

Starmont Community School District

Student Discipline and Responsibility

Starmont Community School District discipline policies and procedures are the product of common understandings and society's expectations of our schools. If our democratic society is to flourish, and our ways of living and believing to endure, we need young people who cherish, understand, and practice these ideals above personal gratification.

School discipline should protect and nurture the physical, social, mental, and emotional growth of its youth. Regulations are made, first, to protect persons and property, and second, to protect the right to participate in every facet of the educational program. The school's discipline policies reflect an understanding of adolescent human maturation. The school's policies specifically limit the opportunity of any individual to interrupt another student's educational growth. School policies also protect the student who might choose to interfere with his/her own educational growth. As each student proceeds through their school years, greater levels of self-control are expected. We believe discipline exists to make possible a good educational program and to protect the welfare of those who participate in the program. To this end we recognize four axioms:

1. Discipline policies and procedures recognize the inherent dignity and rights of each individual student.
2. Discipline policies and procedures focus upon devotion to humanitarian principles and ideals and loyalty to the principles of freedom, justice, and equality.
3. Discipline policies and procedures serve to direct behavior and yet encourage personal effort extended toward self-direction.
4. Discipline policies and procedures strive for student recognition and understanding in that one often has to subjugate one's personal inclinations, whims, comforts, and even some liberties to achieve greater goals than personal ones.

Guidelines concerning habits, attitudes, and behavior of school youth to promote good school and community citizenship are listed below:

Habits, attitudes and behaviors that are to be encouraged:

1. High standards of academic achievement in relationship to individual ability.
2. Good sportsmanship at all times.
3. Personal appearance . . .
 - a) Hair styles to be trim and neatly combed.
 - b) Wearing apparel to be of appropriate style and taste and appropriate for the occasion and worn in an acceptable manner.
4. Wearing apparel for special occasions will be arranged in advance with the administrator of your school.

Habits, attitudes and behavior that are not to be tolerated:

1. Excessive or unwarranted absence or tardiness.
2. Swearing and/or obscene gestures and/or use of obscene language or writing on and/or defacing of school or personal property of any kind.

3. Derogatory and/or slanderous remarks toward or about any member of the faculty, staff, or student body.
4. Borrowing or unlawful taking of things that are not rightfully yours without consent of owner.
5. During the school day, behavior not tolerated will be such as holding hands, kissing, etc. Parents of offenders will be notified.
6. Use and/or possession of alcohol, tobacco products, and/or controlled substances.

BASIC RULES GOVERNING STUDENT BEHAVIOR

1. Be present and on time. Good attendance is important to succeed in school. The tardy policy will be enforced by the classroom teacher.
2. Bring learning materials to class/be prepared for class. Students are expected to come to class with pen/pencil, paper/textbook, notebook/folder, workbooks, etc. Students are expected to come to class with completed assignments/homework. Students will be expected to come to class ready to learn.
3. Follow directions, the FIRST time. Students are expected to follow directions of school staff. Failure to follow staff directions is insubordination and will not be tolerated.
4. Do unto others as you would have them do unto you. The old "Golden Rule." At all times students should act with courtesy toward staff and other students. Both their actions and words should reflect courtesy. Treat other individuals with the same respect and dignity that you, yourself, would like to be treated.

CONSEQUENCES FOR INAPPROPRIATE STUDENT BEHAVIOR

Conference with the student, which may also include a parental conference. A conference should be viewed as a warning.

Detention time may be assigned. This is time to be served before or after school.

Probation is conditional attendance during a trial period. Probation may be imposed by the principal or other person in charge of the attendance center for infractions of school rules which do not warrant the necessity of removal from school.

In-School Suspension is the temporary isolation of a student from one or more classes while under proper administrative supervision. In-school suspension may be imposed by the principal or other person in charge of the attendance center for infractions of school rules which are serious, but do not warrant the necessity of removal from school. Students on in-school suspension may not participate in any public performance on the day of the suspension.

Out-of-school Suspension is the removal of a student from the school environment for period of short duration. The principal may suspend a student for up to ten school days. Suspension is to be employed only when other available school resources are unable to cope constructively with pupil misconduct.

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 operation of the school.

Administrative Rules - Annual Notice Regarding Student Records.

The Starmont Community School District maintains records on each student in order to facilitate the instruction, guidance, and educational progress of the student. The records contain information about the students and their education and may include, but are not limited to, the following types of records: identification data, attendance data, record of achievement, family background data, aptitude tests, educational and vocational plans, honors and activities, discipline data, objective counselor or teacher ratings and observations, and external agency reports.

The records of each student are generally located in the school that he/she is attending. Any exception will be noted in the student's other records or by the person in charge of record maintenance for each grade level. The district policy on student records can be secured on request. The name and position of the person responsible for maintenance of student records for the Starmont Community School District is listed below:

Starmont Elementary School (Gr.K-5)	Heath Hesse, Elementary Principal
Starmont Middle School (Gr. 6-8)	Shauna Koppenhaver, MS Principal
Starmont High School (Gr. 9-12)	Shauna Koppenhaver, High School Principal

The following persons, agencies, and organizations may have restricted access to student records without prior written consent of the parent, guardian, or student over the age of 18 years. Any other access to student records shall be only upon written consent or upon court order or legally issued subpoena.

- A. School officials, teachers, and AEA personnel with a legitimate educational interest.
- B. Officials of other schools in which the student proposes to enroll.
- C. Representatives of state and local government when auditing and evaluating state and federal education programs.
- D. Officials connected with a student's education financial aid applications.
- E. Government officials to whom information is to be reported under state law adopted prior to November 19, 1974.
- F. Organizations that process and evaluate standardized tests.
- G. Accrediting organizations for accrediting purposes.
- H. Parents of dependent children, regardless of child's age.
- I. Appropriate parties in a health and safety emergency.

Student records are reviewed and inappropriate material removed periodically and at a minimum, when a student moves from the elementary to middle school level, from the middle school to high school level, or when a student leaves the district.

MCGF/Nondiscrimination/Sexual Harassment Policy

Equity Statement

The Starmont Community School District does not intentionally discriminate on basis of sex, race and color, national origin, religion and creed, age, marital/parental status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, or socioeconomic status or familial status in its educational programs, activities, or employment practices, or as otherwise prohibited by statute or regulation. If you believe such discrimination has occurred and want to receive more information about the grievance procedure, please contact the Superintendent/Equity Coordinator at 3202 40th Street, Arlington, Iowa 50606 or call (563) 933-4598.

It shall be the practice of the Starmont Community School District to hire employees based upon bonified occupational qualifications. In regards to sexual harassment all members of the Starmont School District, including but not necessarily limited to the Board of Education, the administration, the faculty, the staff and the students, are expected to conduct themselves at all times so as to provide an atmosphere free from sexual harassment. Any person who engages in sexual harassment while acting as a member of the school community will be in violation of the school's sexual harassment policy and subject to the procedures outlined below.

Definition of sexual harassment - unwelcome sexual advances; requests for sexual favors or other verbal or physical conduct with a sexual nature may constitute sexual harassment where (1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development; or (2) submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating or intimidating hostile or offensive working or educational environment.

Superintendent Troy Heller has been appointed by the Board of Education to be the Multi-Cultural/Gender Fair equity officer or grievance officer. Students, parents of students or employees of the Starmont Community School District shall have the right to file a formal complaint alleging non-compliance with Board Policy 101, Multi-Cultural/Gender Fair Policy. The school district's grievance officer shall assume the responsibility of processing all complaints in accordance with the procedure set out below. In the event that the grievance officer becomes a party to a complaint, the alternate grievance officer, Elementary Principal Sandy Klaus, shall assume this responsibility.

Grievance Procedures for Non-discrimination in Educational Programs and Employment

Students, parents of students, applicants for employment, and employees of Starmont Community School shall have the right to file a formal complaint alleging noncompliance with federal and state regulations requiring nondiscrimination in educational programs and employment.

Level One--Immediate Supervisor (Informal and Optional--may be bypassed by the grievant)

Employees with a grievance based upon discrimination may first discuss it with their immediate supervisor, with the objective of resolving the matter informally. A student, a parent, or an applicant for employment with a complaint of discrimination in its educational programs, activities, or employment practices, may discuss it with the District's equity/affirmative action coordinator.

Level Two--Equity/Affirmative Action Coordinator

If the grievance is not resolved at level one and the grievants wish to pursue the grievance, they may formalize it by filing a complaint in writing on a "compliance violation form," which may be obtained from the educational equity/affirmative action coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level II must be within 15 working days from the date of the event-giving rise to the grievance or from the date the grievants could reasonably become aware of such occurrence. The grievants may request a meeting concerning the complaint be held with the educational equity/affirmative action coordinator. A minor student may be accompanied at the meeting by a parent or guardian. The educational equity/affirmative action coordinator shall investigate the complaint and attempt to resolve it. A written report from the compliance officer regarding action taken will be sent within 15 working days after the receipt of the complaint.

Level Three--Impartial Third Party Hearing

If the complaint has not been satisfactorily resolved at level three--equal employment opportunity/affirmative action coordinator, the grievant(s) may request in writing an impartial third-party hearing. The written request shall be filed with Starmont District Superintendent within 30 calendar days of the receipt of the equal employment opportunity/affirmative action coordinator's decision at level two.

The impartial hearing shall be conducted by a hearing officer to be selected by Starmont Community School District and the person(s) filing the complaint. The hearing officer shall be an administrative law judge or another third party hearing officer that is qualified to hear complaints related to alleged non-compliance with federal and state regulations requiring non-discrimination in educational programs and employment. The impartial third-party hearing officer selected shall set the date and time of the hearing. This procedure in no way denies the right of the grievants to file formal complaints with the Iowa Civil Rights Commission, the federal Office of Civil Rights or the Equal Employment Opportunity Commission for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination. The educational equity/affirmative action coordinator is:

**Gary Benda, Superintendent • Starmont Community School District
3202 40th St. • Arlington, IA 50606 • Telephone: (563) 933-4598**

Career and Technical Education (CTE) Programs

Starmont Community School District offers career and technical programs in the following service areas:

- Agriculture, Food & Natural Resources
- Applied Science, Technical, Engineering & Manufacturing
- Business, Finance, Marketing & Management
- Human Services

Asbestos Notification Letter

Dear Parent/Guardian:

Asbestos is an issue we have been dealing with for many years. The Asbestos Hazard Emergency Response Act of 1986 (AHERA) was enacted by Congress. AHERA was enacted to determine the extent of and develop solutions for any problems schools may have with asbestos. To give you some background, asbestos has been used as a building material for many years. It is a naturally occurring mineral that is mined primarily in Canada, South Africa and Russia. Asbestos' properties made it an ideal building material for insulating, sound absorption, decorative plasters, fireproofing, and a variety of miscellaneous uses. There have been over 3,000 different products made using asbestos materials. EPA began action to limit uses of asbestos products in 1973 and most uses of asbestos products as building materials were banned in 1978.

The Starmont facilities have recently been inspected by a certified asbestos inspector as required by AHERA. The inspector located, sampled, and determined the condition and hazard potential of all material in our buildings suspected of containing asbestos. The inspection and laboratory analysis records were turned over to a certified management planner to develop asbestos management plans. He has developed an asbestos management plan for our facilities. We do a six month surveillance and periodically repair the pipe insulation.

This notification letter, education and training of our employees, and a set of plans and procedures designed to minimize the disturbance of the asbestos containing materials, and plans for regular surveillance of the asbestos-containing materials are a part of our efforts to meet government regulations (AHERA).

A copy of the asbestos management plan is available for your inspection in our administrative offices during regular office hours. Jon Becker is Starmont's Asbestos Program Manager, and all inquiries regarding the plan should be directed to him.

We have implemented an asbestos management plan. It is our intent to comply with federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to insure your children and our employees have a healthy, safe environment in which to learn and work.

Sincerely,

Jon Becker, Asbestos Program Manager

Public Notification for Lead in Drinking Water

TO: The Users of the Starmont Schools Pressurized Deep Well Water System

The Safe Drinking Water Act passed by Congress in 1986 requires all systems to issue a public notice regarding the possible contamination of drinking water. The water provided by this system is currently below the standard for lead contamination and is safe to drink.

The United States Environmental Protection Agency (EPA) sets drinking water standards and has determined that lead is a health concern at certain levels of exposure. There is currently a standard of 0.015 parts per million (PPM). Based on new health information, EPA is likely to lower this standard even more.

Part of the purpose of this notice is to inform you of the potential adverse health effects of lead. This is being done even though your water may not be in violation of the current standard.

EPA and others are concerned about lead in drinking water. Too much lead in the human body can cause serious damage to the brain, kidneys, nervous system, and red blood cells. The greatest risk, even with short-term exposure, is to young children and pregnant women. Lead levels in your drinking water are likely to be the highest:

- if your home or water system has lead pipes, or
- if your home has copper pipes with lead solder, and
- if the home is less than five years old, or
- if you have soft or acidic water, or
- if water sits in the pipes for several hours

Lead piping and lead solder are two of the most common sources of lead in domestic drinking water, though the severity of the problem may depend on the age of your house. The only way to be sure about the lead content of your water is to have the water tested. The Starmont Buildings and Grounds Department has information about water testing and can tell you how to reduce the risk from lead contamination.

Using water from the cold water tap and flushing your household system for a few minutes before each use, for example, can help lower exposure to lead. Flushing may take even less time if there has been recent heavy water use, such as bathing or doing laundry. Other steps are also helpful, including refraining from use of hot water for cooking or drinking, replacing lead pipes and service connections, using certain types of water treatment and using bottled water.

For additional information regarding lead contamination of drinking water contact Jon Becker, Buildings and Grounds Director at (563) 933-2218.

The Starmont Schools water system every day uses a high volume of water, flushing the system thoroughly. Other activities conducted to reduce the lead content of the drinking water is the discontinued use of lead solder on all new applications.

Starmont Community School District
Buildings and Grounds Department