WEST DES MOINES
COMMUNITY SCHOOLS

2016-17

Walnut Creek Campus
Student & Family Handbook

WCC

WALNUT CREEK CAMPUS

Dear students and families of Walnut Creek Campus,

It is my pleasure to welcome you to Walnut Creek Campus. We are proud to have you as part of our learning community. Our mission is to surround students who demonstrate need for a smaller, more flexible, individualized learning environment with high quality instruction. This is a place where all members of the school community are known and nurtured. We develop informed, contributing citizens who are empowered to advocate and problem-solve throughout their lives.

The staff at Walnut Creek Campus strives to support students academically and personally so they can be as successful as possible. This relates to our district vision, which is: "The West Des Moines School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey." We look forward to realizing this vision by working collaboratively with your family.

We are a school who practices restorative justice, which is a collaborative process that helps students learn positive communication skills and helps them to take ownership for their behavior. The process allows students to make commitments that will help them become more successful. We strive to work collaboratively with one another to ensure that all of our students maximize their potential. Many students that come to us have not felt successful in school for some time or have personal issues that they are battling. Some simply needed a smaller/different environment so they could thrive.

At Walnut Creek Campus we are also constantly addressing how we can make the curriculum more rigorous, relevant and engaging. We all know that students learn best when they are appropriately challenged and when they see a clear purpose for their learning. The academic component is designed to accommodate students who have not met with success in the comprehensive high school or who have special learning needs. In addition, class sizes are small and everything we do is designed to meet the needs of our students. We also know that we must give our students the tools that they will need in order to be successful in a global world.

At Walnut Creek Campus we focus on building relationships with one another. I firmly believe that without relationships, very little can be accomplished. One of my favorite quotes is, "People will forget what you said. People will forget what you did. But, people will never forget the way you made them feel." At Walnut Creek, our hope is that every student, parent/guardian, and staff member feels cared for and lifted. We will work diligently to make the learning process joyful for every student and we invite you parents/guardians to come into the school and work collaboratively with us to ensure that students meet with success.

Sincerely,

Kim Davis

Dr. Kim Davis,
Walnut Creek Campus Principal

Dear Future Students of Walnut Creek,

Walnut Creek is a great school. You've probably heard a lot of things about us before you came over. Perhaps you're starting new to the district? Just because you hear *alternative school* doesn't mean it's bad. Actually, Walnut Creek is here to help everyone succeed. Our school is a family; everyone knows everybody. This school never judges. This is a place where everyone can be themselves and feel supported.

Like I said, we are like a family here at Walnut Creek. There's not one person that you won't know here. The teachers are the nicest people in the world. We call them by their first names; not Mrs., Ms., or Mr.. Sometimes it doesn't even feel like school to me because I feel so comfortable here.

So whether you're trying to graduate early, you are behind in credits, or you just struggled at a different school, Walnut Creek is an amazing place to learn. You will have a great time here, meet a lot of new people, and make many friends. Welcome to Walnut Creek!

Lucia Israel
Class of 2018

Dear Future Students of Walnut Creek Campus,

What type of school is Walnut Creek Campus? Walnut Creek Campus is a school that focuses on relationships, individual needs, and preparing you for life after graduation. This campus is one where you are not just another student. Every teacher knows your name here. You cannot walk down the hall without at least one “Hello” or “How are you?” Walnut Creek helps you to find your place among others. Everyone, including your peers, knows everyone is here for a reason. If you are having a hard time, you will receive encouragement and compassion.

At Walnut Creek you are treated equally no matter your preferences, background, age, grade, etc. You will find a teacher you connect well with and they will become your go to for everything. We work on a first name basis between staff and students. No staff member is addressed as “Mr.,” “Mrs.,” or “Miss.” The purpose of this is to help students feel more comfortable. This informality can help students who have problems with figures of authority. We joke around, while learning and doing projects at the same time. You are not just a student; you are a friend.

The greatest strength this school has (in my opinion) is the class size. Each class has roughly 10-15 students. These sizes make for a personal setting where you can feel connected with the teacher at all times. These class sizes can also help those with social anxiety. Being around less people makes it easier for them to concentrate and focus on their school work. If you are second guessing your choice to come to Walnut Creek, stop. The teachers are here with years of experience with students just like you. If you do your work and are respectful, teachers will do the same in return.

This school offers a second chance to those who thought they had no other option when it came to getting an education. The staff here gives students hope and inspires them to work hard and graduate. This school is an amazing opportunity for anyone struggling in school or at home. Take advantage of every opportunity presented to you. Good luck, and welcome to Walnut Creek Campus!

Kayelee Weeks
Class of 2017

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WALNUT CREEK CAMPUS

ADMINISTRATION

Dr. Kim Davis ..... Principal

STAFF

Tony Aunspach ..... P.E. Instructor
Barb Bailey-Mead..... Special Needs Assistant
Kaye Bair.....DMACC Instructor
Joe Bittick.....Media Assistant
Staci Bjurstrom.....Secretary
Deborah Burford..... ESL Instructor
Shelley Clayton ..... Service Learning Coordinator
Denny Conner.....Custodian
Lisa Demuth..... Special Education Instructor
David Edelstein ..... Math Instructor
Kim Grove .....Caseworker
Wes Hall..... Instructional Coach
Sandra Henderson.....Accounting / Registrar
Sean Hubner.....Caseworker
Grace Peelen ..... Science Instructor
Perry Kellogg ..... Science Instructor
Kraig Kincaid .....School Resource Officer
Robert Kinney .....Student Services Coordinator
TBD…….....School Based Therapist
Leah Lingren .....School Counselor
Tyler Maxon ..... Social Studies Instructor
Jeremy Mikesell .....Language Arts Instructor
Kay Owen ..... Special Needs Assistant
Trish Parizek .....Caseworker
Amy Pettit.....Language Arts Instructor
Gina Reinier ..... ELP Instructor
Lynn Sandvig ..... Special Education Instructor
Elena Sorenson.....Nurse
Lisa Spain ..... Special Needs Assistant
Sherry Stanbrough …….....….Secretary
Ted Van Deventer..... Social Studies Instructor
Olivia Van Zante..... Math Instructor

WALNUT CREEK CAMPUS
DAILY SCHEDULE

MONDAY, TUESDAY, THURSDAY, FRIDAY

9:00 a.m. - 9:25 a.m.	IST
9:28 a.m. - 10:18 a.m.	1st Block
10:21 a.m. - 11:11 a.m .	2nd Block
11:14 a.m. - 12:04 p.m.	3rd Block
12:07 p.m. - 12:27 p.m.	Advisory
12:27 p.m. - 1:04 p.m.	Lunch
1:04 p.m. - 1:54 p.m.	4th Block
1:57 p.m. - 2:47 p.m.	5th Block
2:50 p.m. - 3:10 p.m.	IST
3:40 p.m. - 5:10 p.m.	6th Block Night School (Monday, Tuesday, Thursday)

WEDNESDAY

9:00 a.m. – 9:45 a.m.	Block 1
9:48 a.m. – 10:33 a.m.	Block 2
10:36 a.m. – 11:18 a.m.	Block 3
11:21 a.m. – 12:23 p.m.	Exploratory
12:23 p.m. – 12:54 p.m.	Lunch
12:54 p.m. – 1:38 p.m.	Block 4
1:41 p.m. – 2:25 p.m.	Block 5

EARLY OUT SCHEDULES

12:00 P.M. EARLY OUT SCHEDULE

BLOCK	BEGIN	END
1	9:00	9:27 a.m.
2	9:30	9:57 a.m.
3	10:00	10:27 a.m.
4	10:30	10:57 a.m.
5	11:00	11:27 a.m.
Lunch	11:30	12:00 p.m.

1:00 P.M. EARLY OUT SCHEDULE

BLOCK	BEGIN	END
1	9:00	9:39 a.m.
2	9:42	10:21 a.m.
3	10:24	11:03 a.m.
4	11:06	11:45 a.m.
5	11:48	12:27 p.m.
Lunch	12:30	1:00 p.m.

2:00 P.M. EARLY OUT SCHEDULE

BLOCK	BEGIN	END
1	9:00	9:51 a.m.
2	9:54	10:45 a.m.
3	10:48	11:39 a.m.
Lunch	11:42	12:12 p.m.
4	12:12	1:03 p.m.
5	1:06	2:00 p.m.

ONCE A STUDENT LEAVES THE BUILDING HE/SHE MAY NOT GO BACK TO CLASS UNLESS THE STUDENT HAS A PASS FROM THE OFFICE.

FOREWORD

This handbook has been prepared to serve as a guide to enable you to plan your courses and activities in order to obtain the maximum benefits from your high school years. It is felt by the faculty, administrators and Board of Education that you will be a better student if you are properly informed of your responsibilities to yourself and your school. Sharing the contents of this handbook with your parents will be your responsibility.

Approved by the Board of Education

STUDENTS AND PARENTS ARE ADVISED THAT THE AREAS CONCERNING SCHOOL RULES AND REGULATIONS ARE INTERPRETATIONS OF SCHOOL BOARD POLICIES. ANY INCONSISTENCIES SHALL BE GOVERNED BY THE ACTUAL BOARD POLICY ON FILE IN THE BOARD OF EDUCATION OFFICE. COPIES OF POLICIES ARE PLACED IN EACH SCHOOL BUILDING.

WALNUT CREEK CAMPUS MISSION STATEMENT

Walnut Creek Campus surrounds students who demonstrate need for a smaller, more flexible, individualized learning environment with high quality instruction. All members of the school community are known and nurtured. We develop informed, contributing citizens who are empowered to advocate and problem-solve throughout their lives.

WALNUT CREEK CAMPUS VISION STATEMENT

Walnut Creek Campus will be a community that believes in the promise of every student. Innovative classroom instruction will be a catalyst for active and relevant learning. We will inspire hope and empower students to discover and own their potential. Students will go forth in a changing global society as capable and confident adults.

WALNUT CREEK CAMPUS PRINCIPLES

Integrity
Humor
Belonging
Personal Power

WEST DES MOINES COMMUNITY SCHOOL DISTRICT MISSION

Working in partnership with each family and the community, it is the mission of the district to educate responsible, lifelong learners so that each student possesses the skills, knowledge, creativity, sense of self-worth and values necessary to thrive in and contribute to a diverse and changing world.

WEST DES MOINES COMMUNITY SCHOOL DISTRICT SHARED VISION

The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

DISTRICT GOALS

Using the Mission Statement as our foundation and the Guiding Principles to inform our actions, the district will work towards the realization of the Shared Vision by accomplishing the following goals set forth by the Board of Education:

1. **Close the gap between present practices and the Shared Vision.**
2. **Improve student achievement through effective instructional and assessment practices.**

GUIDING PRINCIPLES

Continuous Improvement
We continuously develop new ways to measure and assess our effectiveness and the quality of our programs and services. Ongoing communication among students, staff and families and the community results in new learning and improvement.

Personalized Learning
We commit to knowing each student an individual, providing meaningful and appropriate learning experiences in a caring environment.

Optimum Use of Resources
We value every person, place and thing as a resource for building our learning community. We maintain accountability and responsibility while encouraging the creative and flexible use of these resources to support learning.

Integration
We create and strengthen relationships that support learning. The interrelationships among our programs, services, people and other resources are vital to the success of our learning community.

Diversity
We seek ways to learn about and understand the uniqueness of each person. We need differences to enrich our relationships, our community and our quest for continuous improvement.

PARENT/FAMILY INVOLVEMENT

We invite you to be part of the educational process at WCC. There is a strong correlation between parent/family involvement and student success at school. Please help your student succeed by doing one or all of the following:

- Call your student's teacher(s) to ask how your student is doing in class.
- E-mail your student's teacher(s) to ask questions about what students are learning in classes and ask how you can support the learning process.
- Use the parent portal on Infinite Campus to view information about your student.
- Come to WCC to visit with your student's teacher(s) about your student's progress.
- Come to WCC during the school day and visit your student's classes.
- Volunteer to be a part of the educational process at WCC.
- Join the parent organization and attend the meetings listed below.
- Call WCC to find out how to be involved in district meetings.

AN INVITATION FOR ALL WALNUT CREEK CAMPUS PARENTS/FAMILIES

The Parent/Teacher Organization (PTO) meets throughout the year to provide input regarding the programming at Walnut Creek Campus, to receive information about activities at Walnut Creek Campus, and to provide support to parents/families.

The meeting schedule for 2016-2017 is as follows:

September 12, 2016	5:30 p.m.
October 24, 2016	5:30 p.m.
November 14, 2016	5:30 p.m.
February 06, 2017	5:30 p.m.
April 03, 2017	5:30 p.m.

For information about the first meeting, call Walnut Creek Campus at 633-6480.

The following is a list of the officers and their contact information:

Title	Name	Home Number
President	Kecia Cowden	401-7170
Treasurer	Julie McGuire	223-8191
Secretary	Linda Mercer	447-2721

2016 – 2017 WCC CALENDAR

Office Hours 7:30 a.m. to 4:00 p.m.

DAY	DATE	ACTIVITY	TIME
Thursday	08/04/16	Registration	12:00 to 5:00 p.m.
Thursday	08/04/16	Picture Day	12:00 to 5:00 p.m.
Tuesday	08/16/16	New Parent/Student Orientation	6:00 p.m.
Wednesday	08/24/16	1st Day of School	
Wednesday	08/24/16	Parent/Teacher Conferences	3:30 – 7:30 p.m.
Wednesday	08/31/16	School Wide Service Learning (No pm classes)	9:00 a.m. – 12:23 p.m.
Monday	09/05/16	Holiday (Labor Day)	
Monday	09/12/16	PTO (Parent/Teacher Organization)	5:30 p.m.
Friday	09/16/16	Picture Retakes	11:30 a.m. – 1:30 p.m.
Friday	09/23/16	VHS Homecoming Game	
Saturday	09/24/16	VHS Homecoming Dance	8:00 – 11:00 p.m.
Monday	10/03/16	Parent/Teacher Conferences	3:30 p.m. – 7:30 p.m.
Monday	10/24/16	PTO (Parent/Teacher Organization)	5:30 p.m.
Monday	10/24/16	Financial Aid Night	6:00 p.m. – 7:00 p.m.
Wednesday	11/02/16	Alternative Wednesday	9:00 a.m. – 12:23 p.m.
Thursday	11/10/16	Early Release – Trimester Change Preparation	1:00 p.m.
Friday	11/11/16	End of 1st Trimester/Early Release- Trimester Preparation	1:00 p.m.
Monday	11/14/16	1st Day of 2nd Trimester	
Monday	11/14/16	PTO (Parent/Teacher Organization)	5:30 p.m.
Wednesday	11/16/16	Coffee House	11:21 a.m. – 12:00 p.m.
Wednesday	11/16/16	Large Group Lunch	12:00 p.m. – 12:23 p.m.
Wednesday	11/23/16	No School- Students & Staff, Fall Flex Day	
Friday	11/25/16	No School - Vacation	
Wednesday	12/14/16	Large Group Lunch	11:21 a.m. – 12:23 p.m.
Thursday	12/22/16	Vacation/Winter Break	
Friday	12/23/16	Vacation/Winter Break	
Monday	12/26/16	Vacation/Winter Break	
Tuesday	12/27/16	Vacation/Winter Break	
Wednesday	12/28/16	Vacation/Winter Break	
Thursday	12/29/16	Vacation/Winter Break	
Friday	12/30/16	Vacation/Winter Break	
Monday	01/02/17	Vacation/Winter Break	
Monday	01/09/17	Early Release-Conference Preparation	2:00 p.m.
Monday	01/09/17	Parent/Teacher Conferences	3:30 p.m. – 7:30 p.m.
Friday	01/13/17	Early Release	12:00 p.m.
Monday	01/16/17	No School for Students – Staff Work Day	
Saturday	01/21/17	District Large Group IHSSA Contest	
Saturday	02/04/17	State Large Group Speech Contest (IHSSA)	
Monday	02/06/17	PTO (Parent/Teacher Organization)	5:30 p.m.
Wednesday	02/15/17	Alternative Wednesday	9:00 a.m. – 12:23 p.m.

Saturday	02/18/17	All State Festival Large Group (IHSSA)	
Thursday	02/23/17	Early Release-Trimester Change Preparation	1:00 p.m.
Thursday	02/23/17	End of 2nd Trimester	
Friday	02/24/17	No School-Students-Staff Development Day	
Saturday	02/25/17	District Individual Speech Contest (IHSSA)	
Monday	02/27/17	First Day of 3rd Trimester	
Friday	03/10/17	No School – Students & Staff, Spring Flex Day	
Saturday	03/11/17	State Individual Speech Contest (IHSSA)	
Monday	03/13/17	Vacation/Spring Break	
Tuesday	03/14/17	Vacation/Spring Break	
Wednesday	03/15/17	Vacation/Spring Break	
Thursday	03/16/17	Vacation/Spring Break	
Friday	03/17/17	Vacation/Spring Break	
Monday	03/20/17	Classes Resume	
Monday	03/27/17	All State Individual Speech Event (IHSSA)	
Monday	04/03/17	PTO (Parent/Teacher Organization)	5:30 p.m.
Wednesday	04/19/17	School Wide Service Learning (No pm classes)	9:00 a.m. – 12:23 p.m.
Monday	04/24/17	Early Release-Conference Preparation	2:00 p.m.
Monday	04/24/17	Parent/Teacher Conferences	3:30 p.m. – 7:30 p.m.
Wednesday	04/26/17	Coffee House	11:21 a.m. – 12:23 a.m.
Friday	04/28/17	No School for Students – Professional Development Day	
Saturday	05/13/17	WCC Salsa Garden Plant Sale	9:00 a.m. – 12:00 p.m.
Wednesday	05/17/17	Alternative Wednesday	9:00 a.m. – 12:23 p.m.
Saturday	2017	VHS Prom	
Thursday	05/25/17	Graduation Rehearsal- Staplin Performing Arts Center (VHS)	10:00 a.m.
Thursday	05/25/17	WCC Graduation - Staplin Performing Arts Center (VHS)	7:00 p.m.
Sunday	05/28/17	VHS Graduation	
Monday	05/29/17	No School-Holiday	
Friday	06/02//17	Last Day for Students & Staff – Early Release WCC	12:00 p.m.

Snow Make Up Days: Any student or staff contract work days missed during the 2016-2017 school year will be made up beginning Monday, June 5, 2017

I. NEW STUDENT INFORMATION

ADMISSIONS PROCESS

1. Referral
   Students are most often referred by their home high school. If transferring from another district/school, the student must meet with an administrator from this district's comprehensive school first. Students must complete an application and checkout procedure at their home high school before being enrolled at Walnut Creek Campus. All prior fees need to be paid before transferring.
2. Interview
   Students and parents must complete an intake interview. Walnut Creek Staff will ask questions to determine why a student wants to attend WCC and to discover what the student's needs are. The WCC system and expectations are also explained to the students and parents during the interview.
3. Contract
   At the end of the interview, parents and students must sign a contract agreeing to meet the WCC expectations and to take advantage of the program.
4. Orientation
   The orientation allows students to understand the WCC system in order to be successful. At the beginning of the first trimester, a new student/parent orientation will be held by the principal. After that students will attend an orientation provided by the school counselor.

II. ATTENDANCE

ATTENDANCE

Walnut Creek Campus believes that daily attendance and being on time are keys to success. Our main doors lock ten minutes after each period begins and unlock 10 minutes before the next period begins. There is a buzzer to the right of the main interior door that alerts the office that a person needs to enter at all other times. **Students must have a pass from their teacher, signed by the office staff, to leave the building. Students will be sent home for the day and may not go back to class if they do not follow this procedure.**

Expectations:
It is expected that a student will be in school every day. In accordance with Iowa Law, it is the parents' responsibility to cause the child to attend school (Iowa Code, Chapter 299).

1. Parents are expected to notify the school regarding a student's absence on the day of the absence by calling Walnut Creek Campus at 633-6400.
2. **Valid reasons** for a student's absence from school:
   - court appointments with documentation/verification
   - death in family
   - illness of student
   - medical and/or dental appointment with <u>verification from doctor's office</u>
   - religious observance
   - prearranged family trips and college visitation
   - student in-school or out-of-school suspension
   - Walnut Creek Campus activity

Parents will be contacted each time the student acquires an unexcused absence-
The following is a listing of, but is not limited to, attendance behaviors that result in an **unexcused absence**:

- oversleeping
- late arrival from leaving campus during lunch break
- absence from a class to do work or study for another class
- leaving class early without permission of classroom teacher
- family conveniences
- students who are in the building (i.e., media center) and fail to report to class will be given an unexcused absence
- truancy/leaving campus without permission
- car problems (see administrator)

Tardy:

A tardy will be given if a student is less than ten minutes late to a class.

1. Parents are expected to notify the school regarding a student's tardiness on the day of the tardy by calling Walnut Creek Campus at 633-6400.
2. Students arriving late to school for a valid reason will be excused (refer to valid reasons for a student's absence).
3. Students arriving late must obtain a pass from the office before going to their registered class.

***Attendance may impact day school placement.**

ADDITIONAL ATTENDANCE INFORMATION

A. All students are required to keep their residence address and phone numbers up to date.
B. Students not living with their parents or guardian, and living in a residence within the West Des Moines Community School District must submit the following in writing:
   1. A statement to the Administration, signed by the student and one parent, that they are not living with a parent or guardian, and is residing in the West Des Moines Community School District.
   2. A statement of address and telephone number of the student and one parent where they can be reached.
C. Students cannot withdraw from school unless proof of parent knowledge is supplied to the school.
D. When a student turns 18, he/she may request that the school no longer contact the parent/guardian. The parent/guardian should contact the principal to make this request. The student must be living on their own and not claimed on their parents' taxes.
E. Attendance letters – If students are below 70% attendance, letters will be sent to families throughout the year. Problem solving meetings will be held to address the issues that are preventing the student from attending. Students will not be allowed to register the next trimester until a meeting has taken place.

III. DISCIPLINE

ADMINISTRATIVE DISCRETION

The administration reserves the right to use discretion in determining the severity of any student violation of a policy, rule, or directive of the district and/or any inappropriate act or behavior on the part of the student.

SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

All staff at WCC are expected to use the Four Levels of Redirection in the classroom and in common areas when a student does not comply with the school expectations. A student removed from the area goes to a caseworker or the student services coordinator, counselor, or principal for an intervention. The goal is to be able to return the student to the classroom. The intervention includes development of a plan to be successful. It may include a sequence of behavior review, in which the student is guided through a process to identify what went wrong, and how the situation could have unfolded differently in order for the student to be successful.

Four Levels of Redirection

1. Friendly Nonverbal Reminder
2. Friendly Verbal Reminder
3. Concerned Reminder
4. Student Removed From The Area

RESTORATIVE JUSTICE AT WALNUT CREEK CAMPUS

Walnut Creek Campus is a supporter of restorative justice. Restorative justice is a systemic response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities.

What do restorative schools do?

- Focuses primarily on relationships and secondarily on rules. They acknowledge that relationships are central to building community and build systems that address misbehavior and harm in a way that strengthens relationships.
- Gives a voice to the person harmed.
- Gives a voice to the person who caused harm.
- Seeks to recognize the motivation driving the misbehavior.
- Enhances a sense of responsibility to the community by engaging in collaborative problem solving.
- Empowers, changes and grows.
- Encourages responsibility by planning for restoration.

Restorative approaches:

- Helps to teach self-discipline.
- Promotes effective conflict resolution skills.
- Provides a sense of community.
- Helps misbehaving students deal with the harm they caused to individuals and the school community. Instead of doing something “to” people, this process works “with” people.

Guiding questions for a restorative approach:

- Who has been hurt?
- What are their needs?
- What are the causes?
- Who has a “stake” in this situation?
- What is the appropriate process to involve stakeholders in an effort to put things right?

We have been working to create an environment that works through conflict and misbehavior in a restorative manner. We utilize conflict mediations, restitution and circle work in our school setting.

Conflict Mediations: Most discipline issues in the school setting deal with relationships. Relationships are at the heart of most conflicts. At Walnut Creek Campus we have a structured process that is outlined below to work through student/student, student/staff, and staff/staff conflicts.

1) **Invitation/Safety.** "Is everyone willing to search for a constructive, fair and just agreement? Can we agree to use option #4 or #3?" (If no, should we use option #2 or #1?)
2) **Ground Rules.** (Ask for agreement to each)
   - "Follow the process."
   - "If process seems unfair, say so."
   - "No interrupting."
   - "Be willing to summarize."
3) **Describe, Summarize and Recognize.**
   - *Person A*. "Describe how you experienced the problem, conflict, or injustice."
     Person B. "Summarize."
   - *Person B*: "Describe how you experienced the problem, conflict, or injustice."
     Person A: "Summarize."

   Have experiences been recognized? If not, repeat 3.
4) **Search for Agreements that will:**
   Restore Equity. "How can you make things as right as possible now?" and
   Clarify Future Intentions. "How can you prevent this from happening again?"
5) **Summarize Agreement and Congratulate.**
   Write Agreement (when possible). Set follow-up meeting. Congratulate for being cooperative. (If no agreement, Return to 1 above).
6) **Follow-up. Are all agreements being kept? If yes,** *celebrate*. If problems are reported, repeat process.
   @2000 Ron Claassen, Fresno Pacific University

CIRCLES

Circles are also used to work through conflicts and to support the youth and adults in our school community. A circle is a way to bring students, staff members and families together to connect with one another, understand one another, support one another, strengthen bonds and to solve problems. Circles are used frequently in advisory class as a way to share experiences (connecting) and ideas/attitudes with one another regarding the developmental assets being studied. Circles have also been used to resolve problems relating to conflict mediation, student relationships, behaviors, etc.

RESTITUTION

With administrative discretion, students may be allowed to do restitution for poor choices that they make. Restitution is defined as, "To create conditions for the person to fix their mistake to return to the group strengthened." Students, parents, and the principal will work together to assign consequences that will help the student learn from his/her mistakes whenever possible.

OUT-OF-SCHOOL SUSPENSION (OSS)

1. All work must be made up and full credit will be given.
2. The principal may request a parent meeting at the time of the incident or upon the return of the student with any five (5) or ten (10) day suspension.

DISCIPLINE - BOARD POLICY 503.1

The students served in the West Des Moines Community School District are highly motivated and respectful of the rights of others. They recognize the importance of education and display this through their compliance with necessary rules and policies relative to their behavior while in school.

However, in any school setting, it is realistic to acknowledge that situations will arise which are in conflict with established rules and policies. In that event, students may be disciplined for conduct, acts or behaviors which disrupt the orderly and efficient operation of the school or school activity, conduct which disrupts the rights of other students to obtain their education or participate, or conduct which interrupts the maintenance of a scholarly, disciplined atmosphere.

Breach of discipline may include, without limitations:

Refusal to conform to school policies, rules or regulations.
Conduct which disturbs the orderly, efficient and disciplined atmosphere and operation of the school or school related activity.
Refusal to comply with directions from teachers, administrators or other school personnel.
Physical attack or threats of physical attack to students, teachers, administrators or other school personnel.
Possession of weapons, firearms, contraband, dangerous objects (including, without limitation, knives that do not fall within the definition of dangerous weapon under this policy because they have blades five inches or less in length) or look alikes.
Extortion.
Criminal or illegal behavior.
Theft or robbery.
Damaging, altering, injuring, defacing or destruction of any building, fixture or tangible property.
Causing a fire or explosion, or placing any burning or combustible material, or any incendiary or explosive device or material, in or near any school property, whether or not any such property is actually damaged or destroyed.
Threatening to place or attempting to place any incendiary or explosive device or material, or any destructive substance or device in or about the school premises or premises where a school sponsored activity will be held.
Fighting or engaging in disruptive or violent behavior at school or at school events.
Making noise in the vicinity of the school or school sponsored activities, which disrupts the orderly, efficient and disciplined atmosphere of the school or the school sponsored activity.
Abusive epithets, threatening gestures, or other uncivil behaviors to other students, teachers, administrators or other school personnel.
By words or action initiating or circulating a report or warning of fire, epidemic or other catastrophe knowing such report to be false or such warning to be baseless.
Obstructing school premises or access to school premises or premises where a school activity is being held.
Possessing or consuming alcoholic liquors or beer on school property or while attending a school activity.
Possession of a controlled substance or controlled substance look alike or associated paraphernalia
Use of tobacco or any controlled substance.
Gambling.
Documented conduct detrimental to the best interest of the school district.
Harassment or Bullying as described in Policy Code No. 502.2.

This discipline policy will govern students while on school premises; while on school owned and/or operated school or chartered buses; while attending or engaged in school sponsored activities; while away from school grounds if misconduct will directly affect the good order, efficiency, management and welfare of the school.

Consequences for Violating the Regulations, Rules and Policies of the School District
Students who violate policies, rules or regulations of the District, or who have documented cases of conduct detrimental to the best interest of the District, may be suspended or expelled from school or otherwise disciplined as provided by this policy.

The principal or designee(s) may impose a range of penalties based upon professional judgment and the facts and circumstances of each situation. Consequences may range from warning, counseling, reprimand, detention, in school suspension, loss of privileges, suspension from school, suspension from participation in activities, or recommendation for expulsion.

The principal or designee(s) will have the authority to suspend students temporarily. Such suspension may be for a period not to exceed ten (10) school days. A suspended student will be given opportunity to make up work and receive credit on the same basis as other absentees. A day of suspension will be counted as an absence. The initiative to make up work must be made by the student.

The Board of Education, upon the recommendation of the Superintendent, may expel a student from school for violation of the policies, rules or regulations of the school district or for documented cases of misconduct detrimental to the best interest of the school district. The Board may also expel any child whose presence in school may be injurious to the health and/or safety of others or to the welfare of the school. The Superintendent in consultation with the Board President has the discretion to alter the disciplinary consequences specified in this policy for students in preschool through third grade.

Consistent with terms prescribed by the Board the Superintendent may assist a student who is expelled to maintain their educational progress or participate in an alternative form of educational programming.

Firearms and Other Dangerous Weapons
Any student who possesses a dangerous weapon while on school property will be suspended and may be recommended for expulsion to the Board of Education. Any student who knowingly brings a firearm to school, or knowingly possesses a firearm at school will be automatically expelled from school by the Board of Education for a period of not less than one year. The Superintendent may, at his/her discretion, recommend to the Board of Education to modify the one year mandatory expulsion requirement on a case by case basis.

All school officials will be responsible for promptly reporting to the local law enforcement agency any dangerous weapon or firearm found or possessed on school property.

For purposes of this policy a dangerous weapon shall be defined as follows:

Dangerous Weapon: Any instrument or device designed primarily for use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for which it was designed. Additionally, any instrument or device of any sort whatsoever which is actually used in such a manner as to indicate that the student intends to inflict death or serious injury upon another, and which, when so used, is capable of inflicting death upon a human being, is a dangerous weapon. Dangerous weapons include, but are not limited to, any offensive weapon, pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, or knife having a blade exceeding five inches in length, or any portable device or weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person.

For purposes of this policy a firearm shall be defined as follows:

Firearm: A firearm means (a) any weapon (including a starter gun) which will or is designed to or can readily be converted to expel a projectile by the action of an explosive; (b) the frame or receiver of any such weapon; (c) any firearm muffler or firearm silencer; or (d) any destructive device as defined by law, including any explosive, incendiary, or poison gas.

Students with Disabilities
Any suspension or expulsion of a special education student shall be handled in accordance with the provisions of the Individuals with Disabilities Act (IDEA).

If a student has been identified as a student requiring special education, the Board shall not suspend or expel the student in a manner that would constitute a "change in placement" without complying with requirements of law relating to special education. In such cases, the student's IEP team shall meet to determine if the behavior leading to the disciplinary action is a manifestation of the student's disability and to determine if the IEP is appropriate.

A student eligible for special education shall not be expelled or have a long-term suspension imposed if the behavior is a manifestation of the disability. The District reserves the right to remove the student to an interim alternative educational setting for up to 45 days if the student possesses a weapon, if the student knowingly possesses, uses, sells, or solicits the sale of a controlled substance, or inflicts serious bodily injury on another person while at school, on school premises, or at a school function.

If the student's behavior is not a manifestation of the disability, the student shall be subject to the District's generally-applicable disciplinary policies in the same manner and to the same extent as those policies would be applied to a student without disabilities. The Board shall be provided appropriate special education records when considering the suspension or expulsion recommendation. If the Board suspends or expels a student eligible for special education, the student's IEP team shall determine an appropriate alternative program to allow the student to make progress toward IEP goals and in the general curriculum for the duration of the student's removal.

Readmission
Readmission after suspension may be made by the principal when the conditions of the suspension have been met, but readmission after expulsion will be made by the Board of Education or in the manner prescribed by the Board of Education of the school d District. A student will be eligible for readmission after expulsion at the beginning of the following school year or at any such other time as is determined by the Board.

Posting and Publication
The discipline policy and administrative rules and procedures will be printed and distributed to attendance centers; will be made available to staff, students and parents/guardians; and will be posted in at least one location in each attendance center which is accessible to staff, parents/guardians and students at the beginning of the school year.

Request for an Accurate Record
Upon the request of school officials of a school to which a student seeks to transfer or has transferred, school officials of the West Des Moines Community School District will provide an accurate record of any suspension or expulsion actions taken, and the basis for those actions taken, against the student in accordance with applicable law.

NOTE: The discipline policy takes a strong stand against possession of weapons, dangerous objects or "look-alikes" on school grounds or at school sponsored activities. A student found to be in possession of "look-alikes" or ANY type of weapon is subject to out-of-school suspension for up to ten days and for possible recommendation for expulsion. Federal and state law require school districts to expel, for not less than one year, a student who is in possession of a firearm on school grounds. (See exception noted under "Firearms and Other Dangerous Weapons" section of the discipline policy.)

If you have any questions or concerns regarding this discipline information, please contact your principal.

SPECIFIC DISCIPLINE SITUATIONS

(In alphabetical order)

Code No. 502.7A

ALCOHOLIC BEVERAGES - POSSESSING, USING, OR BEING UNDER THE INFLUENCE OF

Possessing, using or being under the influence of any alcoholic beverage, is strictly prohibited while a student is on any school property or under school supervision. This includes attendance in school or at a school-sponsored function.

For purposes of this policy, the term "prohibited substance" means an alcoholic beverage, a look-a-like alcoholic beverage, or any substance represented to be an alcoholic beverage.

As used in this policy, the term "possessing" means:

(a) that the student has actual physical control of the prohibited substance because it is on or in the student's body, in a locker individually assigned to the student, or in an item of personal property belonging to the student (including, but not limited to, a bookbag, backpack, or purse), or

(b) that the student knows that a prohibited substance is located within a vehicle or a place (such as a house or an apartment) where the student is present and that the student can exercise physical control over the prohibited substance. If a student has left school property during his/her normally scheduled time to be in school or while under school supervision, the student will be considered in school and will be subject to disciplinary procedures listed below.

Any student violating the provisions of this policy during his/her enrollment in grades kindergarten through eighth or ninth through twelfth in the West Des Moines Community School District will be subject to the following disciplinary procedures:

First Offense:

1. Parents or guardians are notified by mail and phone.
2. The violation is referred to law enforcement authorities.
3. The student is placed on a five-day out-of-school suspension.
4. Before readmittance, a parent/guardian conference is required at which evidence of a scheduled substance abuse evaluation, counseling or treatment program must be furnished.
5. Within 30 days of the incident, the family must meet with appropriate school officials to review the rehabilitation plan developed as a result of the chemical abuse evaluation, counseling or treatment program.
6. Failure to comply with the steps listed will result in a recommendation for expulsion to the Board of Education, unless the student is protected by provisions of the Individuals with Disabilities Act (IDEA), in which case, the Superintendency will determine if an expulsion hearing before the Board is appropriate.

Second Offenses:

1. Parents or guardians are notified by mail and phone.
2. The violation is referred to law enforcement authorities.
3. The student will be recommended to the Board of Education for removal from school and placement in an alternate setting (i.e. DMACC, E20/20, approved online programs) unless the student is protected by provisions of IDEA, in which case the Superintendency will determine if such a suspension is appropriate. Students placed in the alternate setting must successfully participate in that program for 45 school days.
4. Before readmittance, a parent/guardian conference is required at which evidence must be furnished of a scheduled substance abuse evaluation, counseling or treatment program.
5. Within 30 days of the incident, the family must meet with appropriate school officials to review the rehabilitation plan developed as a result of the substance abuse evaluation, counseling or treatment program.
6. Failure to comply with the steps listed will result in a recommendation for expulsion to the Board of Education, unless the student is protected by provisions of the IDEA, in which case, the Superintendency will determine if an expulsion hearing before the Board is appropriate.

Third and Subsequent Offenses:

1. Parents or guardians are notified by mail and phone.
2. The violation is referred to law enforcement authorities.
3. The student is placed on an out-of-school suspension.
4. The student will be recommended for expulsion to the Board of Education unless protected by provisions of the IDEA, in which case the Superintendency will determine if an expulsion hearing before the Board is appropriate.

Information received from students and/or parents who voluntarily seek help from school authorities concerning the student's use of alcoholic beverages before being found to be in violation of the provisions of this policy, will be maintained in confidence to the maximum extent possible and will not serve as a basis for disciplinary actions. However, this does not provide immunity for disciplinary action should students continue to use or possess or be under the influence of alcoholic beverages as provided here. The Superintendent in consultation with the Board President has the discretion to alter the disciplinary consequences specified in the policy for students in preschool through third grade.

Code No. 502.7B

CONTROLLED SUBSTANCES – POSSESSING, USING, OR BEING UNDER THE INFLUENCE OF

Possessing, using or being under the influence of any, controlled substance, look-alike, substitute, or any substance represented to be a controlled substance (other than medication prescribed by the individual student's licensed health care provider and which is taken in accordance with the licensed health care provider directions) and manufacturing, possessing, or selling drug paraphernalia (pipes, roach clips, scales and other items as defined by Iowa Code Section 124.414) are strictly prohibited while a student is on any school property or under school supervision. This includes attendance in school or at a school-sponsored function.

For purposes of this policy, the term "prohibited substance" means controlled substance, look-alike controlled substance, substitute controlled substance, any substance represented to be a controlled substance, or drug paraphernalia (pipes, roach clips, scales and other items as defined by Iowa Code Section 124.414). "Prohibited substance" does not include medication prescribed by the individual student's licensed health care provider and which is taken in accordance with the licensed health care provider directions. Tobacco, nicotine and look-alikes are subject to Policy 503.1, Discipline.

As used in this policy, the term "possessing" means:

(a) that the student has actual physical control of the prohibited substance because it is on or in the student's body, in a locker individually assigned to the student, or in an item of personal property belonging to the student (including, but not limited to, a bookbag, backpack, or purse), or

(b) that the student knows that a prohibited substance is located within a vehicle or a place (such as a house or an apartment) where the student is present and that the student can exercise physical control over the prohibited substance. If a student has left school property during his/her normally scheduled time to be in school or while under school supervision, the student will be considered in school and will be subject to disciplinary procedures listed below.

Any student violating the provisions of this policy during his/her enrollment in grades kindergarten through eighth or ninth through twelfth in the West Des Moines Community School District will be subject to the following disciplinary procedures:

First Offense

1. Parents or guardians are notified by mail and phone.
2. The violation is referred to law enforcement authorities.
3. The student will be recommended to the Board of Education for removal from school and placement in an alternate setting (i.e. DMACC, E20/20, approved online programs) unless protected by provisions of the Individuals with Disabilities Act (IDEA), in which case the Superintendency will determine if such suspension is appropriate. Students placed in the alternate setting must successfully participate in that program for 45 school days.
4. Before readmittance, a parent/guardian conference is required at which evidence of a scheduled substance abuse evaluation, counseling or treatment program must be furnished.

5. Within 30 days of the incident, the family must meet with appropriate school officials to review the rehabilitation plan developed as a result of the substance abuse evaluation, counseling or treatment program.
6. Failure to comply with the steps listed will result in a recommendation for expulsion to the Board of Education, unless the student is protected by provisions of the IDEA, in which case, the Superintendency will determine if an expulsion hearing before the Board is appropriate.

Second and Subsequent Offenses

1. Parents or guardians are notified by mail and phone.
2. The violation is referred to law enforcement authorities.
3. The student is placed on an out-of-school suspension.
4. The student will be recommended for expulsion to the Board of Education unless protected by provisions of the IDEA, in which case the Superintendency will determine if an expulsion hearing before the Board is appropriate.

Information received from students and/or parents who voluntarily seek help from school authorities concerning the student's use of controlled substances before being found to be in violation of the provisions of this policy, will be maintained in confidence to the maximum extent possible and will not serve as a basis for disciplinary actions. However, this does not provide immunity for disciplinary action should students continue to use or possess or be under the influence of controlled substances as provided here. The Superintendent in consultation with the Board President has the discretion to alter the disciplinary consequences specified in this policy for students in preschool through third grade.

Code No. 502.8

ALCOHOLIC BEVERAGES AND CONTROLLED SUBSTANCES – SELLING OR DISTRIBUTING

The sale or distribution, attempted sale or distribution and/or purchase or acquisition with the intent to sell or distribute by a student of any prohibited substance ("prohibited substance" defined for purposes of this policy to mean any alcoholic beverage, controlled substances, look-alike, substitute, or any substitute represented to be an alcoholic beverage or a controlled substance) is strictly prohibited while the student is on any school property or under school supervision. This includes attendance in school or at a school-sponsored function.

A student may be considered to have an intent to sell or distribute a prohibited substance if evidence or testimony is obtained by the school administration that supports the finding that a student intended to sell or distribute a prohibited substance.

Any student violating the provisions of this policy will be subject to the following disciplinary procedures:

1. The parents or guardians are notified by mail and phone.
2. The violation is referred to law enforcement authorities.
3. The student is placed on an out-of-school suspension and will be recommended for long term suspension or expulsion to the Board of Education, unless the student is protected by provisions of the Individuals with Disabilities Act (I.D.E.A.), in which case the Superintendency will determine if a long term suspension or expulsion hearing before the Board is appropriate.

If a student has left school property during his/her normally scheduled time to be in school or while under school supervision, the student will be considered in school and will be subject to the above procedures.

Students who violate the terms of this policy may be required to satisfactorily complete a substance abuse assistance or rehabilitation program acceptable by the board.

Code No. 502.81

BEING IN THE PRESENCE OF A PROHIBITED SUBSTANCE

If an investigation regarding policies 502.7A, 502.7B, and/or 502.8 results in the identification of a student(s) being in the presence of a prohibited substance, the following policy will be administered.

The following policy applies when a student is on any school property or under school supervision. This includes attendance at school-sponsored events. If a student has left school property during his/her normally scheduled time to be in school or while under school supervision, the student will be considered to be in school and will be subject to this policy.

Students who know, or who reasonably should know, that a prohibited substance is located within a vehicle or a place (such as a house or an apartment) where the student is present and who fail to take action to remove themselves from the vehicle or place as soon as possible after the student knows, or reasonably should know, of the presence of the prohibited substance are in violation of Board policy.

First Offense:

1. Student receives a warning concerning the violation.
2. Parents or guardians are notified by mail and phone that they are required to participate in a meeting with the principal or designee.
3. If the parents or guardians fail or refuse to meet with school administration, the principal may place the student on an out-of-school suspension for a period of 1-5 days.

Second and Subsequent Offenses:

1. Parents or guardians are notified by mail and phone.
2. The principal or designee(s) will place the student on an out-of-school suspension for a period of 1-10 days, based upon professional judgment and the facts and circumstances of each situation.
3. Before readmittance, a parent/guardian conference is required at which evidence must be furnished of participation in counseling through the Student Assistance Program (SAP).

Code No. 502.6

THE USE AND/OR POSSESSION OF TOBACCO AND TOBACCO PRODUCTS

The use, sale and/or possession, by a student, of any tobacco or tobacco products will be strictly prohibited while said student is on any school property or under school supervision. This includes attendance in school or at a school-sponsored function. Any student violating this rule will be subject to disciplinary action, including suspension or expulsion by the Board of Education. Students under the age of 18 may be reported to local law enforcement authorities.

If a student has left school property during his/her normally scheduled time to be in school or while under school supervision, the student will be considered in school and will be subject to the above procedures.

For purposes of this policy, the term “prohibited substance” means a tobacco product, a look-a-like tobacco product, or any substance represented to be a tobacco product.

As used in this policy, the term “possessing” means:

a. That the student has actual physical control of the prohibited substance because it is on or in the student’s body, in a locker individually assigned to the student, or in an item of personal property belonging to the student (including, but not limited to, a bookbag, backpack, or purse), or
b. That the student knows that a prohibited substance is located within a vehicle or a place (such as a house or an apartment) where the student is present and that the student can exercise physical control over the prohibited substance.

Information received from students and/or parents who voluntarily seek help from school authorities concerning the student’s use of tobacco products before being found to be in violation of the provisions of this policy, will be maintained in confidence to the maximum extent possible and will not serve as a basis for disciplinary actions. However, this does not provide immunity for disciplinary action should students continue to use, sell, or possess tobacco products as provided here.

SMOKING/TOBACCO OFFENSE:

Restitution, one (1) day out-of-school suspension and/or tobacco education class. When available parents/guardians are notified by mail and when possible by phone.

If a student has left school property during his/her normal scheduled time to be in school or while under school supervision, the student will be considered in school and will be subject to the above procedures.

*If a student has a morning class, leaves for lunch, and has an afternoon class, the student will have consequences if he/she is smoking during the noon hour.

DISRESPECT OR INSUBORDINATION TOWARD SCHOOL STAFF

1. Insubordination or disobedience is a refusal to comply with the request or directions of officers, employees, or agents of the school acting within the scope of their employment or duties.
2. Students who are insubordinate or disrespectful may be suspended out of school depending on the severity of the behavior and may have to return with parents for a re-entry meeting.
3. Examples of above:
    a. Derogatory/offensive comments about a person.
    b. Refusing to cooperate with reasonable staff directions.
    c. Intimidation of staff.

DRESS CODE

Students shall dress neatly and appropriately in a manner which is conducive to education and not disruptive of the educational process. **The attire should be such that no undergarments show at any time. The midsection must be covered. A tube top is an example of inappropriate apparel. No bandanas will be tolerated.**

Student apparel that contains vulgarity, a sexual message, pertains to sexual harassment, gang symbols, or advertises or encourages use of substances such as alcohol, tobacco, or drugs is contrary to the district's educational mission. This apparel will be considered inappropriate and a violation of the dress code.

Request for deviation from normally accepted school dress should be submitted in detail by school-recognized groups or clubs to the principal for approval. The principal will retain the right to make a final decision as to what constitutes appropriate attire, and whether the requested deviation will be allowed.

A student wearing any type of apparel not deemed appropriate will be asked to change the clothing, cover the clothing, or return home and change clothing. The time taken to do this will be unexcused.

EXTORTION

1. Extortion involves obtaining money, goods or service from another person under threat of force.
2. Extortion is a serious type of misconduct and will result in suspension of 1-3 days and police involvement.

FALSIFICATION OF SCHOOL FORMS AND PARENTAL NOTES

1. Falsification of school forms and parental notes (including telephone calls) will result in one day out-of-school suspension being issued and all classes missed as a result of action will be counted as unexcused.

FIGHTING

Fighting in school, on school grounds, or at school activities is not acceptable. Students that participate in a fight are subject to the following consequences:

FIRST OFFENSE: Students will be placed on an out-of-school suspension up to five (5) days. Law enforcement authorities may be notified. Parents or guardians are notified by mail and when possible by phone. Students will be referred to a counselor at Walnut Creek Campus. A parent/student re-entry meeting may be required and a conflict mediation meeting between the students and the principal will be held upon the return of the students to school.

SECOND OFFENSE: Students will be placed on an out-of-school suspension up to ten (10) days. Law enforcement authorities may be notified. Parents or guardians are notified by mail and when possible by phone. Students will be referred to a counselor at Walnut Creek Campus. A parent/student re-entry meeting may be required and a conflict mediation meeting between the students and the principal will be held upon the return of the students to school.

THIRD OFFENSE: The student will be placed on out-of-school suspension pending administrative review. The student may be asked to withdraw from school for the remainder of the trimester.

GAMBLING

1. Gambling in any form is forbidden in the school building, on school grounds, in buses or on school-sponsored trips.
2. All cards, dice, coins and other items used in gambling will be taken away, and referral will be made to the appropriate authority.
3. Violation will result in parental contacts and a possible suspension of 1-3 days.

GANGS AND GANG-RELATED ACTIVITIES

In the West Des Moines Community School District we do not tolerate gang activity. The presence of or student involvement in gangs or gang-related activities on school grounds, while school is in session or at school-related events, including the wearing, possessing, using, distributing, displaying or selling of any clothing, jewelry, emblem, badge, symbol, sign, colors or any other thing that is evidence of membership in or affiliation with any gang, is strictly prohibited. Any student who violates this policy shall be subject to disciplinary actions that includes, but are not limited to, suspension or expulsion in accordance with the district's student discipline policy 503.1.

As used herein, the phrase "gang-related activity" shall mean any conduct engaged in by a student (1) on behalf of any gang, (2) to perpetuate the existence of any gang or (3) to effect the common purpose and design of any gang, including without limitation, recruiting students for membership in any gang, threatening or intimidating other students or employees to commit acts or omissions against his will in furtherance of the common purpose and design of any gang.

As used herein, the term "gang" is defined by Iowa Code 723A means

> *any ongoing organization, association or group of three or more persons, whether formal or informal, having as its primary activities, the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity. The "pattern of gang activity" means the commission, attempting to commit or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to, the same criminal street gang.*

EQUAL EDUCATIONAL OPPORTUNITIES: PROHIBITION OF DISCRIMINATION, HARASSMENT AND BULLYING TOWARD STUDENTS (POLICY 502.2)

Nondiscrimination

No student in the West Des Moines Community School District will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in District programs or activities on the basis of race, color, creed, national origin, sex, physical or mental disability, religion, sexual orientation, gender identity, marital status, geographic location, or socioeconomic status in accordance with applicable law. The policy of the District will be to provide equal educational programs, activities, and opportunities for students as needed on the basis of individual needs, interests, abilities and potential. Discriminatory harassment of students in violation of federal or state nondiscrimination laws is prohibited, including that behavior which has the purpose or effect of creating an intimidating, hostile, or offensive education environment; unreasonably interferes with a student's academic performance; or affects a student's educational opportunities. Claims of discriminatory harassment will be subject to the complaint procedures and disciplinary actions outlined below.

Harassment and Bullying Prohibited

The District is committed to providing all students a safe and civil educational environment in which all are treated with dignity and respect. The District is also committed to promoting understanding and appreciation of the cultural diversity of our society. The District will educate students about our cultural diversity and will promote tolerance of individual differences.

Harassment and bullying of students is against the policy of the State of Iowa as well as of the District. The District will promote procedures and practices to reduce and eliminate harassment and bullying. The District prohibits harassment and bullying of students by other students, by employees, and by volunteers while in school, on school property, and at any school function or school-sponsored activity regardless of location. This includes harassment or bullying based on any student's actual or perceived traits or characteristics, including, but not limited to, the student's actual or perceived age, race, color, creed, national origin, sex, physical or mental ability or disability, religion, sexual orientation, gender identity, marital status, physical attributes, ancestry, political party preference, political belief, socioeconomic status or familial status. Employees, volunteers or

students will not engage in reprisal, retaliation, or false accusation against a victim, witness or individual who has reliable information about an act of harassment or bullying. If, in response to the filing of a harassment or bullying complaint, an individual who is the subject of such complaint then files a harassment or bullying complaint, the individual will not be considered to have engaged in an act of retaliation unless the complaint is based on a false accusation.

Acts of harassment or bullying may be treated as grounds for discipline. Discipline may include suspension or expulsion of a student, suspension or termination of an employee's employment, and/or exclusion of a volunteer from District activities or premises.

Definitions

Harassment and bullying may include but not be limited to any electronic (such as emails, instant messages, cell phone calls or text messages), written, verbal or physical act or conduct toward a student that is based on any actual or perceived trait or characteristic of the student that creates an objectively hostile school environment that:

- places the student in reasonable fear of harm to the student's person or property; or
- has a substantially detrimental effect on the student's physical or mental health; or
- has the effect of substantially interfering with the student's academic performance; or
- has the effect of substantially interfering with the student's ability to participate in or benefit from District services, activities, or privileges.

Examples of prohibited behavior may include, but are not limited to, the following:

- unwelcome touching;
- inappropriate or demeaning remarks, jokes, stories, activities, symbols, signs or posters;
- implied or explicit threats concerning grades, awards, property or opportunities;
- requiring, explicitly or implicitly, that a student submit to harassment or bullying as a term or condition of the student's participation in any educational program or activity.

Sexual Harassment

It is the policy of the District to maintain a learning environment that is free from sexual harassment. All employees, visitors and students must avoid any action or conduct which could reasonably be perceived as sexual harassment. It will be a violation of this policy for any person to harass a student through conduct or communications of a sexual nature as defined in this policy.

Definition. Sexual harassment will consist of unwelcome sexual advances, requests for sexual acts or favors, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of the student's educational opportunities or benefits; or
- Submission to or rejection of such conduct by a student is used as the basis for educational decisions affecting that student; or
- Such conduct has the purpose or effect of substantially interfering with a student's education or creating an intimidating, hostile, or offensive educational environment.

Sexual harassment may include, but is not limited to the following:

- requests or pressure for sexual activity;
- unwelcome touching;
- other verbal or physical conduct of a sexual nature, such as inappropriate jokes, symbols, signs or posters of a sexual nature;
- repeated remarks to or about a person with sexual or demeaning implications.

Complaint Procedures

Any person alleging a violation of this policy may file a complaint with an administrator in the student's school or by the using the Bullying and Harassment Complaint Form (at the end of this policy). Employees who are aware of harassment or bullying will file a written complaint or will report the conduct to a building administrator or to the compliance officer. The complainant may bypass any step of the complaint procedure where the person to whom the complaint is to be lodged is believed to be involved in the alleged misconduct. The complainant may then file the initial complaint with the associate superintendent of human resources, whose decision may be appealed to the superintendent.

The complainant may be required to complete a written complaint form and to provide any evidence of harassment or bullying including, but not limited to, letters, emails, tapes, signs, and pictures. If a written

complaint is filed, an investigator will promptly review the allegations to determine if the complaint states a possible violation of this policy. If so, the investigator will commence an investigation and proceed to completion. Both the complainant and the alleged perpetrator will be given an opportunity to give a statement as a part of the investigation. District employees, students and volunteers are expected to fully and fairly cooperate in the investigation. Investigators designated by the Superintendent shall be responsible for conducting the investigation.

A written investigative report will be completed following a formal investigation, and a summary of the report, including a determination that the complaint was founded, unfounded, or inconclusive will be forwarded to the complainant, to the student's parent or guardian, and to the alleged perpetrator. The investigator will consider the totality of the circumstances presented in determining whether the conduct objectively constitutes discrimination, bullying or harassment.

Grievance Procedures - Students with Disabilities
The district has established a policy addressing complaints of discrimination and bullying and harassment for students with disabilities, Grievance Procedure – Students with Disabilities (604.9). This policy also addresses procedures for handling concerns regarding accommodations for students with disabilities.

Compliance Officer
The District's Associate Superintendent of Human Resources will be designated as the District's compliance officer to ensure that all cases of alleged discrimination, harassment and bullying are treated in accordance with District policy. In the event the compliance officer is the alleged perpetrator, the Superintendent will be the alternate compliance officer.

Confidentiality
Confidentiality, both of the complainant and of the accused, will be respected to the extent possible consistent with the District's legal obligations, and with the necessity to investigate allegations of misconduct and to take corrective action when this conduct has occurred.

No Retaliation
No person will retaliate against a student or other person because the student or other person has filed a complaint of discrimination or harassment or bullying, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation will be subject to discipline up to and including suspension or expulsion from school, or termination of employment, or exclusion of a volunteer, as applicable.

Corrective Actions
The District will take reasonable corrective action to address any discrimination, harassment or bullying. Corrective actions designed to remedy violations of this policy may include disciplinary measures such as warning, reprimand, suspension, expulsion, discharge or exclusion of a perpetrator.

Appeal
An appeal of an investigator's decision may be made to the associate superintendent of human resources.

Notification
Notice of this policy will be communicated to staff, volunteers, students, and parents of the District and to the District community. Notification will be included in employee and student handbooks and will be published in such other manner as the compliance officer will determine.

Training
The District may educate staff, parents, volunteers, and students about discrimination, harassment and bullying, effective methods of prevention, and what to do in the event of such actions. The District will assess the effectiveness of this policy and its education programs and will make reports to the Iowa Department of Education as required.

Other Agencies
Inquiries or complaints also may be directed to Equity Coordinator and Associate Superintendent for Human Resources, Carol Seid, or Affirmative Action/EEO Coordinator and Director of Human Resources, Janelle Green, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265, (515-633-5000). Inquiries or complaints may also be filed with the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St. Des Moines, IA 50319 (515-281-4121) the Iowa Department of Education, Grimes State Office Building, 400 East 14th Street, Des Moines, IA 50319, (515) 281-5294; and/or the U.S. Dept. of Education Office for Civil Rights, Chicago Office, Citigroup Center, 500 W. Madison St., Ste. 1475, Chicago, IL 60661 (312-730-1560). Inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's central administrative office and the administrative office in each attendance center.

Bullying and Harassment Investigation Procedures

Individuals who feel that they have been harassed or bullied should:

- Communicate to the harasser/bully that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser/bully, the individual should ask a teacher, counselor or principal to help.
- If the harassment or bullying does not stop, or the individual does not feel comfortable confronting the harasser/bully, the individual should:
  - tell a teacher, counselor or principal
  - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including:
    - what, when and where it happened
    - who was involved
    - exactly what was said or what the harasser/bully did
    - witnesses to the harassment or bullying
    - what the student said or did, either at the time or later
    - how the student felt
    - how the harasser/bully responded

Complaint Procedure
An individual who believes that the individual has been harassed or bullied will notify the building investigator through the filing of a complaint. An alternate investigator(s) will also be designated at each building. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment or bullying, including but not limited to, letters, tapes or pictures. The complainant will be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

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

Investigation Procedure
The investigator will receive and review all complaints. The investigator will reasonably and promptly commence an investigation upon receipt of a complaint alleging a violation of this policy. The investigator will interview the complainant and the alleged harasser/bully. The alleged harasser/bully may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of an investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the principal. The investigator will consider the totality of the circumstances presented in determining whether the conduct objectively constitutes discrimination, bullying or harassment. The investigator will provide a copy of the findings of the investigation to the principal.

Resolution of the Complaint
Following receipt of the investigator's report, the principal may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the principal may, at the principal's discretion, interview the complainant and the alleged harasser. The principal will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the student's parent or guardian, the alleged harasser/bully and the investigator will receive notice as to the conclusion of the investigation which will be included in the final written report. The principal will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

Points to Remember in the Investigation

- Evidence uncovered in the investigation will be handled with discretion; however, there is no guarantee of confidentiality.
- All complaints must be taken seriously and those stating claims will be investigated.
- No retaliation will be tolerated against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion from school, or termination of employment, or exclusion of a volunteer, as applicable.

Conflicts
If the investigator is a witness to the incident, the alternate investigator will investigate.

Please see copies of the complaint form and witness disclosure form.

BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser or bully:_____

Date and place of incident or incidents:_____

Description of the alleged misconduct: _____

_____

_____

_____

_____

_____

Name of witnesses (if any): _____

Evidence of alleged harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible): _____

_____

_____

_____

Any other information: _____

_____

_____

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

Signature_____Date _____

BULLYING/HARASSMENT WITNESS DISCLOSURE FORM

Name of witness:_____

Position of witness:_____

Date of testimony, interview: _____

Description of incident witnessed: _____

_____

_____

_____

_____

_____

Any other information: _____

_____

_____

_____

_____

_____

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

Signature _____Date _____

HAZING

The practice of hazing is prohibited. Hazing is defined as any action taken or situation created, whether on or off school grounds, to intentionally produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities and situations include paddling in any form; creation of excessive fatigue; physical and psychological shocks; quests, treasure hunts, and scavenger hunts; wearing apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; degrading or humiliating games and activities; late work sessions which interfere with scholastic activities; line ups designed for the degradation of the person; and any other activities which are determined by the administration to be inconsistent with the law or regulations and practices of the West Des Moines Community School District. The administration reserves the right to use discretion in determining the consequences for any student participating in hazing.

INCITING A RIOT OR DISTURBANCE

1. Inciting or encouraging a fight with other individuals is a serious type of misconduct and offenders will be suspended 1-5 days.
2. Any student who behaves so as to promote or bring about a mass disturbance(s) and conflict among students will be suspended 1-5 days and violators may be turned over to police.

PHYSICAL ABUSE OF SCHOOL STAFF

1. Physical abuse of school staff is a very serious type of misconduct. Such behavior would consist of: pushing, striking, pulling hair, etc.
2. Offenders will be suspended 1-10 days and/or expelled.
3. Staff shall be defined as any school personnel or agents of the school.

PROFANITY, VULGARITY OR INDECENT GESTURES

1. Indecent gestures, profanity and vulgar language are not to be used in school, on school grounds, or at school-related activities.
2. Students who participate in such behavior may be placed in out-of-school suspension for 1-3 days.
3. A student who directs such behavior toward teachers, administrators, or other school employees will be suspended out of school 1-5 days.

SEARCH AND SEIZURE

School authorities may, without a search warrant, search a student, student lockers, desks, work areas or student automobiles under the circumstances permitted by the law. During periodic inspections, students may be required to place their backpacks (or any other container used by a student for holding or carrying personal belongings of any kind) in their locker or in the hallway outside of their locker. Such inspections will occur in the presence of the student or in the presence of at least one other person. Any illegal, unauthorized or contraband materials discovered in the search may be seized.

Items of contraband may include but are not limited to nonprescription controlled substances (such as marijuana, cocaine, amphetamines, barbiturates) apparatus used for administration of controlled substances; drug look alikes, alcoholic beverages, tobacco, weapons, explosives; poisons; or other dangerous objects or stolen property. Such items are not to be possessed by a student anywhere on the school premises or at school sponsored activities.

Searches of individual persons and/or individual locker, desk or work area searches will be conducted immediately and without prior notification whenever there exists “reasonable suspicion.” Maintenance inspections of lockers, desks or work areas may be conducted at any time and without prior notice.

Periodic inspections of school lockers, desks or other facilities or spaces owned by the school and provided as a courtesy to a student may be conducted — without prior notice — using a drug-sniffing animal. A drug-sniffing animal may not be used to search the body of a student.

Students are permitted to park on school premises as a matter of privilege, not a right. The interior of a student's automobile on the school premises may be searched without a search warrant, if there is reasonable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

TECHNOLOGY USE BY STUDENTS (POLICY 605.8)

The district encourages the appropriate use of technology-based tools and information resources by students. These resources include district-provided computers, productivity software tools, instructional software, networks, electronic media and telecommunications tools, such as access to internet resources. These district-provided resources and tools are provided solely for the advancement and promotion of learning and teaching. The use of these resources will be consistent with the district's educational mission and policies, as well as state and federal laws and regulations.

Access to district networks and electronic information resources is a privilege and not a right and will be provided for the student as is appropriate to the school building and grade level. Students are to use district technology and communications resources at times and locations where they are supervised by district staff.

Students may be given access to internet resources external to the district without specific parent/guardian permission. Access to telecommunications resources external to the district enables students to explore libraries, databases and references throughout the world. Access to the instructional software and productivity tools allows students to integrate the use of technology into their learning processes. These internet research activities provide the capability to access publicly available file repositories throughout the world, which opens classrooms to electronic information resources that have not necessarily been screened by educators for use by students of various ages. Parents and guardians have an important role in setting and conveying the standards that their children should follow when using media and information resources and are ultimately responsible for the student's activities or behaviors. Questions from parents or guardians concerning technology use by students should be directed to the building administrator.

The following guidelines will be followed when students use district telecommunication tools, networks, software, computers and other technology resources.

- Students will use the technology equipment and resources under the supervision of district staff.
- The use of these resources will be consistent with the district's educational mission and policies, as well as state and federal laws and regulations.
- Use of these resources is a privilege that requires a high level of personal responsibility to act in a considerate and responsible manner.
- Students will not violate copyright laws or otherwise use the intellectual property of another individual or organization without permission.
- Students will not access, upload, download, transmit or distribute obscene, profane, abusive, threatening or sexually explicit material or material encouraging the toleration or promotion of discrimination towards individuals or groups of individuals based upon age, race, creed, color, gender, sexual orientation, national origin, religion or disability.
- Students will not use district technology resources to harass, insult, attack or threaten harm or embarrassment to others.
- Students will respect the property and privacy of others, including their electronic storage areas. Students will not access or attempt to access another individual's materials, information or files without permission.
- Students will keep their network account access privileges private and secured with appropriate passwords as appropriate for the student's age and school guidelines. Students will not engage in the unauthorized use of another's individual password. Any violation or attempted violation of security systems will be treated as a serious disciplinary offense.
- Students will make every effort to protect district equipment from physical and electronic damage. Users will not vandalize technology equipment. Vandalizing, in this context, is any unauthorized access and/or malicious attempt to damage computer hardware/software or networks or destroying the data of another user, including creating, uploading or intentionally introducing or transmitting viruses and other destructive programs.
- Students will not intentionally waste limited resources, including unauthorized uploading or downloading of material from the internet.
- Student users may be given access to a district-provided e-mail account under the supervision of a teacher or designated staff member/supervisor. Appropriate and respectful language will be used in electronic mail and other electronic communications.

Student users should protect themselves by not revealing personal information such as full name, phone numbers and home addresses to internet sites.

District resources will not be used for personal or commercial purposes without prior approval of the building administrator.

Personal network devices may, in some situations, be allowed to connect to the district network and devices. All requests for connecting personally owned devices of any nature to district equipment and networks need the prior approval of the building administrator and the directors of curriculum and technology. The contents of these personal devices may be inspected by district personnel on request and in accordance with this policy.

Users will not seek to gain unauthorized access to information resources or other computing devices or entities.

Users will not use the system to communicate, submit, publish or display inaccurate information, rumors, disparaging portrayals or any other information that is known to be false or misleading.

The district makes no warranties of any kind, whether expressed or implied, for the access it is providing. The district is not responsible for any damages suffered by students or by third parties. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by the district or user errors or omissions. Use of any information obtained via the internet is at the user's risk. The district cannot be responsible for the accuracy or quality of information obtained through the internet.

Students and their parents or guardians will hold the district harmless from student violations of copyright laws, software licensing requirements, student access of inappropriate materials, violations by the student of others' rights to confidentiality, free speech and privacy and damage to systems accessed by the student.

If a student accesses, whether accidentally or intentionally, any fee-based telecommunications service or if a student incurs other types of costs, the student will be responsible for paying those costs. The individual in whose name a system account is issued is responsible at all times for its proper use and payment of all charges incurred for use of telecommunications and internet reference services that impose fees or other charges for their use. Transmission of material, information or software in violation of any law, board policy or regulations is prohibited. The district reserves the right, as further outlined below, to inspect all files on district owned computers, media and servers and on personal devices that the user has asked to attach to district owned equipment or networks.

Any statement of personal belief found on the computer network or internet or other telecommunications system is implicitly understood to be representative of the author's individual point of view and not that of the West Des Moines Community School District, its administrators, teachers or staff.

System Monitoring

The district unconditionally reserves the right to monitor and examine all files and activity on district computer and network systems. The district technology directors or their designee may monitor or examine all system activities as deemed appropriate to ensure proper use of the system. In addition, the directors or their designee may inspect the contents of electronic mail sent by a student to an identified address and may disclose the contents to others when required to do so by law or policies of the district or to investigate complaints regarding electronic mail that is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, offensive or illegal material. The building administrator will determine what is inappropriate use according to the guidelines listed and age and grade of the student. The determination may be appealed to the Superintendent or his/her designee. The directors or their designee may close an account at any time as required to protect district systems or as a proportional consequence of inappropriate activity. The administration, faculty and staff of the West Des Moines Community School District may ask the Board of Education to deny, revoke or suspend specific user accounts.

Sanctions

Communication over networks should not be considered to be private or secure. Messages may be diverted accidentally to another or unintentional destination. In the event of student misuse of district equipment or resources, whether accidentally or intentionally, the district may suspend or revoke a system user's privilege of access to the district's computers and network. Failure to abide by district policy and applicable laws governing use of these resources may result in the suspension and/or revocation of access to these resources. A student is expected to provide full cooperation to district administration and staff or other agencies, associated with any investigation concerning or relating to misuse of the district's technology resources.

The district reserves the right to charge a student for physical damages or for electronic damages incurred from purposeful introduction of viruses or other programs that have the intent of damaging or altering

computer programs or files. Fees, fines or other charges may also be imposed as a result of misuse or damage to these technology resources by the student.

Prior to disciplinary action or as soon as practical, the building administrator or his/her designee will inform the student of the suspected violation and give the student an opportunity to present an explanation. The school may take disciplinary action up to and including expulsion and/or appropriate legal action upon any violation of district policy, administrative regulation and/or state or federal law. When applicable, law enforcement or other agencies may be involved. The district will cooperate with any investigation conducted by any official or agency concerning or related to misuse of the district's technology resources.

WCC COMPUTER ACCEPTABLE USE POLICY

1. Computers are for educational purposes only.
2. Non-educational uses include, but are not limited to:

    a. Email for personal use.
    b. E-Bay or other online shopping not related to academic work
    c. Non-school appropriate web-sites.

3. Games, YouTube, social networking sites (e.g. Twitter, Face Book, Instagram…) or music sites with video unless assigned by teacher.

    a. Must use acceptable music streaming sites, such as Pandora, Slacker or Playlist.
    b. Individual teachers decide if music is allowed at all.
    c. No computers may be checked out or used for music only.

4. No laptops outside of classrooms.
5. Use only the laptop you checked out.
6. Laptops MUST be turned in by the end of each block, cannot be kept for more than a block without prior approval from the media specialist and teacher.
7. Laptops only checked out with pass. Student must return pass to classroom teacher.

CONSEQUENCES

- ✓ 1st misuse of computers suspended for remainder of day and the following school day.
- ✓ 2nd misuse of computers suspended for one week
- ✓ Flagrant (e.g. major inappropriate use of software/Internet) and/or frequent misuse of computers suspended for the remainder of the trimester, if less than ½ of the trimester remains, minimum of 4 weeks.
- ✓ If laptops are not returned on time or if pass is not returned to teacher, the result may be the loss of laptop privileges.

THIS AUP WAS DESIGNED BY THE STUDENTS AND STAFF OF WCC

TELECOMMUNICATIONS, ELECTRONIC AND NETWORKED INFORMATION RESOURCES MISUSE

The district supports the appropriate use of technology-based resources by students. These resources include district-provided networks, peripherals such as scanners and printers, appropriate software, access to the Internet and its resources.

District-provided technology resources exist solely for the advancement and promotion of learning and teaching. The use of these resources shall be consistent with the district's educational mission and policy, as well as state and federal laws and regulations.

The expectation at WCC is that if you choose to use the building's technology then you have committed yourself to following district and building procedures. Your activity on the computers at WCC must be relevant to the classes you are taking. The district does not provide computers for you to play games on, surf the Internet, etc. Failure to abide by district and building procedures and applicable laws governing use of these resources may result in the suspension and/or revocation of access to these resources. Any student violation may result in discipline up to and including expulsion. Fees, fines, and other charges may also be imposed as a result of misuse of these technology resources.

Software is in place to follow a student's activity on building computers. Student directories are scanned on a regular basis for content not consistent with district and building procedures.

In general, consequences are:

FIRST OFFENSE
Student network access will be interrupted without warning. Access may be denied for a minimum of 6 weeks.

SECOND OFFENSE
Access may be denied for the remainder of the school year.

THEFT - STEALING AND/OR POSSESSION OF STOLEN PROPERTY

1. Any student who takes school property or any object of any value from another student, school employee, teacher, or visitor to the school or is in possession of said property or object may be suspended 1 to 5 days and community service hours and/or restitution may be recommended.
2. Violations may be reported to the police.

THREATS

Everyone needs to be aware that students who write or talk about injuring or killing another student, staff member or any other person or about using weapons must expect such statements to be taken very seriously. Because of events in schools across the United States, staff and administrators will consider such talking or writing about hurting or killing someone or using weapons as a serious threat. When we hear about such threats or statements, the situation will be investigated. If the information is substantiated, if someone did in fact make such threats or statements, the student(s) involved will be disciplined per district and/or building policy. It is important that students think about what they say, especially when they are upset or angry. Remember that teachers, counselors and administrators are here to help all students. Students affected will be referred to the appropriate personnel.

TRESPASSING

1. A person who is found in or on school property, at any time, day or night, other than the place to which he/she has permission to be, will be considered trespassing.
2. A student who has been suspended or expelled will be considered a trespasser unless he/she is asked to come to school by school authorities.
3. Any offender will be subject to notification of law enforcement authorities.

VANDALISM

Any person found willfully damaging or defacing property belonging to the school district shall be held responsible for the replacement or repair of such property, and all cost shall be the obligation of the offender. Any person, other than a school district employee, providing information leading to the identity of any person damaging or defacing property will be rewarded in an amount equal to one-third of the cost of repair of the item, not to exceed $100.00. The amount of such reward shall be assessed as a fine against the person or persons responsible for the damage. Students will be subject to suspension for one (1) to five (5) days and/or may complete community service hours and/or restitution may be done and/or may complete community service hours/restitution may be done.

IV. WCC CLUBS

WCC will have the following clubs for the 2016-2017 school year, if there is student interest:

Chess Club – Jeremy Mikesell, sponsor
Fitness Group – Sean Hubner, sponsor
Guitar Club – Ted Van Deventer, sponsor

*Other clubs may be added if the students can find a staff member who is willing to sponsor it.

V. ACTIVITY CODE

***This section pertains to those who are in extracurricular activities at WCC, VHS and/or VSW.**

STUDENT ACTIVITY CONDUCT CODE STATEMENT OF PHILOSOPHY

The West Des Moines Community School District strives to develop each student's potential and to foster positive interpersonal relationships. Essential to the achievement of these goals is reasonable and necessary order, which will result only through good discipline.

To that end, the district has codes of conduct governing the actions of all of its students. These codes outline the expectations for acceptable conduct in the areas of academics, attendance and discipline.

The Board of Education of the West Des Moines Community School District affirms its support of the student responsibility and discipline policies, affirms its intent to support staff who enforce these policies and affirms its intent to hold staff accountable for implementing these policies.

A Student Activity Conduct Code outlines further expectations for those who participate in activities. Participation in an activity program is a privilege granted to students (K-12) displaying the interest and talent the activity requires. These students serve as representatives of our district to their peers, to the public within our district and to other school districts. Because of the responsibility inherent in representing the West Des Moines Community School District, a higher level of conduct is demanded of those students than is expected of the general student population.

It should be clearly understood that students who participate in activities may not use alcohol, tobacco or controlled substances at any time in any location to remain eligible.

STATEMENT OF PURPOSE

This Student Activity Conduct Code supplements policies and rules of the West Des Moines Community School District including, without limitation, policies and rules relating to attendance, orderly conduct, vandalism, disrespect, commission of a misdemeanor or felony (except minor traffic violations), tobacco, alcoholic beverages and controlled substances and theft.

Any student moving into the West Des Moines Community School District who has been declared ineligible under another district's Student Activity Conduct Code or equivalent policy will not be eligible for the interscholastic competition until the full period of ineligibility, as identified by the other district, has been completed.

This conduct code shall apply to all students involved in an extra-curricular or co-curricular activity anytime during the year (in-season and off-season and during the academic year as well as summer months; 24 hours a day, 7 days a week and 12 months a year) and on or off school property. **Please note: this also applies to conduct violations unrelated to school events.** It is to be understood that this code specifies minimal penalties which may be increased in severity by the Building Principal or by the Athletic Administrator.

Specific penalties are outlined for the categories listed below. It should be noted that:

IF 10% OF ANY ACTIVITY SCHEDULE IS LESS THAN ONE FULL CONTEST OR PRODUCTION, ETC., THE PARTICIPANT WILL MISS ONE COMPLETE CONTEST, OR PRODUCTION, ETC.

ACTIVITIES COVERED

This Student Activity Conduct Code applies to all athletic activities, to all other extracurricular activities, and to all co-curricular activities, but it only applies to student clubs and student offices to the extent that such clubs or offices involve a public performance or a public appearance in which the student serves as a representative of the club, office, or school district.

Students in violation of this Student Activity Conduct Code will not be eligible for the Valley High School semester test waiver privilege during the semester of the infraction.

ACADEMIC ELIGIBILITY

ATHLETICS

Scholarship Rule 36.15 (2)

A student must be passing all courses and receive credit in at least 4 subjects at all times. These must be full credit courses.

If not passing all courses at the end of a grading period (end of first semester/end of second semester), the student is ineligible for the first period of 30 consecutive calendar days in the interscholastic athletic event in which the student is a contestant. In efforts to help students be academically successful, Valley administration reserves the right to determine eligibility for athletes who are failing classes before the end of the grading period.

In accordance with the state guidelines for activities and athletic eligibility an "NP" will be considered an "F".

If not passing all courses at the end of the final grading period of the school year and the student is a contestant in baseball or softball, the student is ineligible for the next four weeks of that sport but has eligibility in the fall.

See www.iahsaa.org for a more detailed explanation of the IHSSA scholarship rule.

ACTIVITIES

A student must be passing in all courses at all times and receive credit in at least 4 subjects at all times. These must be full credit courses.

If not passing all courses at the end of a grading period (end of first semester/end of second semester), the student is ineligible for the first period of 30 consecutive calendar days. The period of ineligibility will begin with the first school day following the day grades are issued by the school district.

In accordance with the state guidelines for activities and athletic eligibility an "NP" will be considered an "F".

See www.ihsma.org for a more detailed explanation of IHSMA scholarship rule for activities.

A student's pre-paid fees or registration fees for activities and athletic programs and trips are nonrefundable if a student is deemed academically ineligible or has had an activity code violation.

DETERMINATION OF A VIOLATION

A violation of the Student Activity Conduct Code will be established by any one of the following: (1) a self-report of a violation by a student and/or parent, (2) receipt by the District of a law enforcement report identifying a specific student and describing conduct which constitutes a violation of the Student Activity Conduct Code, (3) a report to the Administration by a staff member or an activity sponsor that a student has violated the Student Activity Conduct Code, or (4) receipt by the District of information sufficient to establish a violation of Board Policy 502.7B or 502.8.

COMMISSION OF A MISDEMEANOR AND/OR FELONY

Participants: (1) who are charged with or who are convicted of a misdemeanor or a felony, (2) who self-report a violation of the criminal code of Iowa or the United States, (3) who are the subject of a report received by the District from law enforcement identifying a specific student and describing conduct which is a violation of the criminal code of Iowa or the United States, or (4) who are the subject of a report received by the District from a staff member or an activity sponsor identifying a specific student and describing conduct which is a violation of the criminal code of Iowa or the United States will be suspended from activities indefinitely, unless the administration reinstates the student's eligibility.

SUSPENSION

Participants who are suspended on an out-of-school basis will be ineligible to participate in any activity during the suspension.

QUANTIFIABLE AND NON-QUANTIFIABLE ACTIVITIES

Quantifiable Activities are ones which are subject to a pre-determined schedule.

Non-Quantifiable Activities are ones which are not subject to a pre-determined schedule such as foreign language club, class officer, etc.

ALCOHOLIC BEVERAGES AND CONTROLLED SUBSTANCES - POSSESSING, USING, OR BEING UNDER THE INFLUENCE OF

Possessing, using, or being under the influence of any alcoholic beverage, controlled substance, look-alike or substitute or any substance represented to be an alcoholic beverage or a controlled substance (other than medication prescribed by the individual student's physician) and manufacturing, possessing, or selling drug paraphernalia (pipes, roach clips, scales, and other items as defined by Iowa Code Section 124.414) are strictly prohibited while a student is on any school property or under school supervision. This includes attendance in school or at a school-sponsored function. (Board Policy 502.7A and 502.7B)

Possession or use of any alcoholic beverage, or any beverage represented to be alcohol, is a violation of this Conduct Code. Any student who is under the influence of alcohol is in violation of this Conduct Code. This policy applies in all countries and locations throughout the world (including international waters), regardless of whether the possession or use of alcohol by a student is legal or not prohibited by law in the location where it is possessed or used.

Possession of any controlled substance for which distribution is controlled by Iowa law or federal law is a violation of this Conduct Code. Included are controlled substances, their look-a-likes or substitutes, or any substances represented to be a controlled substance (other than medication prescribed by the individual student's physician). This policy applies in all countries and locations throughout the world (including international waters), regardless of whether the possession or use of a controlled substance by a student is legal or not prohibited by law in the location where it is possessed or used.

FIRST OFFENSE

QUANTIFIABLE ACTIVITIES

- Will miss 10 percent of the activity scheduled.
- Furnish evidence of contact with or participation in a chemical abuse evaluation, counseling or treatment program.

NON-QUANTIFIABLE ACTIVITIES – (one which is not subject to a pre-determined schedule: foreign Language club, class officer, etc.)

- Will be assigned 20 hours of community service, not to be accomplished later than 10 p.m.
- Not participate or practice in the activity during the school suspension and until the satisfactory completion of the service.
- Provide evidence of participation in a chemical abuse evaluation.

SECOND OFFENSE

If a student commits a second offense within twelve months of the date on which the student committed a first offense, the student will be ineligible to perform/compete in any activity for a full calendar year starting from the date of the second violation and subsequent offenses. The student may continue practicing during practices held in the district but may not participate in any scheduled performances/competitions. These students are not eligible to attend practices or participate in a student trip as part of a student group away from the district.

ALCOHOLIC BEVERAGES AND CONTROLLED SUBSTANCES - SELLING OR DISTRIBUTING

The penalties outlined in this section deal with the sale and/or distribution of any substance for which distribution is controlled by law based on age or health factors. Included are alcoholic beverages, controlled substances, look alike or substitutes, or any substance represented to be an alcoholic beverage or a controlled substance. This policy applies in all countries and locations throughout the world (including international waters), regardless of whether the sale and/or distribution of alcoholic beverages or controlled substances by a student is legal or not prohibited by law in the location where the sale or distribution takes place.

The Board-approved penalty for the sale and/or distribution of a controlled substance and/or alcoholic beverages is expulsion. Thus a student is automatically ineligible during expulsion. WHEN THE STUDENT RETURNS TO SCHOOL, HE/SHE IS SCHOLASTICALLY INELIGIBLE FOR A SEMESTER AS A RESULT OF THE EXPULSION. The student may resume participation during the second semester of enrollment following an expulsion if he/she meets the requirement for scholastic eligibility as outlined under the section of the Student Activity Code entitled ACADEMIC PERFORMANCE.

THE USE AND/OR POSSESSION OF TOBACCO OR TOBACCO PRODUCTS

This policy applies in all countries and locations throughout the world (including international waters), regardless of whether the possession or use of tobacco by a student is legal or not prohibited by law in the location where it is possessed or used.

FIRST OFFENSE

- The student will be disciplined by the activity director, coach, or the sponsor and the administration.
- The Saturday School detention the student receives as a result of the possession or use of tobacco and/or tobacco products does not prohibit him/her from participation.

SECOND OFFENSE

QUANTIFIABLE ACTIVITIES

The student will not participate or practice in any activity during the school suspension he/she receives as a result of the second offense for possession or use of tobacco and/or tobacco products. This period will include one weekend either during or at the end of the suspension.

- Miss 10 percent of the activity schedule.
- Furnish evidence of contact with or participation in a chemical abuse evaluation, counseling or treatment program.
- Not participate or practice in the activity during the school suspension.

NON-QUANTIFIABLE ACTIVITIES

- Will be assigned 20 hours of community service, not to be accomplished later than 10 p.m.
- Not participate in the activity until the satisfactory completion of the service.
- Provide evidence of participation in a chemical abuse evaluation.

THIRD OFFENSE

The student will not participate or practice during any of the remaining activity schedule.

SCHOOL ATTENDANCE

The guidelines listed below are consistent with the philosophy expressed in the Valley High School Parent-Student Handbook.

1. Any student not in attendance at school on the day of the activity will not dress or participate in the activity. All exceptions must be approved by a school administrator. In order for a student to participate in a public performance or interscholastic activity on any day school is in session, he/she must attend at least half of the scheduled classes which are a part of his/her schedule for that day. Any exceptions for this guideline must be approved by a school administrator.

2. Any student who participates in a public performance or activity is expected to be in school on time following the activity. Excuses must be approved by a school administrator. “Sleeping-in” is not an excusable absence.

3. Any student serving an out of school suspension and/or expulsion may not participate in and/or attend any school-sponsored activity until the student has been readmitted by a school administrator.

APPLICATION OF THE PENALTY

In order to remain in the activity and to regain eligibility for the activity or in order to be eligible for a future activity, a student who receives a penalty under the Student Activity Conduct Code:

1. Must practice with the team or in the activity unless under an out-of-school suspension. The student will remain ineligible until re-admitted by a school administrator.
2. Cannot suit up or publicly perform at home or away activities.
3. May not travel with the team or student group.

These requirements apply for the duration of the penalty which is imposed. After these requirements have been met for the duration of the penalty which is imposed, the student:

1. Can practice with the team or in the activity.
2. Can suit up and play or perform at the discretion of the coach or activity director. If a penalty is imposed on a student under the Student Activity Conduct Code, the penalty will not be considered to have been served unless the student completes the season or the activity. If the student completes the season or activity before the penalty is fully served, the penalty will apply to the next season or activity in which the student participates.

STUDENT ACTIVITY CONDUCT CODE - PROCEDURE FOR APPEAL

Any student who believes his/her privilege to participate in student activities has been restricted without good cause has the right to immediately appeal the decision as follows:

1. A written request stating the justification for the appeal is to be presented to the Principal within two school days of the decision.
2. The Principal will review the matter and issue a decision within three school days.
3. The decision of the Principal may be appealed, within two school days, to the Student-Faculty Appeal Panel.
4. The Student-Faculty Appeal Panel will convene, review the case and uphold or dismiss the action within five school days.

STUDENT-FACULTY APPEAL PANEL

The Student-Faculty Appeal Panel shall consist of nine members. Two Cabinet members, from both the junior and senior classes, two teachers, an activity director, athletic director and the administrator charged with the responsibility of supervising the activity program at Valley High School as the chair. The teachers and the activity director shall be appointed by the Superintendent or the Superintendent’s designee at the time of receipt of an appeal.

The Chair of the Appeal Panel shall be a nonvoting member. All other members of the Panel shall have equal voting rights. Whenever the votes of the Panel members are evenly distributed on an issue, the prior decision shall stand. Students or faculty members involved in an appeal shall be barred from participation as a Panel member.

REASONS FOR DECISIONS

At each level of the appeal process, the decision shall be presented in writing and shall state the facts, the evidence taken into consideration and the reasons for such decision. The Chair of the Student-Faculty Appeal Panel shall be responsible for preparing the written decision for the body.

REPRESENTATION AT APPEAL

When appealing the decision, the student and Principal or Principal's designee shall have the right to appear before any person or panel hearing the Appeal and to present a written statement, ask questions and be questioned.

FREQUENTLY ASKED QUESTIONS:

1. Who should I contact with a question about the WDMCS Student Conduct Code?
   Principal, Associate Principal, or Athletic Director.
2. Can I practice during my activity code violation period?
   Yes, if you are not on an out-of-school suspension.
3. Can I dress at home events during the activity code?
   No.
4. Can I travel with the team/group during my activity code violation?
   No.

5. When would I be eligible after my second activity code violation?
   12 months from the date of the second infraction.
6. Can I try out for a position on a team/group during or after an infraction?
   Yes.
7. If a student drinks wine when taking communion at church (or for any like religious sanctioned event) are they in violation of the activity code?
   No.
8. If a student consumes alcohol for non-school related activities or special occasions at home or anywhere with parental consent (birthday, anniversary, etc.) is he/she in violation of the activity code?
   Yes.
9. Is the activity code applicable to foreign countries, on cruise ships or any location where it is legal for students to consume or be in possession of alcohol and/ or other drugs?
   Yes…the code of conduct applies 365 days a year, 24 hours a day, and anywhere in the world. Students are expected not to consume, use or be in possession of alcohol, tobacco or drugs at anytime and anywhere even with parental permission, or if the activity is legal where and when it occurs.
10. If a student handles alcoholic beverages during the regular course of their employment at a grocery store or restaurant, is he/she in violation of the activity code?
    No.

VI. HEALTH & SAFETY INFORMATION

ALLERGIES

A significant number of students in our district have allergies, ranging from a mild sensitivity to severe and life-threatening. Allergies to latex and peanuts/peanut products tend to be the most severe. Exposure to even a minute amount of the substance could cause a severe reaction and, without immediate medical assistance, can lead to loss of consciousness and even death.

Families are asked to alert the school nurse and the district's Nutrition Services Department if a student has an allergy and specific accommodations are required. For Nutrition Services to make the necessary accommodations, a note from the student's physician must be on file in the nutrition services office.

Schools can adapt lunchroom and classroom procedures to address the needs of all students. Schools may restrict the presence of peanuts and peanut products, restrict the delivery of balloon bouquets and take other precautions.

Please check your school nurse for specific information on restrictions and procedures related to allergies.

CRISIS MANAGEMENT

The West Des Moines Community School District has plans in place to manage emergency and crisis situations that occur during school hours, involving students, staff or facilities. The emergency plan provides the procedures to follow at the time an emergency situation takes place. This may include responding to threats of violence, fire, tornado, bomb or terrorist acts. A crisis management plan provides the procedures to follow in the aftermath of a traumatic incident that effects the population at an individual site or across the district. This may include emergency situations as well as tragedies impacting an employee or student. Members of the administrative team, at the school and district level, are responsible for assessment of an incident or situation to determine if a crisis exists.

The plans include a process to communicate relevant information to appropriate audiences. As part of the crisis management process, appropriate administrators determine whether communication is required. In the event of a school, local or national-level emergency, the district will communicate through Infinite Campus and local media regarding safety measures and family-student contact. In the event of a crisis, the district will communicate with those who are most affected by the crisis or at some risk: a) when required by law and b) when there is a validated current or future risk or threat to the health or safety of students, staff or community members. If the judgment is made that no current or future threat exists, formal communication is not required.
For more information, visit www.wdmcs.org/district/our-schools/crisis-plan/.

DENTAL SCREENING

Effective July 1, 2008, Iowa law requires that any child who is entering ninth grade, or is an out-of-state transfer student must provide the school with proof of a dental check-up. The purpose of this law is to improve the oral health of Iowa's children. This form must be completed by a dentist or dental hygienist only.

If you have questions or need help getting a dental check-up for your child, please contact the nurse at 633-6404 for a list of available resources to help meet this requirement.

HEALTH OFFICE INFORMATION

The philosophy of the health services of the West Des Moines School District is to assist the student and his/her family to obtain his/her optimum level of wellness. A healthy child is able to receive the most from his/her educational experience. Each child at Walnut Creek has a unique and individual health status that is recognized. Walnut Creek has a registered nurse at school from 9:15 am to 3:15 pm on Monday, Tuesday, Thursday; from 9:15 am to 2:30 pm on Wednesday; and Friday from 7:30 am to 3:15 pm.

HEALTH RECORDS

The school district asks all parents to complete a health update every year for each of their children. By keeping an annual health history on each student, we are better able to evaluate, understand, and be responsive to your child's individual needs. Please call the school nurse at 633-6404 regarding any developments or changes concerning your child's health (hospitalizations, medications, allergies, injuries, surgeries and other medical conditions) which would be pertinent to your child's performance and attendance. Also, please keep the school nurse notified of any changes with home, work, and cell phone numbers. The information you share will remain CONFIDENTIAL and is only shared on a need-to-know basis with any other staff members.

ILLNESS/REPORTING ABSENCES

In order to decrease the chance of spreading illness to others at school, please keep your child home if he/she has:

- had a temperature of 100 degrees or more in the past 24 hours
- conditions that suggest the possible presence of a more serious illness, including a fever, sluggishness, persistent crying, irritability, or difficulty breathing
- diarrhea or stools that contain blood or mucus in the past 24 hours
- a bacterial infection (strep throat, pink eye, etc) that has not been treated with antibiotics for 24 hours
- an illness that caused vomiting 2 or more times during the previous 24 hours, unless the vomiting is known to be caused by a condition that's not contagious
- a constant cough that would disturb both your child and the class
- a communicable disease (chicken pox, impetigo, influenza, etc) and has not received written authorization from your doctor for readmission to class
- head lice (until after proper treatment has been given)
- any ailment that would impair your child's learning.

If your child will be absent, please call the school at 633-6400 and provide your child's name and reason for the absence. If your child is absent and the school has not been notified, the school must contact the parents. If your child is absent for more than one day, please call the school each day.

IMMUNIZATIONS

By Iowa law, the following immunizations are required for enrollment into Walnut Creek Campus.

- DTP (Diptheria, Tetanus, Pertussis) – at least 3 doses with one dose given on or after the age or 4 years; or 4 doses if born after September 15, 2000.
- Polio (IPV/OPV) – at least 3 doses with one dose given on or after the age of 4 years.
- MMR (Measles, Mumps, Rubella) – 2 doses; the first dose must be given on or after the age of 12 months, and the second dose given at least 28 days after the first dose.
- Hepatitis B – 3 doses for children born on or after July 1, 1994.
- Varicella – 1 dose after 12 months of age, if born on or after September 15, 1997, unless there is a reliable history of natural disease.

The immunization record must contain the following information:

- Date of immunization (month, day, year).
- Name of doctor or clinic and city/state where immunization was given.
- Signature of doctor or health official.

Students not submitting this information will be excluded from school until written immunization status is received.

MEDICAL EXEMPTIONS

An exemption for immunizations due to a medical reason is valid only when signed by a doctor (M.D. or D.O.), nurse practitioner, or physician assistant. Doctors may set an expiration date on any medical exemption. If none is noted, the exemption is valid until canceled by a doctor. Medical exemptions may be documented on the Iowa Certificate of Immunization or on a medical exemption card.

Children with medical exemptions may be excluded from school in the event of a vaccine preventable disease outbreak.

MEDICATION POLICY

If it is necessary for your child to take medication at school, please observe the medication policy in effect for all the schools in the district.

The Health Office must have written authorization from the parent/guardian. Please include the student's name, name of medication, amount to be given, time of medication is to be given, reason for the medication, and parent/guardian signature.

The medication must be in the original current container (NO plastic bags or envelopes with loose pills).

The directions on the medication container must match the parent authorization.

ALL medications (prescription and over-the-counter) must be kept in the Health Office at all time. The only exception to this policy is if a student has authorization to self-administer asthma medications.

Authorization for Self-Administration of Asthma Medications

Iowa Code (280.16) allows students to possess and self-administer asthma and/or other airway constricting medications in schools. In order to do this in the West Des Moines Community School District, the school nurse must have on file a written consent from parent(s)/guardian and physician statement.

Parent(s)/Guardian must provide signed, dated authorization for student medication self-administration.

Physician (person licensed under chapter 148, 150 or 150A or section 147.107) provides written authorization containing: (1) name and purpose of the medication; (2) prescribed dosage; (3) times or special circumstances under which the medication is to be administered.

The medication must be in the original, labeled container as dispensed or the manufacturer's label containing the student's name, name of medication, directions for use and date.

Authorization must be renewed annually. If any changes occur in the medication, dosage or time of administration, the parent/guardian is to notify school officials immediately.

If the student abuses the self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed.

The district and its employees acting reasonably and in good faith will not be liable for any improper use of medication or for supervising, monitoring or interfering with a student's self-administration of the medication(s).

Provided the above requirements are fulfilled a student with asthma or other airway constricting disease may possess and use the student's medication while at school, at school-sponsored activities, under the supervision of school personnel and before or after normal school activities, such as in before-school or after-school care on school-operated property.

Immunization School Entry Requirement

By law, all children must submit the following minimum standards for immunization prior to the beginning of the school year or upon entry to any school in the West Des Moines Community School District. Proof of at least one of each required immunization must be submitted prior to enrollment. All new students arriving from outside the United States must show proof of immunization before admittance to the West Des Moines Community Schools. The immunization record must contain the date of immunization (month, day, year) and signature of doctor or health official.

- DTaP/Tdap (Diptheria/Pertussis/Tetanus) – five doses with at least one dose after age 4 if born on or after Sept. 15, 2003 OR four doses with at least one dost after the age of 4 if born between Sept. 15, 2000, and Sept. 15, 2003
- Polio Booster – Four doses with at least one dose received on or after age 4 if born after September 15, 2003 OR three doses with one dose given on or after the age of 4 years if born on or before September 15, 2003.
- MMR (measles, mumps, rubella) – Two doses of measles and rubella vaccine (MR or MMR) are required. First dose given on or after 12 months of age, the second dose received no less than 28 days after the first
- Hepatitis B – Three doses required
- Varicella (chicken pox) – Two doses (the first on or after 12 months of age) if born on or after September 15, 2003 OR has a reliable history of disease

Iowa law now requires that children enrolling in kindergarten provide proof of having been tested for blood lead levels before the age of 6 years. There are exemptions to the law in cases of religious exemption or in cases where the Iowa Department of Public Health determines the child is at an extremely low risk of lead exposure. Exemptions must be approved by the Iowa Department of Public Health. If you have questions or need assistance, contact the Iowa Department of Public Health's blood lead bureau at 1-800-972-2026.

Required by Iowa law to be completed for all students entering kindergarten and ninth grade. Students entering kindergarten must have had the screening completed no sooner than 3 years of age and no later than four months after school enrollment. It can be completed by a licensed doctor, advanced registered nurse practitioner, physician assistant, nurse, dental hygienist, or a dentist. Students entering ninth grade must have proof of dental screening by a dentist or dental hygienist completed no earlier than one year prior to enrollment and no later than four months after enrollment.

PROVISIONAL CERTIFICATE

Provisional enrollment can be given in only two instances:

1. The child has transferred in from a domestic U.S. school.
2. The child has received one dose of each of the required vaccines (DTP, Polio MR, and Hepatitis B.)

A child is allowed one provisional. The provisional shall not exceed 60 days. The child must be excluded by the admitting official (principal or superintendent) if the required immunizations have not been documented. The provisional may be extended if the applicant or parent or guardian submits another Iowa department of public health provisional certificate immunization.

STUDENT SAFETY

Crisis Plan:
In the event of a crisis, our building follows a district-wide plan with specific procedures unique to Walnut Creek Campus (see page 46).

Fire Drill:
The purpose of a fire drill is to establish a routine for the efficient and safe removal of students and teachers from a school building in the event of a fire or other emergency and to develop a behavior pattern for meeting emergencies in adult life.

A fire drill will be conducted monthly with complete removal of all personnel to a place of safety on the grounds outside. Please note the classroom map in each room to identify the appropriate exit route. Exemplary behavior throughout the drill is expected.

Fire Exit Instructions
The signal for a fire drill or for pupils to exit in case of fire will be one constant alarm and flashing white lights.
Students should walk single file to assigned exits. There should be no running in the halls or on the stairs.
The first student out each door should hold the door open while the rest of the group leaves the room and then close the door.
All books and other materials should be left in the room, as each group will return to the same class after fire drills.
All persons should get completely away from the building in order to permit firefighters to get their trucks and other equipment to any part of the building.

In case the corridor assigned to your room is blocked, leave the building by the next closest exit. If there are any rooms or situations not covered, you will leave by the closest route.
Everyone should leave the building either on a drill or an actual fire.
Return to the building after the signal is given.

Tornado Drill
A tornado drill will be conducted to prepare for an actual tornado. In the event of a severe storm warning which may develop during the school day, you will stay in the school and move to a location of greatest safety as indicated on your classroom map until the danger has passed. Exemplary behavior throughout the drill or actual warning is expected. The West Des Moines Community Schools are also cooperating with the State Department of Education and Polk County Emergency Management in providing arrangements in the event of a tornado watch or warning.

Parents are requested to not phone the school during the peak of a storm, as it is imperative that telephone lines be kept free. Parents are urged not to come near the school in their cars during a severe storm because the students will be kept within the school building.

Tornado Warning Instructions

- The signal for a tornado warning or drill for students to go to a safe area will be an intercom announcement.
- Students are to walk quietly and orderly to an area of safety as indicated on the classroom diagram.
- Students are to sit on the floor, lean heads down, and cover their necks and heads with any protection available.
- Return to classrooms after the all clear signal is given.

DISTRICT INFORMATION

ACCESS TO STUDENT RECORDS

The West Des Moines Community School District intends to comply with the Family Education Rights and Privacy Act (FERPA), which affords parents and students over 18 years of age certain rights with respect to the student's education records:

The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the West Des Moines Community School District to comply with the requirements of FERPA. (Contact: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605)

In addition, parents or guardians shall be informed if keeping information in the files becomes unnecessary and they shall have the right subsequently to request that it be destroyed. For further information, see Board Policy 506.3. Copies are available at the Learning Resource Center, 3550 Mills Civic Parkway, West Des Moines, IA 50265-5556. All Board policies are posted on the West Des Moines Community School District website – www.wdmcs.org

ALLEGATIONS OF ABUSE

In compliance with state regulations, the West Des Moines Community School District has appointed Carol Seid, Associate Superintendent of Human Resources, as the investigator of allegations of abuse of students by school employees. She can be reached at 633-5037. Alternate investigators are Janelle Green, Director of Human Resources (633-5038) and an additional alternate who can be reached by contacting Janelle Green.

ASBESTOS NOTIFICATION

Pursuant to the requirement of the Asbestos Hazard Emergency Response Act (AHERA), a copy of the Asbestos Management Plan for each building in the West Des Moines Community School District is available for review by all parents, teachers, employees, etc. in each respective facility. A complete set of all plans is also available at the Operations department, 2102 Delavan Drive, West Des Moines.

AUTOMOBILE INSURANCE COVERAGE

If an employee, student or volunteer is acting within the scope of his/her duties for the school district and has written authorization by a designated representative of the school district, the school district's automobile insurance policy will provide coverage for negligence for bodily injury and property damage to others. Under no circumstances will the school district's automobile insurance policy provide coverage for the physical damage to the vehicle owned and/or operated by the employee, student or volunteer.

EQUAL ACCESS

The West Des Moines Community School District believes that it is important for students to learn the meaning and practice of freedom of speech while in school, in order that as future citizens they will appreciate the proper exercise of this vital liberty. In adopting an equal access policy, the school district does not forego its authority to maintain an orderly and disciplined school environment.

The schools in this district will have a limited public forum for student groups wishing to meet to engage in speech, subject to restrictions outlined in Board Policy 504.21. Equal access with respect to such meetings will include access to school publications and bulletin boards, in accordance with Board policies.

NON-DISCRIMINATION AND EQUITY INFORMATION

Equity Coordinators

The following personnel have been appointed to serve in equity coordinator capacities in the West Des Moines Community School District. Concerns regarding compliance with any of the equity policies outlined below shall be directed to the appropriate coordinator.

Carol Seid — Equity Coordinator
Associate Superintendent of Human Resources
Learning Resource Center
3550 Mills Civic Parkway
West Des Moines, IA 50265
Phone: 515-633-5037
Email: seidc@wdmcs.org

Janelle Green — Affirmative Action/EEO Coordinator
Director of Human Resources
Learning Resource Center
3550 Mills Civic Parkway
West Des Moines, IA 50265
Phone: 515-633-5038
Email: greenj@wdmcs.org

Barb Goetschel — Coordinator for Section 504
Assistant Principal at Stilwell Junior High School
1601 Vine Street
West Des Moines, IA 50265
Phone: 515-633-4622
Email: goetschelb@wdmcs.org

Dr. Laurene Lanich — Multi-Culture Gender Fair Coordinator
Associate Superintendent of Teaching and Learning Services
3550 Mills Civic Parkway
West Des Moines, IA 50265
Phone: 515-633-5057
Email: lanichl@wdmcs.org

Equity Statement (Policy 101.2)
To provide equal educational opportunity for all students, it is the policy of the West Des Moines Community School District that no student will be unlawfully excluded from participation in, denied the benefits of or subjected to discrimination on the basis of race, color, creed, national origin, sex, disability, religion, sexual orientation, gender identity, socioeconomic status, or marital status, in its education programs or activities.

To provide equal employment opportunity for all employees and applicants for employment, it is the policy of the West Des Moines Community School District not to discriminate on the basis of age, race, color, creed, national origin, sex, physical or mental disability, religion, sexual orientation or gender identity in its practices or employment policies, in accordance with applicable law. Affirmative action measures will be taken to correct deficiencies where such remedies are appropriate.

Further, the Board affirms the right of all persons to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment and will comply with all state and federal requirements regarding non-discrimination.

The Board requires all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the school district to subscribe to all applicable federal and state laws, executive orders, rules and regulations pertaining to contract compliance, non-discrimination and equal opportunity.

Inquiries or complaints to this policy may be directed to Equity Coordinator, Mrs. Carol Seid, Associate Superintendent for Human Resources or Affirmative Action/EEO Coordinator, Mrs. Janelle Green, Director of Human Resources, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265, (515-633-5000). Inquiries may also be filed with the Iowa Civil Rights Commission, Grimes State Office Building, 400 E. 14th St. Des Moines, IA 50319 (515-281-4121); the U.S. Equal Employment Opportunity Commission, Chicago District Office, 500 W. Madison St., Ste 2000, Chicago, IL 60661, (1-800-669-4000); and/or the U.S. Dept. of Education office for Civil Rights, Chicago Office, Citigroup Center, 500 W. Madison St., Ste. 1475, Chicago, IL 60661 (312-730-1560).

Affirmative Action - Equal Employment Opportunity (Policy 401.1)
The goal of the Board of Education of the West Des Moines Community School District is to provide fair and equal opportunity for employment, promotion, wages, benefits and all other privileges, terms and conditions of employment. The district will affirmatively recruit women and men, members of diverse racial/ethnic groups and persons with disabilities for job categories where the representative groups are underrepresented.

The West Des Moines Community School District does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, genetic information, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complains of discrimination. If you have questions or a grievance related to this policy, please contact the district's Equity Coordinator Carol Seid, Associate Superintendent of Human Resources, 3550 Mills Civic Parkway, West Des Moines, IA 50265; Phone: 515-633-5037; Email seidc@wdmcs.org (adherence to bona fide occupational/educational qualifications will not be interpreted as discriminatory).

Prior to a final approval of employment for any regular position whether part or full-time, the school district will perform a criminal background check.

Employees, students and parents will be reminded annually of the district's written statement in appropriate publications such as calendar, handbooks, newsletters, newspapers or educational brochures.

Inquiries or grievances related to this policy may be directed to: Equity Coordinator, Carol Seid, Associate Superintendent of Human Resources, or Affirmative Action/EEO Coordinator, Janelle Green, Director of Human Resources 3550 Mills Civic Parkway, West Des Moines, IA 50265, (515) 633-5000. Inquiries may also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Equal Employment Opportunity Commission, Milwaukee Area Office, Reuss Federal Plaza, 310 West Wisconsin Avenue, Suite 500, Milwaukee, Wisconsin 53203 (1-800-669-4000) or the Iowa Civil Rights Commission, Grimes State

Office Building, 400 East 14th Street, Des Moines, IA 50319 (1-800-457-4416). This inquiry or complaint to the federal office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Further information and copies of the procedures for filing a complaint are available in the school district's Office of Human Resources.

EQUITY GRIEVANCE PROCEDURE (POLICY 402.10)

Employees and applicants for employment in the district will have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

LEVEL 1 (INFORMAL): The employee or patron will first discuss the complaint with the person(s) involved with the objective of resolving the matter informally.

LEVEL 2 (FORMAL): If the complaint is not resolved at Level 1, the grievant may pursue the grievance by filing a written complaint. The grievance form may be obtained from the immediate supervisor or building principal. The written complaint must be filed with the immediate supervisor or building principal within fifteen (15) working days from the date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of the occurrence. An investigation of the complaint will be completed and a written response from the immediate supervisor or building principal will be sent to the grievant within fifteen (15) working days after receipt of the complaint. A copy of the complaint and supervisor's response will be filed with Human Resources.

LEVEL 3 (FORMAL): If the complaint is not resolved at Level 2, the grievant may present a copy of the grievance (FORMAL) form and a written appeal to the Director of Human Resources within ten (10) working days after receiving the response from the immediate supervisor or building principal.

An investigation of the complaint will be completed by the Director of Human Resources and an attempt will be made to resolve it. A written report will be sent to the grievant within fifteen (15) working days after receipt of the appeal.

If the complaint is not resolved at Level 3, the grievant has the right to file a formal complaint with the U.S. Equal Employment Opportunities Commission (EEOC) or the Iowa Civil Rights Commission (ICRC).

The complaint must be filed within 180 calendar days from the date of the event giving rise to the grievance or from the date the grievant could reasonably become aware of the occurrence.

Individuals can file formal complaints with the Iowa Civil Rights Commission and the U.S. Equal Employment Opportunity Commission at any time within the requirements of those agencies.

OPEN ENROLLMENT

Parents or guardians considering the use of the open enrollment option to enroll their children in another public school district in the state of Iowa should be aware of the following deadlines:

September 1, 2016 - last date for open enrollment requests for entering kindergarten students and those students falling under the "good cause" definition for the 2016-17 school year.
March 1, 2017 - last date for regular open enrollment requests for the 2017-18 school year.

Applications must be filed with the district of residence **and** the receiving district. Parents or guardians of open enrolled students who meet the federal income guidelines are eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend. .Parents and students should be aware that open enrollment may result in the loss of athletic eligibility for participation in varsity sports.

Applications may be denied by the Board of Education if: a regular open enrollment request is filed after March 1 and does not qualify under the good cause provisions; a request for an entering kindergarten student is filed after September 1; a good cause request is filed after September 1; or a request for continuation is filed after September 1. All appeals must be made in writing to an Iowa District Court in the county in which the primary business office of the district is located, unless the application for open enrollment claims harassment or if the child has a serious health condition that the resident district cannot adequately address. If the application is denied by the resident district for either of these reasons, the

parent/guardian may appeal to the State Board of Education. All appeals must be postmarked within 30 days of the Board decision.

For further information, contact your principal or Peggy Epstein, superintendent secretary, at 633-5025

PAYMENTS

The WDMCS offers one convenient webpage to access our online payment systems for all school-related fees, register for a Community Education class and more — 24 hours a day, seven days a week. Please visit www.wdmcs.org/online-payments to learn more.

PHYSICAL RESTRAINT, PHYSICAL CONFINEMENT AND DETENTION OF STUDENTS (Policy 503.2)

In compliance with Iowa Administrative Code, Chapter 103, the district has a comprehensive policy (503.2) related to employee physical contact with a student and employee use of reasonable force with a student. Board policies are available online at www.wdmcs.org or by calling 515-633-5023..

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents and students who are 18 or emancipated minors ("eligible students") certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas if the survey is funded in whole or in part by a program of the U.S. Department of Education:

- Political affiliations or beliefs of the student or student's parent
- Mental or psychological problems of the student or student's family
- Sex behavior or attitudes
- Illegal, anti-social, self-incriminating or demeaning behavior
- Critical appraisals of others with whom respondents have close family relationships
- Legally recognized privileged relationships, such as with lawyers, doctors or ministers
- Religious practices, affiliations or beliefs of the student or parent
- Income, other than as required by law to determine program eligibility

Receive notice and an opportunity to opt a student out of:

- Any other protected information survey, regardless of funding
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screenings or any physical exam or screening permitted under state law.

Inspect, upon request and before administration or use:

- Protected information surveys of students
- Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purpose
- Instructional materials used as part of the educational curriculum

The West Des Moines Community School District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected surveys and the collection, disclosure or use of personal information for marketing, sales or other distribution purposes. The district will directly notify parents and eligible students of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify parents and eligible students, such as through U.S. mail or email, at least annually at the start of each school year of the specific or approximate dates of the following activities and provide an opportunity to opt a student out of participating in:

- Collection, disclosure or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education
- Any non-emergency, invasive physical examination or screening as described above

Parents and/or eligible students who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

PUBLIC CONDUCT ON SCHOOL PREMISES (POLICY 909)

The Board of Education expects that students, employees and visitors will treat each other with respect, engage in responsible behavior, exercise self-discipline and model fairness, equity and respect. Individuals violating this policy will be subject to discipline. Students will be disciplined consistent with the student conduct policies. Employees will be disciplined consistent with employee discipline policies and laws. Others will be subject to discipline according to this policy.

Individuals are permitted to attend school sponsored or approved activities or visit school premises only as guests of the school district and, as a condition, they must comply with the school district's rules and policies. Individuals will not be allowed to interfere with or disrupt the education program or activity. Visitors, like the participants, are expected to display mature, responsible behavior. The failure of individuals to do so is not only disruptive but embarrassing to the students, the school district and the entire community.

To protect the rights of students to participate in the education program or activities without fear of interference or disruption and to permit the school officials, employees and activity sponsors and officials to perform their duties without interference or disruption, the following provisions are in effect:

- Abusive, verbal or physical conduct of individuals directed at students, school officials, employees, officials and activity sponsors of sponsored or approved activities or at other individuals will not be tolerated.
- Verbal or physical conduct of individuals that interferes with the performance of students, school officials, employees, officials and activity sponsors of sponsored or approved activities will not be tolerated.
- The use of vulgar, obscene or demeaning expression directed at students, school officials, employees, officials and activity sponsors of sponsored or approved activities participating in a sponsored or approved activity or at other individuals will not be tolerated.

If an individual becomes physically or verbally abusive, uses vulgar, obscene or demeaning expression or in any way interrupts an activity, the individual may be removed from the event by the individual in charge of the event. Law enforcement may be contacted for assistance.

Individuals removed from school premises have the ability to follow the Board's chain of command and complaint policies should they choose to do so. The exclusion is in effect should the individual choose to appeal the decision of the superintendent. The term "individual" as used in this policy also includes students and employees.

If an individual has been notified of exclusion and thereafter tries to enter a school building or attends a sponsored or approved activity, the individual will be advised that his/her attendance will be referred for prosecution. The school district may obtain a court order for permanent exclusion from the school building or from future school sponsored or approved activities.

RELEASE OF INFORMATION AND PHOTOGRAPHS

In the West Des Moines Community School District, information and photographs or likenesses may be released without written consent unless qualified objectors comply with the procedure in the final paragraph below.

The Family Educational Right and Privacy Act requires the district designate certain personally identifiable information taken from students' educational records as "directory information." Any information not designated by the district as directory information will be considered an educational record under FERPA and may not be released to the public without parental or eligible student consent.

Directory information may include:

- student's name, address, telephone number and e-mail address
- parent's name, address and telephone number
- date and place of student's birth
- photographs, audio and video of the student
- grade level of student
- major field of study
- officially recognized activities and sports the student participates in
- height and weight of members of athletic teams
- dates of attendance
- degrees and awards received

- the most recent previous educational agency or institution attended by the student

Limited student information may be posted on the district's websites, including social media, under guidelines developed by the district. That information may include photos, video and/or a student's name. Some of the directory information may be compiled in an annual directory, published and distributed by parent groups at some schools.

In addition, two federal laws require school districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

Objections to release of information or photographs may be submitted on forms available at the time of registration at all district schools. Alternately, objections may be sent within two weeks of the student's enrollment in school to your school principal. Appropriate district staff will be informed of the objection to release of information or photographs.

This objection to the release of directory information must be renewed annually.

STUDENT WELLNESS (POLICY 608.1)

The district, in partnership with the community, is concerned about nutrition and education awareness, responsible eating habits, physical activity and childhood obesity. The entire school environment, not just the classroom, will positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. In trying to address the issues that underlie the soaring rates of childhood obesity, the following recommendations, guidelines and goals are intended to provide:

- healthy food and beverage options to our students through the district's nutrition services program,
- nutrition education that enables students to make healthy decisions about their eating habits,
- physical activity that embraces a healthy life style and
- access to healthy nutritional food and beverage options throughout the school day.

Although teachers and other school personnel can educate, support and reinforce healthy eating and regular physical activity, schools alone cannot solve the wellness issues of our children. It will take the combined efforts of families, schools, communities, government agencies, health providers, the food industry and the media to make significant progress. Schools, however, do have an especially critical role to play.

I. Nutrition Education Goals

The West Des Moines Community Schools' nutrition education curriculum:

- is offered at grade levels (K-2, 3-5, 6-8, 9-12) as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health.
- is part of health education classes and classroom instruction in subjects such as physical education, mathematics, science, language arts, social sciences and electives.
- includes enjoyable, developmentally appropriate and culturally relevant participatory activities
- promotes fruits, vegetables, whole-grain products and low-fat or fat-free dairy products
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise)
- links with school meal programs, other school foods and nutrition-related community services
- teaches media literacy with an emphasis on food marketing
- includes training for teachers and other staff
- promotes wellness, healthy lifestyles and safety in every school

II. Physical Activity Goals

- The district will provide physical education classes and teach physical activity skills to students that will encourage lifelong fitness.
- Elementary schools will provide recess opportunities that include vigorous physical activity.
- Employees will be discouraged from using physical activity (e.g., running laps, pushups) or withholding opportunities for physical activity (e.g., recess, physical education) as punishment.
- Physical activity may be encouraged as a reward in place of food or candy.

III. Other School-Based Activities Goals

The district will:

- Discourage sedentary activities when they are not instructionally appropriate, e.g. watching popular movies and/or playing computer games.
- Encourage opportunities for physical activities to be incorporated into lessons across subject areas.
- Encourage classroom teachers to provide short physical activity breaks between lessons or classes, as appropriate.
- Offer healthy eating guidelines to parents, send home nutrition information, post nutrition tips on school websites and/or provide nutrient analyses of school menus.
- Encourage parents to pack healthy lunches and snacks.
- Provide parents, employees and students with suggestions of healthy food ideas and non-food incentives for celebrations/parties, rewards and fundraising activities. It is understood that the serving of treats and snacks as an incentive or as part of an occasional classroom celebration or special event is a popular tradition that, used in moderation, provides motivation and a needed break. Parents, employees and students are encouraged to consider these guidelines and goals in selecting treats and snacks to be served to a group or classroom during the regular school day.
- Promote healthy foods, including fruits, vegetables, whole grains and low-fat dairy products.

IV. Nutrition Guidelines

- The district encourages balance, variety and moderation in making food choices.
- Meals and beverages served through the Nutrition Services Program will meet the requirements of the Child Nutrition Act (42 U.S. C. 1779).
- Ala carte items served through Nutrition Services and food and beverages served in district vending machines will encourage healthy choices for students.
- The district will pursue meal time schedules that:
  - strive to provide students with at least 10 minutes to eat after sitting down for breakfast and 15 minutes after sitting down for lunch
  - are not superseded by tutoring, club or organizational meetings or activities, unless students may eat during such activities; and
  - strive to hold lunch periods to follow morning/noon recess periods (in elementary schools)
- Teachers will minimize the use of foods and beverages as rewards for academic performance or good behavior. When foods and beverages are used as rewards, they should be used sparingly and in moderation. The use of nonfood rewards and incentives to encourage academic performance and good behavior is to be maximized. Teachers should not withhold food or beverages (including food served through meals) as a punishment.
- Foods and beverages offered or sold as concessions at school-sponsored events will include healthy choices.
- All schools will receive a list of fundraising activities that promote physical activity and ideas for non-food related fundraising options.

V. The implementation of this wellness policy will be measured as follows:

- The Director of Nutrition Services will be responsible for ensuring that the district's nutrition services meet this policy.
- The Department of Teaching & Learning Services will ensure nutrition education goals, physical activity goals and guidelines and other school-based activities are included in the K-12 curriculum, as various curricular areas come up for review, update and revision.
- Building administrators will help to monitor the implementation of the policy at the building level.
- The Student Wellness Policy Advisory Committee will annually identify indicators of successful implementation of this policy.
- The Staff Wellness Coordinator will develop and distribute lists of healthy snack options and non-food related fundraising activities.

Rules and regulations may be developed to provide more specific guidance and interpretation concerning the implementation of this policy.

TEACHER QUALIFICATIONS

Parents/guardians in the West Des Moines Community School District have the right to learn about the following qualifications of their child's teacher: state licensure requirements for the grade level and content areas taught, current licensing status of the teacher and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program or if your school operates a schoolwide Title I program.

Parents/guardians may request this information from the Office of Human Resources by calling 633-5034 or sending a letter of request to the Office of Human Resources, 3550 Mills Civic Parkway, West Des Moines, Iowa 50265.

VIDEO/AUDIO MONITORING SYSTEMS AND STOP ARM CAMERAS ON SCHOOL BUSES

The West Des Moines Community School District Board of Education has authorized the use of video/audio systems on school district buses. These systems will be used to monitor student behavior to maintain order on the school buses 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 contents of the videotapes are confidential student records and may 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. All district-owned school buses are equipped with a video/audio monitoring system. The above notice is also posted in all buses.

In addition, all buses are equipped with stop arm cameras. These cameras are used to identify drivers who pass a school bus when the stop arm is extended.

VII. ADDITIONAL INFORMATION

ACADEMIC SUSPENSION APPEAL

The violation of certain school rules can result in the suspension of the student from participating in academic activities. Such an academic suspension will result in the removal of the student from the classroom setting for a defined period of time. Educational services due the student will be continued through provisions as designated by the principal and/or designee.

In the event the student believes suspension is unfair, an appeal may be made to:

1. Other supervisory administrative staff in the line of authority.
2. The superintendent of schools.

Such appeals must be filed within three (3) school days and a decision confirming or denying the appeal presented within two (2) school days. Suspensions will be served while the appeal is being heard unless there is an allegation that due process (i.e., notice and opportunity to be heard) was not provided.

No appeal will be heard, investigated or acted upon unless it is reduced to writing and signed by the party bringing the appeal.

CELL PHONE USAGE

Students may use their cell phones before and after school and during the lunch period. Cell phones may also be used at the discretion of the classroom teacher for educational purposes. If a student needs to use the cell phone for confidential matters, he/she needs to come to the main office so a private location can be found. If the cell phone is a disruption the learning process, an intervention will be written. If the cell phone continues to be disruptive to the learning, the principal will ask that the phone no longer comes to school or that the student check the phone in at the main office.

COMPLAINTS REGARDING SCHOOL PERSONNEL

Board Policy 906.1 provides a process for students, parents and community members to file complaints regarding any district staff member.

These are the steps to follow:

1. Concerns should first be expressed directly with the staff member.
2. If the issue is not resolved, the concern should be discussed with the employee's immediate supervisor.
3. A formal, written complaint must be filed with the immediate supervisor if the concern is not resolved and a more formal investigation is requested. .
4. If the complaint is not resolved, the appeal process may be implemented by contacting – in order – the next supervisor in the line of responsibility, then the appropriate member of the Superintendency. The issue may be resolved at any step in the appeal process.
5. The Board of Education is the final appeal body. If specific information is shared with an individual Board member, he or she may be recused from participating in an appeal hearing. No appeal will be heard by the Board of Education and no concerns regarding staff members will be investigated or acted upon unless the concern is submitted in written form, signed by the person lodging the complaint and submitted to the Board through the superintendent. Due process rights dictate that information should not be shared with the Board until it formally convenes as a hearing or appeal body.

ENGLISH AS A SECOND LANGUAGE WELCOME CENTER

All new families, for which English is a second language, must register their children for school at the district's Welcome Center. The Welcome Center is located at Valley High School. An appointment is necessary and may be scheduled by calling 515-633-4001.

ENROLLMENT

Students are able to enroll at Walnut Creek Campus at the beginning of each trimester and approximately every 4 weeks during the trimester. The enrollment process begins with a referral from the student's home school. If coming from out of the district, the student must be referred from the home school. Students will complete an intake before attending.

FEES

A materials and book use fee of $80.00 per year is required by the district. Fees for individual classes vary and will be assessed when the student's schedule is developed.
Free and Reduced Lunch and/or Student Fee Waiver: Anyone who meets the requirements may submit a confidential application for free or reduced price lunches by calling 515-633-5085. Students who meet the income guidelines for free and reduced price lunch, Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment or who are in foster care are eligible to have their fees waived or partially waived. Parents or students who believe they may qualify for a waiver should contact their building principal for a waiver form. This waiver must be completed annually.

INFINITE CAMPUS

Parent/Student Internet Portal -- http://portal.wdmcs.org

The West Des Moines Community School District uses a student information management system called Infinite Campus. This program increases access to student information for our teachers and administrators. Infinite Campus also allows students and parents/guardians to view some of this information through a secure internet connection. This internet view for parents and students is called a portal.

The student portal allows students in grades 6-12 to see only their information, including schedules, grades, attendance, health, assessment, and a "to do list" as entered by teachers and other district staff. It also

allows the student to see final grades, as well as assignment grades within a quarter or trimester. Every student has an account; however, the student portal is primarily used by students in grades 6-12 only. If students are unsure of their account information, they may check with their school office for assistance.

The parent portal allows a parent/guardian to see the same information as their student regarding schedules grades, attendance, health, assessment, and a "to do list" for student assignments. With one account, parent/guardians can view information about all of their students, even if the students attend different buildings. The parent/guardian can edit an e-mail address and indicate preferences on methods of contact for absences and emergencies (under "Change Contact Info"). If there are incorrect phone numbers, addresses, or other information, parents/guardians may contact one of the offices at the school their student(s) attend to have the information updated. Parents/guardians may also reference instructions under the "Parents" or "Family" tab of the district website (www.wdmcs.org). When these important changes are made by one building office, they are reflected for every student in the family with information in the Infinite Campus system. You will have the same account for as long as your students are in the district.

Information on creating an account for a parents/guardians will be available at registration (grades 7-12) or from the school office at the building attended by your child(ren). For students in sixth grade, this information is distributed by the classroom teacher early in the school year. Each individual parent/guardian may have a separate account. After creating your account, contact the office of the school your child you forget your password or user name, and they will assist you by creating a new password. If you have difficulty creating your account, please contact the office at your school.

Viewing Academic Work and Grades (for grades 6-12)
The district recognizes that parents/guardians and students will access Infinite Campus to monitor academic work and grades. Teachers have been asked to post the scores from most assignments to the Infinite Campus grade book within two weeks of the assignment due date. Some assignments may take less than two weeks to post, while others, such as major tests or projects, may take time to grade and post into the Infinite Campus grade book. When scores are posted for a given quarter, the grade is an estimate based on the current assignments and work completed for that quarter. If you, as a parent or guardian, have questions about a given assignment or score, please visit with your child first. They can provide information as to what was expected and what preparation was necessary to complete the assignment or exam.

NO PETS, PLEASE!

We welcome members of our school family to visit our schools during the day. Our buildings are also open to the community for many activities such as youth organization meetings, youth sports contests, after school classes and adult classes.

However, we cannot welcome pets into our schools. Student safety and the cleanliness of the building are put at risk when animals accompany their owners for a drop-in visit at school. There are exceptions, of course. If your student is bringing a pet for show and tell or for a class project, please contact the principal for permission before the animal comes to school.

Animals that are kept at school for instructional purposes will be in good health with no evidence of disease, be of such disposition as to not pose a safety threat to children and be maintained in a clean and sanitary manner. Documentation of current vaccinations will be available for all cats and dogs. Pets/animals and/or their cages will not be allowed in kitchen, sinks or food preparation areas due to health and sanitation guidelines.

NUTRITION SERVICES

The nutrition program is a multi-faceted operation designed to meet the nutritional and educational needs of our students and staff while meeting all federal and state requirements, including those for safety and sanitation. Breakfast and lunch will be available to all students at all schools. In an effort to make the Nutrition Services operation more efficient, all segments of the program have been computerized.

Those families who meet income guidelines may obtain applications for free or reduced-price meals at any school. Applications may also be found online at www.wdmcs.org or at the Department of Nutrition Services office in the Learning Resource Center, 3550 Mills Civic Parkway, West Des Moines. Applications must be completed annually. For more information, call Director Willow Dye, R.D., L.D. or Lynnae Gilmore at 515-633-5085.

School Food Services

In accordance with USDA regulations for the National School Lunch Program, at student is required to have 1/2 cup of fruit or vegetable and two other full components on their tray for it to count as a full meal. Anything less than a full meal will be charged as individual items. We offer a variety of fruits and vegetables daily to give students more options in the hopes that choosing fruits and vegetables will be easy.

The WDMCS Department of Food Services has a computerized accounting system for lunches, milk, juice, second entrees and other ala carte items. This system allows for the deposit of money into student accounts. Restrictions may be placed on the account at the discretion of the parent. Money for school breakfasts, lunches and a la carte items may be deposited in student accounts at the school office in the mornings or through the envelope system from the classroom. Please send money to school in a sealed envelope on which is written the child's name, homeroom teacher, and the account into which the money is to be deposited. Money may also be deposited using our online payment system. To make payments online, please visit www.wdmcs.org/online-payments.

Please make sure you are aware of your child's food service account balance. It is very important to maintain a positive balance in your child's account. To set up low balance reminders or place restriction on a student account, please visit www.wdmcs.org/departments/nutrition/.

Students will have computerized access to their accounts in the lunch line. The lunch clerk will be able to answer questions regarding lunch account balances.

Lunch 12:27 p.m. to 1:04 p.m. (Monday, Tuesday, Thursday, Friday)
12:23 p.m. – 12:54 p.m. (Wednesday)

Meal Prices	
Breakfast	$1.80
Reduced priced breakfast	.30
Adult breakfast	$2.00
Lunch	$2.85
Reduced priced lunch	.40
Adult lunch	$3.45

PURCHASING PROCEDURES

All purchases for the district should be made by employees of the district, unless otherwise authorized by an administrator. Controls and procedures as well as documentation are built into the district's purchase order system process. Parents, students and/or school volunteers may not make purchases nor receive reimbursement for purchases made on behalf of the district without prior approval from an administrator.

SCHOOL CLOSING ANNOUNCEMENTS

Up-to-the-minute information about cancellations, dismissals and closings is available on the district website (www.wdmcs.org), Facebook page (www.facebook.com/wdmcs) and Twitter account (@WDMCS).
In addition, information is provided at the district weather hotline at 633-5555.

The district's emergency notification system will be used to notify families of unplanned cancellations, early dismissals or other emergencies. Calls are made to home phone numbers, cell phone numbers and/or work numbers as provided to the school and entered into the Infinite Campus data system. This information is also shared with the local television and radio stations. This information is provided as a service for students, families, staff and community members when school must be cancelled or dismissed early due to weather conditions or other emergencies.

TELEPHONE RECORDING DEVICE

Most school offices and principals' telephones are equipped to record phone calls. Phones at the Learning Resource Center and Operations may also be able to record calls. The capability to record a phone call is intended to improve customer service and enhance the safety of our staff, students and families.

TRANSLATION, INTERPRETATION AND BRAILLE SERVICES

A sign language interpreter, translator, and printed material in Braille can be made available at most district events. Contact your school at least 48 hours in advance of the event to request these services.

No qualified individual will be excluded on the basis of a disability from participating in a public meeting in the West Des Moines Community Schools. To receive more information or request an accommodation to participate, contact the Office of School/Community Relations at 515-633-5023.

VISITORS

Students are not permitted to bring visitors to school. Please do not ask to bring visitors to school for the day. It will be embarrassing to the visitor, you and the administration, to enforce this policy in front of a visitor; therefore please make other arrangements for visitors.

WCC STAFF E-MAIL ADDRESSES

To access any WCC staff member by e-mail, use the following address:
Last name, first initial@wdmcs.org (no comma between last name and first initial)

IX. SUPPORT SERVICES

WCC SERVICES

ADVISORY

Each student is assigned a faculty advisor at WCC.

The advisory program has several goals: to provide student/adult relationships throughout the school year, to foster a connection with a small group of WCC students, to allow personalized design of the high school program, to provide improved communication among all who are involved with a student and to provide personal advocates for each student. This is an essential component of a quality education and supported by much research.

Advisory time will consist of a variety of programming. Some of the components will be orientation to WCC, getting acquainted, facilitating assessments, developing school success skills and appropriate social skills, performing service, engaging in leisure activities, reflecting upon and discussing personal experience, determining academic schedules, developing a plan and monitoring progress toward graduation, and exploring post-secondary opportunities.

Parents are encouraged to communicate often with advisors and to conference with them during parent/teacher conference time or as needed.

CHANGING ADVISORIES

Students may petition to change advisors but only after the completion of a trimester with their originally assigned advisor. The following is the procedure students need to follow if they wish to change advisories:

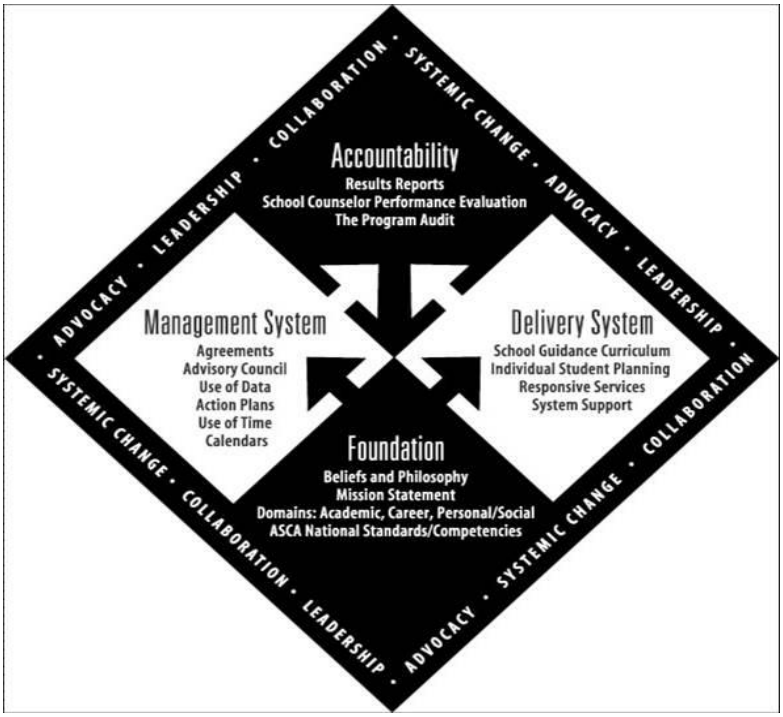
1. The student shall submit, in writing, to their caseworker the desire to change advisories and the reason for it.
2. The student will meet with their caseworker to discuss what they have written.
3. The student will meet with their caseworker and current advisor to discuss the desire for change. If all parties agree, the process moves forward.*
4. If the student has a specific request for a new advisor, the student meets with that person to see if the move can be made. If the new advisor agrees, the student informs the caseworker who verifies.
5. The caseworker informs the principal of all the above and seeks final approval.*
6. When final approval is obtained, the caseworker informs the school counselor who makes the schedule change. The caseworker also informs the person in charge of points.

* If either of these steps is not completed, the request for advisory change is not approved. If the student has no specific request for the new advisory, the school counselor makes that decision.

SCHOOL COUNSELING PROGRAM

Program Overview

The comprehensive school counseling program at Walnut Creek Campus is aligned with the Iowa Framework for School Counseling Programs and the American School Counseling Association (ASCA) National Model, which is recognized as best practice in the field of school counseling. The program at Walnut Creek is managed by one full-time, licensed professional school counselor. The school counselor is an advocate for all students and ensures the school counseling program is designed to promote the career, academic, and personal-social development of all students. The program is delivered through classroom guidance, individual student planning, responsive services, and system support.



Graphic from ASCA National Model

Classroom Guidance

Classroom guidance activities are designed to build nationally recognized, developmentally-appropriate competencies in students, primarily in the career and personal-social content areas. These lessons are typically delivered by the school counselor through the advisory program, or in other larger-group settings. The school counselor is available for collaboration with classroom teachers for additional guidance activities, as needed. Through advisory, the counselor also supports advisors in sharing academic planning information with students. Curriculum materials are always available for review in the counseling office.

Individual Student Planning

The school counselor helps all students plan for earning their high school diploma while also preparing for post-secondary opportunities of interest to each student. The school counselor helps students with goal-setting and action planning. Specifically, the counselor conferences with students to help them plan for course completion in order to graduate from high school. Conferences are held individually or in small groups as appropriate. Information is also available on a variety of post-secondary options, including but not limited to, further education (including financial aid), the military, and entering the work-force. The school counselor helps students learn to research and access these options for their future.

Responsive Services

The school counselor is available upon request to meet with students for individual counseling. This is typically done on a short-term basis, with the goal of helping the student resolve a crisis or other issue at hand so that they may continue on with their day. Referrals to therapists or other mental health providers are made as needed for longer-term issues. Student confidentiality is of utmost concern in these situations, but limitations exist when a danger to the student or others exists. In these cases, confidentiality must be breached only to notify the appropriate parties to ensure safety for all.

Other responsive services may include small group facilitation for particular issues that arise with multiple students. These groups are created on an as-needed basis, and at times may involve bringing in trained professionals from outside agencies to facilitate the group. The counselor also facilitates conflict mediations and Circles to support students, aligning with the Restorative Justice philosophy of Walnut Creek Campus.

System Support

The school counseling program exists to help all students be successful in school and life through building competencies in the area of career, academic, and personal-social development. The school counselor is also an educator and collaborates with building staff to promote the success of all students. The counselor is an active participant of the school leadership team and student services team in order to promote the effectiveness of the overall system at Walnut Creek Campus.

The counselor also uses data to help make decisions related to course offerings, scheduling, and other needed services for students. Analyzing data and collaborating with other school stakeholders is also part of the role of the school counselor, in supporting the educational system for all students at Walnut Creek Campus.

TEAL CORD SERVICE AWARD

Walnut Creek Campus will award a distinguished volunteer service award to any graduating senior who has performed forty (40) hours of community service in any one school year, or eighty (80) hours of community service during all school years. Students will collaborate with the service learning staff member throughout this process. The award is presented at the graduation ceremony.

FAMILY CENTERED SERVICE COMPONENT

Walnut Creek Campus collaborates with PACE to provide a family centered service component. The family centered service component at Walnut Creek Campus is staffed with three full time caseworkers. Two of the full time PACE caseworkers are assigned year round to Walnut Creek Campus. The goal of the program is to provide support to students and families that will enhance the opportunity for success of each student at Walnut Creek Campus. One case worker addresses attendance/truancy issues and helps students engage in the educational process during the school year. Families wishing more extensive assistance are able to receive additional assistance through the PACE program, outside the school setting.

BUILDING LEADERSHIP TEAM

The building leadership team facilitates continuous improvement at Walnut Creek Campus. Their focus is to improve academic and social/emotional performance of students. They provide feedback, initiate processes and provide structure for continuous improvement initiatives.

SERVICE LEARNING

Service learning extends the classroom into the community through service opportunities. Each student at Walnut Creek Campus participates in two whole school service learning events during the school year. Additionally, students may register for a service learning credit.

STUDENT ASSISTANCE PROGRAM

The West Des Moines Community School District contracts the services of Employee and Family Resources for our Student Assistance Program. If you need assistance with family or school issues, call 244-6090 to speak to a counselor or schedule an appointment. The phone line is open 24 hours a day, seven days a week. Counselor sessions to assess problems are provided at no cost to you. When additional services are needed, the student assistance counselor will refer you to an appropriate, beneficial and affordable resource.

STUDENT SUPPORT TEAM

Mission

The Walnut Creek Campus Student Support Team capitalizes and draws upon the expertise of its members to provide specialized resources and support for students, families, and staff members so all can experience a higher level of success at Walnut Creek Campus.

Vision

The Walnut Creek Student Support Team will work collaboratively with families and staff members to develop partnerships, create programs and provide opportunities that will empower students. This work will enhance social emotional growth, academic achievement and personal wellness and promote career development.

5 Principals

Teamwork
Perseverance
Integrity
Respect
Creativity

COMMUNITY SERVICES

AEA Services:

The Heartland Area Education Agency 11 (AEA), located in Johnston, Iowa, serves our school district. Many educational services are provided, such as special education consulting, student evaluations, hearing screening, speech and language therapy, and media services……..……..270-9030

Any Kind of Problem

First Call for Help (Info & referral service).....211

Any Emotional Problem, Suicide, Drugs, Alcohol, Sexual Abuse, Etc.

Broadlawns Emergency Crisis Service/Assessment 282-5752
Red Cross Counseling Line 211
Drug, Youth, and Crisis Line…….....211
YESS (Youth Emergency Services & Shelter)……..... 282-9377

Youth and Family Problems

AIDS Project of Central Iowa Hotline 284-0245
Agape Pregnancy Center 255-0243
Cancer Information Line 422-6237
Catholic Social Service 244-3761
Child Abuse (reporting) .....283-9222 or 800-362-2178
Orchard Place Child Guidance Center (screening/treatment emotional problems) ... 244-2267
Healthy Families.....1-800-369-2229
Hospice (death & grieving assistance)..... 274-3400
Children & Families of Iowa (counseling/crisis intervention)..... 288-1981
Iowa Homeless Youth Center 265-1222
Iowa Legal Aid..... 280-3636
Lutheran Services of Iowa..... 274-4946
National Runaway Switchboard 1-800-786-2929
Overeaters Anonymous……..... . .255-0444
Planned Parenthood 877-811-7526
Planned Parenthood Des Moines West Clinics…… 276-8005
Polk Co. Crisis & Advocacy Services (Counseling personal & violent crime) 286-3600
Teenline…… 1-800-443-8336
Young Women's Resource Center (counseling)..... 244-4901
Youth Law Center..... 244-1172

Sexual Abuse, Family Violence

Family Violence Center (physical abuse)..... 243-6147

Alcohol, Drug, Narcotic Use Problems

Al-Anon & Alateen (family, children of alcoholics) 277-5059
Alcoholics Anonymous 282-8550
Broadlawns Addiction Treatment Services Chemical Dependency..... 282-6610
Cornerstone (alcohol & drug adolescent) 515-289-2272
Bets Off Helpline (Gambling) 1-800-238-7633
Mercy First Step (Mercy Franklin) (assessment) 271-6075
Mercy Alcohol & Drug Recovery 271-6075
Narcotics Anonymous 244-2277
Lutheran Dual Diagnosis Unit 263-2368
SPECTRUM (troubled teens resource center & construction training program) 288-1248
Student Assistance Program..... 244-6090

Emergency Medical Services (24 Hours/Day, 7 Days/Week)

Broadlawns (ER)	282-5752	Iowa Methodist (ER)	241-6213
Broadlawns (Psych)	282-5750	Mercy (ER)	247-3211
Fire-Ambulance-Police	911	Mercy West (ER)	358-8280
Iowa Lutheran (ER)	263-5120	Methodist West (ER)	343-1200
		Veterans	699-5999

*There are additional resources available on the district web page.

X. ACADEMICS

ACADEMIC DISHONESTY

If it is discovered that a student's work is not their own, they will receive a "0" and will be given the opportunity to re-do the assignment. These matters will involve the principal.

ACADEMIC PROGRAM

Students at Walnut Creek Campus may elect to earn a 40 credit (Traditional) Walnut Creek Campus diploma, or a 36 credit (Core) Walnut Creek Campus diploma or a 48 credit Valley High School (VHS) diploma. Students who wish to earn a Valley diploma must attend VHS full time their last semester of high school and complete VHS physical education requirements. Students who wish to earn a Valley diploma must also complete 50% of their credits at VHS.

Code 505.10

CREDIT RECOGNITION

Credit from various institutions may be recognized on Valley High School, Valley Southwoods or Walnut Creek Campus transcripts.

Students may earn high school credit if

1. they attend Valley High School, Valley Southwoods Freshman High School or Walnut Creek Campus
2. they transfer in high school credits from an accredited high school or high school program outside the district and those credits are approved by the principal or his or her designee; and/or
3. they have taken algebra in a district junior high school. Credit will be awarded upon successful completion unless their parent or guardian has requested not to receive high school credit in accordance with school guidelines.

Recognition of credit earned in summer school or outside the district (i.e., online, college courses, college courses, etc.) by West Des Moines Community Schools students requires prior approval by the principal or his/her designee.

TRANSFER OF CREDITS WITHIN THE DISTRICT

Valley Southwoods Freshman High School and Valley High School Students:

All high school credit for course work taken at Valley Southwoods and at Valley High School is recognized on Valley High School transcripts. If a student retakes a course during the academic year at Valley High School or Valley Southwoods both grades will be shown on the transcript and the higher grade will be used in the grade point average. Credit for a course can be awarded only once, and a student cannot gain additional credit or lose credit by repeating a course where credit was already earned. Written application to repeat a course for a grade must be made with the counselor/team leader within the first thirty days of the semester in which the course is retaken. Exceptions may be made by the building principal or designee.

A Valley High School or Valley Southwoods student may retake a course in a district summer school or night school program. In these cases both grades will be shown on the transcript and both grades will be averaged in the grade point average. Courses taken by a Valley or Valley Southwoods student for original credit at Walnut Creek Campus must have preapproval of either the Valley or Valley Southwoods principal or designee. Decisions of the principals may be appealed to the Superintendency.

Valley High School students who take classes at Walnut Creek Campus may transfer the elective credits to Valley. However, credit for required classes will not be accepted on the Valley transcript unless the student has failed the class at Valley and is retaking it at Walnut Creek Campus or if permission is given by either the Valley Principal or his/her designee. Decisions of the principal may be appealed to the superintendency. If a Valley or Valley Southwoods student retakes a course at Walnut Creek Campus, both grades will be shown on the transcript and both grades will be averaged in the grade point average.

A student must be enrolled full time at Valley during the semester prior to graduation unless permission is given to take classes elsewhere by the Valley principal or designee. Appeals of the principal's decision may be made to the superintendency. Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).

Walnut Creek Campus Students:

All Walnut Creek Campus credits will be accepted by Valley High School when a student enrolled primarily at Walnut Creek Campus transfers to Valley High School.

A student must be primarily enrolled at Walnut Creek Campus during the trimester prior to graduation. Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP).

RECOGNITION OF CREDITS FOR STUDENTS WHO MOVE INTO THE DISTRICT

For students moving into the district, only courses taken at high schools or high school programs accredited by their state department of education are recognized as credits on Valley High School, Valley Southwoods or Walnut Creek Campus transcripts.

COURSES TAKEN OUTSIDE THE DISTRICT BY WEST DES MOINES COMMUNITY SCHOOL DISTRICT STUDENTS

Valley and Valley Southwoods:

Students wanting to take courses offered by another district or post secondary institution must obtain preapproval for the course from their high school principal or designee in order for the credit to be recognized on the transcript. Many of the courses that have the preapproval of Valley High School or Valley Southwoods are so designated in the Curriculum Catalogue. The tuition for some of these courses is paid by the West Des Moines Community School District as outlined in the Curriculum Catalogue or Student Handbook.

Exceptions to the prior-approval requirement for students who are new to the district or for other extenuating circumstances may be made by the building principal or designee.

Credit will not be recognized on the Valley transcript for required courses taken through correspondence or off campus unless:

1. the student has failed the course and is taking the course, approved by the Valley principal or designee, a second time. When failed courses have been retaken with the permission of the Valley principal, both grades will be shown on the transcript and both grades will be averaged in the grade point average. OR
2. if the course is part of a student's planned sequence of studies. The criteria used to approve requests for elective courses taken off-campus or through correspondence will include whether the class is offered in the school district and whether the course is a part of a student's planned sequence of studies.

Walnut Creek Campus

The Walnut Creek principal will preapprove all correspondence courses that will be taken for credit. The tuition for these courses is the responsibility of the student or the student's parents, although there is some financial assistance for students who qualify for free and/or reduced lunch. No preapproval is necessary for courses the student is not seeking to have recognized on the transcript.

HOW TO EARN CREDIT

Students have the opportunity to earn one credit per block class each trimester at WCC, because of the extended time in the block class. Since students work at an individual pace, students may finish a class during the trimester. When a student has completed an IP (In Progress) from a prior term the grade form (see below) will be mailed to you. If a student does not complete a class, the student will be considered in-progress and may continue in that class for a maximum of three trimesters. **At the end of each trimester, a transcript will be mailed home summarizing credits earned for the trimester**.

Walnut Creek Campus
Student Grade Form

Student Name:_____ ID. Number:_____

Course Title:_____ Course Number:_____

Grade:_____ If course is still In Progress, percent complete:_____

Is the above grade for the completion of an In Progress Class? ☐ Yes ☐ No

Comments:

_____

_____

_____

The grade and credit earned have been added to your student's transcript. A copy of your student's transcript will be mailed home at the end of each semester. If you have any questions, feel free to contact me at 633-6400.

_____ _____

Instructor **Date**

IP (IN PROGRESS)

A student will receive an IP (In Progress) grade if at the end of the trimester he/she does not complete 100% of the required assignments at a 70% quality level or higher. The student will be able to take the course for a total of three (3) trimesters. If the student does not complete the course in three trimesters, the student will have to begin the course again unless special permission has been granted from the principal.
*** In order to work on a course independently, the student must have at least 60% of the course done and must have teacher approval.**

STUDENT CLASSIFICATION

To earn a Valley High School diploma requires forty-eight (48) credits. Walnut Creek Campus requires forty (40) credits for a traditional diploma and thirty-six (36) credits for a core diploma. To ensure progress toward this goal, a student will be classified for placement in grades nine (9) and above, according to the following guidelines:

Grade 9-Freshman	The 9th grade year begins upon the attendance of the student on the beginning day of classes for the current school year. Until then, the student is not considered to be enrolled in ninth grade.
Grade 10-Sophomore	A WCC student becomes a sophomore upon earning a total of six (6) credits or more. A Valley High student becomes a sophomore upon completion of two or more semesters of high school enrollment and a minimum of 6 credits in the core area.
Grade 11-Junior	A WCC student becomes a junior upon the completion of seventeen (17) credits or more. A junior approved for graduation at the end of the year will be advanced to senior status for the spring semester. A Valley High student becomes a junior upon completion of four or more semesters of high school enrollment and a minimum of 22 credits (including PE).
Grade 12 -Senior	To be classified as a WCC senior, at student must have accumulated a total of twenty-nine (29) or more credits. To be classified as a Valley High senior, a student must complete six or more semesters of high school enrollment and a minimum of 34 credits (including PE).

***Classification is determined at the beginning of the school year.**

REQUIREMENTS FOR GRADUATION

Code No. 505.6

Walnut Creek Campus issues two types of diplomas. The Traditional Program diploma requires the completion of forty (40) credits, including four (4) credits of physical education, for graduation. The Core Program diploma requires thirty-six (36) credits, including four (4) credits of physical education for graduation. (One credit for 2015 graduates, two credits for 2016 graduates, three credits for 2017 graduates, and four credits for 2018 graduates).

WALNUT CREEK CAMPUS – TRADITIONAL PROGRAM DIPLOMA

The forty (40) credit graduation requirements for the Walnut Creek Campus are as follows:

English and Language Arts (Total required credits: Eight)

Language and Literature or Accelerated Language and Literature/Fundamentals of Writing, 2 credits.
Speech Communication, 1 credit.
Fundamentals of Writing, 1 credit
Accelerated Language and Literature/Fundamentals of Writing course.
Language Arts elective, 2 credits.
Literature elective, 2 credits.

Mathematics (Total required credit: Six)

Mathematics electives, 6 credits.

Science (Total required credits: Six)

General Science or Biology, 2 credits
Science elective, 4 credits.

Social Studies (Total required credits: Six)

Economics, 1 credit.
Government, 1 credit.
U.S. History, 2 credits.
Social Studies elective, 2 credits.

Fine Arts or Health (Total required credits: One)

Fine Arts elective
Areas: Art, Drama, Music
Health

Students may have either one credit hour of Fine Arts or one credit Health in order to graduate.

Physical Education Total required credits: four 4, which includes all students completing a CPR course that consists of components that could lead to CPR certification. (One credit for 2015 graduates, two credits for 2016 graduates, three credits for 2017 graduates, and four credits for 2018 graduates).

ELECTIVE CREDITS

The remainder of the credits required for graduation may be earned in other areas of the school program.

WALNUT CREEK CAMPUS – CORE PROGRAM DIPLOMA

The thirty six (36) required credit for the Core Program at Walnut Creek Campus are as follows:

English and Language Arts (Total required credits: Eight)

Language and Literature or Accelerated Language and Literature/Fundamentals of Writing, 2 credits.
Speech Communication, 1 credit.
Fundamentals of Writing, 1 credit.
Language Arts elective, 2 credits.
Literature elective, 2 credits.

Mathematics (Total required credits: Six)

Mathematics electives, 6 credits.

Science (Total required credits: Six)

General Science or Biology, 2 credits
Science elective, 4 credits.

Social Studies (Total required credits: Six)

Economics, 1 credit.
Government, 1 credit.
U.S. History, 2 credits.
Social Studies elective, 2 credits.

Fine Arts or Health (Total required credits: One)

Fine Arts elective
Areas: Art, Drama, Music
Health

Students may have either one credit hour of Fine Arts or one credit Health in order to graduate.

Physical Education Total required credits: Four 4, which includes all students completing a CPR course that consists of components that could lead to CPR certification (except otherwise indicated in a student's IEP). (One credit for 2015 graduates, two credits for 2016 graduates, three credits for 2017 graduates, and four credits for 2018 graduates).

ELECTIVE CREDITS

The remainder of the credits required for graduation may be earned in other areas of the school program.

COURSE OFFERINGS

*Denotes specific graduation requirement

BUSINESS
Accounting I
Accounting II
Advanced Computer Applications
Personal Computer Applications

LANGUAGE ARTS
American Literature
Behind Bars: Reading Writing from Prison
Creative Writing I
Creative Writing II
Film Study
*Fundamentals of Writing
Identities: Finding Self in Literature
Independent Lit Survey
Introduction to Drama
Just Poetry
*Language and Literature
Multi-Genre Investigative Literature 1 & 2
Reading & Writing About Rock & Roll
Reading & Writing - Autobiography
Reading & Writing for College
Shakespeare
*Speech Communication
Writing Essentials
Write On!
Young Adult Literature

MATHEMATICS
Algebra
Integrated Algebra
Geometry
Integrated Geometry
Algebra II
Integrated Algebra II

SCIENCE
Anatomy & Physiology
Astronomy
Biology
Chemistry
Environmental Science
Forensics
*General Science
Genetics
Introduction to Plant Science
Introductory Chemistry
Introduction to Physics
Mankind and the Environment

SOCIAL STUDIES
Current Issues
*Economics
*Government
History and Film
Introduction to Psychology
Our Global Society
Sociology
Street Law
Survey of World Religions
*United States History
World Geography

ELECTIVES
Advisory
B.O.Y.S. (Building on Your Strengths)
DMACC Courses
Health I
Health II
Mindset for Success
Physical Education
Senior Seminar
Service Learning
Skill Development
WCC Orientation
Work Experience

COURSE DESCRIPTIONS

BUSINESS EDUCATION

Accounting I ..... 1 Credit
This is a one-trimester course covering the complete accounting cycle for business set up as a sole proprietorships, and partnerships. Service businesses and merchandising businesses are included. The student will analyze business transactions and use common business forms, maintain journals and ledgers, prepare trial balances, make adjusting entries, close accounts and prepare financial statements.

Accounting II ..... 1 Credit
Prerequisite: Accounting I
This is a one-trimester course which reviews accounting principles and procedures studied in the first semester of accounting. Covers partnerships, corporations, cost and management accounting, emphasizing duties of specialized accounting clerks, shows the relationship between an accounting department and an automated data processing center, introduces the accounting student to the many tasks that will be completed by individuals moving up the accounting ladder. The use of accounting as a basis for management decision making is emphasized.

LANGUAGE ARTS

American Literature ..... 1 Credit
This is an overview of American literature including the exploration and study of a wide variety of American authors and written works. The course work begins in the Colonial American time period and concludes with modern day authors. Each unit will include novels, short stories, poetry and occasionally videos. Student activities may include but are not limited to, book reviews, oral reports, written assignments, small group work and projects. This course fulfills the literature elective requirement.

Behind Bars: Reading Writing from Prison……..1 Credit
Prerequisite: Fundamentals of Writing
Some of the most provocative American writing of the last century originated behind bars. Writers such as Malcom X, Dr. Martin Luther King, Jr., Leonard Peltier, Judith Clark, and others—whether in prison for weeks or for life—wrote the literature we read in this nine-week language arts course. Students will keep response journals and write formal responses to their reading. In addition to reading literature from behind bars, students will study the criminal justice system in an effort to learn the law and their rights as citizens.

Creative Writing I ..... 1 Credit
Prerequisite: Fundamentals of Writing
Creative Writing I is a one-trimester course that focuses on the elements of fiction, including character development, plot, theme, and story structure. Students in this course will work to write a children's book, several short stories, and a map for a novel. Evaluation is based on the Six + One Traits, with emphasis on content, organization, and voice during the revision process. A writing process will be utilized which distinguishes revision from editing. The final editing stages will emphasize fluency, diction and conventions. Students will create a portfolio of their written work that includes reflection on growth and development over time and drafts.

Creative Writing II 1Credit
Prerequisite: Fundamentals of Writing and Creative Writing I
This is an elective writing course that emphasizes creative expression. Students are given assignments that include poetry, free-writing, fiction/short story, and other genres. Students will work on activities which allow them to experiment with word usage to improve their self-expression.

Film Study……1 Credit
Prerequisite: Language & Literature 1, 2 and Fundamentals of Writing
This course involves the study of film genres. Students critique both the artistic and technical merits of the films. They study the development of theme, plot, characterization, and setting in each production. They learn the vocabulary associated with film and use this vocabulary when discussing or writing about films. Through this understanding, students will apply this knowledge to analyze and form opinions of each work. Group discussion focused on informative or persuasive purposes will also accompany the course requirements.
Each unit will focus on one particular genre. Within every unit, students will view short clips from a variety of movies as well as a single movie in its entirety. Included with every unit/genre, students will read a variety of supplemental texts, respond to specific movie elements in both formal and informal writings, and complete a culminating projects (included would be visual, written, & multimedia selections).

Fundamentals of Writing..... .1Credit.....*REQUIRED*
Students write a variety of assignments aimed at improving their written communication skills and exposing them to the wide array of writing genres they will use in their personal, academic, and professional lives. These writings will include personal essays, persuasive essays, business letters and a research paper. Mechanics and language usage are taught through these writing assignments.

Identities: Finding Self in Literature ..... 1 Credit
This class will examine and reflect upon writings from varied nations, ethnicities, mental states, and genders. Major works will include *The Kite Runner* and *The Absolutely True Diary of a Part-time Indian*. The Harlem Renaissance and associated authors will be examined in depth as well as the personal and cultural ramifications of the concept of "double consciousness". Double consciousness is an awareness of one's self as well as an awareness of how others perceive that person, especially in the face of racism and sexism. The danger of double consciousness resides in conforming and or changing one's identity to that of how others perceive the person. Students will complete daily journaling and discussion questions, quizzes,

and projects including a podcast, personal reflections, cartoon diaries, and homemade creations (food, games) from another culture in order to better understand the cultures we read about. This course fulfills the literature elective requirement.

Independent Lit Survey ..... 1 Credit
This is an elective literature course which emphasizes reading for pleasure and information. After students finish reading a selection, they will complete a short writing assignment, project, quiz, or discussion with the teacher. Students are required to read three to four books, or 800 – 1,000 pages. This course fulfills the literature elective requirement.

Just Poetry ..... 1 Credit
"Just Poetry" is a class developed for those students who love reading, writing, and sharing poetry written by professionals and their peers. The curriculum integrates reading, discussion, analysis, crafting, and writing student poems. Reading these poems aloud helps students to appreciate the "music" of spoken poetry. *This is an English elective, but also meets the literature requirement for graduation.

Language and Literature ..... 2 Credits.....*REQUIRED*
Language and Literature is a two trimester course designed to expose students to multiple genres of literature with varying complexity and to utilize the modes of writing for different purposes. Literary genres will include fiction, poetry, and drama, with an emphasis on Harper Lee's To Kill a Mockingbird, Homer's Odyssey, and Shakespeare's Romeo and Juliet. Literature will be analyzed for craft and structure, themes, details, and character development. Informational texts will include both printed and web-based articles to accompany various thematic units, especially those involving research. When applicable, literary concepts will be integrated with different subject areas and different artistic mediums. Independent reading choices will include a mix of multi-cultural, young adult, and classic literature. Students will write for different purposes, with an emphasis on the expository mode and the Six Traits of Writing. Students will utilize the writing process to craft essays, peer edit, and revise written work, using standard conventions of language. Vocabulary will be studied in connection with literary units with an emphasis on meaning, content, connotation, denotation, and figurative language. Film analysis and multi-media presentations will accompany some thematic units.

Multi-genre Investigative Literature 1 & 2……1 Credit
This one-trimester course follows a student's progression through the reading of and responding to a variety of texts (both on-line and bound) focused on a student/group selected topic. Student choice will allow for investigative inquiry and authentic learning. Multi-genre portfolio (research papers, reflective writings, journaling, and reading logs), book talks, book circles, and a product created for an authentic audience that uses knowledge gained from research.
Students and teachers will select informative texts (both on-line and print) to help further research and to analyze a specific topic more deeply. Specific text responsibilities (journaling, reviews, book talks, logs, etc.) will be assigned to demonstrate learning. Teachers will aid in text selections to allow for both depth and breadth of research and knowledge. A second credit of Multi-genre Investigative Lit will come with a second enrollment in our PBL course.

Reading and Writing about Rock & Roll ..... 1 Credit
Prerequisite: Fundamentals of Writing
This one-trimester course explores music as literature. In addition to mini-lessons on the language of particular songs, the history of rock and roll and its influence on culture will be explored. Students write in a variety of formats, including journals, personal essays, music reviews, poetry, song forms (blues lyrics, protest songs, etc.), and short research reports. Poetry concepts like simile, metaphor, alliteration, consonance, assonance, rhyme, meter, rhythm, and personification are explored. Students read a variety of materials, including nonfiction books on music and musicians, biographies, magazine articles, music lyrics, and music reviews. A final research project is prepared as a speech and PowerPoint presentation to the class. All writing assignments are evaluated using the Six+One Traits. Appropriate assessment rubrics have been developed for all projects.

Reading and Writing Autobiography ..... 1 Credit
Prerequisite: Fundamentals of Writing
This one-trimester course explores autobiography. Students will read an autobiography as well as write their own life story in an autobiography of five chapters. The autobiography, a formal piece of personal writing, will focus on early childhood, the school years, hobbies and interests, personality, and the future. Other readings—including short autobiographical pieces by Annie Dillard, Maya Angelou, James McBride, and others—will be required. Other writing is required, including poetry, an obituary, short memory pieces, and journals. All reading and writing activities focus on building skills, particularly those of adding detail and dialogue to writing, organizing writing, revising, and editing. The Six+One model for assessing writing is used to support writers through a revision process as well as to evaluate their final written products. This course fulfills the literature elective requirement.

Reading and Writing for College ..... 1 Credit
Prerequisite: Fundamentals of Writing
In this class, students explore the concept of "Reading for Thinking" in addition to "Reading for Pleasure." College level and college prep texts are read and analyzed. These texts are considered valuable in the academic world, not because of their entertainment value, but because of their historical, social, symbolic, or interpretive significance. Students will write a symbolism paper, an historical analysis paper and will learn to write an effective literary analysis. This course fulfills the literature elective requirement.

Shakespeare……...1 Credit
Pre-Requisite: Lang & Lit 1, Lang & Lit 2
This one-trimester course begins with a study of the life of William Shakespeare and the culture of Elizabethan England. Students will read a selection of Shakespeare's sonnets and at least three of his plays, including one tragedy and one comedy. An important objective is to have students understand Shakespeare's plays in the context of his theater and time. Students will also learn to understand Shakespeare's language, to interpret his metaphors, to recognize famous quotations from his work and to use some literary terms.

Speech Communication..……1Credit…....*REQUIRED*
The focus for Speech is not only on presentation in front of a group, but also on student interaction, expression of ideas in large group discussions, and the appropriateness and effectiveness of words chosen to express these ideas clearly.

Writing Essentials……1 Credit
This one-trimester course will focus on the writing components of grammar, usage, mechanics, and structure. Daily exercises in these units will begin with pretests with the option of testing out to better target areas of need for each student. Post-tests will also be given to demonstrate growth and allow for possible re-teaching of skills covered in that specific unit.

Students will work through 4 units (grammar, usage, mechanics, and structure) in 3 week periods with pretests to be administered at the beginning of every unit to target instruction specific to each individual student. Post-tests will be administered to show growth or areas where re-teaching should occur.

Write on!.....1 Credit
This multimedia writing class will explore writing through various forms of 21st century technology—including but not limited to blogging, photo journalism, cartoon writing, film writing, and broadcast journalism. A wide variety of new technology will be explored as we write creatively, informatively, analytically, persuasively, and technically.

Young Adult Literature ..... 1 Credit
This is a course designed to raise students' reading skills to grade level or above. The components of this class include: reading strategies lessons and discussions, independent reading, read-alouds by the teacher, and a computer program in which students practice reading comprehension, spelling, and vocabulary. Students are identified for Young Adult Literature through testing or teacher recommendation. This course fulfills the literature elective requirement.

MATHEMATICS

Algebra……..……1 Credit / 2 Total
Prerequisite - None
Algebra is a three trimester math course. Topics include operations with real numbers, solving equations and inequalities, factoring, and systems of equations, graphing, and quadratic equations. Students will receive 1 credit for the 1st half of algebra and 1 credit for the 2nd half.

Integrated Algebra ……..…1 Credit / 2 Total
Prerequisite - None
Integrated Algebra is a three trimester course which helps the student to formalize and extend the mathematics that students learned in the middle grades. Topics include relationships between quantities and reasoning with equations, linear and exponential relationships, statistics, expressions and equations, quadratic functions and modeling. This course does not meet NCAA clearing house requirements. Students will receive 1 credit for the 1st half of integrated algebra and 1 credit for the 2nd half.

Geometry..... ..1 Credit / 2 Total
Prerequisite - Algebra or Integrated Algebra
Geometry is a three trimester course. Topics include congruence and similarity of figures, right triangles, area, volume and coordinate geometry. Students learn to analyze and solve problems, maintain their algebra skills and organize and compose proofs. Students will receive 1 credit for the 1st half of geometry and 1 credit for the 2nd half.

Integrated Geometry ……..…..…..…1 Credit / 2 Total
Prerequisite – Algebra or Integrated Algebra
Integrated Geometry is a three trimester course which helps students to formalize and extend the mathematics learned in Integrated Algebra I. Topics include congruence, similarity, right triangles, trigonometry, circles, expressing geometric properties with equations, geometric measurement and dimension, and modeling with geometry This course does not meet NCAA clearing house requirements. Students will receive 1 credit for the 1st half of integrated geometry and 1 credit for the 2nd half.

Algebra II……1 Credit / 2 Total
Prerequisite – Algebra and Geometry
Algebra II is a three trimester math course for students who have successfully completed geometry. Topics that are covered include a review of algebra, complex numbers, quadratic functions, polynomial equations, exponents, logarithms, sequences and series. Students will receive 1 credit for the 1st half of algebra II and 1 credit for the 2nd half.

Integrated Algebra II……1 Credit / 2 Total
Prerequisite – Algebra/Integrated Algebra and Geometry/Integrated Geometry
Integrated Algebra II is a three trimester course which helps the student to formalize and extend the mathematics that students learned in integrated algebra I and integrated geometry. Topics include the study of various functions through graphical and analytical representation. Students will explore data analysis and statistics. This course does not meet NCAA clearing house requirements. Students will receive 1 credit for the 1st half of integrated algebra II and 1 credit for the 2nd half.

SCIENCE

Anatomy and Physiology……..1 Credit Per Term
Pre-Requisite - Biology
This is an advanced two trimester course designed for the student with an interest in an in-depth study of the human body. The structure and function of all body systems is covered through text, reading, class discussion, computer simulations, teacher explanation, and laboratory experiences which will include dissection of mammalian organs. It is expected that all students participate fully in all activities including dissection. Introduction to the course will include the chemical basis of life, the cell and its metabolism as well as a tissue unit. The body systems taught will be: Integumentary, skeletal, muscular, nervous, urinary, reproductive, digestive, circulatory, lymphatic, endocrine and respiratory.

Astronomy……..…..1 Credit
Pre-Requisite - General Science
This is a one trimester laboratory course devoted to the study of astronomy. Units of study that will be included are as follows: objects that can be observed in the sky with the unaided eye such as the sun, planets, and stars; equipment that is used to further our knowledge of the universe; the relation of the earth and the other objects in the sky; the constellations and the zodiac; the motion of the objects in the sky.

Biology.....1 Credit Per Term
This two-trimester course exposes the student to the variety of living organisms found on the planet. Life functions are studied on the chemical, cellular, organism, and community levels. Genetics, diseases, nutrition, and biotechnology are studied with an emphasis directed toward human concerns. Laboratory participation is a vital component of this course and is expected of all students.

Chemistry……..1 Credit Per Term
This is a two-trimester college preparatory course. The students will be prepared to pursue fields where chemical knowledge is used. A student should have an understanding of math so he/she can use equations to solve problems. The topics covered will be classification of matter, reaction principles and descriptive chemistry. The course will consist of laboratory work, textbook problems, classroom activities and teacher explanation.

Environmental Science……1 Credit
Course Description Including Content Standards: Environmental Science is a science course that focuses on scientific principles and analysis. This course is a one term science course in environmental science with some lecture, laboratory, and field experience components. The goal of this course is to provide students with scientific principles, concepts, and methodologies required to understand the interrelationship of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risk associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Forensics.....1 Credit
This one-trimester course investigates many different techniques used by forensic scientists to solve crimes. Topics include fingerprinting, handwriting analysis, chromatography, blood splatters, hair analysis and serial killers.

General Science.....1 Credit Per Term.....*REQUIRED*
This two-trimester course is an integrated program of earth, life, physical, and environmental sciences. Topics covered include matter, weather, reproduction, heredity, the solar system, stars and galaxies, moving continents, geologic time, evolution, periodic table, and Newton's Laws.

Genetics.....1 Credit
This course delves more deeply into the principles of heredity. Topics covered include, DNA, Punnett squares, chromosomes, genetic disorders, genetic engineering, ethics, mitosis and meiosis.

Introduction to Plant Science ..... 1 Credit
Plant Science is a one-trimester course in which students will have the opportunity to grow and care for plants in the laboratory. Much class time will involve observation and investigation of the various life activities of plants.

Introductory Chemistry ..... 1 Credit
This one-trimester course covers a unit in basic chemistry and then practical applications of chemistry are explored. Topics included are the chemistry of our water, soil, food, and over-the-counter medications. Students analyze water and soil samples from their homes and participate in a variety of labs which compare the effectiveness of different common brands of antacids and aspirin-type products and conclude with cost analyses.

Introductory Physics……1 Credit
Practical Physics is a one-trimester course which focuses on the conceptual aspects of physics, with minimum mathematics. This course has a heavy emphasis on laboratory investigations. Students taking this course will experience hands-on activities which address force and motion, electricity and magnetism, light and optics, sound and waves, and energy. Students will make connections between these investigations and occurrences in the real world. This course will not meet science requirements for entrance into colleges.

Mankind and the Environment ..... 1 Credit
Prerequisite: General Science I & II
This course is based around the investigations of how humans are affecting the environment in which we live. A focus will be on water quality, food shortages, overpopulation, waste management, energy sources, and air quality. Through investigating each of these issues, decisions will be made on how we, as a society, can improve our conditions. This will be a one-trimester course. There will be field trips, site visits, and exploration done in the community.

SOCIAL STUDIES

Current Issues..... 1 Credit
Students will investigate important national and international problems, events and controversies that affect the modern world. The treatment of each topic will include its origin, historical development and present status. Attention will be given to vocabulary, personalities, and geography as they apply to each issue. Possible solutions to problems will be a focus of the course. Students will be expected to complete research outside of class to reinforce their understanding of the issues.

Economics……..1 Credit.....*REQUIRED*
This trimester-long course is designed to study financial literacy along with economic principles and concepts. Students will be exposed to financial literacy by investigating financial goal setting, budgeting, investing, using credit wisely, banking, insurance, and career planning. Students will also study how economics addresses the production, distribution, and consumption of goods and services. Students will investigate how they play a role in our local, state, national, and global economy.

Government……1 Credit.....*REQUIRED*
A one-trimester course which presents an introduction to American government. This course emphasizes the operation and mechanics of our national government--including, but not limited to, the following: the U.S. Constitution, federalism, civil and personal rights, political parties and campaigning, the Congress, the presidency, the court system, and governments around the world.

History and Film.....1 Credit
Students will analyze Hollywood's effect on their own interpretation of history. The lessons found in the unit will use the technique of comparing secondary sources, specifically major motion pictures, to evidence found in primary sources such as diary entries, personal letters, television footage, news articles, radio recordings, police records and more. The results of the comparisons will then demonstrate to students that historical films may intentionally or inadvertently present an altered interpretation of actual events. This will then confirm the necessity to research before accepting Hollywood's interpretation of history as authentic history.

Introduction to Psychology .....1 Credit
This course is an introduction to the field of psychology. Students get a brief overview of the different facets of psychology including the nervous system, development, sensation/perception, consciousness, learning, memory, intelligence/creativity, motivation, emotion, personality, disorders, therapy, and social psychology. Students will participate in group work and hands-on activities daily. In addition, students will choose a novel based on an aspect of psychology and complete a literary analysis. As well as completing daily work in and outside of class, students will conduct a psychology experiment for their final project.

Our Global Society.....1 Credit
The United States is a nation of individuals with diverse cultural backgrounds. Today's students will be living in a global society. Through coursework, discussions, projects and rich multi-cultural opportunities in our community, the students will experience and appreciate their own as well as each other's cultural background. Students will leave the classroom with a deeper understanding of and appreciation for diversity.

Sociology.....1 Credit
Sociology is the scientific study of social structure and human social behavior. During the course of our studies we will be examining many issues that affect our society, some which are controversial. We will explore all perspectives of any issues that we discuss in class.

Street Law.....1 Credit
This is a course designed to expose students to our legal environment and the laws which govern society. The curriculum provides practical information and problem-solving opportunities as well as small group experiences and community experiences. This is a group participation course. Some of the class activities are conducted off campus and students are responsible for arranging their own transportation.

Survey of World Religions .....1 Credit
This course will explore the six major world religions; each student will explore another for presentation to the entire class. The course will be an introduction to each religion and its beliefs. Each religion will be approached with the same set of questions determined by the class participants by brainstorming about the study of religion, which will include defining religion and the questions it provides a variety of answers for.

This course will cover Hinduism, Buddhism, Judaism, Christianity, Islam and Taoism. Each week will include a visit to a place of worship. The course will use a variety of print and electronic resources including books in the library about the various religions and videos from United Streaming as introductory material.

US History I and II……..1 Credit Per Term.....REQUIRED
In this two-trimester course students analyze the historical events that shaped our country and brought us to where we are today. Students work in this class through themes in US History including using the past (using primary sources), era's, conflicts, movements, the American Dream, coming to America, and through their eyes. US I covers the chronological period from pre-European America through the Great Depression. US II covers the chronological period from WWII up to today.

World Geography.....1 Credit
Students work independently in an exploration of the geography and culture of Asia, Europe, Africa, Australia, Antarctica, North America and South America in this course. Class work will focus on the five themes of geography, map skills and research skills.

ELECTIVES

B.O.Y.S. (Building On Your Strengths).....1 Credit
B.O.Y.S. is a course designed to challenge young men's negative views of manhood through classroom and experiential learning. Curriculum is based on the book "Young Men's Work" from the Oakland Project. Many different issues facing young men today and ways to be an ally against violence are discussed. Challenge days are designed from ISU 4-H Challenge curriculum, which is an experiential learning process focusing on teamwork, communication, problem solving, and overcoming adversity in a positive way.

DMACC Course…….....1 Credit Varies
These classes may be taken for credit that transfers to West Des Moines high schools or toward the DMACC Adult Diploma. Students may sign up for DMACC Courses through the counselor. High school level correspondence courses may also be taken. Each course is worth one high school credit except Modern Drama and Health for ½ credit. A list of the available courses is listed below. These self-study courses all follow a "read a chapter or story then take a test" format. Each of these courses cost $100.00. Please talk to your advisor about how to access this credit option.

Composition I	Developmental Math I	Health (1/2 credit)	Psychology
Composition II	Developmental Math II	Health (1 credit)	Sociology
Programmed English Grammar I	Workplace Math I	Life Science I	US Geography
Programmed English Grammar II	Workplace Math II	Life Science II	World Geography
Programmed English Grammar III	Business Math	General Science I	World History I
Short Stories	Consumer Math I	General Science II	World History II
Modern Drama (1/2 Credit)	Consumer Math II	Economics	US History I
World Literature I	AGS American Government		US History II
World Literature II	American Government		

Advisory.....½ Credit Per Term
Advisory time will consist of a variety of programming. Some of the components will be orientation to WCC, personalizing the WCC space, getting acquainted, facilitating assessments, developing school success skills and appropriate social skills, performing service, engaging in leisure activities, reflecting upon and discussing personal experience, developing a plan and monitoring progress toward graduation, and exploring post-secondary opportunities.

Health I.....1 Credit
This course deals with physical and emotional health issues using community resources and web based learning. Areas covered include exercise and fitness, substance usage, sexuality, disease, healthy diets, self-esteem and violence prevention. Students will identify, research, interpret, understand and apply relevant health concepts to enhance their life.

Health II.....1 Credit
Second semester students will continue to identify, research, interpret, understand and apply relevant health concepts to enhance their life using community resources and web based learning. Areas covered include units in body systems, growth and development, medicines and drugs, diseases and disorders, consumer and environmental health, and injury prevention and safety.

Mindset for Success……1/2 Credit
These seminars are designed to explore areas of self and relationships with others. Topics included are: resiliency, family dynamics, substance abuse/use, health (physical, emotional, mental and social), personal empowerment, parenting skills, relationships, anger and conflict management, study skills, transitions and adult living skills.

Physical Education……..1/2 Credit
Physical Education at Walnut Creek Campus is a required course for grades 9-12. Students may select from multiple class offerings that include recreational activities, team sports, developmental classes and lifetime sports. These classes are a trimester long. Students will choose the course at the beginning of the trimester. Courses will be offered according to season, area and instructor availability.

Senior Seminar……..1/2 Credit
Walnut Creek Campus (WCC) counseling department has created a senior seminar to help students become aware of their options after high school. This course will expose students to local colleges and universities, apprenticeships, trade and certificate programs, and different careers. Students will have the opportunity to get out of the classroom and explore careers they may have never thought about before taking the course.

Service Learning ..... 1 Credit
Students will learn leadership and communication skills while volunteering in the community. Emphasis will be on developing employability skills. Students will recognize personal values, interests and talents while building self esteem and will learn that they can make a difference in their community. There will be assignments that synthesize the learning that took place. Students are responsible for arranging their own transportation. 40 hours of services is required for this credit. Students may complete 20 hours for ½ credit.
*Students may not get the teal cord and credit at the same time for the same service completed.

Skill Development ..... 1 Credit
Skill Development is a special education course which focuses on specially designed instruction in the areas of reading, written language, math and/or behavior. Students are assigned this course based on their IEP (Individualized Education Program) goal areas and team decisions of placement. This course is offered each trimester.

WCC Orientation……1/4 Credit
This course is for new students transitioning to Walnut Creek Campus (WCC) after the start of the school year. Through this course, students will develop the attitude, skills, and knowledge necessary to find their personal success at WCC. This course will focus on growth in the areas of academics, career, and personal-social development. Student competencies covered are based on the American School Counseling Association's (ASCA's) National Model. More specifically, students will work to discover personality and learning styles and relate those to their academic plans, identify post-secondary options, build connections with other students and staff members through communication and group activities, set and reflect on goals, and identify resources within the WCC Community. This class will meet for approximately half of the trimester and be for .25 general elective credits.

Work Experience (2 credit limit) ..... 1 Credit
Students enrolled in this class are required to work a minimum of 15 hours per week at an off-campus job site for a minimum of nine weeks. Students will complete weekly reflections of their experiences that they can apply to future practice. Students will create or update a current resume and cover letter and have an employer complete an evaluation of their performance. The goal of this class is to help students improve their ability to evaluate their own performance by participating in self-reflection that will result in personal and professional growth.

WEST DES MOINES
COMMUNITY SCHOOLS

3550 Mills Civic Parkway | West Des Moines, IA 50265
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The West Des Moines Community School District does not discriminate on the basis of race, color, national origin, gender, 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 Carol Seid, Associate Superintendent of Human Resources, 3550 Mills Civic Parkway, West Des Moines, IA 50265; 515-633-5037; email: seidc@wdmcs.org