



WEST DES MOINES
COMMUNITY SCHOOLS

Innovative Spirit. Inspiring Success.

2022-23



WALNUT CREEK CAMPUS HANDBOOK

RESOURCES FOR ALL WALNUT CREEK CAMPUS FAMILIES

West Des Moines Community Schools

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.

Shared Vision

WDMCS 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 their life journey.

Portrait of a Graduate

A West Des Moines Community Schools graduate will possess the essential skills and integrity to communicate, collaborate, and solve problems as a confident citizen, embracing our diverse and changing world.

Walnut Creek Campus Mission Statement

Inspiring growth and connections through personalized education.

Walnut Creek Campus—West Des Moines Community Schools

1020 8th St., West Des Moines, IA 50265
515-633-6400
Principal: Dr. Kim Davis

About the Student and Family Handbook

This handbook has been prepared to serve as a guide 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 parent/guardian(s) will be your responsibility.

Educational Non-Discrimination Statement

West Des Moines Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status, sexual orientation, gender identity, genetic information, and socioeconomic status 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 Dr. Anthony Ferguson, Executive Director of Equity, Inclusion, and Diversity, 3550 Mills Civic Parkway, West Des Moines, IA 50265; Phone: 515-633-5040; E-mail fergusona@wdmcs.org (Adherence to bona fide occupational/ educational qualifications will not be interpreted as discriminatory.)

If provisions of this handbook conflict with those of board policy, the terms of the board policy shall govern.

Table of Contents

WDMCS and Walnut Creek Campus Mission
About the Student and Family Handbook

General Information (pages 7-9)

Academic School Calendar at a Glance
Activities Calendar
Admissions Process for New Students
Birthdays/Special Days
Cellphone Usage
Daily Schedule
Fees
 Waiver of Student Fees
Pets
Nutrition Services
 Free or Reduced-Priced Meals
 School Food Services

Communication and Parent/Guardian Involvement (pages 9-11)

Address
Parent/Family Involvement
Parent Teacher Organization
School Closing Announcements
Staff Email Addresses
Visitors

Academics (pages 11-13)

Academic Program
Advisory
Changing Advisory
Credit Recognition
Effective Grading Practices
How to Earn Credit
IP (In Progress)
Student Classification
Requirements for Graduation

Student Conduct Expectations (pages 13-17)

Academic Honesty
Attendance Procedures
 Expectations
 Tardy
Bicycles/Skateboards/Roller Blades/Scooters/Roller Shoes
Cheating and Plagiarism
Dress Code
Electronic Communication Devices
Gangs and Gang-Related Activities
Telecommunications, Electronic and Networked Information Resources

Discipline and Restitution (pages 17-21)

Discipline

Prohibited Substances and Alcoholic Beverages - Possessing, Using, or Being Under the Influence of

Disruption to the Educational Environment

Falsification of School Forms and Parental Notes

Harassment/Sexual Assault/Sexual Harassment/Bullying ([Board Policy 502.02](#))

Hazing

Inciting a Riot or Disturbance

Physical Abuse of School Staff

Profanity, Vulgarity or Indecent Gestures

Theft – Stealing and/or Possession of Stolen Property

Threats

Trespassing

Use and/or Possession of Tobacco and Tobacco Products – ([Board Policy 502.6](#))

Vandalism

Restorative Practices

School-Wide Behavior Management Plan

Four Levels of Redirection

Restorative Justice

What Do Restorative Schools Do?

Conflict Mediations

Circles

Restitution

Healthy Lifestyles / Four Oaks Chemical Dependency Programming

In-School/Out-Of-School Suspension (ISS/OSS)

Long Term Suspension/Expulsion Proceedings

Student Safety (page 21-22)

Active Shooter - ELF (Evacuate, Lockdown, Fight)

Civil Defense

Communicating Student Safety Concerns

Fire Drills

Jeopardizing Student Safety and Breach of Security

Lockdown

Storm Warning

Student Services (page 22-27)

Allergies

Crisis Management

Health Office Information

Health Records

Illness/Reporting Absences

Immunizations

Student Medication

Authorization for Self-Administration of Asthma Medications

Open Enrollment

School Counseling Program

Classroom Guidance

Individual Student Planning

Responsive Services

System Support

Service Learning
Service Cord Award
Family Centered Service Component
Sexual Assault Support
Additional Resources
Student Assistance Program

Graduation Requirements (page 28-31)

505.06: Graduation Requirements For Valley High School And Walnut Creek Campus
2022-23 Schedule of Courses

Schedule of Courses (page 31-37)

Special Section — Athletics and Activities Conduct Code	A1-A6
Special Section — West Des Moines Community Schools Districtwide Handbook	D1-D11

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 a 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 their 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,



Dr. Kim Davis,
Walnut Creek Campus Principal

Dear Parents/Guardians & Students of WCC,

Welcome 2021-2022 parents/guardians and students. We are so honored to have you join our Walnut Creek community. Every parent wants their child to succeed in high school. Walnut Creek Campus is an amazing school that welcomes every student as soon as they walk in the doors. Every staff member makes students feel successful in a non-judgemental and comfortable environment. Walnut Creek is an alternative school, which means it is a very small environment and it's more one on one with students and teachers. This is a huge benefit because students don't have to feel pressured by anyone and everyone gets to know each other.

Walnut Creek has a wide variety of amazing programs and opportunities for fun learning. We work with advisors, case workers, and counselors to help with everything from academics and our social-emotional growth to financial aid for post-secondary schooling or career options after high school. We get to spend more time developing our social emotional skills along with our reading, writing and math skills, too. While Covid 19 has prevented a lot of traditional school-wide activities, this school is known for volunteering at different organizations, all-school bowling, softball and volleyball tournaments, and hosting cardboard arcade games with your advisory for Hillside students. There's also poetry slams, coffeehouse performance days, writing competitions, and my favorites are the salsa and chili competitions. No matter what you want to do here, you will always feel safe, welcomed and cared for.

We are a family here at Walnut Creek, helping each other every day. The teachers and staff build relationships with every student so that they can get to know you beyond just what kind of grade you get. Classes here are still challenging, but seem easier because the work is mostly done at your own pace. We also get to work more one on one with teachers if we have any questions. The teachers also give us 'in-progress' grades for courses we don't complete. Students just keep working on the class until they complete all of the requirements. Walnut Creek does everything in their power to ensure everyone feels safe, loved and welcomed. Coming here was the best choice my parents could have made for me. It has been like having a second family.

Sincerely

Lexi Fineran
Class of 2022

General Information

A hard copy of the handbook is available upon request. In addition, any information linked to content on the WDMCS website can be made available in a hard copy upon request.

Academic Calendar

View and download the current [Calendar at a Glance](#). Please visit the [Walnut Creek Campus website](#) for current daily schedules.

Athletic Calendar: <https://valleytigersathletics.com/events>

- View athletic schedules
- View directions to athletic events

Admissions Process for New Students

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 should be referred by their school counselor or administrator and checkout procedures 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. There is a new student orientation each time a new group of students transfers to Walnut Creek Campus.

Birthdays/Special Days

Birthday treats may be shared with classmates, if desired. Birthdays are important for students, and we would like to give them the opportunity to commemorate the day, using a minimum amount of class time for this purpose.

The West Des Moines Community Schools is making student health and wellness a top priority. To help guide the district in this effort, the West Des Moines Community Schools Board of Education recently approved revisions to the district's wellness policy ([Policy 608.01](#)). Homemade treats are not allowed. If you select from one of the items listed on the store-bought snack list, you can bring a classroom treat that was purchased from a store.

Cellphone Usage

Cellphones will not be used during class time. Cellphones may only be used at the discretion of the classroom teacher for educational purposes. If the cellphone is disrupting the learning, the student will be asked to put it out of sight. If the student is insubordinate, the intervention process will be followed. If there is a habitual concern, the principal will involve the parent/guardian and the cell phone will either remain at home/car or it will be checked into the main office each day there is an issue. Students may use their cell phones before and after school, during passing time and during the lunch period. If a student needs to use the cell phone for confidential matters, they need to come to the main office so a private location can be found.

Daily Schedule

The school day is from 9:00 a.m. to 3:10 p.m. except for Wednesdays when school is dismissed at 2:25 p.m.

Period schedules and lunch schedules for both regular and collaboration days can be found online.

Fees

Each student pays a book fee. Students may elect to purchase an activity ticket for regular season athletic events within the Central Iowa Metropolitan League, a yearbook, and upgraded project materials within certain courses. [View Current Fee List](#)

Waiver of Student Fees

Fee waiver is available as part of the online enrollment process, as well as part of the online meal application or a separate fee waiver form can be accessed on the [district website](#).

Pets/Service Animals

Student safety and the cleanliness of the building are put at risk when animals accompany their owners for a drop-in visit at school. Other than a few exceptions, pets are not allowed in WDMCS buildings. In keeping with state and federal law, WDMCS recognizes there may be a need for employees or students to use or have access to qualified service animals.

Students who have a need of a service animal, which is defined by law as “animals that are individually trained to do work or perform tasks for persons with disabilities,” are welcome to consult with their building administrator.

Nutrition Services

The West Des Moines Nutrition Department participates in the United States Department of Agriculture (USDA) Child Nutrition Programs. Our meals and snacks must meet the standards set forth by the USDA.

To apply for free or reduced meals apply online at <https://family.titank12.com/> or request an application from Nutrition Services at 515-633-5085 or pick up in the school building office.

To make a payment or view account balance visit <https://ia-westdesmoines.intouchrecepting.com/>

Breakfast

Offered daily 30 minutes prior to the bell.

To qualify for the breakfast meal price, the meal must contain at least a ½ cup of fruit or vegetable and at least two other food items. Some menu offerings may count as more than one food item. For example, a breakfast sandwich counts as two items because it contains grains and meat. If the selections do not meet these requirements, all choices will be charged at the ala carte pricing.

Please visit <https://discover.wdmcs.org/mealprices> for current breakfast and lunch prices and fee waiver information.

What's for breakfast?

- Minimum of three entrée choices are available to choose from:
 - alternating main entrée choice;
 - cold breakfast consisting of cereal and toast;

- yogurt and toast option.
- Assorted flavors of 8 oz. milk.
- Fruit and or vegetable choices including 100% juice.
- Breads/grains in the form of cereal, toast, pancakes, etc. and/or meat or meat alternate.

Lunch

Lunch has specific requirements for the selections to qualify for lunch pricing. If the selections do not meet these requirements, all choices will be charged at the ala carte pricing. A qualifying lunch consists of three components, one of which must be a ½ cup of fruit or vegetable or a combination of fruits and vegetables to equal this amount.

Please visit <https://discover.wdmcs.org/mealprices> for current breakfast and lunch prices and fee waiver information.

What’s for Lunch?

Every day there are a minimum three entrée choices students can select from for lunch at elementary and additional entrée choices are available at secondary buildings. A hot entrée, a cold option, and a yogurt lunch are always available to choose from as well as a hot vegetable. Additional fruits and vegetables are also available and students may select as many items as they would like from the fruit and vegetable category

Menus and nutrition information <https://family.titank12.com/>

Lunch offerings consist of five components:

- assorted flavors of milk;
- meat/meat alternate including choices such a yogurt or cheese
- breads/grains that may include pizza crust, breading on a chicken product, brown rice or a more traditional bread;
- fruit;
- vegetables.

A La Carte Items

School cafeterias also offer a la carte items for purchase at breakfast and lunch. These a la carte items are not part of a lunch and may only be purchased if there is funds in the student’s account for them. The items will not count toward making “complete lunch”.

If you would like to restrict your child from being able to purchase these items, please create a restriction on your student’s account in the family portal at <https://family.titank12.com/> or call the Nutrition Department at 633-5085 to get assistance with adding a restriction.

Allergy/Diet Modifications

Forms for special diets can be found on our website. This form requires the signature of a licensed medical professional with the ability to write prescriptions. Please see the form for more details. Fluid Milk substitution requests can be made by parent or guardian signature.

<https://discover.wdmcs.org/diet-modification-form>

Communication and Parent/Guardian Involvement

Address

- 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:

- a. 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.
- b. 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, they 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 – School staff will be communicating with families on a frequent basis if there are attendance concerns.

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 Canvas 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.

Parent Teacher Organization

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. Meetings will be held at 5:30 p.m. on the following dates: September 13, November 8, February 7, and April 4.

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.

WCC Staff Email Addresses

To access any WCC staff member by email, use the following address:

Last name, first initial@wdmcs.org (no comma between last name and first initial)

Visitors

WDMCS welcomes visitors to its school buildings. However, since school is a place of work and learning, there are certain expectations that must be met. Parents who wish to visit their child's classroom must

arrange such visits in advance with the classroom teacher. Parents may not disrupt or interfere with the class in progress, or discuss individual concerns when students are present.

All visitors to the school shall enter the building through the front door and check in at the office to pick up a visitor badge. All visitors are subject to a screening process (Raptor System), please bring your personal identification with you. Examples of personal identification include a state-issued ID, passport, military license, Mexico Consular ID card, and Permanent Resident card. All visitors must have approval to be in a designated area.

Parents can drop off a cold lunch or school materials in the front office. Students are not permitted to bring visitors to school.

Academics

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.

Advisory

Each student is assigned an 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,, engaging in leisure activities, reflecting upon and discussing personal experience, determining academic schedules, developing a plan and monitoring progress toward graduation, circle community building, PBIS lessons, 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 Advisory

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.

Credit Recognition Board Policy [505.10](#)

Credit from various institutions may be recognized on Valley High School, Valley Southwoods or Walnut Creek Campus transcripts. Please see Board Policy [Code 505.10](#) for full details.

Effective Grading Practices

We are committed to and are making strides toward improving our grading practices to ensure all students' grades are a true picture of what they know and are able to do in each course. A task force representing parents, teachers, central office administration, building administration, and school board members engaged in a yearlong process during the 2016-17 school year to study various assessment and grading methodologies. By consensus, the task force recommended a districtwide grading purpose statement that reads:

The purpose of grading is to communicate achievement relative to course standards to students and parents.

The task force came to the consensus that WDMCS had the capacity to implement five grading practices focused on assessment for learning.

- Grades reflect the standards in the Iowa Core (or equivalent standards).
- Use criterion-referenced grades. Students can demonstrate understanding at a specified level of proficiency.
- Achievement and behavior will be reported separately.
- Use quality assessments.
- Involve students in the assessment process—allow for reassessment opportunities.

[Read more about Effective Grading Practices.](#)

How To Earn Credit

Students have the opportunity to earn one credit per block class each trimester at WCC. 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 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.

IP (In Progress)

A student will receive an IP (In Progress) grade if at the end of the trimester they do not show a minimum of 60% needed to show proficiency in the course. The student will be able to take the course for a total of three consecutive (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.

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, a 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.**

Graduation Requirements [Board Policy 505.05](#) / [Board Policy 505.06](#)

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. For full requirements to earn a Traditional Program diploma and Core Program diploma, please See [Board Policy 505.06](#).

Student Conduct Expectation

Academic Honesty

* Reprinted with permission Thomas R. Valentin, Glenbrook High School (Illinois)

When teachers assign papers and projects to assess student learning, they assume that the work they evaluate was produced by the student whose name appears on that assignment. Sadly, each year, some students will violate the rules of academic honesty and will cheat in an attempt to improve their grade. These instances of academic dishonesty are taken very seriously by the faculty and administration because it is our responsibility to maintain the fairness of the system as far as possible. These guidelines are intended to clarify what student behaviors are considered academically dishonest:

- Obtaining a copy of a test or scoring device
- Accepting a copy of a test or scoring device
- Copying another student's answers during an examination
- Providing another student answers to or copies of examination questions
- Having another student impersonate the student to assist the student academically
- Impersonating another student to assist the student academically
- Representing as one's own work the product of someone else's creativity
- Using notes or other unauthorized materials during a "closed book" examination
- Duplicating another student's project for submission as one's own work

- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home examination for which credit is given
- Permitting another student to copy the student's homework, paper, project, computer program, laboratory report or take-home examination other than for a teacher-approved collaborative effort
- Any other action intended to obtain credit for work not one's own
- Altering grades

Attendance Procedures

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 get permission and sign out in the main office in order to leave the building. Students may be sent home for the day and may not go back to class if they do not follow this procedure. Students may have no more than 12 absences total each trimester or their schedule will be modified.

Expectations

In accordance with [Board Policy 501.06](#), Compulsory Attendance, program attendance is required for a minimum of 148 days, to be met by attendance for at least 37 days each quarter.

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:
 1. court appointments with documentation/verification
 2. death in family
 3. illness of student
 4. medical and/or dental appointment with **verification from doctor's office**
 5. religious observance
 6. prearranged family trips and college visitation
 7. student in-school or out-of-school suspension
 8. 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 the 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.

Bicycles/Skateboards/Rollerblades/Scooters/Rollershoes

To enhance student safety to and from school, we recommend wearing bicycle helmets. Bicycles should be walked on school property and parked in the bike racks. The school district is not responsible for students riding bicycles to and from school and assumes no responsibility for bicycles on the school grounds. Bicycle locks are encouraged. Damage or theft of bicycles should be reported to the local police department.

The bike-riding privilege may be revoked if a student does not abide by the school guidelines and/or causes safety concerns. Skateboards, scooters, rollershoes, and rollerblades are not allowed on school property and students will be expected to keep them in the main office until the end of their school day..

Cheating and Plagiarism

Students are expected to produce work to the best of their ability. Work submitted for credit or recognition is to be done by each individual student and must be their own work. Cheating and plagiarism will not be accepted. Students violating academic honesty will lead to parent communication, disciplinary consequences, and re-teaching of expected behaviors and use of resources. Students will be required to redo assessment evidence under supervision to gain an accurate evaluation of learning related to content standards. Teachers may use appropriate resources such as www.turnitin.com to verify the authenticity of student work. Refusal to submit work for analysis will be considered plagiarism.

Dress Code

According to [Board Policy 502](#) (Student Appearance), inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors.

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

The district staff expects students to be clean and well-groomed and to wear clothes in good repair and appropriate for the time, place, and occasion. Clothing or other apparel promoting products illegal for use by minors and clothing displaying obscene material, profanity, or reference to prohibited conduct are disallowed. While the primary responsibility for appearance lies with the students and their parents, appearance disruptive to the education program will not be tolerated. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

If clothing is deemed inappropriate for school, the student will be asked to change clothes and may be given a warning not to wear inappropriate clothing again. If a second violation occurs, consequences may occur, and parents/guardians may be notified. If the student chooses to continue to wear inappropriate clothing, additional consequences may be assigned such as detention.

Electronic Communication Devices

Electronic communication devices such as cellphones or any similar electronic communication device shall not be disruptive to the education process. Handheld electronic devices and earbuds are not to be used in the classroom unless it is permitted by the teacher. Cellphones and other electronic communication devices are allowed before and after school, during passing period, and any unstructured time for a student.

Handheld electronic device violations are cumulative throughout the entire year. Electronic device use that is a disruption to the learning environment violating board policies [503.01](#) (Discipline), [502.02](#) (Equal Educational Opportunities) or any other district policy may be subject to disciplinary action.

Gangs and Gang-Related Activities

WDMCS does 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 which 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 is not limited to, suspension or expulsion in accordance with the district's student discipline policy [503.01](#).

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 their will in furtherance of the common purpose and design of any gang.

As used herein, the term "gang" is defined by Iowa Code 732A 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.*

Telecommunications, Electronic, and Networked Information Resources

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

Activity on the computers must be relevant to the classes being taken. Any student violation may result in a disciplinary consequence. 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.

Discipline and Restitution

Discipline

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.

Prohibited Substances and Alcoholic Beverages - Possessing, Using, or Being Under the Influence of [502.07](#)

Possessing, using or being under the influence of any controlled substance, look-alike, substitute, or any substance represented to be a controlled substance or an alcoholic beverage (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" also includes an alcoholic beverage, a look-alike alcoholic beverage, or any substance represented to be an alcoholic beverage. "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 503.01, Discipline.

Disruption to the Educational Environment

In order to ensure the best educational environment for all, disruptive behavior, defined in [Board Policy 503.01](#), shall be prohibited and may be subject to disciplinary action.

- The educational environment including:
 - o School and district grounds
 - o School-related activities
 - o Immediate and close proximity to the school including bus stops

Please reference [Board Policy 503.01](#) for conduct that may subject a student to discipline.

Falsification of School Forms and Parental Notes

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.

Harassment/Sexual Assault/Sexual Harassment/Bullying ([District Policy 502.02](#))

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. Discriminatory harassment based on sex includes sexual and gender-based harassment, as well as sexual assault/abuse and sexual exploitation (otherwise known as "sexual misconduct"). Claims of discriminatory harassment will be subject to the complaint procedures and disciplinary actions outlined below. Claims of sexual harassment or sexual discrimination will be handled pursuant to Policy 502.03. Complaints of physical or sexual abuse of students by school employees will be investigated in

compliance with Iowa Administrative Code Chapter 281-102, to the extent it conflicts with this Policy or Policy 503.02.

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.

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. The administration reserves the right to use discretion in determining the consequences for any student and/or group 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 may face disciplinary action.
2. Any student who behaves so as to promote or bring about a mass disturbance(s) and conflict among students may face disciplinary actions and may be turned over to police.

Physical Abuse of School Staff

Physical abuse of school staff is a very serious type of misconduct and may face disciplinary and legal action.

Profanity, Vulgarity, or Indecent Gestures

Indecent gestures, profanity, and vulgar language are not to be used in school, on school grounds, or at school-related activities. A student who directs such behavior toward teachers, administrators, or other school employees may face disciplinary action.

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 face disciplinary action.
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

According to [Board Policy 502.11](#), a person who is found in or on school property after having been notified or requested by a school official to refrain from entering or remaining on school property will be considered trespassing.

Use and/or Possession of Tobacco and Tobacco Products

According to [Board Policy 502.06](#), use, sale and/or possession, by a student, of any tobacco or tobacco products, including vapor/electronic tobacco products and look-alike 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 21 shall be reported to local law enforcement authorities (Senate File 2268).

All vapes will be given to the school SRO for testing purposes. They will not be returned to the student.

Vandalism

According to [Board Policy 807](#), any person found willfully damaging or defacing property belonging to the district will be held responsible for the replacement or repair of such property, and all costs will be the obligation of the offender.

Restorative Practices

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

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.

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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. 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 their mistakes whenever possible.

Healthy Lifestyles / Four Oaks Chemical Dependency Programming

Students who violate [Board Policy 502.07](#) have an opportunity to take part in a chemical dependency program.

Out-Of-School Suspension (ISS/OSS)

1. All work, for any classes missed, will be expected to be completed.
2. A conference with an administrator will occur prior to returning to school in person.

Long Term Suspension/Expulsion Proceedings

Should it become necessary to recommend the long term suspension/expulsion of a student to the Board of Education, the following procedure will be followed.

1. The student will be informed that long term suspension/expulsion proceedings will be recommended.
2. The student will be on suspension until the culmination of long term suspension/expulsion proceedings.
3. The student is entitled to a hearing before the Board of Education and will be notified in writing of the date, time, and place of the hearing.
4. The student will be notified of the specific charges.
5. The student shall have the right to be represented by counsel.
6. An expelled student may be readmitted by the Board only.

Student Safety

Active Shooter — ELF (Evacuate, Lockdown, Fight)

In the case of an active shooter, staff and students will be made aware of ELF procedures.

Civil Defense

The WDMCS Board of Education has approved a plan whereby upon notification of impending disaster, students will stay at school and follow a plan set up by the State Civil Defense Department. Each student and parent should be aware of the plan in order to know what steps of safety are being taken during a disaster.

Communicating Student Safety Concerns

Student safety is a top priority. A parent, student, staff, or community member who becomes aware of a student safety issue within a school day should contact the school and ask to speak with an administrator or counselor. If the concern is urgent, call 911. Non-urgent concerns should be communicated to the school.

Fire Drills

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.

Jeopardizing Student Safety and Breach of Security

A student who deliberately props open exterior doors, breaches unauthorized entrance areas, and/or tampers with locks, doors, and security devices is subject to disciplinary action that may include but not be limited to Saturday School or out-of-school suspension.

Lockdown

Lockdown requires all students to be in a confined space (out-of-sight from doorway and windows) under the direct supervision of a teacher.

Lockdown is used when there is concern for student and staff safety. If possible, you will be alerted to lockdown through the intercom. During total power failure, assume lockdown.

Storm Warning

In the event of a severe storm warning (not snowstorms) which might develop during the school day, students will be retained in their respective schools and move to places of greatest safety there until the danger has passed. WDMCS is also cooperating with the State Department of Education and Polk County Civil Defense Agency in providing arrangements in the event of a tornado watch or warning.

- DO NOT phone the school during the peak of a storm, as it is imperative that telephone lines be kept free. Failure to abide by this has created a problem in the past.
- TRAFFIC CAUTION: The immediate school areas become a bottleneck when many families converge on the grounds to pick up their students. Parents are urged not to come near the schools in their cars during a severe storm because the students, according to the above policy, will be kept within the school buildings.

Student Services

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

West Des Moines Community Schools 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 affects 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 the [district website](#).

Health Office Information

The philosophy of the health services of the West Des Moines School District is to assist the student and their family to obtain their optimum level of wellness. A healthy child is able to receive the most from their 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 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 Absence

We value your children and their education. We know that student attendance is an important factor in student success. We will carefully and consistently monitor the attendance of all of our students. Tardies, early release, and absences disrupt student learning. Research tells us that if a student misses a class three times in a trimester, it has a five percent impact on student learning and missing 9 times has a 15 percent impact. Appropriate steps will be taken to improve student attendance. We encourage your student to attend school regularly and to be on time so missed instruction does not interfere with learning.

Students should be kept home when they have:

- diarrhea (free for 24 hours before returning to school).
- fever within the last 24 hours.
- an illness that caused vomiting two or more times during the previous 24 hours, unless the vomiting is known to be caused by a condition that's not contagious.
- impetigo (a skin infection with sores) until 24 hours after treatment has been started.
- conditions that suggest the possible presence of a more serious illness, including a fever, sluggishness, persistent crying, irritability, or difficulty breathing.

You can help prevent the spread of infectious diseases by keeping your student home from school until the illness is no longer infectious.

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 of the West Des Moines Community Schools. 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 Schools. The immunization record must contain the date of immunization (month, day, year) and signature of the doctor or health official.

- **Diphtheria/Tetanus/Pertussis Booster** – 3 doses with at least one dose after applicant's 4th birthday if born on or before September 15, 2000. Or 4 doses with at least one dose after the applicant's 4th birthday if born after September 15, 2000.
- **Polio Booster** – at least 3 doses with one dose given on or after the age of 4 years.
- **Meningitis**
- **MMR (Measles, Mumps, Rubella)** – One dose given after 12 months of age, the 2nd dose received no less than 28 days after the first dose.
- **Hepatitis B** – Three doses if the applicant was born on or after July 1, 1994.
- **Varicella** – One dose given on or after 12 months of age if born after September 15, 1997 or applicant has a reliable history of the disease.
- Although a TB test is not required, it is recommended for students who have lived outside of the United States.

Immunizations are available at:

Polk County Health Department, 1907 Carpenter Ave., Des Moines, Iowa 50314

Call 515-286-3798 for an appointment.

Student Medication

According to [Board Policy 507.02](#) (Administration of Medication to Students), Medication shall be administered when the student's parent or guardian provides a signed and dated written statement requesting medication administration and the **medication** is in the original, labeled container, either as dispensed or in the manufacturer's container.

Medication Guidelines

- 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, the 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 times. The only exception to this policy is if a student has authorization to self-administer asthma medications.
- All medication (prescribed and OTC) must be brought to the health office immediately upon arrival at school. If it is before school and the Health office is closed, all medication must be brought to the main office and procedures will be followed for the nurse to receive this medication as soon as she arrives.
- Failure to follow the medication policy could result in disciplinary action for a substance violation.

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.

- 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 West Des Moines Community School 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.

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:

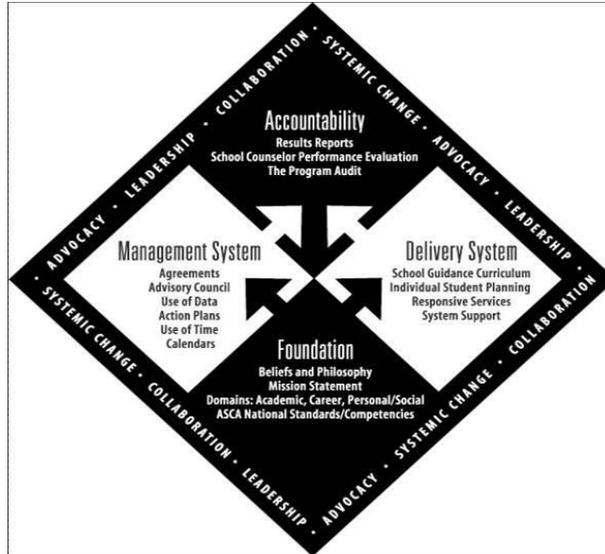
September 1 - last date for open enrollment requests for entering kindergarten students and those students falling under the "good cause" definition for the current school year.

March 1 - last date for regular open enrollment requests for the next school year.

For more information on timelines and how to apply visit the [Open Enrollment](#) web page on the WDMCS website. For further information, contact your principal or Peggy Epstein, superintendent secretary, at 515-633-5025

School Counseling Program

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.



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. 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 workforce. 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 issues 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.

Service Learning

Service learning extends the classroom into the community through service opportunities.

Service Cord 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 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. The case workers address attendance/truancy issues and help 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.

Sexual Assault Support

Our goal to have a safe, educational learning environment means empowering students to speak up and inform school personnel if they are the victim of sexual harassment, abuse and/or assault on or off school grounds. All students have the right to attend school and not have to experience an environment of fear, shame or guilt. Students are encouraged to contact one of the following resources: a counselor, school administrator, or WDMCSD Title IX Coordinator, Josie Lewis, Director of Human Resources.

For more specific information, please reference [Board Policy 502.02](#) (Equal Educational Opportunities: Prohibition of Discrimination, Harassment, Bullying, and Sexual Misconduct Toward Students).

Additional Resources

If that is not a viable option, please contact: Polk County Crisis & Advocacy Services 2309 Euclid, Polk County River Place, Des Moines, IA 50310 515-286-3600 (main) or 515-286-2027 (direct) In speaking with a crisis counselor, it does not mean having to talk or report to the police; any discussion you have with the counselor will remain confidential and parents will not be notified unless given permission. These services and counselors are available 24 hours a day to help guide you in understanding the proper steps for you.

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.

Graduation Requirements

505.06: Graduation Requirements For Valley High School And Walnut Creek Campus

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.

Special education students may earn a regular high school diploma or a certificate of completion/attendance as provided by law.

WALNUT CREEK CAMPUS – TRADITIONAL PROGRAM DIPLOMA

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

Graduating Class of 2022-2023

English and Language Arts (Total required credits: Eight)

- Language and Literature or Literature and Composition, 2 credits
- Speech Communication, 1 credit
- Fundamentals of Writing, 1 credit (waived with Lit. and Comp.)
- Language Arts elective, 3 credits (4 credits with Lit. and Comp.)
- Literature elective, 1 credit

Mathematics (Total required credits: Six)

- Algebra I, 2 credits
- Geometry, 2 credits
- Algebra II, 2 credits

Science (Total required credits: Six)

- Physical Science, 2 credits
- Biology, 2 credits
- Chemistry, 2 credits

Social Studies (Total required credits: Six)

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

Physical Education (Total required credits: Four (4) which includes all students completing a CPR course that consist of components that could lead to CPR certification.)

All students will be required to obtain credit in P.E. during each year of attendance as a requirement for graduation. Exemptions will be granted in accordance with law and policy.

ELECTIVE CREDITS

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

Beginning with the Graduating Class of 2023-2024

English and Language Arts (Total required credits: Eight)

- Language and Literature or Literature and Composition, 2 credits
- Speech Communication, 1 credit
- Fundamentals of Writing, 1 credit (waived with Lit. and Comp.)
- Language Arts elective, 3 credits (4 credits with Lit. and Comp.)
- Literature elective, 1 credit

Mathematics (Total required credits: Six)

- Algebra I, 2 credits
- Geometry, 2 credits
- Algebra II, 2 credits

Science (Total required credits: Six)

- Physical Science, 2 credits
- Biology, 2 credits
- Chemistry, 2 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 (Total required credits: One)

- Fine Arts elective
- Areas: Art, Drama, Music

Health (Total required credits: One)

- Health, 1 credit

Physical Education (Total required credits: Four (4) which includes all students completing a CPR course that consist of components that could lead to CPR certification.)

All students will be required to obtain credit in P.E. during each year of attendance as a requirement for graduation. Exemptions will be granted in accordance with law and policy.

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 credits for the Core Program at Walnut Creek Campus are:

Graduating Class of 2022-2023

English and Language Arts (Total required credits: Eight)

- Language and Literature or Literature and Composition, 2 credits

- Speech Communication, 1 credit
- Fundamentals of Writing, 1 credit (waived with Lit. and Comp.)
- Language Arts elective, 3 credits (4 credits with Lit. and Comp.)
- Literature elective, 1 credit

Mathematics (Total required credits: Six)

- Algebra I, 2 credits
- Geometry, 2 credits
- Algebra II, 2 credits

Science (Total required credits: Six)

- Physical Science, 2 credits
- Biology, 2 credits
- Chemistry, 2 credits

Social Studies (Total required credits: Six)

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

Physical Education (Total required credits: Four (4) which includes all students completing a CPR course that consist of components that could lead to CPR certification.)

All students will be required to obtain credit in P.E. during each year of attendance as a requirement for graduation. Exemptions will be granted in accordance with law and policy.

ELECTIVE CREDITS

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

Beginning with the Graduating Class of 2023-2024

English and Language Arts (Total required credits: Eight)

- Language and Literature or Literature and Composition, 2 credits
- Speech Communication, 1 credit
- Fundamentals of Writing, 1 credit (waived with Lit. and Comp.)
- Language Arts elective, 3 credits (4 credits with Lit. and Comp.)
- Literature elective, 1 credit

Mathematics (Total required credits: Six)

- Algebra I, 2 credits
- Geometry, 2 credits
- Algebra II, 2 credits

Science (Total required credits: Six)

- Physical Science, 2 credits
- Biology, 2 credits
- Chemistry, 2 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 (Total required credits: One)

- Fine Arts elective
- Areas: Art, Drama, Music

Health (Total required credits: One)

- Health, 1 credit

Physical Education (Total required credits: Four (4) which includes all students completing a CPR course that consist of components that could lead to CPR certification.)

All students will be required to obtain credit in P.E. during each year of attendance as a requirement for graduation. Exemptions will be granted in accordance with law and policy.

ELECTIVE CREDITS

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

2022-23 Schedule of Courses

Language Arts

American Literature (WCC Only)

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 (WCC Only)

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 1

Prerequisite: Fundamentals of Writing

This course is offered to help students develop their individual creativity and to appreciate that of other writers. The course includes a survey of various types of creative writing, a critical analysis of styles and

methods, and practice in writing poetry and prose with special attention given to development of personal style. Students will reflect on the process behind their written pieces and a portfolio of selected writings is required of each student at the end of the course.

Fundamentals of Writing

Prerequisites: Language and Literature

This course is designed to teach basic composition. Fundamentals of Writing includes a variety of writing modes, including analysis and research. We emphasize the writing process and MLA format. The class aligns to Iowa Core standards associated with grammar, usage, mechanics, and vocabulary. In addition, a variety of teacher and student-selected mentor texts will provide a foundation upon which students will develop effective writing skills. This course fulfills the Fundamentals of Writing graduation requirement.

Gender, Race and Culture in Literature

Prerequisites: Language and Literature or Literature and Composition

This elective course is a literature credit for Language Arts. It will uncover the variety of ways in which different social identities are reflected in both primary documents and literature. Focus will be given to gender, race, and culture in analysis of major literary themes. Students will be able to write literary and rhetorical analyses, as well as examine how literary and rhetorical elements impact texts and audiences.

Identities: Finding Self in Literature (WCC Only)

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.

Self, Society and Literature

Prerequisites: Language and Literature or Literature and Composition

This elective course fulfills a Language Arts requirement and will focus on providing authentic reading experiences to help students develop the habits of lifelong readers.

Through independent reading and self-reflection, students will explore how themes in literature connect to both their own experiences and the world in which they live. Students will engage in critical reading, thinking, and writing to examine how and why authors reinforce themes related to human nature and society. The course will emphasize student choice and self-directed learning, requiring students to select and read several books a quarter where they will explore relationships among themes in student-selected literature, contemporary nonfiction articles, and one’s own understanding and experiences.

Just Poetry (WCC Only)

"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

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, nonfiction, poetry, and drama. 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 multicultural, young adult, and classic literature. Students will write for different purposes, with an emphasis on expository and argument. 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 multimedia presentations will accompany some thematic units.

Multi-Genre Investigative Literature 1&2 (WCC Only)

This 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 & Writing for College (WCC Only)

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.

Bards, Rebels, & Renegades: Shakespeare & Contemporary Literature

Prerequisite: Language and Literature or Literature and Composition

This class will pair Shakespeare's work with literature from contemporary poets and authors to investigate ideas encountered by Shakespeare's characters and how those ideas resonate in the 21st century. Students will study a variety of literary texts, including works of Shakespeare, poetry (song lyrics, spoken word, novels in verse, and more traditional forms), film, and other contemporary texts. Students will explore the important questions this literature encourages us to ask about ourselves and the world around us. Throughout the semester, students will develop their skills in literary analysis, writing, and collaboration discussion.

Science Fiction and Fantasy

Prerequisite: Language and Literature or Literature and Composition

This course will focus on classic and contemporary short stories, novels, and films in the science-fiction and fantasy genres. Students will engage in analyses of literature from a diverse group of authors focusing on themes such as dystopian and utopian societies, extraterrestrial contact, space and time travel, scientific frontiers, heroic legends, magic, and imaginary lands. The course will emphasize literature that is both reflective of the human condition and relevant to modern students.

Speech Communication

Speech Communication is a required course designed to improve effectiveness of verbal and non-verbal communication. Concepts and activities include the development of interpersonal skills, intrapersonal awareness, organizational skills, and delivery skills for public speaking. Students will research topics of their choice using online databases and other web resources. They will utilize presentation software and other audio/visual digital resources. Students will use technology to record and reflect upon their presentations. They will engage in group processing and discussions, as well as other activities to enhance listening and overall communication skills for application to real life situations.

Writing Essentials (WCC Only)

This 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.

Math

Algebra 1

Algebra 1 is a year-long course aligned with the High School Iowa Core Math Standards. Topics include solving, writing, and graphing linear equations; quadratic equations and functions; polynomials; systems of equations; radicals; rational expressions; as well as probability and statistics (data analysis).

Geometry

Prerequisite: Algebra 1

Geometry is a year-long course, which uses the same text and course outline as Geometry. 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.

Algebra II

Prerequisite: Algebra 1 and Geometry

Algebra II is a year-long course for students who have successfully completed Geometry and desire another year of mathematics. The same text is used as in Algebra II and Trigonometry B or C, but there is less emphasis on challenge and enrichment exercises and no trigonometry topics are covered. Topics that are covered include a review of algebra, complex numbers, quadratic functions, polynomial equations, exponents, logarithms, sequences, and series.

Science

Human Anatomy & Physiology

Prerequisite: Biology

This is an advanced two-trimester course designed for students interested in an in-depth study of the human body. The structure and function of all body systems are 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, and a tissue unit. The body systems taught will be: integumentary, skeletal, muscular, nervous, urinary, reproductive, digestive, circulatory, lymphatic, endocrine, and respiratory.

Biology

This is a year-long lab-based course. This course is appropriate for students who are looking to gain a basic understanding of life science skills and content through a problem-based approach. The course will consist of laboratory work, classroom activities, computer simulations, and assessments. This course places an emphasis on the life science standards associated with Iowa Science Standards.

Chemistry

This is a year-long lab-based course. This course is appropriate for students who are looking to gain a basic understanding of the chemical sciences content through a problem-based approach. The course will consist of laboratory work, classroom activities, computer simulations, and assessments. This course places an emphasis on the chemical science standards associated with Iowa Science Standards.

Forensics (WCC Only)

This 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.

Introductory Physics

Introductory Physics 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 the occurrences in the real world. This course will not meet science requirements for entrance into colleges.

Physical Science

This two-trimester course exposes students to an in-depth, and rigorous learning environment inclusive of concepts in Physics, Electricity & Magnetism, Waves, Earth's Structure, Climate, Space Sciences, and Engineering practices. This course fulfills 2 credits of the Physical Science graduation requirements.

Social Studies

Current Issues

This course targets all students in grades 9-12 seeking to fulfill elective work in a social studies area other than history or the behavioral sciences. 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

This course is designed to study economic principles and concepts. Students will be exposed to three areas of study within economics; personal financial literacy, microeconomics, and macroeconomics. While the personal financial literacy portion of this course focuses on the personal “how tos” (credit and debt, budgeting, investments, etc.), micro and macro focus on fundamental principles and theories of economics (supply and demand, opportunity costs, market structures, trade, etc.). This course has an emphasis on practical application of material covered.

Global Geography and Culture

Global Geography and Culture is a year-long course focusing on how humans interact with their environment and each other around the world. The purpose of the course is to utilize geographic processes and cultural understanding to study the world. Students will be introduced to geographic concepts, elements of global culture and society, and how history impacts world regions.

Government

This course presents an introduction to American government. This course emphasizes the operation and mechanics of our government—including, but not limited to, the following: the U.S. Constitution, civil and personal rights, political parties and campaigning, Congress, the presidency, and the court system.

History and Film (WCC Only)

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.

Our Global Society (WCC Only)

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

This course is designed to explore sociology, the study of society’s groups. Through this course, the student will develop basic understandings of how and why we behave as we do in our social environment. Students will develop an understanding of their place in our complex society, as well as the diversity of others. There are three goals in the course: understand the basic structure, functions, and processes in our society; to examine the challenges and values of our pluralistic society. Emphasis will be placed on small and large group discussion.

Street Law (WCC Only)

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.

United States History

This two trimester course will give students a good foundation in United States History. Students will complete a brief survey of the forming of our government to the Civil War. The course will then emphasize the Reconstruction era to the present.

Electives

Advisory

(WCC Only=.5 credit each term) *We need to write an updated description of what this is-this is not correct

This is a social emotional course that is mandatory for all Walnut Creek Campus students. Students will engage in community building circle work, PBIS and SEL lessons. Students will engage in diverse learning opportunities that will prepare them for post secondary, career and life.

Health

This course is delivered in a skills-based approach to creating or maintaining healthy lifestyles and conditions through the development of knowledge, attitudes, and especially skills, using a variety of learning experiences, with an emphasis on participatory methods. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

Mindset for Success (WCC Only=.5 credit each term)

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

By the end of high school, the learner will be college- or career-ready, as demonstrated by the ability to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction and enjoyment. All students will be required to obtain 4 credits of P.E. as a requirement for graduation.

Two-Dimensional Foundations

Two-Dimensional Foundations is an introductory level course and requires no previous art experience. The course will investigate the creative process of drawing and painting skills. This course will provide a foundation for further study in application-level art courses.

Activities and Athletics

Athletic Code of Iowa

Non-school Team Participation Iowa Boys High School Athletic Association ruling on Participation and Eligibility (page 26 Section 36.15(7)) states:

The local school board shall by policy determine whether or not participation in non-school athletic events during the same season is permitted and provide penalties for students who may be in violation of the board's policy. The rule is intended to implement Iowa Code sections 256.46, 280.13 and 282.18.

[Board Policy 504.07](#) (Non-School Team Participation) states a student participating in a sport sponsored by one of the governing organizations for interscholastic athletics may participate in an event outside of the school, during the given season of the sport, as an individual or a member of a non-school team with written permission from the Superintendent or designee. You may reach the coaches at 515-633-4259 if you have any questions. Physical examination forms, eligibility cards and emergency cards are available in the Athletic and Activities Office at Valley and [online](#). The calendar of athletic events is also available at www.cimlcentral.org. All completed forms must be turned into the Athletic and Activities Office before an athlete is allowed to compete or practice.

If you are unable to attend when practice begins please contact your coach and arrangements can be made for you to still participate in this activity.

Athletic Program Philosophy

A comprehensive and balanced athletic program is an essential complement to the basic program of instruction. The athletic program should provide opportunities for youth to further develop interests and talents. Participation in athletics, while a privilege and not a right, should provide many students with a lifetime basis for personal values for work and leisure activities.

Every effort will be made to support the athletic program with the best facilities, equipment, and most qualified staff available. Insofar as possible, knowledge and skills gained in classes should be applied and developed further through participation in the athletic program. Coaches will also teach the specific skills necessary for improvement in athletics and provide guidance in the development of self-realization, good sportsmanship, cooperation, leadership, ethical behavior, artistic sensitivity, and an appreciation for the importance of practice.

Student Activity Conduct Code Statement of Philosophy

West Des Moines Community Schools 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 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. 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.

Student Activity Conduct Code 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 percent 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 school year of the infraction.

Academic Eligibility Athletics and/or Activities ([Board Policy 504.06](#))

Scholarship Rule 36.15 (2)

A student must be passing all courses at both of the semester grading periods (S1, S2). All students must be enrolled in six credited courses each semester in order to remain on track for graduation. Seniors in good standing may take a reduction in required credits with administrative approval. Seniors must be enrolled in no fewer than four credits, in alignment with State guidelines for eligibility.

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 current sport or activity in which the student is a contestant. If not currently in a sport or activity the student will serve the 30 consecutive calendar days in the next sport or event they participate in. The student must finish the full season efforts of that sport or activity for their 30 days to count towards their ineligibility. If they do not finish that sport or activity, their 30 days of ineligibility will follow them to their next sport or activity. In accordance with the state guidelines for activities and athletic eligibility, if the student participates in a sport or activity, an "NP" will be considered an "F". A student with a disability who has an IEP shall not be denied eligibility on the basis of scholarship if the student is making adequate progress towards the goals and objectives on the student's IEP.

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

A student's pre-paid fees or registration fees for activities and athletic programs and trips are non-refundable 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, (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 502.07](#) (Prohibited Substances and Alcoholic Beverages), [503.01](#) (Discipline).

Students found to be in violation of the Student Activity Conduct Code will be subject to First and Second Offense quantifiable consequences, even if they are not officially charged with a misdemeanor by local law enforcement.

Quantifiable and Non-Quantifiable Activities

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

Academic Dishonesty

Any student found cheating or demonstrating academic dishonesty will be subject to disciplinary action with regard to participation in athletic competition or activity participation.

Suspension

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

Commission of a Misdemeanor

Participants: (1) who are charged with or who are convicted of a misdemeanor, (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 will face the following consequences:

FIRST OFFENSE

Quantifiable Activities

- Will miss 10 percent of the full scheduled activities if self-reported.
- Will miss 20 percent of the full scheduled activities upon the District receiving a report.

Non-Quantifiable Activities — (one which is not subject to a predetermined 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 until the satisfactory completion of the community service.

SECOND OFFENSE

If a student commits a second offense within 12 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.

Commission of a Felony

Participants: (1) who are charged with or who are convicted of 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 will face the following consequences:

FIRST OFFENSE

Quantifiable Activities

- Will miss 25 percent of the full scheduled activity if self-reported.
- Will miss 50 percent of the full scheduled activity upon the District receiving a report.

Non-Quantifiable Activities — (one which is not subject to a predetermined schedule: foreign language club, class officer, etc.)

- Removed from the activity.

SECOND OFFENSE

Ineligibility for the student's remaining time at Valley High School.

Prohibited Substances and Alcoholic Beverages — Possessing, Using, or Under the Influence ([Board Policy 502.07](#))

Possessing, using or being under the influence of any controlled substance, look-alike, substitute, or any substance represented to be a controlled substance or an alcoholic beverage (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" also includes an alcoholic beverage, a look-alike alcoholic beverage, or any substance represented to be an alcoholic beverage. "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 503.01, Discipline.

FIRST OFFENSE

Quantifiable Activities

- Will miss 10 percent of the full scheduled activity if self-reported.
- Will miss 20 percent of the full scheduled activity upon the District receiving a report.
- 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 predetermined schedule: foreign language club, class officer, etc.)

- Will be assigned 20 hours of community service, not to be accomplished later than 10 p.m. if self-reported.
- Will be assigned 40 hours of community service, not to be accomplished later than 10 p.m. if not self-reported.
- 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 ([Board Policy 502.08](#))

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, Tobacco Products, E-Cigarettes or Vapor Pens

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

Quantifiable Activities

- Will miss 10 percent of the full scheduled activity if self-reported.
- Will miss 20 percent of the full scheduled activity upon the District receiving a report.

Non-Quantifiable Activities — (one which is not subject to a predetermined schedule: foreign language club, class officer, etc.)

- Will be assigned 20 hours of community service, not to be accomplished later than 10 p.m. if self-reported.
- Will be assigned 40 hours of community service, not to be accomplished later than 10 p.m. if not self-reported.
- 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.

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 their 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 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 their 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.

Special Section — West Des Moines Community Schools Districtwide Handbook

Table of Contents

West Des Moines Community Schools Board of Education & Learning Resource Center

General Information (pages D3-D7)

- 1:1 Chromebooks
 - Student Responsibilities
 - Parent/Family Responsibilities
 - Computer Use Agreement (Google Chromebook)
 - Damage or Loss
 - Costs
 - Responsibility to Bring to School
- Allergies
- Area Education Agency (AEA) Services
- Boundaries
- Counseling Services Available to Students and Families
- Crisis Management
- Fees
 - Fee Waiver
- Health Services
 - Administration of Medication to Students
 - Immunizations and Health Screenings
 - Services of the School Nurse
 - Student Injuries
- Preschool Programs
- Kindergarten Registration
- West Des Moines Community School Foundation

Communication and Parent Involvement (D7-D8)

- Complaints Regarding School Personnel
- Infinite Campus — Internet Portal
 - Canvas — Viewing Academic Work and Grades (for grades 6-12)
- Staff Directory
- Translation and Interpretation Services
- WDMCS Online Calendar

Departments (D8-D11)

- Administrative Services
 - Business Services
 - Nutrition
 - Operations
 - Transportation
- Communications
- Community Education
- Human Resources
- Teaching and Learning Services
 - Curriculum
 - English for Speakers of Other Languages (ESOL)
 - Gifted/Talented (GT) Program
 - Homeless Youth
 - Home Schooling
 - Project-Based Learning Network
 - Special Education
 - Technology

Annual Notices and Common Board Policies (D11)

West Des Moines Community Schools Board of Education & Learning Resource Center

West Des Moines Community Schools Board of Education

The West Des Moines Community Schools Board of Education usually holds regular meetings at 7 p.m. on the second and fourth Mondays of each month. Most meetings are conducted in the Community Room at the Learning Resource Center, 3550 Mills Civic Parkway, West Des Moines. All meetings are open to the public unless the Board calls for a closed session. For an item to be considered for placement on the agenda, interested citizens must submit the item in writing to the Superintendent's Office by noon on the Wednesday preceding the regular meeting. During each meeting, an open forum time is conducted when citizens may speak to the Board.

Seven elected members serve four-year terms without pay on the School Board. Elections are held in odd-numbered years. A new president and vice president are elected every September. [View current Board of Education information online.](#)

West Des Moines Community Schools Learning Resource Center

3550 Mills Civic Parkway

West Des Moines, Iowa 50265-5556

Phone: 515-633-5000

Superintendent Lisa Remy, Ed.D. (through June 30, 2022)

Chief Officer of Human Resources Josie Lewis

Associate Superintendent of Teaching and Learning Services Michelle Lettington

Chief Financial Officer Paul Bobek

Director of School/Community Relations Laine Mendenhall-Buck

General Information

1:1 Chromebooks

The Chromebook 1:1 program in WDMCS issues each enrolled student in grades 3-12 a Chromebook for use with their academic studies. Chromebooks have become incredibly popular in schools across the country, largely because of their low cost and ability to meet the needs of students at all grade levels.

Student Responsibilities

Students who check out a Chromebook provided by WDMCS must agree to the following:

- I will follow the policies of WDMCS and abide by all local, state, and federal laws when using the device at school, at home, or at any other location.
- I will honor my family's values and follow school expectations when using the device.
- I will keep the device in my possession at all times or secure it in a safe place when not in use.
- I will keep my device in its protective case.
- I will treat the device with care at all times by carrying it appropriately, keeping food and drink at a distance, and avoiding extreme temperatures.
- I will report damage to or loss of the device immediately to my classroom teacher.
- I will not attempt to repair the device on my own nor pay someone else to repair the device for me.
- I will use the device for the sole purpose of advancing and promoting learning.
- I will NOT share my accounts and passwords with any other students or other unauthorized persons.
- I will not release personal information to strangers when using the device.
- I will charge the battery on my device every night.
- I will bring the device to school every day. If I do not have my device, I may be required to make up work outside of the school day.
- I will return the device when requested or when I am no longer enrolled in WDMCS.

Parent/Family Responsibilities

Parents and families play a critical role in the success in their child's education. Before the student is issued a device, a parent or guardian must agree to the following:

- I/We understand that a device is being provided to the student for the sole purpose of advancing and promoting learning. I/We will not use the device to conduct personal business.
- I/We will discuss our family's values regarding the internet, including acceptable online behavior.
- I/We will supervise the student's use of the device at home and set clear expectations for the use of technology outside of school.
- I/We will encourage the student to keep the device secured in its protective case at all times.
- I/We understand that fines may be applied to our family if the device is damaged or lost and possibly up to the full replacement cost may be charged.
- I/We will encourage my child to report any damage to or loss of the device to their classroom teacher right away.
- I/We will not attempt to repair the device nor pay someone else to repair the device on our behalf.
- I/We will discuss the importance of protecting our online identity by not sharing passwords or other personal information with friends and strangers.
- I/We will provide a space in the home to charge the device battery every night.
- I/We will ensure the device is brought to school each day. I/We understand that failing to do so may place the student at an educational disadvantage, and that I/we may be called to bring the device to school if the problem persists.
- I/We agree to return the device when requested or when my/our child is no longer enrolled in West Des Moines Community Schools.

Computer Use Agreement (Google Chromebook)

One Google Chromebook, one AC adapter, and one protective case are being made available to the student in good working order. It is the student's responsibility to care for the equipment and ensure that it is kept in a safe environment at all times.

This equipment is, and at all times remains, the property of WDMCS and is being made available to the student for the advancement and promotion of learning and teaching. The equipment may be accessed and reviewed at any time by the district with or without prior notice. Students and their parents/guardians shall have no expectation of privacy in regards to the device or any content or materials on the device.

Identification and inventory labels/tags have been placed on the Google Chromebook. These labels/tags are not to be removed or modified. If they become damaged or lost, contact the building administrator for replacements. Additional stickers, labels, tags, or markings are not to be added to the Chromebook or the protective case.

The student will not deface or destroy the equipment in any way. Iowa statute allows the district to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. Replacement cost of the equipment will be \$346 or the actual cost of replacement at the time of the damage.

The student is required to use reasonable care to ensure that the device and accessories are not damaged or lost. The student and parent/guardian(s) will be responsible for any or all damages to or loss of the device and/or accessories. Fines for needed repairs (not exceeding the cost of replacement) or fines for replacement may be charged to the student and parent(s)/guardian(s).

Any damage to or loss of equipment should be reported to the district immediately. Failure to do so may result in delayed repairs or increased fines. Under no circumstances should a student attempt to repair a damaged device or pay for the device to be repaired by an agency other than the WDMCS.

Inappropriate use of the Chromebook may result in the student losing the ability to use the device. Inappropriate use is defined as any action that violates district policy, the student handbook, the student code of conduct, or any local, state, or federal statute.

The equipment will be returned when requested by the district. The student may install apps and extensions that are approved by the district for use.

The student has been assigned a WDMCS Google account with specific privileges and capabilities to be used on the Chromebook. The account is intended for the exclusive use of the student to which it has been assigned. The student may not attempt to change or allow others to change the privileges and capabilities of this account. The student may not attempt to add, delete, access, or modify other user accounts on their Chromebooks.

The district network is provided for the academic use of all students and staff. The student agrees to take no action that would interfere with the efficient, academic use of the network.

The Chromebook utilizes a service which directs any online activity through our district web filter in accordance with federal eRate guidelines. The filtering process collects web URLs for all traffic generated by the Chromebooks, regardless of the physical location of the device. WDMCS does not actively monitor this traffic unless a direct request is made by the building administrator.

The student acknowledges and agrees that use of district equipment is a privilege. By agreeing to the terms above, the student acknowledges personal responsibility to protect and safeguard the Chromebook, adapter, and case at all times and to return the equipment in good condition and repair upon request by WDMCS.

Damage or Loss

Under no circumstances should a repair be attempted by a student, parent or other third party source. The District has technicians who will repair the Chromebook as necessary. Depending on the severity of the repair and circumstances leading up to the damage, families may be charged according to the costs in the next section. Your school has extra "loaner" devices, so students are never "stuck" without a device if damage should occur. If the Chromebook is not returned upon request, the family will be charged according to the costs in the next section. Please report damage or loss to your school immediately!

Costs

There is no fee being assessed up front for your student's use of the Chromebook. Replacement costs are listed below:

Charger \$22 or the actual cost of replacement at the time of the damage or if lost.

Case: \$22 or the actual cost of replacement at the time of damage or if lost.

Chromebook: \$346 or the actual cost of replacement at the time of damage or if lost.

Responsibility to Bring to School

Much like a textbook or a pencil, the Chromebook is an integral part of everyday learning. Families agree that the device will be brought to school each day, and that the device will be charged. If the student does not have the device, work may have to be made up outside of the school day.

Allergies

WDMCS promotes a safe and inclusive allergy aware environment for all students. Students with allergies may be entitled to services under Section 504 of the Rehabilitation Act and the Individuals with Disabilities Act. Accommodations and/or modifications will be considered and addressed on a case by case basis.

If your student needs diet modifications, a physician needs to complete the [Diet Modification Request form](#). When completed, return the form to the Nutrition Services department.

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

Area Education Agency (AEA) Services

Heartland Area Education Agency (AEA) 11 supports educators, families, and the community to improve student learning. Heartland is one of nine area education agencies in Iowa created to ensure educational opportunities for children from birth to age 21. Support to local schools is provided in three areas: educational services, media services, and special education services (assessment, consultation, speech-language, hearing screenings, and others). Visit the [Heartland AEA website](#) for more information.

Boundaries

Covering 36.6 square miles, our district boundaries are rather irregular but generally lie:

- north of Warren and Madison County lines,
- south of Urbandale Avenue,
- east of the Dallas County line, and
- west of 63rd Street.

The following is a list of schools in our district that provide—or feed—our secondary schools with students as they progress in their education. These are called “feeder schools.”

- Indian Hills Junior High: Clive, Crestview, Crossroads Park, and Westridge
- Stilwell Junior High: Fairmeadows, Hillside, Jordan Creek, and Western Hills
- Valley Southwoods Freshman High School: serves all freshman
- Valley High School: serves grades 10-12
- Walnut Creek Campus: alternative high school

For information about elementary school boundaries or a map of the district, please [visit the district website related to boundary information](#).

Counseling Services Available to Students and Families

The West Des Moines Community Schools contracts the services of Employee and Family Resources for our Student Assistance Program. If you need assistance with family or school issues, call 515-244-6090 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.

School-based therapy services are available in each school building. Students have access to a licensed therapist in the building for appointments while minimizing travel time off campus. Families enroll students for services and are responsible for the cost. Contact the school counselor or principal for information about school-based therapy.

Crisis Management

The safety and well-being of your children is our priority at the West Des Moines Community Schools. We are committed to supporting safe and welcoming learning environments where your child can connect, explore, and learn.

The district has a comprehensive emergency management plan focused on planning, preparedness, response, and recovery. For more information, visit [wdmcs.org](#).

Fees

Each student pays a book fee. Additional fees may occur based on transportation needs. [View current fees online](#). WDMCS offers one convenient webpage to access our online payment systems to pay all school-related fees, register for a Community Education class, and more — 24 hours a day, seven days a week. Please visit wdmcs.org/online-payments/ to learn more. There is NO convenience fee for this service.

Fee Waiver

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), or transportation assistance under open enrollment and students who are in foster care are eligible to have their student fees waived or partially waived. Parents or students who believe they may qualify for a waiver should complete the fee waiver form on the back side of the Free and Reduced Price Meal application, or you may contact your principal for a form. This waiver does not carry over from year to year and must be completed annually.

Health Services

Administration of Medication to Students ([Board Policy 507.02](#))

The board is committed to the inclusion of all students in the education program and recognizes that some students may need prescription and nonprescription medication to participate in their educational program.

According to Board policy, medication shall be administered when the student's parent/guardian provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container. If it is necessary to take medication at school, the Authorization for Medication Administration form must be completed.

Immunizations and Health Screenings

Iowa law requires a parent to verify proper immunization against diphtheria, tetanus, pertussis, polio, measles, meningitis, mumps, rubella, hepatitis B, and varicella to enroll in school. At least one dose of each immunization must be given before starting school. If your child has not received all the following Immunizations, your school nurse will provide a written provisional immunization certificate. They will assist you to connect with a healthcare provider to plan for your child's vaccination catch-up schedule.

[Learn more online about immunizations, health screenings, including dental, hearing, and vision screenings.](#)

Services of the School Nurse

If a student becomes ill during the day, the student is to ask the teacher for a pass from class and go immediately to the nurse's office. If it is necessary for the student to go home, the parent/guardian(s) will be contacted and arrangements made to take or send the student home. Under no circumstances are students to go home or leave the school grounds without contacting the office or the nurse. If a student is seriously injured or becomes ill, every effort will be made to contact the parent/guardian(s) immediately.

Student Injuries

Students who suffer injuries should be brought to the nurse's office. The school nurse maintains a record of all accidents resulting in injuries to students. Any change in the student's condition occurring throughout the day should also be made known to the nurse. Injury to a student shall be promptly reported by the building administrator or designee to Administrative Services on the WDMCS Student Incident Report.

Preschool Programs

The WDMCS receives funding from the Iowa Department of Education for approximately 400 4-year-old children to attend preschool. This program is for children who will be age four on or before Sept. 15 of the school year for which they are enrolling. Programs are located at six district buildings and five community preschool sites.

Tiger Cubs Preschool is coordinated through the WDMCS. Programs are located at Clive Learning Academy, Crestview School of Inquiry, Fairmeadows, Hillside, Jordan Creek, Western Hills, and Westridge elementary schools. In addition, the Learning Resource Center is home to preschoolers as an overflow because Crossroads Park Elementary does not yet have space for a PK class. Tiger Cubs Preschool will provide an opportunity for your child to develop readiness skills for kindergarten through age-appropriate activities and experiences.

Project Shine provides resources and tuition assistance for children, ages three to five, from lower income households. The program is funded by Polk County Early Childhood Iowa. The Preschool Programs Coordinator works closely with the child and the area preschools that meet certain quality standards.

[Learn more about preschool opportunities online.](#)

Kindergarten Enrollment

In Iowa, a child must be age five on or before Sept. 15 in order to begin school. Parent/guardian(s) may register their child any time after Sept. 1 of the preceding school year at the Registrar’s Office. [Learn more about registration requirements online.](#)

West Des Moines Community Schools Foundation

The West Des Moines Community Schools Foundation benefits the students, teachers, and school district by offering quality fundraising and accounting resources for WDMCS.

The Foundation began in 1988 as an independent, nonprofit organization that works closely with the school administration, staff, and community to provide resources for students. They strive to encourage student participation, creative teaching, and community-school partnerships by making funds available to all 13 schools in the district. [Learn more about the WDMCS Foundation online.](#)

Communication and Parent Involvement

Complaints Regarding School Personnel

[Board Policy 906.01](#) provides a process for students, parent/guardian(s), and community members to file complaints regarding any district staff member.

Infinite Campus

Internet Portal — [Infinite Campus Login](#)

The West Des Moines Community Schools 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 parent/guardian(s) and students is called a portal.

The parent portal allows parents/guardians to see schedules, grades, attendance, health, etc. With one account, parents/guardians can view information about all of their students, even if the students attend different buildings. The parent/guardian can edit an email 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 on 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.

Viewing Academic Work and Grades — Canvas Learning Management System

Canvas is West Des Moines Community Schools’ official learning management system. A learning management system is a software that helps provide, track, and report on classes and assignments. Canvas provides parents and students with greater access to their curriculum and learning by housing important student curricular expectations and information. This could include their online textbook, links to resources, homework, videos, assessments, online discussions, and so much more. [Learn more about Canvas.](#)

Staff Directory

The district continues to provide ways to assist with communication between school, families, and the community through the Internet. Our district website provides a “one-stop shop” staff directory page. This page contains a [searchable listing of contact information for our staff, including buildings and email addresses.](#)

Translation and Interpretation Services

An interpreter, translator, or sign language interpreter can be made available at most district events. In addition, WDMCS will work with families who have vision, auditory, or language needs to effectively communicate important district and student information. Please 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, please contact the School/Community Relations Department at 515-633-5023.

WDMCS Online Calendar

The official [school district activity calendar](#) is your complete reference for district activities and events. The [Calendar at a Glance](#) is also available online.

Departments

Administrative Services

Administrative Services oversees the Business Services, Nutrition Services, Operations, and Transportation departments. The WDMCS Chief Financial Officer (CFO) leads a talented group of individuals who support Business Services, Nutrition Services, Operations, and Transportation.

Business Services

The learning that occurs in our classrooms is supported by quality facilities and sound financial management. The department works with representatives in the community and staff to ensure our buildings and funding support student learning. [Learn more about WDMCS budgets online.](#)

Nutrition Services

Nutrition Services participates in the United States Department of Agriculture (USDA) Child Nutrition Programs. Meals and snacks must meet the standards set forth by the USDA. The department oversees breakfasts and lunches throughout the school year and helps provide a summer food service program to ensure children continue to receive nutritious meals. [Learn more about nutrition services, free and reduced meal qualifications, and meal pricing online](#)

Operations

Operations provides maintenance and custodial services for more than 1.5 million square feet of space, including more than 500 classrooms. It also provides services that support the delivery of education to our students. [Learn more about current projects online.](#)

Transportation

Transportation strives to serve the needs of our students and to provide safe, efficient transportation to school and school-related activities. Free transportation is provided to the following groups meeting the listed criteria (Iowa Code Section 285.1):

- Grades PK-8 students living more than two miles from their assigned schools as determined by their primary residence.
- Grades 9-12 students living more than three miles away from their assigned schools as determined by their primary residence.
- Involuntary Transfers, who are students transferred by the district to a school other than their designated attendance center.

Students who do not qualify for free transportation and live outside the walk zone for their assigned school are eligible for paid transportation. Transportation is not available for families who live inside the walk zone.

Any student who lives in the paid transportation area and qualifies for the free and reduced-priced meal program may also apply for free and reduced-priced bus pass fees. Please contact your school's office to apply.

A voluntary transfer is a student who attends a school other than the assigned school within the district due to a family request granted by the district. Voluntary transfer students may ride a district school bus if they meet the established criteria.

For more detailed information on transportation, including registration and payments, [visit the transportation section of the WDMCS website](#).

Communications

[School/Community Relations](#) supports WDMCS districtwide and school-specific communication. From weather alerts and crisis notifications to event reminders and sharing student success stories, School/Community Relations provides timely, relevant information to district staff, students, families and the broader community.

When school must be canceled, delayed, or dismissed early because of weather conditions or other emergencies, the School/Community Relations department works to inform district families and staff in a timely manner. [Learn more about specific cancellation and closings procedures online](#).

Community Education

Community Education is the outreach department of WDMCS. It provides opportunities for learning, service, and fun to people of all ages and serves the needs of the community by connecting people, ideas, and resources. [Learn more about the opportunities available through Community Education online](#).

Human Resources

Human Resources oversees one of our district's greatest resources – its employees. The department strives to provide students and parents with a talented, knowledgeable, and dedicated workforce by:

- reaching out locally and nationally to recruit quality and diverse staff members.
- supporting professional development and training.
- fostering an engaging and caring work environment.

The associate superintendent of Human Resources leads a talented group of individuals who support more than 1,700 employees, substitutes, and a retiree recognition program. [Learn more about the Human Resources Department and available career opportunities online](#).

Teaching and Learning Services

WDMCS has long been known for offering a comprehensive education with variety, depth, and rigor. The associate superintendent of Teaching and Learning Services leads a talent group of individuals who oversee the following areas: curriculum, English for Speakers of Other Languages (ESOL), Extended Learning Program (ELP), homeless youth, home schooling, Project-Based Learning Network (PBLN) reading resource, special education, and Title I.

Curriculum

WDMCS curriculum is embedded in sound, successful, and researched-based perspectives of the past, yet continues to be a fluid, dynamic instrument of the present. Teachers endeavor to implement ideas and skills that reflect the ever-changing technology and cultural changes of our society and needs of our learners. [Learn more about WDMCS curriculum online](#).

English for Speakers of Other Languages (ESOL)

At WDMCS, English for Speakers of Other Languages (ESOL) is designed instruction that supports English Learners (ELs) in developing and enhancing their English language skills in order to acquire academic content and language. ESOL instruction is primarily in English.

All new students to WDMCS are required to fill out a Home Language Survey which is completed through the online enrollment process. If it is evident the student has a native language other than English, the child and family are referred to the child's designated school for registration and assessment for possible language services. [Learn more about ESOL services online](#).

Gifted/Talented (GT) Program

The West Des Moines Gifted/Talented Program is a comprehensive K-12 program designed to identify and serve students who possess outstanding abilities, talents, and potential for high performance when compared with same-aged peers such that they require special provisions to meet their educational programming needs. In addition to differentiated classroom experiences, students meet in small groups in their own buildings with specially trained teachers to work on group and individual projects according to their needs, abilities, and interests. [Learn more about GT online](#).

Homeless Youth ([Board Policy 501.16](#))

West Des Moines Community Schools believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth.

West Des Moines Community Schools (WDMCS) believes all students should have access to a free, appropriate public education. WDMCS will ensure that homeless children and youth have equal/equitable access to the same free, appropriate public education as other children and youth.

The term “homeless children and youth” means an individual who lacks a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters; or
 - Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

[Learn more about enrollment procedures and support services available for homeless youth online.](#)

Home Schooling

The WDMCS Home School Assistance Program has been offering support to families who wish to educate their children at home since the early 1990s. Today, more than 125 home-schooled students are enrolled in grades K-12. Teacher assistance and enrichment classes are provided to supplement parents’ home schooling efforts. Students can now take writing, science, physical education, Spanish, drama, and art enrichment classes. Additionally, a wide array of field trips are provided throughout the year. [Learn more about home schooling support online.](#) Visit the [HSAP website](#).

Project-Based Learning Network (PBLN)

The Project-Based Learning Network is a pathway engaging students in tasks designed to provide the best context for learning. It ignites a zest for learning and allows students to “fail forward,” which provides a safe environment to make mistakes in order to learn and grow. [Learn more about PBLN online.](#)

Special Education

The goals for our Special Education program are aligned with state law and the federal Individuals with Disability Education Act (IDEA) law, which:

- Assures all children with disabilities are provided a free, appropriate, public education designed to meet their unique needs.
- Protects children’s rights and the rights of their parents or guardians.
- Assists state and local districts in providing education that assesses students’ strengths and weaknesses and assures the effectiveness of the educational efforts.

Families who move to the West Des Moines Community Schools and have a child with an Individual Education Plan (IEP) will find similar student-focused programming and services at each of our schools. [Learn more about Special Education support services online.](#)

Technology

West Des Moines Community Schools strives to create a technology-rich environment for its entire learning community. It has been a state and national leader in making a wide range of technologies available to students, staff and other learners.

In order to provide cost effective and reliable services, the district utilizes a fiber optic wide area network that connects all district facilities. The creation of this network was created through WestNET, a cooperative partnership between the West Des Moines Community Schools, City of West Des Moines, City of Clive, City of Urbandale, and the Iowa Communications Network.

Through the use of Infinite Campus, the district provides students and families with live access to grades, attendance, and other student information. In addition, Infinite Campus also has a phone notification system, which places automated phone calls to parent/guardian(s) for weather related notifications. [Learn more about WDMCS technology services online.](#)

Annual Notices and Common Board Policies

Annual Notices

State and Federal regulations, as well as some district policies, require the district to annually post certain notifications to the public. Please reference the list of annual notices on the WDMCS website - <https://discover.wdmcs.org/annual-notices>

Common Board Policies

Attendance Procedures ([Board Policy 501.06](#))

Discipline ([Board Policy 503.01](#))

Dress Code ([Board Policy 502](#) Student Appearance)

Prohibited Substances And Alcoholic Beverages - Possessing, Using, Or Being Under The Influence Of ([Board Policy 502.07](#))

Use and/or Possession of Tobacco and Tobacco Products ([Board Policy 502.06](#))

Student Wellness ([Board Policy 608.01](#))



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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, sexual orientation, gender identity, genetic information, and socioeconomic status 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 Dr. Anthony Ferguson, Executive Director of Equity, Inclusion, and Diversity, 3550 Mills Civic Parkway, West Des Moines, IA 50265; Phone: 515-633-5037; E-mail fergusona@wdmcs.org (Adherence to bona fide occupational/ educational qualifications will not be interpreted as discriminatory.)