribution in your child's success.

1. Regular and punctual attendance is the greatest factor in school success.
2. The nature of our courses is such that some work outside of the classroom may be needed. You can help by providing a place and time to study.
3. A wholesome attitude toward school is important for your child's success in school.
4. Writing full explanations with dates of absences and signing them yourself.
5. Refraining from telephoning or texting students during school hours except for real emergencies. The office will be glad to take messages for students when needed.
6. Cooperating with the school in carrying out disciplinary action when such action is necessary.

## **A Message To Students**

Now more than ever, the responsibilities of a student are high. The world requires highly educated students who can problem solve, collaborate, work well with others, and to "be there" so that businesses and organizations can be their best. In order to help you manage this challenge, our school made a huge commitment to provide teachers and students with a well-equipped technological structure that supports iPads for each student.

As you continue this journey of education and life, consider taking the following suggestions as guidance to help you:

- Make school a priority by being here every day.
- Engage your parents/guardian and siblings in discussion about the new learning you are experiencing at school.
- Take care of the new technology provided for you to use at school and home.
- Embrace the partnership between you and teachers to make the most of the educational opportunities.
- Elevate expectations for yourself and others by taking your thinking to higher levels.

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- Do your best to improve your skill levels and follow the rules of the student handbook.
- Be an upstander by following the rules and holding others accountable to show Cardinal PRIDE!

## Expectations General Operating Procedures

### Academic Intervention Time (AIT)

Academic Intervention Time (AIT) is our built in daily intervention time for students to receive additional academic assistance. This will happen for students in grades 7-12 on all regularly scheduled school days. Students that have a silver and bronze status will not be able to have their phones and other personal devices to use so that they are able to focus on their academics.

All students have an opportunity to earn a gold status if they meet the requirements during each cycle (approximately every two weeks).

Students are expected to report to their assigned groups based on the number of missing assignments, grades in current courses, disciplinary violations, and ISASP scores to get additional help in their area of need. Groups may change every two week cycle.

\*\*In the event students do not attend their required sessions with their assigned instructor, they will be subject to discipline according to the handbook.\*\*

Juniors and Seniors will have the option to utilize their earned “Open Campus” status during this time if they have gold status. The criteria for each level is listed below and is subject to change by administration if needed.

<b>Leveled Groups</b>		
<b>Gold</b>	<b>Silver</b>	<b>Bronze</b>
<p>All classes are being passed with a minimum grade of a C-.</p> <p>No office referrals</p> <p>Proficient on ISASPs</p>	<p>Student has one or more D's or F's.</p> <p>Student has up to three missing assignments or one missing assessment.</p> <p>2 detentions assigned by a teacher.</p> <p>One office referral</p> <p>Three tardies to first period class.</p> <p>Not proficient on ISASP scores</p>	<p>Student has two F's, 3 D's or multiple missing assessments.</p> <p>3 or more detentions assigned by a teacher.</p> <p>Two or more office referrals</p> <p>More than three tardies to first period class or one unexcused absence.</p> <p>Not proficient on ISASP scores</p>

### Assembly Programs:

Assemblies will be held throughout the year for educational purposes. If you wish not to attend due to religious or personal reasons, please contact the building administration prior to the start of the assembly.

### Classroom Procedures:

Keep classrooms clean. Put all waste in the proper disposal area. Do not write on desks, books, walls, or persons. To promote appropriate classroom behavior and respect, students are expected to raise their hands to speak so that the teacher can listen to student thoughts in a productive and inclusive manner. Being respectful to all school staff

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by listening and following directions is expected at all times at Clarinda Jr/Sr. High. Restroom usage and filling water bottles should be done before entering the classroom. If a student needs to be late to a class, they should notify the teacher. The teacher will determine if it is excused. Otherwise, a tardy may be given. Students will be expected to use E-Hall Pass when leaving and re-entering the classroom. Students should attend class with all the necessary materials needed for that class. Avoid rushing out of the classrooms to prevent safety issues. The teacher will dismiss the class – not the bell.

### **Personal Electronic Devices: Cell Phones/Earbuds/Headphones:**

It is important for students to learn when to use their personal electronic devices and when not to. Students will be allowed to use personal devices between classes and during lunch break. Student electronic devices are not to be utilized during class time or from the beginning bell to the dismissal bell for the period.

Personal Device Intervention Procedures:

1<sup>st</sup> Offense – Verbal Warning to the student is given by the instructor or administration. The student will be asked to put the personal device away.

2<sup>nd</sup> Offense – The teacher/instructor or administration will confiscate the electronic personal device. The parent/caregiver will be notified via phone call and the student will be allowed to pick it up from the administration at the end of the day.

3<sup>rd</sup> Offense – The teacher/instructor or administration will confiscate the electronic personal device. The parent/caregiver will be notified via phone call and the student will serve a 1-hour detention in the High School Office. The parent/caregiver will be asked to pick up the device.

4<sup>th</sup> Offense – The personal electronic device will be confiscated and turned into the High School Principal. There will be a parent/caregiver meeting regarding the student turning in the device at the beginning of the school day and returning at the end of the school day. Parents/Caregivers will also have the option of not letting the student bring the device to school.

Students may use personal electronic devices in the classroom environment as determined by the teacher/instructor through administration approval. Students taking/making calls/texts during class/instructional time will not be permitted.

Students will not be permitted to use their cell phones or any other electronic device while in the High School Office due to student privacy concerns unless authorized by the High School Administration.

### **Telephone Calls And Use Of Telephone:**

Students will not be called out of class except in the case of an emergency. The office will take messages for students when needed from parents or persons on their emergency contact list.

### **Leaving The School During School Hours:**

Students will be considered truant if they leave school without permission from the High School Administration.. Students will be subject to school disciplinary action according to policy. Parents/Caregivers will need to call the office to excuse their student from school.

Exceptions to this: Students who have earned Junior/Senior Class Lunch Open Campus, IWCC Courses, Off-Campus High School Courses.

### **Dance Regulations: (9th-12th Grade Students)**

All school-sponsored dances will be approved by the building principal. Once a student or group leaves the dance, they will not be allowed back into the building. Out of district students that wish to attend, must come with a current Clarinda student and be pre-approved by Administration at least 48 hours in advance of the date of the event. A guest sign-up sheet will be posted in the office two weeks prior to the dance. Student's guests must be 19 years or younger (was 21 years) but no younger than 9<sup>th</sup> grade from Clarinda or any other school.

### **Dance Regulations: (7th-8th Grade Students)**

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All school-sponsored dances will be approved by the building principal. Once a student or group leaves the dance, they will not be allowed back into the building. Out of district students that wish to attend, must come with a current Clarinda 7th/8th grade student and be pre-approved by Administration at least 48 hours in advance of the date of the event. A guest sign-up sheet will be posted in the office two weeks prior to the dance. Student's guests must be a current 7th/8th grader at Clarinda or any other school but no younger than 7th grade from Clarinda or any other school. No exceptions will be made.

## **Dress Code and Appearance**

CCSD BOE Policy 502.1 <https://clarinda.iowaschoolfinance.com/policy/5021-student-appearance>

With feedback from the Clarinda 7-12 Dress Code Student Committee, the Clarinda High School Dress Code is designed to encourage and promote proper grooming and hygiene, self-respect and pride in appearance on our campus. Decisions concerning the following guidelines will be made and enforced by all staff members.

Students are expected to follow reasonable levels of cleanliness, modesty, morality and not allow their appearance to be a distraction to the classroom.

Although the list is not all-inclusive, the following list are examples of attire that is considered not appropriate:

1. Attire that depicts profanity, hate speech, obscenity, the use of weapons, or violence
2. Attire that promotes use of tobacco, drugs, alcohol, or other illegal or harmful products
3. Attire that promotes, implies or contains sexually suggestive messages
4. Attire that exposes or reveals the chest, midriff, pelvic/groin area, and buttocks
  - Examples:
    - \* Crop Tops: Must go to the waist of the pants
    - \* No "Spaghetti Straps"
    - \* Tanks: Should be non-altered with non-altered open sides.
    - \* Shorts should be of appropriate length
5. Visible underwear or bathing suits (Visible waistbands or straps on undergarments worn under other clothing are not a violation.)
6. Headwear or costumes are not allowed to be worn in the school buildings during the school day unless designated by Administration on special occasions (ex: Homecoming Week)
  - headwear may be worn for a school-related purpose and safety (ex: industrial arts, auto shop).
  - headwear may be worn as a religious obligation
7. Attire that contains language or symbols that demean an identifiable person or group or otherwise infringes on the rights of others
8. Attire that depicts gang affiliation
9. Attire that causes or is likely to cause a material disruption, a substantial disorder to school activities or the orderly operation of the school

Administration will have the final decision on clothing violations.

Students choosing to deter from the dress code will be detained in the principal's office until the proper clothing may be secured. The student will be allowed to call home to have proper clothing brought to the school. Students will not be allowed to leave school grounds to change clothing unless given permission by the Administration through parent/caregiver consent.

## **Food and Drinks:**

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Food is not permitted in the classrooms unless approved by the building principal. This would exclude food or snacks provided by the school. Morning breakfast may or may not be allowed by the teacher/instructor in their classroom.

Water or drinks purchased at school will be allowed in the school buildings. Students may be asked to show a CCSD employee what is in their drink container if it is suspected to be of illegal substance. Students will be allowed to have water in the classrooms unless it is or becomes a safety hazard.

Outside food or drinks are not allowed during the school day. Students will be asked to throw any outside food or drink away.

Junior High students are allowed to utilize the vending machines during the following times:

- Before School, After school, Lunch Time

## **Visitors To School:**

Visitors will be allowed on school grounds or in buildings through building administration approval.

## **Attendance:**

CCSD BOE Policy 501.9 Student Absences – Excused

<https://clarinda.iowaschoolfinance.com/policy/5019-student-absences-excused>

Regular attendance is absolutely necessary for a student to gain the maximum benefit from his/her educational experience. More and more employers, colleges and vocational schools are checking on attendance records for absences and tardiness. They are aware that good and prompt attendance develops dependability in a student. There is an obvious correlation between achievement and attendance.

The Board of Education supports this by restricting excused absences to the following:

1. illness of the student (3 or more consecutive days will require a medical excuse)
2. death or emergency illness in the family
3. doctor/dental appointment unable to be scheduled another time
4. court appearance
5. family/religious activity which is cleared in advance of activity
6. school-sponsored activity
7. family emergencies

Parents are expected to telephone the school office to report student absences in advance of the start of school, if possible, and in all cases by 9:30 a.m. of the day the absence occurs. Any absence that occurs without advance notification by the student's parent will be classified as "UNEXCUSED."

Any absence which does not meet any of the criteria listed above for an excused absence, but there was parental/caregiver knowledge of the absence, will be classified as unexcused.

## **Truancy/Unexcused Absences**

CCSD BOE Policy 501.10 <https://clarinda.iowaschoolfinance.com/policy/50110-truancy-unexcused-absences>

Any absence that occurs without parental/caregiver knowledge will be classified as truancy. A student can be truant for the entire school day, a partial school day, or from a class or academic intervention.

Parents/Caregivers will be notified if a student is truant from school. The building administration is responsible for discipline if needed for truant students. Make-up work may not be allowed for truancy. Excessive truancy, which is more than three (3) incidents in a semester, may result in the loss of credit in courses impacted.

### **Unexcused absences include, but are not limited to:**

oversleeping; missing the bus; car problems; shopping; hunting; concerts; hair appointments; sports physicals; taking, or picking up proofs for senior pictures; getting driver's license/permit; or working for someone other than a parent/caregiver.

Students denied course credit based upon excessive absences may utilize the due process procedures available at the 7-12 building. Students who desire to appeal the administration's decision, must notify the Superintendent within 5 days of notification of the decision, and return a completed form to the Superintendent's office.

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## **Student Appeal for Credit - Procedure:**

1. The 7-12 Administration will give notice to any student who reaches "No Credit Status" as a result of excessive absences.
2. Any student denied credit as a result of excessive absenteeism would be issued a "Student Appeal for Credit Form." The office will fill in the number of absences and due date at the time the form is given to students.
  - a. NOTE: An appeal deadline is established within the last week of each semester. If a student's excessive absences earn "No Credit Status" after the deadline, the due date of the appeal for credit form will be extended up to one week after the last absence.
3. Students will have the opportunity to explain and validate their attendance record on the appeal form. The student and a parent/caregiver must sign the appeal form.
4. The student must return the appeal form to the office by the due date noted.
5. When the appeal form has been appropriately completed, the appeals committee will review the data provided, question the student (parent/caregiver is encouraged to attend), make a decision, and notify the student and parent/guardian in writing of their decision.

## **Make-Up Work**

The responsibility rests with the student for arranging to make up work. Students should make contact with their teacher either before or after school. A student has 2 days for each day of an excused absence to turn in make-up work assigned, except when the absence has been more than 3 consecutive days. In this case, more time may be given depending upon the individual case, with the teacher and student determining when make-up work will be due. Students and Parents/Caregivers are encouraged to check the student's Google Classroom for their work. Announced exams must be taken on the day the student returns to school or through individual teacher discretion.

## **Attendance and Co-Curricular Participation:**

Any student who is absent and does not report to school by 9:00 am, (excluding field trips and excused appointments) will not attend or participate in any performance, rehearsal, game, meet, contest, or practice on that calendar date. The building Administer may use discretion based upon extreme circumstances. For this consideration, a phone call must be made by the caregiver to the principal prior to the student coming to school.

## **Excessive Absences:**

Regular school attendance is essential for the student to make the most of their education, to benefit from teacher-led activities, to build each day's learning on that of the previous day, and to grow as an individual. The Clarinda School Attendance Policy states that parents of students who have 5 absences will receive a phone call from the student's homeroom teacher.

Upon 8 absences during the school year, parents will receive a letter informing them that their child is on the verge of having attendance issues and that any further absences will need to be documented with a medical excuse.

Students with 13 absences during the school year, will receive a letter informing them that their child is having attendance issues and that a mediation meeting needs to be held at their earliest convenience. The student, parent, and building Principal will be in attendance.

If the attendance issue is not corrected at 15 absences, the issue may then be referred to the County Attorney's Office for truancy.

### **Documented Absences:**

A documented (previously excused) absence is an absence that has supporting documentation such as an appointment that is considered unavoidable. An absence with a parent note is not necessarily considered a documented absence.

### **Student Absences:**

Parents are requested to notify the principal's office (712-542-5167) when students are not going to be in school. The school secretary will attempt to call if notification is not received.

**Truancy:** In Iowa, truancy is defined as "any child over seven and under sixteen years of age, in proper

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physical and mental condition to attend school, who fails to attend school regularly, without a reasonable excuse for their absence, shall be deemed a truant.” Parents who fail to ensure their child is in school may have charges filed against them under the “child in need of assistance” provision of the state.

**Compulsory Attendance:** Parents within the school district who have children over age six and under age 16 by September 15, in proper physical and mental condition to attend school, shall have the children attend the school district at the attendance center designated by the board. Students shall attend school the number of days that school is in session in accordance with the school calendar. Students of compulsory attendance age shall attend school a minimum of 175 days. Students not attending the minimum days must be exempted by this policy as listed below or, for students in grades 7-12, referred to the county attorney or, for students in grades K-6, referred to the Attendance Cooperation process. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or provisionally approved private college preparatory school;
- are attending an accredited nonpublic school; or,
- are receiving competent private instruction.

It is the responsibility of the parent of a child to provide evidence of the child’s mental and physical inability to attend school or of the child’s qualifications for one of the exceptions listed above.

### **Tardy Policy:**

Regular attendance to class and being on time is absolutely necessary for a student to gain the maximum benefit from their educational experience. More and more employers, colleges and vocational schools are checking on attendance records for absences and tardiness. They are aware that good and prompt attendance develops dependability in a student.

All students are responsible to be in their classroom when the tardy bell rings at the beginning of each class. Showing up to class late is disruptive to the teaching and learning process. Tardies will be recorded and monitored in the office. A student’s history of tardies will be maintained on a school quarter (9 week) basis. A tardy is defined as arriving late to class ten (10) minutes or **LESS** for unexcused reasons. Passing time is three (3) minutes long and gives adequate time for students to take care of all hallway business and arrive at the next class on time. If one is needing to use the restroom that will take longer than the allotted time it is asked that they check in and sign out with their teacher first.

School administration has disciplinary discretion up to OSS if need warranted.

#### **The tardy consequences are as follows:**

**Tardy 1-3:** Warning. At tardy #3 students will be given a verbal warning and reminded of the tardy policy. Parent/Caregiver communication will be made.

**Tardy 4:** Serve 1 lunch detention and lose open campus/Gold Academic intervention status for the remainder of the quarter.

**Tardy 5:** Serve 2 lunch detentions

**Tardy 6:** Serve 3 lunch detentions

**Tardy 7:** Serve 2 afternoon detentions

**Tardy 8:** Serve 3 afternoon detentions

**Tardy 9:** Serve 4 afternoon detentions

**Tardy +10:** Serve one day of In-school suspension for every tardy during this 9-week cycle

## **Rights And Responsibilities**

<https://clarinda.iowaschoolfinance.com/policy/502-student-rights-and-responsibilities>

### **Cars/Motorcycles/Mopeds:**

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Driving a motor vehicle to and from school is a privilege - not a right. Permission to drive to and from school can be removed by poor driving habits in and around the schools, as reported by school staff, students and/or patrons. In order to ensure maximum student and vehicle safety and to prevent complaints concerning student driving, several regulations need to be observed.

1. Students are to park in the student parking lot on the north end of the building in student designated spaces/areas. If students are parking in non-designated areas, they will be asked to move or the vehicle may be towed.
2. Vehicles are never to pass a parked bus loading or unloading.
3. Vehicles should not block or interfere with the passage of other vehicles.
4. Students are not to be in the parking lot during the school day without special permission from school administration.
5. Students are not to loiter in their vehicles upon arrival to or prior to departing from the school parking lot.
6. Parking in the fire lane is prohibited at all times.
7. The front drive is for buses only at loading or unloading time. Vehicles must use the northeast entrance/exit during this time. No student vehicle traffic is permitted in the front parking lot while buses are loading and unloading.
8. Use a low rate of speed when buses are in and around the loading/unloading areas of the attendance centers, as many students are changing buses for different destinations.
9. Student "burn-outs" on school property are prohibited.
10. If students need to attend to their vehicles for any reason, then they should be escorted by CCSD staff.

If students are in violation of the responsibilities of safe driving, students may lose their driving and/or parking privilege on school property for an amount of time as deemed by building administration. Law enforcement may be called upon as needed.

## **Complaints And Grievances:**

<https://clarinda.iowaschoolfinance.com/policy/5024-student-complaints-and-grievances>

It is the goal of the district to resolve student grievances at the lowest level. Students are encouraged to address problems to the teacher or other CCSD employee, other than the administration, for resolution of the complaint. If the teacher cannot resolve the complaint, the student may discuss this matter with the principal within 10 days. If the principal cannot resolve the matter, the student may discuss it with the superintendent within 10 days after speaking with the principal.

## **Internet Access**

<https://clarinda.iowaschoolfinance.com/policy/6056r1-internet-appropriate-use-regulation>

## **Open/Off Campus Guidelines:**

Students do not have a right to Open/Off Campus; it is an option provided to those juniors and seniors who have demonstrated a high level of maturity and responsibilities of a less structured school environment. Students on Open Campus are required to be in attendance during the times that their classes are in session and for scheduled assembly programs. It is very important that students on Open Campus are in school for their classes. The Open Campus option is awarded to students who have earned a GPA of 2.60 for the previous grading period and received passing grades in all courses and satisfactory progress of, including but not limited to, college classes, advanced placement courses, online options, etc.

Juniors/Seniors who have earned Open Campus and Gold Status (Academic Intervention Cycle) may be excused from school during academic intervention time at the end of the day. Parents/Caregivers may request that their student/s stay on campus during this time. Parents/Caregivers must contact the High School Office if they have this request.

Students opting for Open/Off Campus OR Students traveling off campus for CCSD/IWCC Courses must adhere to the following responsibilities: Exhibit responsible behavior, defined as:

- Students must be on time for class. Any student reported tardy 3 or more times in a quarter may forfeit

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their Open/Off Campus for the remainder of that quarter.

- Students reported as “Unexcused” for any part of the school day may forfeit their Open/Off Campus for the remainder of that quarter.
- Repeated violations of school rules/policies may result in the forfeit of Open/Off Campus.
- Students will forfeit their Open/Off Campus if found with a truant or unexcused student.
- Students found to have violated the Good Conduct Policy will forfeit their Open/Off Campus for the term of the Good Conduct ineligibility.

\*In the event a student violates the above responsible behaviors for CCSD/IWCC courses, that student may remain on the CCSD 7-12 building main campus and remote in for learning purposes. This will be determined by the building administration.

**Note: A parent/caregiver or the principal may remove Open/Off Campus privileges from a student at any time.**

### **Signs, Banners, Posters:**

Signs, banners and posters may be posted with permission from the building principal or building administration.

### **Semester Assessments:**

All students (7-12) are required to take semester exams in each of their courses. It is at the teacher’s discretion on what that semester assessment consists of. Students are required to remain in the building during testing. Students are to remain in the classroom when they are finished with the semester assessment.

### **Recording other students/staff/patrons on School Property:**

CCSD BOE Policy 804.6 The Use of Recording Devices on School Property

<https://clarinda.iowaschoolfinance.com/policy/8046-use-recording-devices-school-property>

Cell phones/cameras or other portable Handheld Technology Devices capable of storing and/or transmitting and/or receiving/taking images or audio recording are banned from use for any purpose in or around locker rooms and restrooms at ALL times.

At no time are students or visitors authorized to video capture, photograph, or audio record others (students/staff/visitors) in the school building, on school property (to include school vehicles), or at school activities without prior consent of those individuals.

Designated students may record a public performance, such as a game, assembly, concert, contest, etc. with the consent of a teacher, coach, or school administrator.

Students will be subject to discipline according to the student handbook and board policy for any violation of this policy.

## **Behavior Expectations and Consequences**

### **Classroom Conduct Expected by All Clarinda Students**

In addition to following classroom rules, you are expected:

- Be prepared for class.
- Be respectful to all.
- Show Cardinal Pride.

### **Cheating Or Plagiarism:**

Students who are involved in cheating, plagiarism, or theft of academic materials weaken the integrity of the

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academic process. Cheating/Plagiarism includes using Artificial Intelligence (AI), Chat GPT, copying someone else's work (from any source) and presenting it as your own, using someone else's ideas or concepts and representing them as one's original thoughts or ideas, allowing someone to copy your work, or the use of crib notes. Individuals found to be cheating may be subject to a zero on the assignment and discipline assigned by the teacher with building administration support.

Teachers may use any plagiarism detection software needed for student assignments.

## **Consequences For Inappropriate Behavior:**

<https://clarinda.iowaschoolfinance.com/policy/503-student-discipline>

Consequences for behavior deemed inappropriate by a supervising adult could be subject to the following disciplinary actions.

A. CONFERENCE with student/s and/or parents/guardians.

B. PROBATION from events.

C. DETENTION before or after school.

D. IN-SCHOOL ALTERNATIVE PLACEMENT is the detention of a student in a designated area within the district throughout the school day.

E. OUT-OF-SCHOOL SUSPENSION is the removal of a student from the school environment for a period of short duration. The administration may suspend a student for up to five (5) days. The superintendent may suspend a student for up to ten (10) days. This option is employed when a student's behavior creates a hostile environment or represents a gross or chronic violation of school rules. Credit will be awarded for all completed assignments handed in upon a student's return to school. Assignments not completed upon a student's return to class will receive a zero. A student is not allowed on school property while serving an out-of-school alternate placement or suspension unless deemed otherwise by the High School Administration.

F. EXPULSION is the removal of a student from the school environment by the Board of Directors. Upon the recommendation of the Superintendent or his/her designee, the Board of Directors may expel a student for commission of gross or repeated infractions of school rules, or when the continued presence of the student will cause substantial interference with the maintenance of the educational environment or the normal operation of the school.

## **Due Process:**

Due Process occurs when these steps have been followed:

1. A violation of rules, regulations, policies or law takes place and the accused is informed or charged with a specific violation.
2. The person accused is given an opportunity to respond with their side of the situation.
3. Action is taken or a decision is made at this point and the due process procedure may end here.
4. The person found to be guilty has a right to appeal the action taken to the next level of authority if they do not agree with the action that is to be imposed

## **Search and Seizure**

CCSD BOE Policy 502.8 <https://clarinda.iowaschoolfinance.com/policy/5028-search-and-seizure>

CCSD BOE Policy 502.8 E1 Checklist –

<https://clarinda.iowaschoolfinance.com/policy/5028e1-search-and-seizure-checklist>

CCSD BOE Policy 502.8 R1 – Search and Seizure Regulation

<https://clarinda.iowaschoolfinance.com/policy/5028r1-search-and-seizure-regulation>

CCSD BOE Policy 502.8 R2 – Use of Dogs to Search School Property

<https://clarinda.iowaschoolfinance.com/policy/5028r2-use-dogs-search-school-property>

Excerpt “Once notification has been given to parents and students, through the inclusion of the policies in the student/parent handbook and/or on the District's/school website, the school district will have met its obligation to provide written notice of the searches. Additional notices need not be given and actual times or dates of planned searches need not be released in advance.”

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## **Anti-Bullying / Anti-Harassment**

CCSD BOE Policy 401 <https://clarinda.iowaschoolfinance.com/policy/104-anti-bullyinganti-harassment-policy>

## **Tobacco, Alcohol and Controlled Substances**

CCSD BOE Policy 502.7

<https://clarinda.iowaschoolfinance.com/policy/5027-prohibited-substances-and-alcoholic-beverages-possessing-using-being-under-influence>

The use or possession of tobacco, and the use or possession or being under the influence of alcohol, other controlled substances, or “look alike” substances that appear to be tobacco, alcohol, or controlled substances by all students regardless of age on school property or at any activities sponsored by the school is strictly forbidden. The possession of tobacco or drug paraphernalia is also forbidden. Violation of this rule will result in disciplinary action, which may ultimately include expulsion. Such violations may also be reported to local law enforcement authorities.

## **Emergency Exits and Doors**

Students are to use these only as an emergency exit. If students use these inappropriately, then they will be subject to disciplinary actions by the High School Administration.

## **Guidance, Grading, Graduation**

The major guidance and counseling areas will be career exploration, knowledge of self and others and educational and vocational development. These areas will be through the guidance curriculum of individual planning, responsive services and system support. Students are asked to contact their counselors in all guidance and counseling matters. The academic planning/counseling, in consultation with other staff members, will make available responsive services including individual and small group counseling, crisis counseling, referral to other agencies or professional resources, and vocational and educational placement.

In addition to the counseling/planning department, CCSD will have access to School Social Work services contracted through another agency. This is setup to address emotional, behavioral, and/or mental health needs as needed for our students. This service will supplement existing services provided by our counseling department and provide additional support and resources to school staff and families. The School Social Worker may work with any student in response to occurrences or crisis situations that may arise. Social workers may work with individuals or in groups with written parent/caregiver consent. Please contact the school counselor or administration if you have questions about this service.

## **College Visitations and Job Interviews:**

Juniors and Seniors may take college visits or job interviews as excused absences if approved by the High School Administration prior to the event. These visits may only consist of 3 total visits/interviews per school year unless otherwise approved by the High School Administration.

Parent permission will be needed. Visitations for colleges must be made through the counseling office.

## **Early Graduation:**

CCSD BOE Policy 505.6 <https://clarinda.iowaschoolfinance.com/policy/5056-early-graduation>

Students seeking early graduation will work with the school guidance office to complete necessary forms and approval from the school board. Graduating early means the students will not be allowed to attend any senior activities during 2nd semester for seniors, with the exception of Prom and Commencement Ceremony.

## **Grade Classifications:**

Class of 2022 and beyond:

- To be classified a sophomore 13 Credits
- To be classified a junior 26 Credits
- To be classified a senior 39 Credits

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## **Grading System:**

A standard letter grading scale is used throughout the school in order to give a closer evaluation of students. Plus and minus signs are also used with the letter grade whenever necessary. Cumulative GPA will be kept with a 4-point scale system.

### Letter Grade Percentage Cut Off Grade Value

A	95%	4.00
A-	90%	3.67
B+	87%	3.33
B	83%	3.00
B-	80%	2.67
C+	77%	2.33
C	73%	2.00
C-	70%	1.67
D+	67%	1.33
D	63%	1.00
D-	60%	0.67
F	<59%	0.00

Additional Marks That May Appear On A Grade Report Include:

- I - Incomplete
- S - Satisfactory (Credit)
- Au - Audit (No Credit)
- U - Unsatisfactory (No Credit)
- W - Withdrew (No Credit)
- X - Work In Progress

## **Dual Enrollment Eligibility and Career And Technical Eligibility**

CCSD BOE Policy 604.7 <https://clarinda.iowaschoolfinance.com/policy/6047-dual-enrollment>

Clarinda's Board approved alternate measure for dual enrollment eligibility is a minimum score of 21 on ACT English, 21 on ACT Math, and 21 on ACT Science.

\*More information about this process is available under the [Course Selection Guide](#).

<https://docs.google.com/document/d/1VaF8TzoCW9M2fJWNjMP1XesTzZISMfUKgp-VFR7YrtE/edit>

## **Clarinda High School Concurrent Enrollment Options**

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll in eligible nonsectarian courses at or through community colleges. Per Senior Year Plus, concurrent enrollment courses are offered through contractual agreements between community colleges and school districts within their service area.

Juniors/Seniors or Sophomore students identified as Talented & Gifted (TAG) may be eligible for concurrent enrollment.

**Student Proficiency Requirements** To participate in Senior Year Plus (SYP) programming, students must meet the academic requirements of both the school district and postsecondary institution. At the college level, students must meet any assessment requirements of the postsecondary institution including any placement exam requirements of the institution. While Iowa community colleges are open access institutions, they usually have college placement requirements for enrollment in certain courses. At the school district level, students must demonstrate proficiency in reading (now English language arts), mathematics and science to participate in SYP programming (281 22.2(2)(1).

Options for Demonstrating “Proficient” for Student eligibility may be demonstrated by any of the

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following options:

- 1. Student scores on the Iowa Statewide Assessment of Student Progress (ISASP) in Mathematics, Science, and English
- 2. Measures of college readiness jointly agreed upon by the school board and the postsecondary institution (ACT Composite Score of 21 or higher)
- 3. Achieving a combined score of at least 141 in critical reading, mathematics, and writing skills on the PSAT; or Achieving a combined score of at least 990 in critical reading and mathematics on the SAT
- 4. Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the ISASP proficiency requirements. However, the student may be required to complete an assessment administered by the eligible community college to determine the applicant's readiness to enroll in CTE coursework.
- 5. Students being served through an Individualized Education Plan (IEP) who are not proficient in one or more of the content areas of reading, mathematics, and science as measured by the student's Iowa Statewide Assessment of Student Progress (ISASP) scores will be determined to be proficient if they satisfy the alternative standard of proficiency established by the IEP team.
- 6. Alternative but equivalent qualifying measures:
  - If students do not meet the requested Senior Plus Criteria, students may utilize the following appeal process
  - **Criteria for Appeals Eligibility:**
    - To be eligible for the IWCC Appeals Program, students must meet the following criteria:
      - Identified as Proficient in ISASP score qualifications in the subject of the requested courses or similar courses. If a student is not Proficient in an area, then the student will not be eligible for those requested college courses
      - High School Cumulative GPA of 3.25 or higher.
      - High School Subject Matter Content GPA of 3.0 or higher of requested college course
      - School attendance of 95% or higher as determined by administration.

## **Recognitions**

### **Academic Recognition**

#### Academic Letter Award

An Academic Letter Will Be Given To Students Who Have A Specified Cumulative Grade Point Average.

1<sup>st</sup> -year Letter Winner Will Receive A CHS Letter Inscribed With The Word "Academic."

2<sup>nd</sup> -year Recipients Will Receive A "Lamp Of Knowledge" Pin.

3<sup>rd</sup> / 4<sup>th</sup> -year Recipients Will Receive A "Year Bar."

To Be Eligible For An Academic Letter A Student Must Have A Cumulative GPA Of 3.5 At The End Of Second Term At Each Grade Level.

### **Graduating With Honors**

At Graduation, The Highest Cumulative GPA Will Be Designated As Class Valedictorian, And The Second Highest GPA Will Be Class Salutatorian.

Student GPA Between 3.25-3.49 Graduates With "Honors"

Student GPA Between 3.50-3.74 Graduates With "High Honors"

Student GPA Between 3.75-4.00 Graduates With "Highest Honors"

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## **Honor Roll:**

Honor Roll Is Computed and Published Each Grading Period. There Are Three Honor Roll Distinctions:

- Gold Honors GPA Of 3.67 To 4.00
- Silver Honors GPA Of 3.33 To 3.66
- Bronze Honors GPA Of 3.00 To 3.32

7-8 Grade Honor Roll Students will receive an Honor Roll Certificate every quarter.

## **Medication Administration Guidelines**

All medications should be taken before or after school hours whenever possible. However, it is understood that certain medications are required during the school day. Iowa State Law and Clarinda Schools allow medications to be administered at school only when the following specific guidelines are met.

- Medicine prescribed 3 times a day should be given at home; before, after school and at bedtime. Medications that are to be given four times a day will be given at lunch in the Student Health Office.
- Herbal remedies, Natural Supplements or Essential Oils not approved by the Federal Drug Administration will NOT be administered by school personnel.
- All medications must be brought to the school and picked up by an adult. The medication will be kept in a locked storage area and distributed by the school nurse or school personnel that have taken the Medication Administration Course. Medication will not be sent home with students. Any medication that has not been picked up by the last day of school will be disposed of properly.
- No medication is to be kept by students in their lockers, desks, or on them personally. Medications are to be kept in the school's designated area.
- Medications will be transported for field trips according to State of Iowa recommendations.
- Medication Administration Forms can be obtained from the school website or the school office.

Students With IEP's, As Required By Law, As Well As Students Who Receive Controlled Medications (Such As Ritalin, Phenobarbital, Or Codeine), Must Have A Signed Physician's Authorization For Each Medication On File At School. This Includes The Name Of The Medication, Dosage, Administration Route, Time To Be Given At School, Reason Receiving, And Possible Side Effects. Medication Authorizations Must Be Renewed Annually And Updated Immediately As Changes Occur.

It Is The Parent Or Guardian's Responsibility To Provide The Student's Medication To The School, As Well As Picking Up Any Remaining Medication At The End Of The School Year, Or Letting The School Know There Is A Change In Medication Or Dosage. When Controlled Medication Is Received, The Amount May Need To Be Documented. Medication Not Claimed By The Parent By The End Of The School Year Will Be Destroyed. Procedures For Destroying Medication Shall Include Witness And Documentation.

A Student Who Is Usually Responsible For Taking their Own Medication May Do So In School Without Supervision By School Personnel, Provided The Parent Has Supplied Written Authorization To The School. In Instances Of Self medication, It Is Understood That The School Bears No Responsibility For Safeguarding The Medication Or Assuring That It Is Taken, And The Parent Should Provide A Written Statement Relieving The School Of Such Responsibility.

## **Health And Immunization Certificates:**

Students Who Wish To Participate In Athletics Or Are Enrolling In The District For The First Time, Shall Have A Physical Examination By A Healthcare Provider Stating The Student Has Received The Immunizations Required By Law. This Certificate Of Health Will Be Kept On File At The Building In Which The Student Is Attending. Students Enrolling For The First Time In The District Shall Also Submit A Certificate Signed By A Health Care Provider

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Stating The Student Has Received The Immunizations Required By Law. 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.

### **Communicable Diseases:**

A communicable disease is any disease spread from person to person. Clarinda Community School district collaborates with Page County Public Health, CDC and local healthcare providers to provide guidelines, which in conjunction with the school nurse, define when a student is well enough to attend school.

### **Illness And Injury:**

The CCSD school nurse collaborates with the Page County Public Health, Iowa Department of Public Health, and local healthcare providers to provide guidelines which define when a student is well enough to attend school.

\*The General message to families, students, and staff is to stay home if you are not feeling well.

IF A STUDENT GETS SICK AT HOME: 24 hour Guidelines; Students should stay home until 24 hours FEVER free without fever-reducing medications (fever is defined as greater than or equal to 100.4 degrees.), 24 hours without VOMITING or DIARRHEA, and/or 24 hours after starting antibiotic treatment.

IF A STUDENT GETS SICK AT SCHOOL: School nurses will use professional judgment to determine if the student may return to class, be referred for further medical intervention or be sent home for rest and observation.

Regardless of the nature of the illness, anyone presenting with illness symptoms that suggest communicable illness (as defined above) will be sent home with instructions to consult with their healthcare provider who can further assess, diagnose, and prescribe appropriate care to include when it is advisable to return to school.

### **Protective Devices:**

In Accordance With State Law, Students Participating In Certain Classes Are To Wear Protective Devices. Any Student Failing To Comply With Such Requirements Will Be Temporarily Suspended From Participation In Said Course, And The Registration Of A Student For Such Course May Be Canceled By The Principal For Willful, Flagrant, Or Repeated Failure To Observe The Above Requirements.

## **Student Activities Code**

### **Academic Eligibility: 7th-12th Grade**

- Must Be A Full Time Student. A Full Time Student Should Be Enrolled In 8 Classes Each Semester.
- Must Pass All Courses At End Of Grading Period.
- Must Meet All Eligibility Requirements Of The Iowa High School Athletic Association, The Iowa Girls Athletic Union, The Iowa Music Association And The Iowa Speech Association.
- Entering The High School For The First Time As 9th Graders, Will Be Declared Academically Eligible. Ninth Grade Students Must Meet The Stated Standards After The First Semester Grade Period.
- Students With IEP's Will Be Eligible Based On The Student Progress On their Individual Education Program And The Recommendation Of The IEP Team.

These guidelines pertain to all extracurricular activities. Classes that may meet during the instructional day (Band, Choir, Drama, Ag, FCS or any other deemed by administration) are recognized as curricular in nature. Thus, enrollment is exempt from student eligibility guidelines. However, participation in public performances by students in curricular classes may be subject to the academic eligibility criteria.

Students Who Are Academically Ineligible After A Semester Remain Ineligible For 30 Calendar Days Of Athletic Competition Starting From The First Day The State Allows Athletic Competition. The Period Of Ineligibility For Non-athletic Activities Begins Immediately And Runs 30 Calendar Days. This Definition Does Not Apply To 9th Grade Students.

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## **Activity Policy:**

Clarinda Community Schools Boys' And Girls' Extracurricular Athletic Teams And Co-curricular Programs Are Before The Public Eye Throughout The School Year. In Order To Prevent Adverse Public Reaction, Prevent Dissension Within The Various Programs, And For The General Welfare Of All Participants And The School, It Is Imperative That Quality Standards Of Conduct, Appearance, Dress, Training And Eligibility Be Established As A Part Of The Extra/Co-curricular Programs.

## **Activity Participation:**

The Activity Program Functions On An Extra/Co-curricular Basis, And, Therefore, Student Participation Is Completely Voluntary. In Order To Participate In Extra/Co-curricular Activities, The Student Must Have On File In The Activity Director's Office The Following:

- Completed Physical Form (Athletics Only)
- Parental Consent To Participate (Athletics Only)
- Purchase Of Student Activity Ticket

Participants Are To Demonstrate Acceptable Standards Of Physical Training Throughout The Sport Season. An Activity Season Shall Be Defined As The Date Of The First Practice Through The Date Of The Final Contest Or Meet. Students Will Abstain From The Use Or Possession Of Alcohol, Use Or Possession Of Tobacco, And The Use Or Possession Of Drugs Or Other Controlled Substances.

## **Specific Rules For Students who participate in Activities:**

The Coaching Staff Or Activity Sponsor Shall Have The Authority To Establish Any Rules Which Will Aid In The Administration Of Their Sport Or Activity During The Season With The Approval Of The Principal And Activity Director. These Standards Have Been Developed For The Purpose Of Establishing And Maintaining A Quality Program At Clarinda High School. Also, From The Desire To Adhere To The Activity Code/Good Conduct Policy, A Sense Of Pride And Self Discipline Will Evolve Which Will Greatly Aid The Programs In Future Goals And Endeavors.

Each Head Coach/Sponsor Will Put Down Training Rules Besides The General Rules For Their Specific Sport. It Is The Responsibility Of Each Participant To Know These Rules And Then Adhere To Them. A Student May Be Dropped From The Sport Or Activity For Not Following These Specific Rules.

Parents Will Be Furnished A Copy Of Rules For A Specific Sport.

Each Head Coach Is Required To Provide The Dean of Students/Activities Director And Principal With A Copy Of Rules And Requirements Of Each Sport.

## **Factors For Athletic Eligibility:**

- A Student Must Have A Doctor's Certificate Of Fitness For The Current School Year.
- A Student Must Not Have Attended High School For More Than 4 Academic Years (9-12).
- A Student Must Not Be Twenty Years Of Age Or Over.
- A Student Must Pass All Regular Subjects The Last Term And Current Term.
- A Student Must Have Been In School Last Term And Must Have Entered School This Term No Later Than The Second Week Of School.
- A Student Must Never Have Accepted An Award For High School Athletic Participation Other Than The Unattached Letter Of The School Or Other Than An Inexpensive, Un-mounted, Unframed Paper Certificate Of Recognition.
- A Student Must Never Have Received Any Money, Expense Or Otherwise, For Participation In Any Athletic Activity.
- A Student Must Not Compete On A Team Other Than Our School Team During The Season Of A Sport Without The Previous Written Consent Of The Administration.
- A Student Must Not Have Trained With A College Squad Or Have Participated In A College Contest.
- A Student Must Not Have Changed Schools In The Current Term (Except A Residence Change With Parents).
- A Student's Habits And Conduct, Both In And Out Of School, Must Make The Student Worthy To Represent

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The Ideals, Principles, And Standards Of Our School.

- A Student Must Not Have Been Trained In Any Sport By Their Own Coach Outside The Season As Established By Their State Association.
- A Student Is Not Eligible For Any Extracurricular Activity During Any Period Of Suspension From School.

#### Personal Appearance

The Variations In The Physical Features Of Different Individuals Create A Need On The Part Of Coaches And Sponsors To Be Flexible When Evaluating A Participant's Appearance.

#### Conduct

As Representatives Of Clarinda Community Schools, Participants Are Expected To Conduct Themselves Properly In Their Own School And When Visiting Other Schools.

#### Dress

Students Will Conform To The Coach's Or Sponsor's Request For Game Or Contest Days And For Travel.

#### Attendance

Students Are Expected To Be In Regular Attendance The Day Of And The Day After A School Activity. Students cannot miss more than 45 minutes of the day. Failure To Adhere To This Expectation Will Result In Disciplinary Action Which May Include Removal Of Participation Privileges.

#### Practice Attendance

Practice Is Required If The Student Is In Attendance At School, Unless Excused By The Coach Or Sponsor. Penalty Shall Be Suspension From Competition.

#### School Transportation

All Team Members (Coaches, Managers, And Athletes) Will Travel To And From Competition On School Provided Transportation. Exceptions Will Be Considered If Arrangements Are Made In Advance And Parents Provide The Alternative Transportation.

#### Make-up School Work

All Schoolwork To Be Missed Because Of Participation In Extra/Co-curricular Activities Must Be Made Up Or Arrangements To Make Up Approved Prior To Departure. Pre-absence Slips Will Be Used For Classes Missed.

#### Quitting An Activity

Any Student Wishing To Quit An Extracurricular Activity Must Have A Conference With The Sponsor Of That Activity. Before Entering A New Activity In The Same Time Framework, The Student Must First Have A Conference With The Sponsor Of Both The Activity The Student Is Leaving And The One The Student Is Planning To Enter, And Then The Student Must Secure Permission From The High School Administration. Before Any Change In Activity Is Made, Written Parental Consent Must Be Submitted To The Administration. When Both Activities Involve Competition, Permission To Enter The New Activity Will Rarely Be Granted After Competition Has Begun.

### **Dual Sport Participation: 7th-12th Grade**

Students Participating In Two Activities During The Same Season

Students Are Allowed To Participate In Two Co-curricular Sports Activities (This Includes Cheerleading) During The Same Season. Students Wishing To Participate In Two Sports During The Same Season Will Need To Obtain A Request Form From The Athletic Director And Follow The Guidelines Set By The Athletic Department Involving Dual Sport Participation. Requests Must Be Turned In Before The First Practice.

#### Rules Of Dual-sport Participation

A Student Who Wishes To Participate In Two Sports During The Same Season Must Designate A Primary Sport

Before The Beginning Of The First Appointed Date Of Practice Set By IHSAA/IGHSAU For The Season Of Participation.

- A Primary Sport Is Defined As The Sport Which Takes Precedence Over Another Sport In The Event There Is A Conflict Of Schedule Or Any Other Matter That Could Lead To A Conflict. If One Sport Has A Contest And The Other Has Practice, The Contest Will Take Precedence.
- If One Sport Has A Competition And The Other Has A Hawkeye 10 Conference Contest, District/Regional Contest Or State Contest, The Student Will Go To Conference, District/Regional Or State Contest Regardless Of Primary Or Secondary Sport Designation.
- The Student Must Practice In Both Sports But The Amount Of Practice Time Will Vary. On Non-competition Days, The Athlete Will Go To The Primary Sport Practice And Then Try To Make It To The Secondary Sport Practice, If that Is An Option. Secondary Sport Coaches Will Need To Work Out Practice Times With The Dual Sport Athletes.
- Dual Sport Athletes Should Not Be Punished For Missing Practice.
- Approval May Be Denied Because Of Academic Concerns At Any Time During The Sport Season. The Athlete Then Will Participate In The Primary Sport Only.
- The Student And Parents Or Legal Guardians Must Sign A Contract Of Dual-sport Participation Before The First Practice Session He Or She Attends.
- In The Event That A Student Is Disciplined For Any Infraction In A Specific Sport, The Consequence Will Also Be Applied To The Second Sport In The Season Of Dual Participation.

## **Extracurricular Activities**

### Clubs/Organizations

Cardinal Yearbook  
International Thespian Society  
Class Officers  
National Honor Society  
FCCLA Student Council  
FFA  
BPA  
9-12 Student Council  
7-8 Student Council  
Art Club  
Spanish Club

### Fine Arts

Band (Pep, Jazz & Concert)  
Chorus  
Ensembles (Instrumental & Vocal)  
Fall / Spring Play  
Individual/Large Group Contest Speech

### Athletics

Baseball (Summer)  
Golf (Boys & Girls)  
Basketball (Boys & Girls)  
Softball (Summer)  
Cheerleading  
Tennis (Boys & Girls)  
Cross Country & Track (B & G)  
Volleyball  
Football Wrestling  
Bowling (Boys & Girls)

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## **Open Night:**

CCSD BOE Policy 508.2 <https://clarinda.iowaschoolfinance.com/policy/5082-open-night>

In keeping with good community relations, CCSD-affiliated student activities, including meetings, practices, rehearsals, competitions or performances by student groups, teams or organizations, will not be scheduled past 6:30 p.m. on Wednesday night or on Sunday mornings before noon. Exceptions must be approved by the CCSD School Board.

All CCSD-affiliated school activities will follow the exceptions agreed upon by the Hawkeye-10 Activity Directors. It is the responsibility of the building principal and/or Activities Director to oversee compliance with this policy.

## **Social Events:**

All School-sponsored Events shall be under the control of CCSD employees. Approval for an event shall be secured from the Activities Director or Principal. The event shall be placed on the school calendar before a public announcement is made. As determined by the building administration, the event hours, behavior, and activities related to school sponsored events should be considered reasonable and proper.

## **Student Council:**

The Majority Of The Social Functions Of The High School Are Handled Through The Student Council Organization. The Major Highlight Handled By The Group Has Been Homecoming. The Student Council Most Importantly Serves The Chief Purpose As The Connecting Link Between The School Staff And The Student Body. You Are Urged To Make Use Of The Members So They Can Bring Both Individual And Group Problems Before The Governing Body.

## **Student Organizations:**

No Student Organization Shall Exist Unless It Is Approved By The Board Of Directors. The Building Principal Shall Determine Qualifications And Regulations For Student Groups And Shall Make Recommendations To The Board and Superintendent For Groups Seeking Approval.

Applications For Organizing Shall Be Relayed To The Superintendent Through The Building Principal.

## **Open Enrollment**

Student transfers into Clarinda:

CCSD BOE Policy 501.6 <https://clarinda.iowaschoolfinance.com/policy/5016-student-transfers>

Students transfers out or withdrawals from Clarinda:

CCSD BOE Policy 501.7 <https://clarinda.iowaschoolfinance.com/policy/5017-student-transfers-out-or-withdrawals>

## **Emergency Drills for Standard Response Protocol: Evacuate / Shelter / Lockout/ Hold /Lockdown**

Clarinda School conducts emergency drills designed to assure the orderly movement of students and personnel to the safest area available. Even though these are almost always for practice, it is very important for students and teachers to treat them seriously.

All procedures follow the Standard Response Protocol. More information can be found at:

<https://iloveguys.org/>

## **Emergency School Closing or Delay**

In the event weather conditions or emergencies make it necessary to close or delay school, KMA radio 960 AM, 99.1 FM and the school social media/website shall provide public information. Parents will be notified through the student information system via text or email.

## **Homelessness**

CCSD BOE Policy 501.16 Homeless Children and Youth

<https://clarinda.iowaschoolfinance.com/policy/50116-homeless-children-and-youth>

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## **Lockers/Backpacks/Handbags**

Student lockers are the property of the school district. Students shall use the lockers assigned to them for storing their school materials and personal items necessary for attendance in school. It shall be the responsibility of each student to keep the student's assigned locker clean and undamaged. The expenses to repair damage done to a student's locker may be charged to the student. A student's locker may be searched whenever an administrator or teacher has a reasonable and articulable suspicion that a criminal offense or a school district policy, rule or regulation bearing on school order has been violated and the administrator or teacher has a reasonable and articulable belief that the search will produce evidence of the violation. Illegal items may be given to law enforcement officials. Lockers may be searched at any time with at least two people present. Locker maintenance inspections are conducted periodically throughout the school year to ensure that lockers are kept clean and well maintained.

Due to safety, backpacks, bookbags, satchels, handbags, purses, etc will need to be in lockers throughout the day with exception of going to PE or off campus classes.

Students **MAY NOT** change lockers at any time during the year unless the office grants permission.

## **Video cameras**

The school district will annually provide the following notice to students and parents: The Clarinda Community School District Board of Directors has authorized the use of video cameras in school buildings and on school grounds. The video cameras will be used to monitor student behavior, to maintain order, and to promote and maintain a safe environment. Students and parents are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. The content of the videotapes are confidential student records and will be retained with other student records. Videotapes will only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view videotapes of their child if the videotapes are used in a disciplinary proceeding involving their child.

## **Good Conduct Rule**

<https://clarinda.iowaschoolfinance.com/policy/5034e1-good-conduct-policy-revised-2000-01>

It is the belief of the Clarinda Community School District that public education is a right. However, participation in extracurricular activities is a privilege and carries expectations of exemplary responsibility and behavior. The district cannot account for every situation and this serves as a guide and is not all inclusive. The district receives the right and authority to address issues and concerns as it deems necessary and appropriate.

Students who participate in extracurricular activities should display the highest character while serving as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal or violate the Code of Conduct. Students who fail to abide by this policy and administrative regulations supporting it may be subject to disciplinary measures. The principal (or designee) shall keep records of violations of the Good Conduct Rule. It shall be the responsibility of the superintendent (or designee) to adopt rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set forth by the school district for participation in the activity.

The following activities are covered by district policies and rules: athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, National Honor Society, all co-curricular clubs (e.g., Spanish Club), all honorary and elected offices (e.g., Homecoming King/Queen/court, graduation speaker, class officer, student government officer or representative), state contests and performances for cheerleading or any other activity where the student represents the school district. Any student with a Good Conduct Violation within twelve (12) months of homecoming, will not be eligible for homecoming royalty.

To retain eligibility for participation in Clarinda High School extracurricular activities, students must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an

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activity are expected to serve as good role models to other students and to the members of the community.

Any student who admits to or who is found to have used or to have been in possession or control of an alcoholic beverage (as defined in Chapter 123 of the 1999 *Code of Iowa*) or a controlled substance (as defined in Chapter 124 of the 1999 *Code of Iowa*), or who admits to or is found by school administration to have used or possessed cigarettes, vapes, juuls or tobacco products (as defined in Chapter 453A of the 1999 *Code of Iowa*) or to have committed any criminal offense (other than minor traffic violations), shall be ineligible for public performances in his/her current extracurricular activities.

## **VIOLATIONS OF THE GOOD CONDUCT RULE**

### **Category A**

- Possession, use, distribution/purchase or attempted distribution/purchase of illegal drugs or paraphernalia, or the unauthorized possession, use, distribution/purchase or attempted distribution/purchase of otherwise lawful drugs without a legal prescription.
- O.W.I., felonious charges, and “zero tolerance” (zero tolerance includes violations that align with federal mandates – i.e. weapons on school grounds, commission of serious crimes, etc.).

### **Category B**

- Engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system and chargeable as an aggravated misdemeanor, or serious misdemeanor, regardless of whether the student was cited, arrested, convicted or adjudicated for the act(s).
- Use, possession, or purchase of alcoholic beverages.
- Any action that could be considered dangerous to the well-being of the student, and/or the school is prohibited. Examples include, but are not limited to, huffing, over consumption of cough medicine, use of look-a-like chemicals, etc.

### **Category C**

- Use, possession or purchase of tobacco products, regardless of the student’s age.
- Gross misconduct, gross insubordination, hazing, harassment of others, etc.
- Whenever a student engaged in any act that would be grounds for arrest or citation in the criminal or juvenile court system and chargeable as a simple misdemeanor, the administration may impose the GCR pending their investigation. (e.g. Shoplifting, trespassing)
- The administration has the discretion to categorize a violation under a higher category if the situation warrants.

## **The Activities Director shall keep records of violations of the Good Conduct Rule.**

## **CONSEQUENCES**

### **Category A:**

#### **1st offense:**

- Including, but not limited to, activities listed
- Suspended for 50% of current sport or sports, if participating in more than one sport during a season, or next sport in which the student is involved, and which takes place within the next 12 months
- Suspended from the next 2 drama performances which take place within the next 12 months
- Suspended from the next 2 speech contests which take place within the next 12 months
- Suspended for 50% of the vocal performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school
- Suspended for 50% of the band performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school. However, if the student is involved in summer performances, the suspension period will begin at the time of the next performance
- If involved in extracurricular organizations other than those addressed above, the student will be suspended

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from the next 4 upcoming performances/contests in each organization, which take place within the next 12 months

- Completion of the education program

**Category A:**

**2nd offense or more:**

- Including, but not limited to, activities listed
- Suspended from sport, or sports, if participating in more than one sport during a season, and other extracurricular performances/contests for the next 12 months
- Completion of the education program

**Category B:**

**1st offense:**

- Including, but not limited to, activities listed
- Suspended for 25% of current sport, or sports, if participating in more than one sport during a season, or next sport in which the student is involved, and which takes place within the next 12 months
- Suspended from the next drama performance which takes place within the next 12 months
- Suspended from the next speech contest which takes place within the next 12 months
- Suspended for 25% of the vocal performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school
- Suspended for 25% of the band performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school. However, if the student is involved in summer performances, the suspension period will begin at the time of the next performance
- If involved in extracurricular organizations other than those addressed above, the student will be suspended from the next 2 upcoming performances/contests in each organization, which take place within the next 12 months
- Completion of the education program

**Category B:**

**2nd offense:**

- Including, but not limited to, activities listed
- Suspended for 50% of current sport, or sports, if participating in more than one sport during a season, or next sport in which the student is involved, and which takes place within the next 12 months
- Suspended from the next 2 drama performances which take place within the next 12 months
- Suspended from the next 2 speech contests which take place within the next 12 months
- Suspended for 50% of the vocal performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school
- Suspended for 50% of the band performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school. However, if the student is involved in summer performances, the suspension period will begin at the time of the next performance
- If involved in extracurricular organizations other than those addressed above, the student will be suspended from the next 4 upcoming performances/contests in each organization, which take place within the next 12 months
- Completion of the education program

**Category B:**

**3rd offense or more:**

- Including, but not limited to, activities listed

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- Suspended from sports and other extracurricular performances/contests for the next 12 months
- Completion of the education program

**Category C:**

**1st offense:**

- Including, but not limited to, activities listed
- Suspended for the next athletic contest in which the student is involved, and which takes place within the next 12 months (if the student is involved in more than one sport during any given season, s/he will miss the next athletic contest in each sport.)
  - If involved in other extracurricular activities, will miss the next upcoming performance/contest in each activity, which takes place within the next 2 weeks

**Category C:**

**2nd offense:**

- Including, but not limited to, activities listed
- Suspended for 25% of current sport, or sports, if participating in more than one sport during a season, or next sport in which the student is involved, and which takes place within the next 12 months
- Suspended from the next drama performance which takes place within the next 12 months
- Suspended from the next speech contest which takes place within the next 12 months
- Suspended for 25% of the vocal performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school
- Suspended for 25% of the band performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school. However, if the student is involved in summer performances, the suspension period will begin at the time of the next performance
- If involved in extracurricular organizations other than those addressed above, the student will be suspended from the next 2 upcoming performances/contests in each organization, which take place within the next 12 months Completion of the education program

**Category C:**

**3rd offense or more:**

- Including, but not limited to, activities listed
- Suspended for 50% of current sport, or sport, if participating in more than one sport during a season, or next sport in which the student is involved, and which takes place within the next 12 months
- Suspended from the next 2 drama performances which take place within the next 12 months
  - Suspended from the next 2 speech contests which take place within the next 12 months
- Suspended for 50% of the vocal performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school
- Suspended for 50% of the band performances which take place within the next 3 months. If the incident occurs during the summer, the 3-month suspension period will begin on the first day of school. However, if the student is involved in summer performances, the suspension period will begin at the time of the next performance
- If involved in extracurricular organizations other than those addressed above, the student will be suspended from the next 4 upcoming performances/contests in each organization, which take place within the next 12 months Completion of the education program

**Suspension from Sporting Events - Regulations**

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Suspension from sporting events is described below. The number of suspensions listed represents dates; not necessarily games/meets. The suspension will move to the next regularly scheduled date if the activity scheduled on one of the identified dates is postponed or canceled. Each day of a multi-day meet or tournament is considered a date (e.g. John Harris Wrestling tournament is two dates). Furthermore, the suspension applies to the student's primary level of competition. Additionally, the student will be ineligible to compete in all other performances or contests at any level during the primary level suspension period.

If a sports season ends prior to completion of the suspension, there will be a “carry-over” to the next sport in which the student is participating. Also, the student will be required to complete the sport season in which they are participating, or the suspensions served during that season will be invalid.

During the suspension period, the student will be expected to continue practicing, but will not be able to participate in contests or performances, as outlined below:

### **High School Sports**

Timely Admission

25% 50% 25% 50%

Football 2 4 1 3

Cross Country 2 4 1 3

Volleyball 3 7 2 6

Basketball 5 10 4 9

Wrestling 3 7 2 6

Bowling 3 7 2 6

Tennis 3 6 2 5

Track 3 6 2 5

Golf 3 6 2 5

Baseball 7 15 6 14

Softball 7 15 6 14

Cheerleading Corresponds with sport in season

### **Education Program**

Following a violation in Category A or B, the student will complete a series of questions (short answer & essay) pertaining to drug awareness/illegal offenses, and will address issues such as: effect on self, effect on family and others, effect on other members of the team/group, knowledge of the good conduct rule and what happens on the next offense, etc. The student will remain ineligible as long as the educational component is incomplete. Satisfactory completion of the educational component will be determined by the administration.

### **Honesty Clause/Timely Admission**

We want to encourage students to be honest with the school regarding violations of the Good Conduct Rule. Students who make a “timely admission” to school administration regarding a violation of the GCR will be given the opportunity to take a one-performance/contest suspension reduction in all activities to which the suspension applies.

“Timely Admission” means the student notifies school administration on the next day of attendance following the violation. If the violation occurs during the summer break, the student has (3) days to make a “timely admission” to school administration. This “timely admission” option is available only once and only with a first violation of either Category A or B.

### **PENALTIES:**

When the administration believes it is more likely than not that the student violated the Good Conduct Rule, during the school year or summer, the student is subject to a loss of eligibility as follows:

- First Offense: up to six (6) weeks of ineligibility.

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- Second Offense: up to ten (10) weeks of ineligibility.
- Third Offense (and each subsequent offense): up to twelve (12) calendar months of ineligibility. An ineligible student is expected to continue to attend all practices, rehearsals, or organizational meetings to the conclusion of an activity, but may not “suit up”, perform/ participate, nor exercise the duties or privileges of any school organizational office.

## **National Honor Society:**

Students must be a junior or senior to apply for the National Honor Society. To be a member of the National Honor Society, one must exemplify certain qualities. Those qualities are the following:

- **Leadership:** The student who exercises leadership is resourceful in proposing new problems, applying principles, and making suggestions. This person demonstrates initiative in promoting school activities, positively influencing peers, upholding school ideals, delegating responsibility, inspiring others, demonstrating academic initiative, and being dependable.
- **Character:** The student of character takes criticism willingly and accepts recommendations graciously, consistently exemplifies desirable qualities of behavior (cheerful, friendly, etc.), and upholds principles of morality and ethics. The student also cooperates with school regulations concerning property, programs, etc., demonstrates the highest standards of honesty and reliability, is courteous and respectful to others, avoids cheating in written work, is punctual, and helps to rid the school of bad influences.
- **Scholarship:** The student must have a 3.5 grade point average or better.
- **Service:** The student who exemplifies service is willing to give time and effort to improve their community. Service is also shown as the ability to complete a goal by working with other people and doing so without quarrel.

**Students who wish to apply to become National Honor Society members must complete and submit the following:**

- A National Honor Society application form (attached)
- A 300-500 word typed essay on the following topic:
  - Choose one of the four above qualities you believe needs the most improvement. Explain why you believe this and how the NHS will help you improve this quality.
    - Give reasons as to why you believe you need improvement in this area.
    - In what ways will the NHS help you improve?
  - Format: Introductory paragraph, body of support, and conclusion paragraph. Your essay must reflect a well-thought-out, organized, sincere, and complete paper. Please double-space your essay.

## **Criteria**

The National Honor Society is to be composed of the best representatives of Clarinda High School. As a possible member, you are to possess the qualities desired by today’s young people, as you are our future leaders. As a prospective member, you are not expected to be perfect but to maintain a high standard of living.

Unacceptable behavior includes the illegal use of alcohol, drugs, tobacco, theft, cheating, fighting, forging, harassment, and vandalism. Other intolerable behavior consists of all other activities that result in in-school alternative placement or expulsion.

Behavior found to be questionable of an inducted member’s character shall not be tolerated and may be subject to disciplinary measures, which may result in dismissal. These would include unacceptable acts on and off school grounds as specified in the CHS Student Good Conduct Rule. Consequences for misconduct will be determined by the Clarinda High School National Honor Society faculty and school officials.

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Students selected to join the Clarinda High School National Honor Society will be expected to perform individual and CCSD NHS group community service.

- **All completed essays (including all pages) should be handed to Mrs. Vanden Bosch with the application form by 3:00 p.m., Friday, September 5th, 2024. Any items that are handed in after this will NOT be considered and will be discarded.**

### **Selection Process**

All faculty, except for the National Honor Society sponsor, will rate applicants in Leadership, Character, and Service on a 1-4 scale, 1 being the lowest and 4 being the highest. All faculty members will also be given a definition sheet on Leadership and Character to aid in evaluating those areas while having access to applicant-completed forms to assess the area of Service better. All scoring should be free of hearsay and rumor. A faculty selection committee will then meet to compile results and make the final decision. Leadership, Character, and Service areas must maintain a threshold of 3.0 on a 4-point scale for the applicant to be considered. If an applicant receives a 1.5 in the area of Character but a 3.5 in the area of Service, then the applicant cannot be considered, as the area of Character fell below the 3.0 limit. This type of scoring is necessary and relevant because a student of the National Honor Society must exhibit strengths in all areas.

## **Course Selection Guide:**

### **ACADEMIC POLICIES & PROCEDURES**

#### **INTRODUCTION**

This handbook is published annually to give students, parents, and staff the information needed to plan and manage each student's success in high school. A successful high school experience is the outcome of knowing what is required, careful selection and sequencing of courses, and awareness of important academic policies and procedures. Counselors, administrators, and teachers stand ready to help students develop plans and make decisions. Students, however, must assume the greatest responsibility for their success in high school since they direct their development and choose where and how to use their effort and talents. Students and families need to be aware that all course offerings are subject to enrollment.

The courses listed below are not a guaranteed offering each semester.

#### **District Mission:**

The Clarinda Community School District's mission is to educate all students to succeed by ensuring quality leadership, curriculum, assessment and instruction.

#### **NON-DISCRIMINATION STATEMENT**

It is the policy of the Clarinda Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination.

If you have grievance related to this policy, please contact the district's Equity Coordinator, Heidi Bird at:

423 E. Nodaway PO Box 59

Clarinda Iowa 51632

712-542-5165

hbird@clarindacsd.org

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## GRADUATION REQUIREMENTS

Recommended Year & Course Schedule of Required Courses	Credit Requirements
<b>Freshman Courses:</b>	<b>English Language Arts</b> <span style="float: right;"><b>8 credits</b></span>
English 9	<b>Financial Literacy</b> <span style="float: right;"><b>1 credit</b></span>
Mathematics	<b>Health</b> <span style="float: right;"><b>1 credit</b></span>
Physical Science	<b>Mathematics</b> <span style="float: right;"><b>6 credits</b></span>
World History	<b>Physical Education</b> <span style="float: right;"><b>4 credits</b></span>
Physical Education	<b>Science</b>
<b>Sophomore Courses:</b>	<b>Physical Science</b> <span style="float: right;"><b>2 credits</b></span>
English 10/Communications	<b>Biology</b> <span style="float: right;"><b>2 credits</b></span>
Mathematics	<b>Science Elective</b> <span style="float: right;"><b>2 credits</b></span>
Biology	*Science elective Course must be chosen from the following list and taught by a Clarinda High School teacher for CCSD graduation credit*
American History	Basic Anatomy
Physical Education	Chemistry
Health I	Earth & Space Science
	Forensic Science
	Human Anatomy and Physiology
	Physics
<b>Junior Courses:</b>	<b>Social Studies</b>
English 11	<b>World History</b> <span style="float: right;"><b>2 credits</b></span>
Mathematics	<b>American History</b> <span style="float: right;"><b>2 credits</b></span>
Science Elective	<b>American Government</b> <span style="float: right;"><b>1 credit</b></span>
Social Studies Elective	<b>Social Studies Elective</b> <span style="float: right;"><b>1 credit</b></span>
Physical Education	*Social Studies elective Course must be chosen from the following list and taught by a Clarinda High School teacher for CCSD graduation credit*
	Current American History
	Economics
	Geography
	Psychology
	Sociology
	Street Law
<b>Senior Courses:</b>	<b>Elective Courses</b> <span style="float: right;"><b>20 Credits</b></span>
English 12	
Approved English Elective	
Personal Finance	
Science Elective	
American Government	
Physical Education	
	<b>Total</b> <span style="float: right;"><b>52 Credits</b></span>

- To be eligible to receive a diploma from Clarinda Jr/Sr High School, a student must complete the 52 credit requirements shown above.
- Each credit is one semester in length, except PE and advanced Fit is 0.5 credit per semester.
- All students must show mastery of cardio-pulmonary resuscitation (CPR) as required by the state of Iowa. This is completed during ISASP testing Senior Year.
- Students must be enrolled in 8 class periods per semester.
- CHS requires 8 semesters of enrollment unless early graduation is applied for and granted according to the School Board's policy for early graduation.
- Physical Education is required each semester.
- Courses must be selected from the High School Course offerings portion of this document for high school graduation credit, with the exception of elective courses. Qualified students may take IWCC courses for elective credit only. This does not apply to the required science, social studies, and english elective credits that are needed for CCSD graduation.

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## HIGH SCHOOL COURSE OFFERINGS

### AGRICULTURAL SCIENCE

#### Agricultural Education I

*Terms:* 2

*Credit/Semester:* 1

*Grade Level:* 9,10

*Prerequisite:* None

NCAA: No

RAI: No

This course surveys a wide array of topics within the agricultural industry, and students with no agricultural background will find areas of interest in this course offering. Students will be exposed to the many careers in agriculture and will study the food and fiber system -- its history and social/environmental impact on our state and world. International agriculture will be a focus, as students will examine a wide variety of animals and crops found throughout the world. Students will also study animal husbandry areas that make up the U.S. agricultural sector and will learn about the production and management of livestock. Other topics studied in this course include an introduction to FFA and SAE, leadership abilities and how to conduct meetings, basic record keeping skills, and basic woodworking skills. The use of computers and the internet will be an effective resource for students in Ag. Ed. I. Students will be introduced to how science is integrated into agriculture through labs and other activities from the CASE curriculum.

#### Agricultural Education II

*Terms:* 2

*Credit/Semester:* 1

*Grade Level:* 10,11,12 *Prerequisite:* Ag. Ed. I

NCAA: No

RAI: No

This course involves the study of biological concepts and principles of plant growth and development. Topics include the importance of plants to the environment, plant classifications, functioning parts of the plant, and the importance of plant physiology in growth and development. Students will examine the practices in U.S. and world plant production and identify their importance as a food source for a growing world population. Students will take an in-depth look at the life cycle of plants and plant classification and will gain valuable hands-on experience by working with each other in small groups collecting and identifying plants throughout the area. Ag. Ed. II students will also work with each other in examining current issues in agriculture and discussing and debating these issues with one another. Students will gain leadership and communication skills by learning parliamentary procedure. Students will be introduced to how science is integrated into agriculture through labs and other activities from the CASE curriculum.

#### Ag. Careers & Industry

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*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 10,11,12*

*Prerequisite: None*

*NCAA: No*

*RAI: No*

This course will provide the students with basic leadership and personal development skills that will transfer as the student continues with their education, community involvement, and/or employment. Throughout the semester students will be provided with opportunities to develop knowledge and skills that pertain to the agriculture industry and careers with the industry. The course will combine classroom instruction with business and industry experiences/opportunities. The main goal is to prepare students with a variety of skills for a potential career in agriculture or a foundation for any setting. Students will have a capstone project that includes resume, job application, cover letters, work/school samples.

### **Agricultural Communications**

*Terms: 1*

*Credit/Semester: 1*

*Prerequisite: None*

*NCAA: No*

*RAI: No*

*Grade Level: 11,12*

*Enrollment Limit: 18*

Can satisfy an english elective credit. This is a very practical, hands-on course in which students will gain valuable experience in communicating in the business world. The primary goal of the course is to help students communicate successfully through written and oral business messages that receivers can easily understand and to which they will react favorably. Topics in which students will gain experience are writing effective letters, memos, reports, and proposals and learning how to give proper oral reports to different audiences. Students will use computers extensively to create the documents listed above and learn to write effectively for their future endeavors in the business world.

### **Conservation**

*Terms: 1 Credit/Semester: 1 Grade Level: 9,10,11,12 Prerequisites: None*

*NCAA: No*

*RAI: No*

*Enrollment Limit: 18*

This course will engage students in the study of conservation practices throughout Iowa and the U.S. and the study of natural resources in the U.S. and the world. Students will gain an understanding of the importance of soil science and its properties and functions by taking soil samples and judging soil. Students will also be exposed to the topic of wildlife management as well as water quality and watershed issues. Another area of study will be tree identification

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and physiology, in which students will study how trees can protect wildlife and land, clean our air and streams, and impact our nation's energy needs. Students will be introduced to how science is integrated into agriculture through labs and other activities from the CASE curriculum.

### **Food Science**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 10,11,12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

*Enrollment Limit:* 15

Discover the science behind your favorite foods! How is your favorite food made? Are additives and GMO's bad? Will you get sick if you eat mold? These questions and more will be answered as you investigate principles of food processing and food science. Topics to be covered include food safety and regulations, processing and preservation, product development, and nutritional content of various foods. The course places emphasis on hands-on lab activities and discussion.

### **Horticulture**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9,10,11,12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

*Enrollment Limit:* 18

Horticulture students will be engaged in learning many different practices and procedures in the horticulture industry. An overview of horticulture and plant science concepts will begin the course, followed by hands-on activities which include seed germination, taking cuttings and propagating them, transplanting, grafting tree branches, and pruning trees. Nursery management principals will be discussed, along with the choice of horticulture careers in the business world today. Students will be introduced to how science is integrated into agriculture through labs and other activities from the CASE curriculum.

### **Landscape Design**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9,10,11,12

*Prerequisite:* None

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NCAA: No

RAI: No

*Enrollment Limit: 12*

Landscape Design students will begin a study on landscaping and will utilize a computer program to perform their own landscape designs. Students will also look into the increasingly popular area of turf and lawn grass management and discover the importance of these areas of study to home and recreational horticulture. Other areas of interest in which students will gain an understanding and receive hands-on experience are xeriscaping, interior landscaping, and floriculture.

### **Ag Marketing**

*Terms: 1*

Credit/Semester: 1

*Grade Level: 11,12 Prerequisite: None*

NCAA: No

RAI: No

*Enrollment Limit: 18*

Any student who plans to enter the world of business will benefit. Students entering careers such as banking, business, economics, and marketing will develop an understanding of U.S. and world production, specialization and trade, U.S. and world markets, and the principles of supply and demand. An overview of marketing concepts, activities, & principles will be studied, along with commodity marketing and pricing strategies. Students will be involved in giving sales presentations and will also develop marketing strategies of their own in order to gain valuable experience in organizing their marketing activities.

### **Small Animal Veterinary Science**

*Terms: 1*

Credit/Semester: 1

*Grade Level: 10,11,12*

*Prerequisite: None*

NCAA: No

RAI: No

*Enrollment Limit: 15*

Students learn how to keep your pets happy, healthy, and safe with actual animals. You will learn how to make diagnoses, and analyze diets and nutrition. You will learn how to bandage an injury, stitch a wound, and address any major medical emergency. You will understand what it takes to effectively care for small animals in any situation. This is an ideal class for anyone who loves caring for animals or who wants to pursue a career in a

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medical field. This class involves opportunities to work with live dogs and cats as well as various other species.

### **Large Animal Veterinary Science**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 10,11,12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

*Enrollment Limit:* 15

Students in this course explore health and diseases, analyze pathogens and learn how to reduce the prevalence of disease through administration of vaccines, antibiotics, and other health measures. Students explore the reproductive system of mammals. Students explore nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams.

### **Ag Internship**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 11,12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

*Enrollment Limit:* 10

This experience gives students the opportunity to receive on-the-job training at one or more work sites on a non-paid basis. The focus is on long-term training. Work sites are secured and monitored by the Internship Coordinator(s). Work evaluations are completed. The Coordinator will meet weekly with students to review performance.

### **Ag Seminar**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9, 10, 11,12 *Prerequisite:* None

*NCAA:* No

*RAI:* No

*Enrollment Limit:* 10

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This course covers basic hand tool and machine operations in the wood/carpentry shop. Shop and machine safety are prioritized and operation of jigsaw, band saw, scroll saw, drill press, jointer, table saw, bandsaw, sanders, lathe, and portable tools will be implemented. Semester consists of required projects aimed at principles of construction, joints, assembly, gluing, clamping, and finish. The final for the semester focuses on the design and construction of the student's own project(s).

### **AG Dual College Credit Classes**

#### **Farm Business Management (AGB 330)**

*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 10,11,12 Prerequisite: None*

*NCAA: No*

*RAI: No*

*Enrollment Limit: 18*

*\*College credits (3) available for this course*

Farm Business Management examines the business and economic principles applied to decision-making and problem-solving in the management of a farm business. Students learn about cash flow, partial, enterprise, and whole farm budgeting. Additional topics include: information systems for farm accounting, analysis, and control; obtaining and managing land, capital, and labor resources; and alternatives for farm business organization.

#### **Survey of Animal Industry (AGS 113)**

*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 10,11,12 Prerequisite: None*

*NCAA: No*

*RAI: No*

*Enrollment Limit: 18*

*\*College credits (3) available for this course*

Survey of the Animal Industry examines ways domestic animals serve the basic needs of humans for food, shelter, protection, fuel, and emotional well-being. Terminology, basic structures of the industries surrounding the production, care, and marketing of domestic animals in the U.S. Includes hands-on learning experiences relative to production and/or companion animals common to the area.

#### **Introduction to Crop Science (AGA 181)**

*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 10,11,12 Prerequisite: None*

*NCAA: No*

*RAI: No*

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*Enrollment Limit: 18*

*\*College credits (3) available for this course*

Introduction to Crop Science examines the basic structure and function of plants, origin and classification, growth and development. Fundamentals of photosynthesis, plant water use, plant nutrition and genetics that regulate plant growth, development and responses to the environment.

### **Introduction to Soil Science (AGA 182)**

*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 10,11,12*

*Prerequisite: None*

*NCAA: No*

*RAI: No*

*Enrollment Limit: 18*

*\*College credits (3) available for this course*

Introduction to Soil Science covers physical, chemical, and biological properties of soils, soil formation, classification and global distribution, soil health, soils and humanity and sustainable land management.

### **Ag Selling (AGB 336)**

*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 10,11,12 Prerequisite: None*

*NCAA: No*

*RAI: No*

*Enrollment Limit: 18*

*\*College credits (3) available for this course*

Principles of selling with application to agricultural and food related businesses. Attitudes, value systems, and behavioral patterns that relate to agricultural sales. Marketing, selling strategies, preparing for sales calls, making sales presentations, handling objections, and closing sales. Analysis of the buying or purchasing process. Evaluation of the agri-selling profession.

## **BUSINESS AND TECHNOLOGY EDUCATION**

### **Accounting I**

*Terms: 2*

*Credit/Semester: 1*

*Grade Level: 10, 11, 12*

*NCAA: No*

*RAI: No*

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*Prerequisite:* A “C” or better in General Business, Personal Finance, or teachers’ permission

Accounting I is designed to provide the student with necessary fundamental principles needed to keep systematic & accurate financial records. Accounting covers complete accounting cycles of sole proprietorships, partnerships and corporations. Accounting 1 is recommended for the college-bound student. Practical simulations are offered that will give first-hand experience on how accounting actually works in a business situation. Daily homework will be assigned. May be taken in grade 10 with teacher permission. It is suggested that Accounting I be taken during their 10th grade year, Accounting II during their 11th grade year, and Principles of Accounting at IWCC during their 12th grade year.

### **Accounting II**

*Terms:* 2

*Credit/Semester:* 1

*Grade Level:* 11, 12

*Prerequisite:* Accounting I

*NCAA:* No

*RAI:* No

Accounting II is a full-year course which continues the theories learned in Accounting I. This course is designed for the student specifically interested in a business career. It is highly recommended for the student planning to major in business in college. The course includes 20 chapters & 3 packets. Computerized accounting applications will be infused throughout the course. Daily homework will be assigned. It is suggested that Accounting II should be taken during their 11th grade year, and Principles of Accounting at IWCC during their senior year.

### **Desktop Publishing**

*Terms:* 1

*Credit / Semester:* 1

*Grade Level:* 9, 10, 11,12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

This class will challenge students to create projects published from various applications. Both the technical & artistic layouts of work to be viewed by the public are explored. Student work will be displayed. Students will have a very good understanding of Photoshop and Pixels.com

### **General Business (Business I)**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9, 10, 11, 12

*Prerequisite:* None

*NCAA:* No

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RAI: No

This course offers a variety of units on business concepts and skills that everyone must learn to function in today's society. It is suggested that future accounting students enroll in this course to give them a better business foundation. Topics include:

- Basic Economics—(needs and wants) (supply and demand) (recession and recovery)
- Ethics and Social Responsibility—doing the right thing (businesses and individuals) ●
- Foreign Trade—imports, exports, foreign currency (international business)
- Business Types and Ownerships—sole owners, partnerships, corporations (stock market)
- Government—USDA, EPA, FDIC, etc. (Prepare a 1040 tax return)
- Online Banking—complete a banking packet and understanding identity theft

### **Computer Science**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9, 10, 11, 12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

Computer Science is a Semester-long course that allows you to learn the basics of computer science. You will explore digital citizenship, programming, coding basics, problem-solving, and innovation through a variety of technology-driven, hands-on activities, and projects through, but not limited to code.org curriculum.

### **Information Management**

*Terms:* 1

*Credit/Semester:* 1 *Grade Level:* 9, 10, 11, 12

*Prerequisite:* None

*NCAA:* No

*RAI:* No

This course is intended to enhance competencies in the use of spreadsheet and database programs to better manage information. Skills taught include the creation of spreadsheets and databases, calculations, creating charts and graphs, layouts, reports, and searches.

### **Information Technology**

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9, 10, 11,12 *Prerequisite:* None

*NCAA:* No

*RAI:* No

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Students will develop the necessary skills to code and program websites, games and robots using problem-solving skills to complete projects and assignments. Additional topics include exploration of current trends in technology, selecting equipment to purchase, and computer security topics, while possibly having community members speak about technology in the workplace and issues that arise.

### **Microsoft Applications**

*Terms: 1*

*Credit/Semester: 1*

*Grade Level: 9, 10, 11, 12 Prerequisite: None*

*NCAA: No*

*RAI: No*

This course will develop competencies in the advanced feature of word processing using the following: Microsoft Word software, spreadsheet using Excel, Open Office, Google Docs, PowerPoint and Ipad Applications. There is a focus on using the tools and elements of the program.

### **Personal Finance (Required)**

*Terms. 1*

*Credit/Semester: 1*

*Grade Level: 11, 12*

*Prerequisite: None*

*NCAA: No*

*RAI: No*

The class will include, but not be limited to, according to the Financial Literacy Mandate:

- Savings, including an emergency fund, purchases, and wealth building.

Understanding investments, including compound and simple interest, liquidity, diversification, risk-return ratio, certificates of deposit, money market accounts, single stocks, bonds, mutual ● funds, rental real estate, annuities, commodities, and futures.

- Wealth building and college planning, including long-term and short-term investing using tax-favored plans, individual retirement accounts and payments from such accounts, employer-sponsored retirement plans and investments, public and private educational savings accounts, and uniform gifts and transfers to minors.
- Credit and debt, including credit cards, payday lending, rent-to-own transactions, debt consolidation, automobile leasing, cosigning a loan, debt avoidance, and debt marketing, especially to young people.
- Consumer awareness of the power of marketing on buying decisions, including zero percent interest offers; marketing methods, including product positioning, advertising, brand recognition, and personal selling; how to read a credit report and correct inaccuracies; how to build a credit score; how to develop a plan to deal with creditors and avoid bankruptcy; and the federal Fair Debt Collection Practices Act.
- Financial responsibility and money management, including creating and living on a written budget and balancing a checkbook; basic rules of successful negotiating and techniques; and personality or other traits regarding money.

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- Insurance, risk management, income, and career decisions, including career choices that fit personality styles and occupational goals, job search strategies, cover letters, resumes, interview techniques, payroll taxes, and other income withholdings, and revenue sources for federal, state, and local governments.
- Different types of insurance coverage including renters, homeowners, automobile, health, disability, long-term care, identity theft, and life insurance; term life, cash value, and whole life insurance; and insurance terms such as deductible, stop loss, elimination period, replacement coverage, liability, and out-of-pocket.
- Buying, selling, and renting advantages and disadvantages relating to real estate, including adjustable rate, balloon, conventional, government-backed, reverse, and seller-financed mortgages.

## **Web Design**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11, 12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**This course uses the Adobe Dreamweaver program to introduce the area of web page design. Students learn to create different styles of sites and use different elements to make their sites more efficient.**

## **DRAMA THEATRE**

### **Beginning Acting**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11,12**

**Prerequisite: None**

**NCAA: No**

**RAI: No Enrollment Limit: 20**

**This course provides experience and skill development in one or more aspects of theatrical production, by allowing the students to concentrate on acting and performance skills. This Introductory course will explore fundamentals, expand students' exposure to different types of theatrical craft and traditions, and increase their participation in public productions.**

### **Introduction to Theatre**

**Terms: 1**

**Credit/Semester: 1**

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**Grade Level: 10, 11,12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 20**

Introduction to Theatre will explore a wide variety of elements of theater--everything from improvisation to literature to lighting to promotion. The class will work as individuals and as team members to study various periods of theater history, developments of theater technology, acting styles, and playwrights. Students should also be prepared to research and write short papers about theater topics.

### **Play Reading & Writing**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10, 11,12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 20**

This course helps students understand and employ writing principles and techniques to create original scripts suitable for theater, film, and/or television. This course explores the appropriate techniques of each genre and may examine the creative writing craft, scene writing, and the creation of a production.

### **Stagecraft**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10, 11,12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 20**

This course is designed to cover the fundamentals of technical theater. The course introduces students to stage terminology, equipment, and basic construction methods. The course requires students to work on actual production situations. The class will maintain the stage and scene shop. They will also be used to service groups that use the auditorium. Hours of work beyond class time are also required.

### **Theater Production**

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**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level: 11,12**  
**Prerequisite: None**  
**NCAA: No**

**RAI: No**  
**Enrollment Limit: 20**

Theater productions class focuses on the study and production process of putting on a play. Students will learn all aspects of a show, ranging from a high school production to a professional production.

## **EMPLOYABILITY EDUCATION**

**Core Career Education**

**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level. 9,10,11,12 Prerequisite. None**  
**NCAA: No**  
**RAI: No**

This course is designed to provide students a basic background in the areas of getting and keeping a job. Development of workplace maturity skills, leadership skills, interviewing skills, interpersonal skills, & communication skills are key elements of this course. Students will examine their unique personal traits and review them in relation to various occupations, study job requirements, fill out applications, and complete a personal resume.

### **Internship I**

**Terms. 1**  
**Credit/Semester: 1**  
**Grade Level: 11, 12**  
**Prerequisite: Core Careers or Ag. Careers**  
**NCAA: No**  
**RAI: No**  
**Enrollment Limit: 30 interns per term**

This experience gives students the opportunity to receive on-the-job training at one or more work sites on a non-paid basis. The focus is on long-term training. Students may earn up to two credits per term. Work sites are secured and monitored by the Internship Coordinator(s). Work evaluations are completed. The Coordinator will meet weekly with students to review performance.

### **Internship II**

**Terms: 1**

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**Credit/Semester: 1**

**Grade Level: 11, 12**

**Prerequisite: Internship I**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 30 interns per term**

This experience gives students the opportunity to receive on-the-job training at one or more work sites on a non-paid basis. The focus is on long-term training. Students may earn up to two credits per term. Work sites are secured and monitored by the Internship Coordinator(s). Work evaluations are completed. The Coordinator will meet weekly with students to review performance.

## **ENGLISH LANGUAGE ARTS**

**English 9**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9**

**Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

The basics of language arts are covered in English 9 to help students develop skill in English/Language Arts. This course meets state and district standards in areas of reading, writing, listening, and speaking. Through the study of novels and other reading choices, major literary style techniques will be introduced to help develop critical thinking skills on all levels: knowledge, comprehension, evaluation, analysis, and synthesis.

**English 9 Honors**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9 Prerequisite: Teacher rec. NCAA: Yes**

**RAI: Yes**

English 9H emphasizes learning advanced skills in language arts and is an alternative to English 9. Students write extensively, read challenging works, and view representation of literary works. This course meets state and district standards in areas of reading, writing, listening, and speaking. Through the study of novels and other reading choices, major literary style techniques will be introduced to help develop critical thinking skills on all levels: knowledge, comprehension, evaluation, analysis, and synthesis.

**Language Lab**

**Terms: 2 Credit/Semester: 1**

**Grade Level: 9, 10 Prerequisite: Teacher rec. NCAA: No**

**RAI: No**

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This course is specifically designed to improve accelerated achievement in reading comprehension. Students will read books in class and independently to improve fluency, comprehension, vocabulary, and writing. Freshmen may take this course in place of two terms of English 9.

### English 10A

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10**

**Prerequisite: English 9 NCAA: Yes**

**RAI: Yes**

English 10 Language Arts offers a focus on composition and literature. This course meets state and district standards in the areas of reading, writing, listening, and speaking. Students learn about the alternate aims and audiences of written compositions and by writing persuasive and critical essays. Through study of various genres of literature, and comprehension plus develop skills to determine the author's intent and theme.

### English 10A Honors

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10 Prerequisite: Teacher rec. NCAA: Yes**

**RAI: Yes**

English 10H emphasizes learning advanced skills in language arts and is an alternative to English 10. Students write, read challenging works, and view representation of literary works. This course meets state and district standards in the areas of reading, writing, listening, and speaking. Students learn about the alternate aims and audiences of written compositions and by writing persuasive and critical essays. Through study of various genres of literature, students can improve reading rate and comprehension plus develop skills to determine the author's intent and theme.

### English 10B: Introduction to Communications

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10**

**Prerequisite: English 9**

**NCAA: Yes**

**RAI: Yes**

**Limit: 18 students**

This course explores the three levels of communication: self-communication, communication with a small group, and communication with a large group. Activities and assignments offered to students are geared toward individual abilities. Short speech presentations will be presented by class members.

### English 11

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**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 11**

**Prerequisite: English 10 NCAA: Yes**

**RAI: Yes**

English 11 continues to develop students' reading, writing, and discussion skills. The course features a variety of texts that range from classic literature to more contemporary pieces. Analyzing these texts will encourage students to practice critical thinking and the application of complex concepts to literature. Students will write and continue to focus on structure, mechanics, and fluidity.

### English 11 Honors

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 11 Prerequisite: Teacher rec. NCAA: Yes**

**RAI: Yes**

English 11 Honors is an alternative to English 11 that focuses on a deeper study of literature and more detailed writing. Students read challenging works, read extensively, and participate in small group discussions. The course features a variety of texts that range from classic literature to more contemporary pieces. Analyzing these texts will allow students to practice critical thinking and apply complex concepts to literature. English 11H students will demonstrate advanced writing skills by producing highly polished work.

### English 12 A

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 12**

**Prerequisite: English 11 NCAA: Yes**

**RAI: Yes**

English 12A continues to guide students as they grow as readers, writers, and thinkers. Students will explore the development of the English language through texts that range from Anglo-Saxon literature to the prose of Shakespeare, to contemporary memoirs. This sweeping survey of the English language balances reading and writing while exploring the essential humanity that lies within literature.

### English 12 B: World Literature

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 12**

**Prerequisite: English 11 NCAA: Yes**

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**RAI: Yes**

This course provides students with the opportunity to build a deeper understanding of different storytelling and artistic traditions for lifelong readers. Lifetime Literature highlights a variety of literature including fiction, nonfiction, poetry, and drama. The semester will allow students to sample writing from many different genres as they explore the link between language and life.

#### **Agricultural Communication**

**Terms: 1 Credit/Semester: 1**

**Grade Level: 11,12 Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 16**

This course may be used to satisfy either an agriculture or English elective. This is a very practical, hands-on course in which students will gain valuable experience in communicating in the business world. Primary goal of the course is to help students communicate successfully through written and oral business messages that receivers can easily understand and react favorably. Topics in which students will gain experience are writing effective letters, memos, reports, and proposals and learning how to give proper oral reports to different audiences. Students will use computers extensively to create documents listed above and learn to write effectively for their future endeavors in the business world.

#### **Cardinal Publications**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 11,12**

**Prerequisite: Communication**

**NCAA: Yes**

**RAI: Yes**

Cardinal Publications focuses on teaching students how to write for a wide audience in a number of different contexts. Students will grow as writers as they produce a regular newsletter, television scripts, social media posts, and other similar modes of writing. Grammar, mechanics, and polished writing will be emphasized throughout the course. Writers will collaborate within their own class and with Cardinal TV.

#### **Creative Writing**

**Terms: 1 Credit/Semester: 1**

**Grade Level: 11,12 Prerequisite: English 10 NCAA: No**

**RAI: Yes**

This Creative Writing course offers students the opportunity to develop and improve their technique and individual style in poetry, short story, drama, essays, and other forms of prose. The emphasis of the course is on writing; however, students may study exemplary representations and authors to obtain a fuller

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appreciation of the form and craft.

### Interpersonal Communication

**Terms: 1 Credit/Semester: 1 Grade Level:10,11,12 Prerequisite: English 10B Intro to Communication**

**NCAA: No**

**RAI: No**

**Limit: 16 students**

This Communication course focuses on the application of written and oral communication skills through a variety of formal and informal experiences. The course is performance-based and emphasizes effective interpersonal and team-building skills. This Communication course will involve the study of how interpersonal communications are affected by stereotypes, nonverbal cues, vocabulary, and stylistic choices.

### Performance Literature

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: Communication NCAA: Yes**

**RAI: Yes**

**Limit: 16 students**

This course is the study and presentation of prose, poetry, and dramatic literature. Students will learn how to analyze literature and apply their findings to performing the literature. Students will work both independently and in groups. Students will also study improvisation as well as performing monologues and scenes from dramatic literature.

### Public Speaking

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 11,12**

**Prerequisite: Communication**

**NCAA: Yes**

**RAI: No**

**Limit: 16 students**

This course is a further study of speaking begun in Communication, with the emphasis shifting to formal speech presentation. Students will also concentrate on thought organization skills, writing skills, and speech presentation techniques. Public Speaking class will also be introduced to formal debate.

## **FAMILY & CONSUMER SCIENCE EDUCATION**

### **Child Development (Articulated)**

**Terms: 1**

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**Credit/Semester: 1**  
**Grade Level: 10,11,12**  
**Prerequisite: None**  
**NCAA: No**

**RAI: No**  
**Enrollment Limit: 16**

This course focuses on human development from birth to three years of age in the areas of cognitive, physical, social, and emotional development. These topics included pregnancy, infant care, toddlerhood, and parenting of the child. Infant simulators will be distributed for student practice.

#### **Child Development / Parenting**

**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level: 11,12**  
**Prerequisite: Child Development 1 & interested in Education as a career.**  
**NCAA: No**  
**RAI: No**  
**Enrollment Limit: 10**

Integrated Child Development students study the physical, social, emotional, and intellectual development of children from preschool through age 12. Other areas addressed include child development principles and theory, family relationships, health and safety of children, middle childhood/school-age program management & professionalism. Students will observe children as well as implement activities/lessons with school-age children in an individual, small group, or class setting.

#### **Culinary Arts I**

**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level: 10, 11,12**  
**Prerequisite: Foods & Nutrition (pass with C or above)**  
**NCAA: No**  
**RAI: No**  
**Enrollment Limit: 16**

Students will demonstrate food safety and sanitation procedures, justify the correct use and maintenance of food production equipment and tools, apply scaling and measuring techniques, demonstrate basic knife skills, demonstrate preparation of menu items, and demonstrate garnishing and presentation techniques. Students will explore breakfast, lunch, appetizers, dinner, and desserts. Students will apply menu management and production principles as it relates to hospitality.

#### **Culinary Arts II**

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**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: Foods & Nutrition + Culinary Arts I (pass with C or above)**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 16**

Culinary Arts 2 helps build a foundation of principles and skills of baking, and then using specific applications and recipes. Students will explore culinary baking topics, baking recipe planning and preparation, preparing recipes, and the science behind baking. Students will apply the knowledge and skills of how basic ingredients function, baking/pastry vocabulary, and mixing techniques to produce baking/pastry products based on industry standards. Students will develop skills in basic bread and pastry techniques to produce breads, muffins, biscuits, pies, cakes, pastries, and specialized desserts.

**Foods & Nutrition**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9,10,11, 12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 16**

This course will cover basic nutrition and application of basic principles of food selection and preparation. Basic cooking principles and cooking practices for specific foods; such as vegetables, fruits, eggs, milk, breads, pastry and protein foods will be covered. Students will develop a cooking foundation.

**Interior Design**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9,10,11,12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 16**

This course enables creativity exploration in the field of interior design. Identification of the elements and principles of design are emphasized. Other topics included are housing choices, floor plans and careers. Projects are integrated throughout the course to provide applications as students study: architecture, furniture styles and construction, surface treatments and backgrounds, design and function of space. There will be a creative stitchery or sewing project (students can make something to be used at home). Students may also redesign, reuse or refinish a piece of furniture from home or through a donation.

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## Life and Relationships

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9,10, 11, 12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 16**

Students learn about how family's function and personal identity is formed, the course also addresses skills necessary in everyday life. Students will evaluate concepts of self-discovery, goal setting, decision-making, relationships with your family and peers, the decision to marry, problems in marriage and the decision to parent, and to make life and career choices.

## FOREIGN LANGUAGE

### Spanish I

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9-12**

**Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

Spanish I builds a foundation for the students' learning of Spanish. The students will learn about the 21 Spanish-Speaking countries of the world. The students will learn a lot of vocabulary and basic words and phrases in the Spanish language. A large emphasis of Spanish I is placed upon subject pronouns, conjugating verbs in the present tense, gender and number, and pronunciation. The students will develop skills in Reading, Writing, Speaking, and Listening of the Spanish language. This course fulfills one year of college preparatory language requirement. A strong GPA (3.00 and above) is the best predictor for success in the study of foreign languages.

### Spanish II

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 10- 12 Prerequisite: Spanish I**

**NCAA: Yes**

**RAI: Yes**

In Spanish II, the students will reinforce what they learned in Spanish I, and will continue to expand their vocabulary of the Spanish language and cultural understanding of Spanish-speaking countries. A large emphasis of Spanish II is to learn one of the future tenses, Direct and Indirect Object Pronouns, and commands. The students will continue to develop their Reading, Writing, Speaking, and Listening skills of the Spanish Language.

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This course fulfills the second year of college preparatory language requirement. A minimum “C” grade average in Spanish I is recommended for enrolling in this course.

### Spanish III

**Terms:** 2

**Credit/Semester:** 1

**Grade Level:** 11,12

**Prerequisite:** Minimum of C in Spanish II

**NCAA:** Yes

**RAI:** Yes

In Spanish III, the students will reinforce what they learned in Spanish I and Spanish II, and will continue to expand their vocabulary of the Spanish language, and their cultural understanding of Spanish-speaking countries. A large emphasis of Spanish III is to continue to develop using Direct and Indirect Object Pronouns, to develop using different commands, to learn Reflexive verbs and one of the past tenses of the Spanish language. The students will continue to develop their Reading, Writing, Speaking, and Listening skills in the Spanish language.

### Spanish IV

**Terms:** 2

**Credit/Semester:** 1

**Grade Level:** 12

**Prerequisite:** Minimum of C in Spanish III

**NCAA:** Yes

**RAI:** Yes

In Spanish IV, the students will reinforce what they learned in Spanish I, Spanish II, and Spanish III. They will continue to expand their vocabulary of the Spanish language, and their cultural understanding of Spanish-speaking countries. A large emphasis of Spanish IV is placed on continuing to develop using pronouns and reflexive verbs. They will also learn the imperfect tense, the progressive tense, the subjunctive tense, and the future tense. The students will continue to develop their Reading, Writing, Speaking, and Listening skills in the Spanish language.

### **GUIDANCE & LEADERSHIP**

**ACT Prep and Pre-College Readiness**

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 11, 12 **Prerequisite:** None

**NCAA:** No

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RAI: No

This course is for students who intend on going to college and want help preparing for success on the ACT. This Standardized Test Preparation course helps prepare students for national standardized tests such as the PSAT, SAT, and ACT. In particular, this course assists students in developing and/or expanding their vocabulary, test-taking, and reasoning skills through study, lecture, and practice drills. Course topics may include vocabulary review; root words, prefixes, and suffixes; mathematical concepts, logic, and rules; and general problem-solving and test-taking strategies. In addition to ACT test preparation, this course will provide students an opportunity to become familiar with the language and processes associated with obtaining a postsecondary education diploma or credential by: Assisting students to understand how to plan for postsecondary education while in high school; connecting personal interests and values to college majors and careers; encouraging students to develop a values-driven, decision-making process; and, providing insight on how to pay for college.

Iowa Career & Academic Plan (ICAP)

*Terms:* Embedded

*Grade Level:* 9, 10, 11, 12

This class allows students to create an electronic portfolio designed to fulfill state requirements. To meet these requirements, students will complete assessments and surveys, career research, course plan building, education linkages, and financial aid and career development activities that assist students in their future. These activities are developmentally appropriate for the grade level of the students. Students can revise their career and educational plans as they mature and learn more about themselves and their interests and abilities. New components of ICAP Plan will be introduced each year and existing entries will be reviewed and revised annually as part of units taught through: English 9, Communications / English 10, American History & American Government

## HEALTH

Health I

*Terms:* 1

*Credit/Semester:* 1

*Grade Level:* 9,10,11,12 *Prerequisite:* None

NCAA: No

RAI: No

Units in this course include Making Healthy Decisions, Food and Nutrition, Making Healthy Food Choices, Exercise and Lifelong Fitness, Alcohol, Tobacco, Preventing Drug Abuse, Reproduction and Heredity, Adolescence and Adulthood, Sexually Transmitted Infections and AIDS. This course meets the Health requirement for graduation and aligns with National Health Standards.

Health II

*Terms:* 1

*Credit/Semester:* 1

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**Grade Level: 10, 11,12**

**Prerequisite: Health I**

**NCAA: No**

**RAI: No**

Units covered in this course include Mental and Emotional Health, Self-Esteem, Managing Stress, Coping with Loss, Preventing Suicide, Methods of Relaxation, Defense Mechanisms, Chronic Diseases and Disabilities, and Careers in Health.

## **INDUSTRIAL TECHNOLOGY EDUCATION**

**Intro to Industrial Tech**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11, 12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 10**

This course exposes students to basic tools and equipment that they may encounter in manufacturing-related occupations and enables them to develop the skills they need to use these tools in various applications. This course covers basic planning and design, materials properties and testing, and basic safety skills.

**Home Care 101**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11, 12**

**Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 10**

This course exposes students to basic tools and equipment they may encounter when making simple repairs in their homes. Topics covered include (but not limited to) basic tool safety, basic tool use, flooring installation, drywall repair, painting, and bathroom/kitchen repairs.

**Auto Mechanics**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12**

**Prerequisite: None**

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**NCAA: No**

**RAI: No**

**Enrollment Limit: 12**

This class will cover the automobile systems from bumper to bumper. It is designed to give an overview of the car for consumer awareness, for home handyman care, and as a foundation to a career as an auto mechanic. Units covered will be Engine and Drive-train systems, Brakes, Steering, Fuel Systems, Electrical Systems, Lubrication and Cooling Systems, Tires and Suspension, Buying Used Cars, and Auto Body Work. Recommend having access to a personal vehicle to enhance the lab experience.

### **Building Trades**

**Terms: 1 Credit/Semester: 1 Grade Level: 11,12 Prerequisite: Construction Trades I & II**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 12**

This Comprehensive course provides students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

### **Building Trades II**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 11, 12**

**Prerequisite: Building Trades**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 12**

This course provides students with expanded knowledge of skills required for construction of commercial, residential, and institutional structures. This course will build on the knowledge and skills acquired from the Building Trades course.

### **Carpentry**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 11,12 Prerequisite: Construction Trades I & Construction Trades II**

**NCAA: No**

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**RAI: No**

**Enrollment Limit: 5**

Carpentry courses provide information related to the building of wooden structures, enabling students to gain an understanding of wood grades and construction methods and to learn skills such as laying sills and joists; erecting sills and rafters; applying sheathing, siding, and shingles; setting door jambs; and hanging doors. Carpentry courses may teach skills for rough construction, finish work, or both. Students learn to read blueprints, draft, use tools and machines properly and safely, erect buildings from construction lumber, perform finish work inside of buildings, and do limited cabinet work. Carpentry courses may also include career exploration, good work habits, and employability skills.

**Construction Trades I**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: Home Care 101**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 12**

This course exposes students to the opportunities available in the architecture and construction industry, including occupations such as carpenter, electrician, plumber, heating/air conditioning technician, safety supervisor, architect, engineer, and other occupations. Students learn about the processes involved in construction projects and may engage in a variety of small projects. These courses emphasize responsibilities, qualifications, work environment, rewards, and career paths within construction-related fields.

**Construction Trades II**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: Construction Trades I**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 12**

This Comprehensive course provides students with basic knowledge and skills required for construction of commercial, residential, and institutional structures. These courses provide experiences and information (typically including career opportunities and training requirements) regarding construction-related occupations such as carpentry, cabinetmaking, bricklaying, electrical trades, plumbing, concrete masonry, and so on. Students engage in activities such as reading blueprints, preparing building sites, starting foundations, erecting structures, installing utilities, finishing surfaces, and providing maintenance.

**Exploratory Technology**

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**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level: 9,10,11,12**  
**Prerequisite: None**  
**NCAA: No**

**RAI: No**  
**Enrollment Limit: 12**

Students will explore all areas of industrial education. These areas may include but are not limited to woodworking, basic drafting, vehicle maintenance, small engine and power equipment repair and maintenance, and everyday skills needed for living on your own. Students will need to purchase materials for this class.

#### **Innovation and the Workforce**

**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level: 11,12**  
**Prerequisite: None**  
**NCAA: No**  
**RAI: No**

Students will explore supply chain, advanced manufacturing, problem solving and the iterative process while building an innovative mindset. Students' workforce skills will grow through authentic experiences in local industries, guest instructors from business and industry, job shadows, tours, hands-on experiences, Kaizens (activities of continuous improvement of all functions and processes from CEO to assembly line, purchasing, logistics, etc.), Lean Management, and other learning experiences.

#### **Welding 101**

**Terms: 1**  
**Credit/Semester: 1**  
**Grade Level: 11, 12**  
**Prerequisite: None**  
**NCAA: No**

**RAI: No**  
**Enrollment Limit: 12**

This course introduces students to the physical and chemical properties of various metals and the tools and equipment used to manipulate metal and form it into products. Students will develop planning, layout, and measurement skills; gain experience in cutting, bending, forging, casting, and/or welding metal; complete projects according to blueprints or other specifications; and may also learn how to polish and finish metals. Correct use of metalworking tools and equipment is taught.

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## **MATHEMATICS**

### **Algebra I**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9,10,11,12 Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

This course is for those who need algebra to pursue a high school diploma, a technical post high school program, or college. Units include properties of real numbers; solving linear equations and inequalities; graphing linear equations and inequalities; exponents and exponential functions; polynomials and factoring. Algebra I is a prerequisite for geometry and other advanced math.

### **Geometry in Construction**

**Terms: 2**

**Credit/Semester: 2**

**Grade Level: 9,10,11,12**

**Prerequisite: Algebra I**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 12**

Modern geometry helps the student understand the basic structure of mathematics, grow in understanding of the deductive method and in appreciation of the need for precision of language. This course gives knowledge of the methods of coordinate geometry and of the way in which geometry and construction complement each other. This course will also expose students to the opportunities available in the architecture and construction industry. Students learn about the processes involved in construction projects and may engage in a variety of small projects.

### **Geometry**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9,10,11,12 Prerequisite: Algebra I**

**NCAA: Yes**

**RAI: Yes**

Modern geometry helps the student understand the basic structure of mathematics, grow in understanding of the deductive method and in appreciation of the need for precision of language. This course gives knowledge of the methods of coordinate geometry and of the way in which algebra and geometry complement each other.

### **Algebra II**

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**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9,10,11,12 Prerequisite: Algebra I & Geometry**

**NCAA: Yes**

**RAI: Yes**

This course is an essential class for any student wishing to pursue a post-secondary education. The first half of the class will be geometry concepts, along with concepts introduced in Algebra I: quadratics, higher order polynomials, exponential & logarithmic functions. In the second half of the class, more advanced concepts include probability, statistics, sequences, series, and an introduction to trigonometry. This class is recommended for any student planning on attending any college or university.

#### **Pre-Calculus**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 10, 11,12 Prerequisite: Algebra II NCAA: Yes**

**RAI: Yes**

The first trimester of this course will be spent studying different areas of precalculus. These areas include exponential and logarithmic, conic sections, sequences and series, probability and statistics. The second trimester will study trigonometry: right triangles, Law of Sines, Law of Cosines, graphing sinusoids, solving trigonometric equations, simplifying and verifying trigonometric equations, and studying the sum, difference, double, and half angle formulas. This class is suggested for anyone whose college major is going to require math or science classes.

#### **Practical Math**

**Terms: 2 Credit/Semester: 1 Grade Level: 10, 11,12 Prerequisite: Algebra NCAA: No**

**RAI: No**

This course will cover topics such as basic operations with whole numbers, fractions, mixed numbers, decimals, and percent; systems of measurement; signed numbers; exponents and square roots; and basic algebra. Relevant topics will include jobs, checking and savings accounts, credit, taxes, buying a car and house, investments, and probability.

#### **Probability and Statistics**

**Terms: 2 Credit/Semester: 1 Grade Level: 10, 11,12 Prerequisite: Algebra I & Geometry**

**NCAA: Yes**

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**RAI: No**

Probability and Statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data. Course topics generally include basic probability and statistics: discrete probability theory, odds and probabilities, probability trees, populations and samples, frequency tables, measures of central tendency, and presentation of data (including graphs). Course topics may also include normal distribution and measures of variability.

**AP Calculus**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 11, 12**

**Prerequisite: Pre-Calc. NCAA: Yes**

**RAI: Yes**

The primary purpose of this course is to prepare students for success on the AP Calculus AB Exam. Students may then choose either to bypass Calculus I in college or to use their knowledge from this course to help them succeed in Calculus I in college. In this course the students will study limits, derivatives, applications of derivatives, and integrals. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenomena.

## **MUSIC**

**Band**

**Terms: 2 Credit/Semester: 1**

**Grade Level: 9,10,11,12 NCAA: No**

**RAI: No**

**Prerequisite: Must have been in Middle School Band or Audition for Instructor**

Performing ensembles within the band are Marching Band, Pep Band & Concert Band. Performance opportunities include football half-time shows, marching band festivals, pep rallies & games, home concerts, and state music festivals. A student signing up for band must remain in band for the entire school year. Additional performance opportunities are All-State Band, District Honor Band, State Solo/Small Ensemble, and Jazz Band. Jazz Band meets before school starting after the marching season and is selected on an audition basis.

**Jazz Band**

**Terms: 1 Credit/Semester: 1**

**Grade Level: 9,10,11,12 Prerequisite: Audition only**

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**NCAA: No**

**RAI: No**

This course helps students perform a variety of contemporary styles, such as traditional jazz, jazz improvisation, and rock. At the same time, these courses cultivate students' technique on instruments appropriate to the style(s) performed—brass, woodwind, string, percussion instruments, and/or electronic. These ensembles emphasize instrumental music but may also include vocal music. Advanced coursework provides students with opportunities for growth through rehearsal and performance, improvisation, or creating and performing their own compositions.

**Flags (Non-Band Members Only)**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: Audition only NCAA: No**

**RAI: No**

The Flag Corps is an auxiliary rank of the marching band. This group is not exclusively chosen from band students but open to any student. If selected, the student must list "Band" on the first term column of the sign-up sheet. Members of the Flag Corps perform with the marching band at football half-time shows and marching band festivals. Students then participate in band for the remainder of first semester.

**Mixed Choir**

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11, 12**

**Prerequisite: None NCAA: No**

**RAI: No**

Mixed Choir is open to any high school student who enjoys singing and wishes to expand knowledge of choral music. A variety of music is sung, choral techniques are developed, and sight-singing skills are fine-tuned. No audition is necessary for the ensemble. Concerts are performed throughout the school year. Additional performance opportunities include All-State Choir, Opus Honor Choir (9th), Honor Choirs, Solo/Ensemble Contest, National Anthem performances and Large Group Contest.

**Advanced Music I-Theory**

**Terms: 1 Credit/Semester: 1 Grade Level: 10,11,12 Prerequisite: Enrollment in choir or band**

**NCAA: No**

**RAI: No**

This course is designed to give music students an in-depth study in music theory. Instruction will be split

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between intensive performance study and class work in music theory. The class work portion will include written theory, voice training, and ear training.

#### Advanced Music II- History

**Terms:** 1 Credit/Semester: 1 **Grade Level:** 10,11,12 **Prerequisite:** Enrollment in choir or band

**NCAA:** No

**RAI:** No

This course is designed to give music students an in-depth study in music history. Students are encouraged to take Advanced Studies of Music I prior to the enrollment of this course. Instruction will be split between intensive class work portions and will include independent reading, ear training and music history.

#### Advanced Topics in Music

**Terms:** 1 Credit/Semester: 1 **Grade Level:** 11,12 **Prerequisite:** Enrollment in choir or band, Teacher Rec.

**NCAA:** No

**RAI:** No

Advanced topics in music is a course that is intended for students who plan to pursue an undergraduate degree in music and/or for students who plan to participate in music in college. This course will be tailored to each student's needs and may cover topics such as advanced music theory/history, music composition, careers in music, audition preparation, etc.

#### Modern Music Studies

**Grade Level:** 10,11,12 **Terms:** 1 Credit/Semester: 1 **Prerequisite:** None **NCAA:** No

**RAI:** No

This course provides students with an opportunity to learn and apply skills in modern music making, compositional techniques, career paths, history, and other related topics.

### PHYSICAL EDUCATION

#### Advanced Fitness P.E.

**Terms:** All

**Credit/Semester:** .5

**Grade Level:** 9, 10,11,12 **Enrollment Limit:** 30 **NCAA:** No

**RAI:** No

The advanced P.E. class is geared towards incorporating a more in depth understanding of personal fitness. Several aspects of fitness will be covered with an emphasis on weight training and cardiovascular endurance. Plyometric activities will also be covered during the class. Students will set goals and have

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personal fitness prescriptions to follow for the duration of the class.

### Physical Education

Terms: All

Credit/Semester: .5

Grade Level: 9, 10,11,12

NCAA: No

RAI: No

The focus will be primarily on team and individual sport/activities. The following is a list of activities that may be covered throughout the year: team sports, individual/dual sports, recreational sports, fitness/conditioning activities and lifetime activities.

### Weights and Conditioning

Terms: All

Credit/Semester: 1

Grade Level: 9,10,11,12

NCAA: No

RAI: No

Enrollment Limit: Teacher Discretion

This class is geared toward the development of athletes. Several different aspects of athletic success will be covered and used to achieve the goal. Strength, speed, explosiveness, and injury prevention are the main goals this class will reach. Students that have goals of succeeding athletically, will be pushed and developed to do so. These are physically demanding classes that will push students' abilities and should not be entered without careful consideration. It is recommended that students have a conversation with the instructor before enrolling.

### Team Sports PE Exemption

Terms: 1 sem. per year Credit/Semester: .5

Grade Level: 9,10,11,12 Prerequisite: Team Involvement NCAA: No

RAI: No

Department of Education Ruling: If a student is participating in an "organized and supervised athletic program which requires at least as much participation per week as one-eighth unit of physical education" at some time during one semester, quarter, or trimester in a school year, the student's principal may excuse the student from physical education for one quarter, semester, or trimester per year, after consultation with the student's guidance counselor. Team Sports provides students with the knowledge, experience, and opportunity to develop

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skills in more than one team sport (such as volleyball, basketball, marching band, cheerleading and so on). Students must be enrolled in the school sponsored sport/activity in the term in which the student enrolls.

### Physical Education Exemptions

**Terms:** All

**Credit/Semester:** 0

**Grade Level:** 9,10,11,12 **Prerequisite:** Doctor Rec.

**NCAA:** No

**RAI:** No

**Department of Education Ruling:**

**Mandatory**

**Medical Exemption.** If a parent files a statement signed by a physician or other competent health care provider (e.g., within the scope of the provider's licensure and authorized practice) that a student is not "physically able" to participate in physical education, then the student is exempt from physical education.

**Conflict with Religious Belief.** If a parent of a student files a written statement with the school principal that a physical education course conflicts with the "pupil's religious belief," the student shall be exempt from participation in the physical education course.

#### Discretionary Excusals Available to Students in Twelfth Grade

A high school's principal has the discretion to grant excusals from physical education to students in the twelfth grade in three instances, if requested by a parent or guardian in writing. These excusals need not be available on demand, and a school may set reasonable conditions on receiving one of these excusals. The principal must be rational and evenhanded in granting or denying requested excusals. The principal must carefully balance all factors when determining whether to grant these excusals.

A principal may not grant any of these excusals until the principal has received a written request from a student's parent or guardian. These excusals are to be considered on a student-by-student basis.

#### Off-Campus Educational Program.

If a twelfth-grade student is enrolled in a "work-based learning program or other educational program authorized by the school" requiring the student's absence from school premises during the school day, the principal may excuse the student from the physical education requirement.

#### Academic Course Not Otherwise Available.

If a twelfth-grade student seeks to enroll in "academic courses not otherwise available to the student," the student's parent may request excusal from physical education, in writing.

## SCIENCE

### Physical Science

**Terms:** 2

**Credit/Semester:** 1

**Grade Level:** 9

**Prerequisite:** None

**NCAA:** Yes

**RAI:** Yes

This course focuses on investigations in chemistry and physics. It is designed to give students basic knowledge in these two science disciplines and apply knowledge through the use of technology.

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## Biology

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: None NCAA: Yes RAI: Yes**

Biology is the study of living things. Focus in the course will include, but not limited to Ecosystems, Population Dynamics, Cell Structure/Function, Cell Growth and Division, Photosynthesis, Cellular Respiration, Mendelian Genetics, DNA and Genetic Engineering. Models, projects, labs and student presentations will be infused.

## Earth and Space Science

**Terms: 1**

**Credit/Semester: 1**

**Grade level: 9, 10, 11,12**

**Prerequisite: None NCAA: Yes**

**RAI: Yes**

This course investigates how human needs are met by our biosphere and our interactions with it. Units include mineral compositions & formations, energy resources, plate tectonics, the geologic time, the solar system and beyond our solar system.

## Anatomy and Physiology w/ Lab

**Terms: 1 or 2 Credit/Semester:1**

**Grade Level: 11,12**

**Prerequisite: Biology & Physical Science**

**NCAA: Yes**

**RAI: No**

This course consists of the study of function and structure of cells, tissues and body systems. Primary units include the anatomic names of human body parts, the support systems (skeletal, muscular and integumentary), the regulating functions (nervous and senses), the transportation and nourishing functions (cardiovascular and digestive), the reproductive system (male and female), and how the human body obtains oxygen and maintains body fluids (respiratory and urinary). This course is targeted for students planning to pursue a career in nursing or other medical professions.

## Chemistry

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 10, 11,12 Prerequisite: Alg I**

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**NCAA: Yes**

**RAI: Yes**

Chemistry is about the properties of elements and chemical reactions. The class will cover problem solving, measurement, chemical formulas and equations, the mole concept, the Periodic Table, atomic structure and basic chemical reactions. You will design experiments and analyze data. You will summarize and show your work so others can follow your thinking. If you are planning to go to a four-year college OR into health fields or science, this class is for you.

## Physics

**Terms: 2**

**Credit/Semester: 1**

**Grade Level: 11,12 Prerequisite: Alg II/Teach Rec NCAA: Yes**

**RAI: Yes**

This course is an Algebra-based overview of all parts of physics, including motion, energy, light, electricity, magnetism, waves, materials, nuclear physics and astronomy. It counts as a science elective. Instead, we will use online readings, handouts, and activities for our learning.

## Launching into Aerospace

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11, 12 Prerequisite: None**

**NCAA: Yes**

**RAI: No**

This course will provide the foundation for advanced exploration in the areas of flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. Students will look at the problem-solving practices and innovative leaps that transformed space exploration from the unimaginable to the common in a single generation. Students will also gain historical perspective, starting from the earliest flying machines and leading to the wide variety of modern aircraft and the integral role they play in making today's world work.

## Exploring Aviation and Aerospace

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9, 10, 11, 12 Prerequisite: None**

**NCAA: Yes**

**RAI: No**

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This course is designed to give students a clear understanding of career opportunities in aviation and aerospace and the critical issues affecting the aviation system. Students will also begin to drill down into the various sectors of aviation and the elements that make up the aviation and aerospace ecosystem. They will discover how advances in aviation created a need for regulation and will learn about the promulgation of civil aviation oversight. Students will explore modern innovations and develop their own innovative ideas to address real-world challenges facing the aviation industry. They will be exposed to a variety of career options in aviation and aerospace and take an in-depth look at the opportunities available. This course will build upon the necessary foundations for flying, aerospace engineering, and unmanned aircraft systems.

#### Forensic Science

**Term: 1**

**Credit/Semester: 1**

**Grade Level: 10, 11, 12 Prerequisite: None**

**NCAA: Yes**

**RAI: No**

This course focuses on the skills and concepts behind the aspects of forensic science. This course covers the history of forensic science and the strategies used in a crime scene. Labs are used to further student engagement, knowledge, and the processes that are used by a forensic scientist.

#### Wildlife Biology

**Term: 1**

**Credit/Semester: 1**

**Grade Level: 10, 11, 12 Prerequisite: None**

**NCAA: No**

**RAI: Yes**

This course studies the life history of vertebrates, invertebrates, plants and trees native to the Midwest. Flora and fauna endemic to Iowa will be a primary focus. Students will learn about the unique biodiversity found in Iowa's prairie and temperate deciduous forest systems. This course also explores global environmental, biological, and ecological issues.

#### Basic Anatomy

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10, 11, 12 Prerequisite: Biology**

**NCAA: Yes**

**RAI: Yes**

This course consists of the study of the structure of the primary body systems. Units will include the anatomic names of human body parts of the skeletal, muscular, nervous, cardiovascular and digestive systems, as well as

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studying the integumentary system and the senses.

## Ecology

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 10, 11, 12 **Prerequisite:** None

**NCAA:** Yes

**RAI:** Yes

**Description:** This course looks at environmental science and ecological topics ranging from biodiversity, environmental problems, sustainability, climate change, and agriculture. Students will study strategies in environmental management and conservation.

## **SOCIAL STUDIES**

### World History

**Terms:** 2

**Credit/Semester:** 1

**Grade Level:** 9

**Prerequisite:** None

**NCAA:** Yes

**RAI:** Yes

**Description:** This course will provide an overview of the history of human society from the southern Renaissance in Europe to the contemporary period. It will examine political, economic, social, religious, military, scientific, and cultural developments—including an overview of world geography in order to explore geographical concepts and the importance of geography. Students will explore the events, concepts, and relationships that began thousands of years ago that continue to have an impact on contemporary life today.

### American History

**Terms:** 2

**Credit/Semester:** 1

**Grade Level:** 10, 11, 12

**Prerequisite:** None

**NCAA:** Yes

**RAI:** Yes

**Description:** This course is the study of American history starting at the end of the American Civil War in

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1865 with Reconstruction through the Cold War. The goal of this class is to explore the impact of history in social, political and economic changes that influenced the development of the United States today. Students will be encouraged to build on their knowledge of American history, make connections to other eras, and use critical thinking skills while examining different issues in the United States. Major time periods studied are Reconstruction, the Progressive Era, World War I, the 1920s, the Great Depression, World War II into the Vietnam Era.

#### **American Government**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 12**

**Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

**Description:** American Government will engage the student in an examination of the principles of the American Constitution and evolution of American political thought. The structure and activities of government are also surveyed to help students become more aware of government in action. Students are challenged to develop their awareness of citizenship and participation in political activity.

#### **Current Issues/American History**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 11,12**

**Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

**Description:** This is a continuation of American History B combined with a look at current issues the United States faces today. Students will study places, people and events that impacted the history of the United States following WWII. Students will examine social, political and economic influences of the United States from both a historical and modern perspective. Sources outside class such as the internet, print and television will be used to relate today to the past.

#### **Economics**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 11,12**

**Prerequisite: None**

**NCAA: Yes**

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**RAI: Yes**

**Description:** This course focuses on developing the student's notion of the forces that influence the production, distribution, exchange and consumption of goods and services. The basic principles and practices of economics are emphasized to enhance the student's comprehension of the free enterprise capitalistic economy of the United States. This course is suggested as being of value for students that plan to study business or economics in college.

### **Geography**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9,10,11,12 Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

**Description:** This course covers the physical and human geography of countries. The study and application of the five themes of geography (location, region, place, human-environment interaction, and movement) will be used as students explore different parts of the world. Political, social, physical and economic relationships of different countries will be researched and compared to other places around the world.

### **Human Behavior**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: None**

**NCAA: Yes**

**RAI: No**

**Description:** This course covers the basic concepts of human behavior, including the development of personality, emotions, motivation, and perception. Students learn about the many influences that may affect human behavior. Students will examine results of important research and major theoretical concepts, and the students will learn about some of the people who have made significant contributions to the field of psychology. Within this course, students will be able to speak, write, and simply observe their own behavior and the behaviors of others around them in a more meaningful way.

### **Sociology**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 10,11,12 Prerequisite: None**

**NCAA: Yes**

**RAI: Yes**

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**Description:** The study of sociology provides students with the basic tools they need to develop a sociological imagination. The focus is on the individual, group, and society and the social processes that create them. The sociological imagination is the ability to see the connection between the larger world and our personal lives. The development of a sociological imagination enables the students to examine how society shapes human actions and beliefs, and how such actions and beliefs in turn shape society. The course will also focus on the formal organizations and social institutions of society.

## Psychology

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 10,11,12

**Prerequisite:** None

**NCAA:** Yes

**RAI:** Yes

**Description:** Psychology introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior.

## Street Law

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 10,11,12 **Prerequisite:** None

**NCAA:** Yes

**RAI:** No

**Description:** Street Law teaches students the workings of the US criminal and civil justice systems, including understanding of civil and criminal law, the legal process, the structure and procedures of courts, and the role of various legal or judicial agencies. It will also cover the history and foundation of US law (the Constitution, statutes, and precedents), including contemporary problems in criminal justice systems.

## Foundations of Diversity, Equity, and Inclusion

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 10,11,12

**Prerequisite:** None

**NCAA:** No

**RAI:** No

**Description:** Foundations of Diversity introduces students to key concepts of identity, bias, power, privilege and oppression. This course establishes the importance of ally behavior, self-care, and creating inclusive spaces.

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This class will prepare students to succeed in a diverse global society while promoting equity, equality, and inclusion.

## **VISUAL ART**

### **Introduction to Art I**

**Terms: 1**

**Credit/Semester: 1**

**Grade Level: 9,10,11,12 Prerequisite: None**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 20**

**Description:** This is an introductory course in the visual arts that has been designed for students of all artistic ability levels who enjoy drawing and learning about art. In this course, students will learn about communicating through images and designs, about creative problem solving in art and developing better drawing and shading techniques. Students will be introduced to different mediums such as pencil, colored pencil, ink & watercolor.

### **Introduction to Art II**

**Terms: 1 Credit/Semester: 1**

**Grade Level: 9,10,11,12**

**Prerequisite: Art I**

**NCAA: No**

**RAI: No**

**Enrollment Limit: 15**

**Description:** This is an introductory course in visual arts that has been designed for students of all artistic ability levels who enjoy printmaking and working with clay. Students will learn about communicating through images and designs. The student will also deal with creative problem-solving techniques and ideas. Students will be introduced to different mediums such as: ink and clay.

### **Art Portfolio**

**Terms: 1 or 2**

**Credit/Semester: 1**

**Grade Level: 12**

**NCAA: No**

**RAI: No**

**Prerequisite:** Completion of all art courses, cumulative art subject GPA of 3.33 or above, and teacher permission.

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**Description:** This course is designed for students who are motivated to pursue their own art interests. During each term, students will have designated drawing times for drawing skill development, service projects which benefit the art program and the school, and the opportunity to follow their own studio interests. Each student will be expected to buy his/her own supplies if the school does not have desired materials on hand.

### **Ceramics**

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 10,11,12 **Prerequisite:** Intro to Art II **NCAA:** No

**RAI:** No

**Enrollment Limit:** 15

**Description:** Ceramics/Pottery courses provide students with a foundation in the history of ceramics, with an emphasis on critique, aesthetic inquiry, and creative production. These courses provide knowledge of ceramic techniques (e.g., kiln firing and glazing) and processes, with a focus on creative design and craftsmanship. Courses may include clay modeling, hand building, coil building, casting, and throwing on the potter's wheel.

### **Digital Art**

**Terms:** 1 or 2 **Credit/Semester:** 1

**Grade Level:** 9, 10,11,12 **NCAA:** No

**RAI:** No

**Enrollment Limit:** 12

**Description:** This is an introduction to digital mediums. Students should have a good general understanding of the elements of art, computer technology and photography. Students will explore digital drawing/ painting from photographs via student Ipads. Students will learn layer masking and blending in Adobe Photoshop to complete photo manipulation and compositing. Due to the limited computers with Adobe Photoshop on them students may need to work outside of class hours to complete assignments.

### **Drawing**

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 9,10,11,12

**Prerequisite:** None

**NCAA:** No

**RAI:** No

**Enrollment Limit:** 20

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**Description:** In Drawing, students will learn and refine basic drawing techniques such as shading, creating the illusion of depth, etc. During the term, there will be an emphasis on drawing the human figure, animals, landscapes and various still lives. Students will concentrate on improving their drawing and shading techniques along with learning the value of color through the use of color pencils and oil pastels.

#### **Painting**

**Terms:** 1 *Credit/Semester:* 1

**Grade Level:** 10,11,12

**Prerequisite:** Intro to Art I *NCAA:* No

**RAI:** No

**Enrollment Limit:** 15

**Description:** This course is designed to explore the world of painting in greater depth. Students will refine their sketching techniques and work with tempera paint, acrylic and watercolors.

#### **Photography - Digital**

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 9,10,11,12 *Prerequisite:* None

**NCAA:** No

**RAI:** No

**Enrollment Limit:** 12

**Description:** This is an introduction to digital photography. A manual DSLR camera will be needed to complete the course work. Depending on course enrollment there will be a few DSLR cameras that can be checked out. Students will learn basic camera manipulation for creative expression. Students will use Adobe Photoshop techniques to increase their creative expression. Due to the limited computers with photoshop on them and the number of DSLR camera students, students may need to work outside of class hours to complete assignments.

#### **Photography - Film**

**Terms:** 1

**Credit/Semester:** 1

**Grade Level:** 9,10,11,12 *Prerequisite:* None

**NCAA:** No

**RAI:** No

**Enrollment Limit:** 12

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**Description:** This is an introduction to analog black and white film photography. Students will learn basic camera manipulation for creative expression. Students will process film and enlarge photos via darkroom using chemicals. Having your own 35mm SLR camera is beneficial but not required. Students will need to be willing to cover the cost of their own film and be willing to photograph outside of class hours.

**Yearbook**

**Terms:** 1 or 2 **Credit/Semester:** 1 **Grade Level:** 9, 10,11,12

**NCAA:** No

**RAI:** No

**Enrollment Limit:** 12

**Description:** This course is designed to allow students to create, design, and manufacture the school's annual yearbook. Students will be taking photos, writing articles, reaching out to business for advertising, and working with a company to create the annual.

### **ADVANCED PLACEMENT**

**Advanced Placement Course Offered at Clarinda**

**AP Calculus**

**Terms:** 2

**Credit/Semester:** 1

**Grade Level:** 11, 12

**Prerequisite:** Pre-Calc.

**NCAA:** Yes

**RAI:** Yes

**Description:** The primary purpose of this course is to prepare students for success on the AP Calculus AB Exam. Students may then choose either to bypass Calculus I in college or to use their knowledge from this course to help them succeed in Calculus I in college. The students learn to understand change geometrically and visually (by studying graphs of curves), analytically (by studying and working with mathematical formulas), numerically (by seeing patterns in sets of numbers), and verbally. Instead of simply getting the right answer, students learn to evaluate the soundness of proposed solutions and to apply mathematical reasoning to real-world models. Calculus helps scientists, engineers, and financial analysts understand the complex relationships behind real-world phenome.

### **CONCURRENT ENROLLMENT OPTIONS- IWCC CLARINDA CAMPUS**

The concurrent enrollment program, also known as district-to-community college sharing, promotes rigorous academic or career and technical pursuits by providing opportunities for high school students to enroll in eligible nonsectarian courses at or through community colleges. Per Senior Year Plus, concurrent enrollment courses are offered through contractual agreements between community colleges and school districts within their service area.

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Those eligible for concurrent enrollment are Juniors/Seniors or Sophomore students identified as Talented & Gifted.

Proficiency requirements to participate in Senior Year Plus (SYP) programming, students must meet the academic requirements of both the school district and postsecondary institution. At the college level, students must meet any assessment requirements of the postsecondary institution including any placement exam requirements of the institution. While Iowa community colleges are open access institutions, they usually have college placement requirements for enrollment in certain courses. At the school district level, students must demonstrate proficiency in reading (now English Language Arts), mathematics and science to participate in SYP programming (281 22.2(2)(1)).

Options for Demonstrating “Proficiency” for Student eligibility may be demonstrated by any of the following:

**Option 1:** Students must score proficient on the Iowa Statewide Assessment of Student Progress (ISASP) in Mathematics, Science, and English

**Option 2:** Measures of college readiness jointly agreed upon by the school board and the postsecondary institution (ACT Composite Score of 21 or higher)

**Option 3:** Achieving a combined score of at least 141 in critical reading, mathematics, and writing skills on the PSAT; or Achieving a combined score of at least 990 in critical reading and mathematics on the SAT

**Option 4:** Students seeking to enroll in a CTE course via concurrent enrollment are exempt from the ISASP proficiency requirements. However, the student may be required to complete an assessment administered by the eligible community college to determine the applicant’s readiness to enroll in CTE coursework. For a list of these courses please reach out to the counseling department.

**Option 5:** Students being served through an Individualized Education Plan (IEP) who are not proficient in one or more of the content areas of reading, mathematics, and science as measured by the student’s Iowa Statewide Assessment of Student Progress (ISASP) scores will be determined to be proficient if they satisfy the alternative standard of proficiency established by the IEP team.

**Option 6:** Alternative but equivalent qualifying measures. If students do not meet the requested Senior Year Plus Criteria, students may utilize the following appeals process:

**Criteria for Appeals Eligibility:**

To be eligible for the IWCC Appeals Program, students must meet the following criteria:

- Identified as Proficient in ISASP score qualifications in the subject of the requested courses or similar courses. If a student is not Proficient in an area, then the student will not be eligible for those requested college courses.
- High School Cumulative GPA of 3.25 or higher.
- High School Subject Matter Content GPA of 3.0 or higher of requested college course.
- School attendance of 95% or higher as determined by administration.

If the student is interested in pursuing the appeals process they can pick up an application

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from the counseling department. Once the application is returned, the counseling department and administrators will schedule an interview with the student and review their application. Once completed the student will be notified of the decision.

### **IWCC CLARINDA CENTER & ONLINE COURSES**

**\*It is a privilege, not a right for students to not be on campus during IWCC online courses. In the event a student fails an online IWCC semester course, they will be required to stay at Clarinda High School in the library for their online college courses the following semester.**

For a list of Academic Programs offered through IWCC please visit this link:

[https://www.iwcc.edu/academic\\_programs/](https://www.iwcc.edu/academic_programs/)

For course descriptions and offerings search by course number using this link:

<https://iwcc-ss.colleague.elluciancloud.com/Student/Courses>

Iowa Western Community College – Clarinda Center in Person course offerings: Schedule posted and shared to students via Google Classroom.

Important Points for students enrolled in IWCC courses:

1. Registration for college courses must be completed through the high school academic advisor or counselors. **DO NOT** register online on your own. You will then be required to pay for your courses.
2. Once the student is enrolled into an IWCC course, they are a college student. Course content may include controversial cultural, religious, political, aesthetic, and human sexuality issues. Students must have the maturity to engage with the material in an academically appropriate manner.
3. Students must have the organization and time management skills to meet deadlines and complete more rigorous and demanding work than is required in high school. When taking an in person college class that is at the same time as a high school class you will not receive an extension on assignments. It is the responsibility of the student to meet with their instructor and ensure their work is turned in by the due date.
4. Students enrolled in an online or on campus college course may be in classes with college students.
5. IWCC coursework may not transfer to every university or college, and it is up to the student to communicate with any prospective college to ask about how their credits will transfer. For this reason, it is important that the student keep a copy of their course syllabus for potential college comparison.
6. Each college course is free to the student and paid for by the district in the regular school calendar year. CHS does not pay for college courses taken during the winterim or summer semester. The school district also pays to rent any necessary textbooks. If you receive a rented textbook or access code, you must hang on to ALL issued papers and books and return those at the end of the semester to avoid paying a book fine. All textbooks can be picked up and returned at the Clarinda IWCC library.
7. Students' college GPA begins with these classes, and financial aid for college is generally awarded only if a student maintains a minimum GPA requirement of a 2.0 or higher. In other words, one low grade in a concurrently enrolled class can affect the amount of money received through financial aid immensely.
8. If a student drops a course after the official date stated by the high school (CCSD aligns with IWCC official drop dates), the student will be assigned a grade of "F" for that course and appear on the high school transcript as such. The grade may not be reflected on the college transcript, however. All courses taken through Senior Year Plus at school expense or as part of a students minimum course load will be

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added to the students high school transcript and grades earned will be used when calculating high school GPA and class rank.

9. CHS will not have direct access to student grades. The academic advisor or counselor will receive 4-week, 5-week, 8-week, 10-week, 12-week, and Final posted grades. We encourage parents to check their students' ROC account regularly to keep up with their grades. You will need to have your student log in to their individual account. Parents will not be given separate access to IWCC accounts.
10. If the course that your student has requested to register for is offered in-person at the Clarinda Iowa Western Community College Campus, the parent/student is required to furnish their own transportation to and from Clarinda High School for these classes. The school is not liable for transportation to and from the campus.
11. For courses taught at the Clarinda IWCC campus: In the event of no school, late start, or early out schedules at Clarinda High School, students must follow the IWCC course schedule, as they run on their own schedule.
12. Students must abide by the college Code of Student Rights and Responsibilities and the high School Student Handbook.
13. FERPA guidelines limit the information shared directly with parents or guardians from IWCC.

### **IWCC CAREER & TECHNICAL CERTIFICATE PROGRAMS**

Career and technical certificate programs offered at Iowa Western Community College are available to all Clarinda High School juniors and seniors. For certificate descriptions and course schedule, please visit the link below. Programs are available on Clarinda Center IWCC Campus or online.

[2024-2025 Career Academies Schedule.xlsx](#)

### **IOWA REGENT SCHOOL ADMISSION CRITERIA**

University of Iowa, Iowa State & University of Northern Iowa, Iowa high school graduates must achieve a Regent Admission Index (RAI) score of at least 245 and take the minimum number of required high school courses to qualify for automatic admission as freshmen.

The [RAI Core Course Lists](#) provides each Iowa high school with a list of their respective courses that are accepted for the RAI. Students who achieve a score less than 245 will be considered for admission on an individual basis.

The RAI combines factors that strongly predict success at the Regent Universities: ACT or SAT test score, high school rank, high school cumulative grade-point average, and the number of completed high school core courses.

There are two RAI formulas for computing students' RAI scores:

Primary RAI formula (for students whose high school provides class rank)

Alternative RAI formula (for students whose high school does not provide class rank).

Below is a detailed description of each formula:

**Primary RAI Formula (for students whose high school provides class rank)**

- 3 x ACT composite score
- + 30 x Cumulative GPA
- + 5 x Number of Years of RAI-approved high school courses completed in the core subject areas

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= RAI Score

[Click here for the approved RAI Core Course List](#)

[Click here to calculate your unofficial RAI score](#)

## **Cardinal Online Education Program:**

How does it work?

Students complete online courses within the semester school calendar. Online courses are coordinated by CCSD staff using Iowa Teaching Standards and CCSD curriculum. Online courses are offered through Edgenuity (no prior experience with Edgenuity is needed) for students in grades 7-12. These classes combine rigorous content with direct-instruction videos from expert, on-screen teachers with interactive learning tools and resources to engage and motivate students.

Student Tutorial on Edgenuity: [https://www.youtube.com/watch?v=G\\_HPDRbV8oU](https://www.youtube.com/watch?v=G_HPDRbV8oU)

Parent/Guardian Tutorial on Edgenuity: <https://www.youtube.com/watch?v=HbwnaGqCBqU>

Frequently asked questions (FAQs) of support for students and teachers:  
[https://www.edgenuity.com/student-help/#Student\\_Orientation\\_Video-Course\\_Map](https://www.edgenuity.com/student-help/#Student_Orientation_Video-Course_Map)

Click on Video tutorials below for more information:

- [Student Orientation Video- Course Map \(1:37\)](#)
- [Student Orientation Video- Overall Grade \(0:51\)](#)
- [Student Orientation Video- Actual Grade \(1:04\)](#)
- [Student Orientation Video- Relative Grade \(2:25\)](#)
- [Note Taking and Academic Success \(2:44\)](#)
- [Taking Notes from a Textbook or Video Materials \(3:19\)](#)
- [Taking Notes from Audio or Online Materials \(2:45\)](#)
- [Taking Notes for Math and English Courses \(2:59\)](#)
- [Taking Notes for Science and Social Studies Courses \(2:32\)](#)
- [Tools for Taking Notes \(3:32\)](#)
- [Note-Taking in the Digital World \(6:53\)](#)

Cardinal Online students will receive a district device while enrolled in the program. Students enrolled in courses that meet state and district standards, can graduate with a Clarinda high school diploma upon

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completion according to CCSD policies.

Clarinda Community School District students must earn a minimum of 52 credit hours in grades 9-12 to qualify for a diploma. One credit hour is earned for each semester course that meets for one class period daily. Two credit hours is the equivalent of a year-long course.

At a minimum, the student is expected to keep up with the built-in pacing guide that will lead them to completion of the course by the end of the semester. They are allowed to work at a faster pace if they find success in doing so.

#### Parent/Guardians:

- **Communication-** Parents/guardians are welcome to communicate regularly with teachers and the coordinator.
- **Support-** Provide students support as a learning guide, provide a comfortable learning environment at home and monitor student progress through Edgenuity reports.
- **Monitor-** In Edgenuity each student has a Parent/Guardian Contact Information section. This provides anyone in this field, with an email address, a progress report sent to that address on a specific basis (i.e. daily, weekly, monthly). Please email your student's coordinator to set up this option. Please provide the best email and desired frequency in your communication.

Parent/Guardian Contact Information

First Name:\*

Last Name:\*

Email:

Email Progress      Frequency:

Family Portal:  Enable  Disable      Activation Code:

Notes:

- **In addition, there is a 'Family Portal' that does require set up and login information in order to obtain more detailed information about the progress of a student. Parents must email the student's coordinator to have this set up.**

#### Online Coordinator Office Hours:

Office hours are available to work with students either individually or in small groups by the online coordinator. Office hours are also available via Google Meet. Students/Caregivers are welcome to either drop in to meet with their coordinator or schedule a time. The coordinator will be available M-F from 1-3 PM for additional help with students who would like extra help.

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## 7-12 Clarinda Online Enrollment information

Families will receive communication for an online enrollment for the school year during registration. The deadline to enroll for online courses will be 3 school days after the beginning of the 1st semester or 3 school days after the beginning of 2nd semester.

Enrollment will be processed as they come in and will be filled on a first come first serve basis and will only be approved, if space is available up through these deadlines.

After submitting your information, you will receive notification from the Clarinda Online Coordinator confirming your enrollment status.

If you would like more information about enrolling in the Cardinal Online program, email or call the High School Office.

If a student has a current IEP or 504, please contact the Online Coordinator or Director of Student Services for additional information and assistance.

### Applying to Online School with an Individualized Education Program (IEP)

Students with an IEP may apply to the Cardinal Online program and will be considered for enrollment. Once the application is received the following steps will be taken:

#### 1. Review of Current IEP

1. **Initial Review:** Upon application, the Director of Student Services will review the student's current Individualized Education Program (IEP) to assess the suitability of the online school environment for meeting the student's educational needs.
2. **When necessary the Director of Student Services may arrange a meeting with the student's previous school personnel to discuss the appropriateness of an online placement.**

#### 2. IEP Meeting

1. **An IEP meeting will be scheduled involving the student, parents/guardians, the IEP team, and the Director of Student Services.**
2. **Discussion Points**
  1. **SDI Offerings:** Discuss and determine the appropriate Specially Designed Instruction (SDI) that can be offered online or if certain SDI needs to be conducted in person.
  2. **Goal Evaluation:** Evaluate if all current IEP goals are necessary and appropriate for the online setting.
  3. **Attendance Expectations:** Establish clear attendance expectations for both online and in-person SDI sessions.

#### 3. Attendance Monitoring and Follow-Up

1. **Attendance Tracking:** The student's attendance in SDI sessions will be monitored regularly.
2. **Missed Sessions Protocol**

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1. **If a student misses 5 SDI sessions, an additional IEP meeting will be convened to assess and determine any necessary changes or interventions to support the student's success in the online school setting**
  
4. **Additional Considerations**
  1. **Accessibility and Technology Needs:** Ensure that the student has access to necessary technology and resources to participate effectively in online SDI sessions.
  2. **Support Services:** Discuss any additional support services that may be required, such as tutoring, counseling, or assistive technology, to facilitate the student's transition to online learning.
  
5. **Ongoing Evaluation and Support**
  1. **Regular Check Ins:** Schedule regular check-ins between the student, parents/guardians, and the IEP team to review progress and address any emerging challenges.
  2. **Flexible Adjustments:** Be prepared to make flexible adjustments to the IEP as needed based on the student's performance and feedback from the IEP team.

**By following these steps, the online school ensures that students with IEPs receive the support and accommodations necessary for their educational success in a virtual learning environment.**

#### Cardinal Online Program Expectations

1. **Students are expected to log in everyday and show progress towards their courses as part of their student attendance. Failure to do this may result in an unexcused absence and disciplinary actions may be taken according to the student handbook.**
  
2. **Students will be responsible for working through each unit until the course completion percentage is 100% AND the relative grade is 60% or above.**
  
3. **The CCSD 4.0 grading scale will be used.**
  
4. **Students will be assigned various lectures to listen to, projects, and assessments throughout the course. Rubrics may be provided within the program to guide their work.**
  
5. **The Cardinal Online Coordinator's role is to monitor student progress throughout the semester, correspond in regard to progress, when necessary, with students and parents/caregivers, and approve the final grade**
  
6. **If students can't move forward with an assessment passing threshold of 60% or above, the student will be required to take notes over the lessons before gaining access to assessments. The online coordinator will determine this.**
  
7. **Students may have to contact the online coordinator to have each quiz and test opened.**
  
8. **At a minimum, the student is expected to keep up with the built-in pacing guide that will lead them to completion of the course by the end of the semester. They are allowed to work at a faster pace if they find success in doing so.**

9. Online students will be required to stay and participate in their online courses during their current semester. Students will not be allowed to “transfer” into face to face traditional school until after the conclusion of their online semester.
10. The Online Coordinator may require any Cardinal Online student to meet with the online coordinator face to face or via Google Meet at any point during each semester. This may also require the parent/caregiver to meet with the student and online coordinator as well.

Online Classroom Conduct Expected by All Clarinda Students

**In addition to following online classroom expectations, you are expected:**

- Be prepared for class.
- Be respectful to all.
- Show Cardinal Pride.

The Cardinal online program may work great for some students and not so well for others. In conjunction with the High School Administration, the online coordinator will monitor student progress to determine if the self-motivation needed for success in this style of learning is compatible with the student’s individual skillset.

Click on: [Clarinda Cardinal Online Readiness Rubric](#)

Each online student will be assessed and evaluated based on their academic performance, progress, and daily attendance with the Cardinal Online Program each semester by the High School Administration and the Online Coordinator to determine if the student is eligible to continue online or may need to attend face to face traditional programming at the High School.

If students fail multiple courses at the end of the semester, through the determination of the High School Administration and Online Coordinator, a student may be removed from the online program and placed in face-to-face instruction for the following semester.

Students will be expected to follow all CCSD policies and may be disciplined according to these policies as deemed by the High School Administration for any infractions as an enrolled student at CCSD.

Due Process:

**Due Process occurs when these steps have been followed:**

1. A violation of rules, regulations, policies or law takes place and the accused is informed or charged with a specific violation.
2. The person accused is given an opportunity to respond with their side of the situation.

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3. Action is taken or a decision is made at this point and the due process procedure may end here.
4. The person found to be guilty has a right to appeal the action taken to the next level of authority if they do not agree with the action that is to be imposed.

### Cheating Or Plagiarism:

Students who are involved in cheating, plagiarism, or theft of academic materials weaken the integrity of the academic process. Cheating/Plagiarism includes using Artificial Intelligence (AI), Chat GPT, copying someone else's work (from any source) and presenting it as your own, using someone else's ideas or concepts and representing them as one's original thoughts or ideas, allowing someone to copy your work, or the use of crib notes. Individuals found to be cheating may be subject to a zero on the assignment and discipline assigned by the teacher with building administration support.

Teachers may use any plagiarism detection software needed for student assignments.

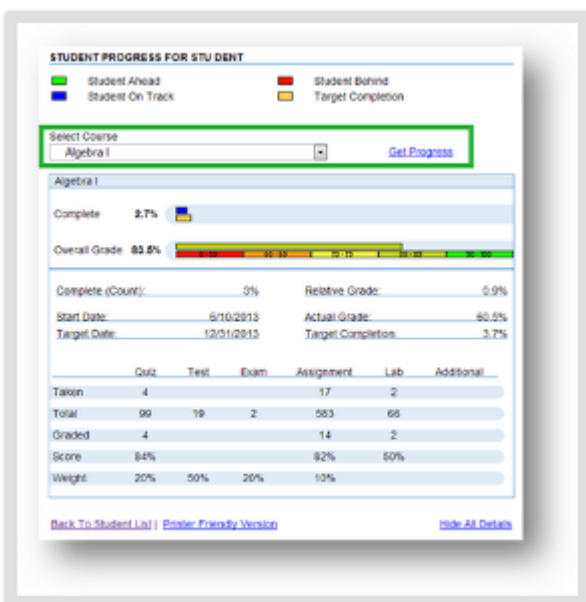
### Anti-Bullying / Anti-Harassment

CCSD BOE Policy 401 <https://clarinda.iowaschoolfinance.com/policy/104-anti-bullyinganti-harassment-policy>

### Clarinda 7-12 Student Handbook

### Clarinda CSD Board Policies

### How to Read the Edgenuity Student Progress Report



**Taken:** This shows the number of Quizzes, Tests, Exams, Essays (if relevant), Assignments, Labs (Math and Science only), and Additional Assignments completed by the student.

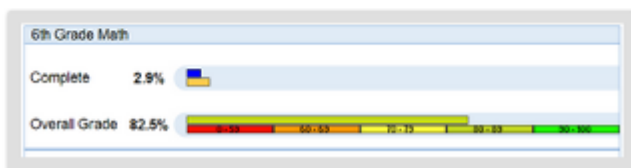
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**Total:** This shows the number of Quizzes, Tests, Exams, Essays (if relevant), Assignments, Labs (Math and Science only), and Additional Assignments assigned in the course. Please note that this figure may not be accurate if pre-testing is enabled for the course as the pre-test results will determine the number of activities presented to the student.

**Graded:** This shows the number of activities that factor into the student's grade. By default, activities such as Vocabulary and Lectures do not factor into the grade; this is why the Graded number is lower than the Taken number.

**Score:** This shows the average grades for each type of activity that the student has completed: Quizzes, Tests, Exams, Essays (if relevant), Assignments, Labs (Math and Science only) and Additional Assignments.

**Weight:** This shows how the grade values of Quizzes, Tests, Exams, Essays (if relevant), Assignments, Labs (Math and Science only) and Additional Assignments combine to form the overall grade.



At the top of the Progress Report there is a color-coded key which indicates what the colors in the next section of the Progress Report mean:

**Green:** the student is ahead of schedule in the course

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**Blue:** the student is on track with the course

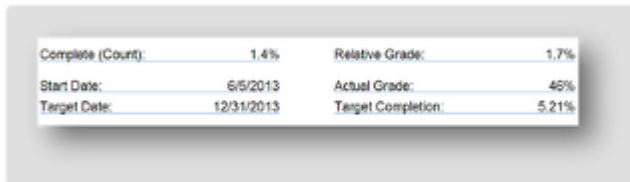
**Red:** the student is falling behind in the course

**Orange/Peach:** what the target completion should be at that time

**Complete:** The percentage complete is noted to the right of the Complete prompt. The top bar shows how far along the student is in the course; this will be color-coded as previously noted.

The orange/peach colored bar below it shows how complete the student should be in the course.

**Overall Grade:** Essentially, the overall grade is the grade the student has acquired thus far in the course based on all activities and assessments they've completed, keeping in mind the **grade** weighting for each type of activity/assessment.



Complete (Count):	1.4%	Relative Grade:	1.7%
Start Date:	6/5/2013	Actual Grade:	46%
Target Date:	12/31/2013	Target Completion:	5.21%

**Complete Count:** The percent of the course completed calculated by the number of assignments completed versus the total number of assignments in the course.

**Start Date:** The date the student began the course.

**Target Date:** The date by which the student should finish the course.

**Relative Grade:** Assumes that the student will receive a score of zero for any incomplete activities/assessments. The percentage earned in Relative Grade will be recorded as the final grade in JMC.

**Actual Grade:** Based on the overall grade in relation to the percentage of coursework completed vs. the percentage of coursework that should have been completed.

**Target Completion:** This is the percentage of the course the student should have completed based on the start and target dates.

## **Online Learning Tips:**

### **Routine:**

- **Create a school workspace: Keep paper, pens, and pencils nearby.**
- **Minimize distractions**
  - o Turn off or distance yourself from media (TV, video games, social media, cell phone, etc.)
- **Manage your time wisely**
  - o Write out a schedule; check out your daily goal!
  - o Stay on top of your assignments
- **Utilize breaks**
  - o Step away from your screen and take care of your personal needs between classes
- **Set an alarm to start your day with enough time to eat breakfast and prepare for online learning.**

### **Goal Setting:**

- **Set a goal: have a clear direction to be motivated**
  - o What can you get done today? How much time should you spend on this?
  - o What can you currently manage?
  - o What is the most important? In what order should you do things?

### **Engage:**

- **Be an active participant**
  - o Get involved in discussions
  - o The more you interact, the more you learn.
- **Continue to form relationships and engage with the teacher.**
  - o If extra opportunities to Google Meet are offered, take them up on it!

### **Technology:**

- **Embrace technology – make sure you have access to a working internet connection.**
- **Wellness Check for your device**
  - o Restart your device at least once a week.
  - o Remember to charge your device overnight.

### **Self-Advocate:**

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- **Find and use the resources your teacher provides**
- **Ask for help when you need it**
  - o **Seek and use feedback**
  - o **Be proactive**
    - **Pause and ask yourself how you can solve the problem**
    - **Recognize when you need help.**
  - o **Know the best ways and times to ask for help**
    - **Your teacher can help with this**

**Communicate:**

- **Communicate frequently**
  - Be comfortable with communicating with your teacher over email, Google Meet, or the phone**
  - o **Know the best ways to communicate with your teachers.**
    - **When?**
    - **How?**
- **Check your communication tools daily**
  - o **School Email**
  - o **Edgenuity**

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