



WEST DES MOINES
COMMUNITY SCHOOLS

Innovative Spirit. Inspiring Success.

WALNUT CREEK CAMPUS HANDBOOK

RESOURCES FOR ALL WALNUT CREEK CAMPUS FAMILIES

2024-25

Handbook Language Statement

English	The handbook includes important information about your student’s school. You can request oral translation or interpretation of this information. Contact Natalie French, WDMCS ESOL Director, at 515-633-5173 or frenchn@wdmcs.org .
Arabic	يتضمن الكتيب معلومات مهمة حول مدرسة الطالب. يمكنك طلب ترجمة شفوية او كتابية. اتصل ب نتالي فرينج المسؤولة عن برامج متحدثي اللغة الانكليزية كلغة ثانية، على 5156335173 او frenchn@wdmcs.org
Dinka	Athör ë thöŋjë käj anŋic thön/wël thiekiic në biäkde thukul ë menhdun-thukul. Yin lëu ba thiëc në wërë yic ë wël cike göt cï geriic ka/wälë wël ë thok cï luel cike wariic e thön kënë. Yuöpë/cɔl Natalie French, Bëny ë WDMCS ESOL, në 515-633-5173 ic ka/wälë frenchn@wdmcs.org
French	Le manuel comprend des informations importantes sur l'école de votre élève. Vous pouvez solliciter une traduction orale ou une interprétation de ces informations. Contactez Natalie French, Directrice de WDMCS ESOL, au 515-633-5173 ou frenchn@wdmcs.org .
Hakha Chin	Hi handbook ahhin abiapi mi na fa sianginn kong a tial. Tamdeuh theih na duh holhlet na herh ahcun; Natalie French, WDMCS ESOL Director, at 515-633-5173 or frenchn@wdmcs.org ah request tuah khoh a si.
Somali	Buug-gacmeedkan waxaa ku jira macluumaad muhiim ah oo ku saabsan dugsiga ardaygaaga. Waxaad codsan kartaa turjumaan afka ah ama turjumaada macluumaadkan. Kala xiriir Natalie French, Agaasimaha WDMCS ESOL, lambarka 515-633-5173 ama frenchn@wdmcs.org
Spanish	El manual incluye información importante sobre la escuela de su estudiante. Puede solicitar traducción o interpretación oral de esta información. Comuníquese con Natalie French, Directora de WDMCS ESOL, al 515-633-5173 o frenchn@wdmcs.org .
Swahili	Kitabu cha mwongozo kinajumuisha maelezo muhimu kuhusu shule ya mwanafunzi wako. Unaweza kuomba tafsiri ya usemi au ukalimani wa maelezo haya. Wasiliana na Natalie French, Mkurugenzi wa WDMCS ESOL, katika 515-633-5173 au frenchn@wdmcs.org .
Tigrinya	እቲ ናይ መምርሒ መጽሓፍ ብዛዕባ ቤት ትምህርቲ ተምሃራይ/ሪትኩም ኣገደስቲ ሓበሬታ ዘማለኣ እዩ። ናይዚ ሓበሬታ ናይ ቃል ትርጉም ወይ መስተርጓሚ ክትሓቱ ትኽእሉ ኢኹም። ን ናታሊ ፍረንች (Natalie French)፣ ዳይሬክተር WDMCS ESOL፣ ብ 515-633-5173 ወይ frenchn@wdmcs.org ርኹብ።
Vietnamese	Cẩm nang bao gồm những thông tin quan trọng về trường học của con em bạn. Bạn có thể yêu cầu dịch thuật qua miệng hoặc bằng văn bản thông tin này. Liên hệ với Natalie French, Giám đốc ESOL WDMCS, theo số 515-633-5173 hoặc frenchn@wdmcs.org



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Table of Contents

West Des Moines Community Schools (WDMCS) Overview

- Mission
- Vision
- Portrait of a Graduate
- Boundaries

About Walnut Creek Campus

- Walnut Creek Campus Contact Information
- Walnut Creek Campus Mission
- Educational Non-Discrimination Statement
- Principal's Welcome
- Student's Welcome

General School Information

Schedules

- Academic Calendar
- Athletic Calendar
- School Hours
 - Regular Schedule
 - Collaboration Schedule
- Admissions Process for New Students

Attendance

- Excessive Absences
- Tardiness

Nutrition Services

- Nine Schools Automatically Receive Free Meals for 2024-25
- Breakfast
- Lunch
- A La Carte Items
- Allergies
- Food Deliveries

Miscellaneous Information

- Fees
- Waiver of Student Fees
- Pets/Service Animals
- School Supplies

Communication and Family Involvement

1:1 Chromebooks

- Student Responsibilities and Helpful Tips
- Parent/Guardian/Family Responsibilities and Helpful Tips
- Costs

Assessments

Assessments by Semester
Surveys
Canvas Learning Management System — Viewing Academic Work and Grades
Change of Address/Telephone Number
Complaints Regarding School Personnel
Infinite Campus
Parent/Guardian/Family Involvement
Parent/Guardian-Teacher Organization
Social Media
Staff Directory
Translation and Interpretation Services
Visitors and Volunteers

Academics

Academic Honesty
Academic Program
Advisory
Changing Advisory
Credit Recognition Board Policy
Effective Grading Practices
How to Earn Credit
In Progress (IP)
Student Classification
Graduation Requirements
Teal Cord Award

Student Conduct

Cell Phones and Communication
Cheating and Plagiarism
Identification Cards
Student Parking
Public Displays of Affection
Student Dress and Appearance

Restorative Practices and Discipline

Restorative Justice

School-Wide Behavior Management Plan
Conflict Mediations
Circles
Restitution

Student Behavior That May Result in Discipline

Disruption to the Educational Environment
Harassment/Sexual Assault/Sexual Harassment/Bullying
Inciting a Riot or Disturbance

Theft — Stealing and/or Possession of Stolen Property
Trespassing
Use and/or Possession of Tobacco and Tobacco Products
Vandalism

Disciplinary Actions Overview

Healthy Lifestyles/Four Oaks Chemical Dependency Programming
Long Term Suspension/Expulsion Proceedings

Safety and Health

Safety

Bicycles/Rollerblades/Roller Shoes/Scooters/Skateboards
Communicating Student Safety Concerns
Safety Drills
Severe Weather
Security

Health

Absences
Services of the School Nurse
Student Injuries
Health Fact Sheets
Health Records
Immunizations and Health Screenings
Counselors
Student Medication
Medication Guidelines
Non-Prescription Medications
Emergency Medication in Opioid Overdose
Counseling
Family-Centered Service Component
Sexual Assault Support
Student Assistance Program (SAP)

Graduation Requirements

505.06: Graduation Requirements For Valley High School And Walnut Creek Campus
Traditional Program Diploma
Core Program Diploma
2024-25 Schedule of Courses

Special Section — West Des Moines Community Schools District Wide Handbook

West Des Moines Community Schools (WDMCS) Overview

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.

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.

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 grade 9
- Valley High School: serves grades 10-12
- Walnut Creek Campus: alternative high school, serves grades 9-12

For information about school boundaries or a map of the district, please visit <https://discover.wdmcs.org/boundaries>.

About Walnut Creek Campus*

1020 8th St., West Des Moines, IA 50265

515-633-6480

Principal: Dr. Kim Davis

davisk@wdmcs.org

Walnut Creek Campus Mission

Inspiring growth and connections through personalized education.

*Dr. Davis is supervised by:

Dr. Matt Adams

Superintendent

adamsm@wdmcs.org

515-633-5025

Educational Non-Discrimination Statement

The 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, military service, familial status, 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. Dau Jok, Executive Director of Equity, Inclusion, and Diversity, [3550 Mills Civic Parkway, West Des Moines, IA 50265](#); Phone: 515-633-5040; Email jokd@wdmcs.org. (Adherence to bona fide occupational/educational qualifications will not be interpreted as discriminatory.)

Principal's Welcome

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 with 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.

Our staff strive to collaboratively partner with families and other stakeholders to support students academically, socially, emotionally, and individually.

At Walnut Creek Campus we are also constantly addressing how we can make the curriculum more rigorous, relevant and engaging. 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
Principal

Student's Welcome

Dear potential WCC students, parents and guardians,

Walnut Creek Campus is a school that will aid you on the fast-track to success. Whether it be credit recovery, or anything else, WCC has what you need to succeed, as long as you take advantage of the opportunity it provides. Because of the relatively smaller student population at Walnut Creek, it is easier to get one-on-one help if you need it. Not everyone needs this, but for those of us who do, it is immensely helpful. Walnut Creek is unique compared to most other schools in Iowa because of the way the school year is split up. WCC uses a trimester system vs a semester system. If you “fail” any class in the first trimester, you can retake it next trimester with all of your prior work completed still intact. This has helped me and many other students recover and earn credits.

The teachers are all friendly, and it is easier to have a more direct connection with them because they are more immediately available to talk to than a teacher at other schools might be. This is again attributed to the school's population and also to the way that classes are run.

We have something called exploratory, which is twice a week, and it exposes us to different interest areas. You can sign up for different classes, each with different activity options. Randi Glaser, one of the science teachers here at Creek, hosts a plant sale and has an exploratory during the third trimester where you do botanically inclined things, such as making macrame plant hangers and planting plants. Eventually, she hosts a sale and all of the proceeds go toward the classroom and future greenhouse. Everyone is welcome to the sale, and I find it kind of cool to think that something I made is being put to good use. I enjoyed this thoroughly and suggest it to anyone interested in that kind of activity. On Fridays, we have an activity period about 35 or 45 minutes long where you can choose what activity you would like to participate in. Usually you will find me in the gym playing basketball, as that is one of my favorite things to do on Friday. Open Gym, video games, and other activities are assigned to each room and you are able to move around freely.

Everything considered, I have had a very good experience here at Walnut Creek and encourage students struggling in school to consider this school. It is way easier to stay on-track with schoolwork and credits, and I am on track to graduate during the first trimester this year. I started out with a messed up transcript and was taking the wrong classes, but WCC helped coordinate my transcript errors from other places. Now, I am in 12th grade and am about a full school year ahead of where I was a short time ago. My thanks go out to all of the people who helped me and other students get to where they are today. You will love attending Walnut Creek Campus!

Kaleb F
Class of 2025

General School 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.

Schedules

Academic Calendar

The official school district activity calendar (<https://www.wdmcs.org/our-district/calendar>) is your complete reference for district activities and events. The Calendar at a Glance (<https://discover.wdmcs.org/calendar-at-a-glance>) is also available to view or print online. Our website will translate the calendar into Spanish, Arabic, Burmese, Swahili, and Tigrinya.

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

- View athletic schedules
- View directions to athletic events

School Hours

- **Regular Schedule** — Every Monday, Tuesday, Thursday, and Friday 9 a.m. to 3:10 p.m.
 - Teachers and other staff personnel will be available to help students before and after school.
- **Collaboration Schedule - Every Wednesday** 9 a.m. to 2:25 p.m.

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

Admissions Process for New Students

Students are most often referred by their home high school. If transferring from another district/school, the family can work with the Walnut Creek Campus principal to discuss placement. Current West Des Moines Community Schools (WDMCS) 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.

Walnut Creek Campus has an intake process facilitated by the Student Services Coordinator. The goal of the intake interview is to learn more about the student and determine how Walnut Creek Campus can best serve the student academically and socially-emotionally. The student and parent/guardian are welcomed to share what they feel comfortable and relevant during the discussion. Students may begin without an intake before they are enrolled at Walnut Creek Campus in extenuating circumstances.

There is a new student orientation conducted by the school principal each time a new group of students transfers to Walnut Creek Campus.

Attendance

Our role in preparing our students for postsecondary learning, careers, and life is best fulfilled when we are all HERE. We want your student to feel connected and that they belong HERE in WDMCS.

What is chronic absenteeism?

A student is considered chronically absent if they miss 10 percent of school, which is 18 or more days in a year. This equals only two days a month.

Why do we need to talk about it?

Research shows consistent attendance:

- helps children reach early academic and developmental milestones,
- helps students develop positive relationships with peers and staff,
- prevents students from falling behind academically,
- connects families to additional community resources, and
- increases graduation rates.

If your student needs to stay home or be late for school, please call the school office before the start of the school day and report your student's name and reason for the absence or tardiness. If you know of a planned absence, you can report that information through Infinite Campus. View instructions at <https://discover.wdmcs.org/report-absence-online>.

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 may be modified.

Excessive Absences

We wish to be proactive in reaching out to families regarding excessive absences. When a student is excessively absent, school staff will work with the parent/guardian and student to address any concerns and create a positive solution. Find more attendance resources online at <https://discover.wdmcs.org/HERE>

Board Policy 501.06 (Compulsory Attendance) spells out requirements for student attendance. Attendance is required for a minimum of 148 days, to be met by attendance for at least 37 days each school quarter. Exceptions to compulsory attendance are listed in the policy.

Tardiness

All students arriving after their scheduled class period begins will be considered absent. Students arriving 10 minutes late or more must go to the front office for a pass to class. Excessive tardiness may result in school administration working with the parent/guardian and student to address any concerns and co-create a positive solution.

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 their standards.

Nine Schools Automatically Receive Free Meals for 2024-25

All students who attend the nine schools listed below will receive free meals for the 2024-25 school year. This is made possible through the Community Eligibility Provision (CEP), a U.S. Department of Agriculture program created to help low-income areas.

- Clive Learning Academy
- Crestview School of Inquiry
- Crossroads Park Elementary
- Hillside Elementary
- Western Hills Elementary
- Indian Hills Junior High
- Stilwell Junior High
- Valley Southwoods Freshman High School
- **Walnut Creek Campus**

Breakfast

Adults: \$2.70 (no reduced rate)

- Students can select from a minimum of three entrée choices:
 - 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

Adults: \$5 (no reduced rate)

- Students can select from a hot lunch option, cold lunch option, or a yogurt/granola and string cheese entree kit.
- Choices also include a hot vegetable, cold fruits and vegetables, and their choice of milk (skim, skim chocolate, or 1%).
- Students will pick the meal they would like as they go through the line (no preordering).
- Students bringing lunch from home can supplement their meal with fruits, veggies, and milk (at least three items) from the cafeteria line.

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 are 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://linqconnect.com/main> or call the Nutrition Department at 515-633-5085 to get assistance with adding a restriction.

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

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.

Food Deliveries

Families can drop off lunch or school materials when needed at the school office. Please do not deliver food for anyone other than your student. Walnut Creek allows students to order food delivery if it is delivered during the lunch period and eaten at that time (UberEats, GrubHub, etc.)

Miscellaneous Information

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. View current fee list online at <https://discover.wdmcs.org/school-fees>. Families can contact the building principal if financial assistance is needed. Please also reference waiver of fees information below.

Waiver of Student Fees

Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Parent/guardians or students who believe they may qualify

for a waiver should complete the fee waiver form. You may also contact your principal for a form. This waiver does not carry over from year to year and must be completed annually.

If you qualify for free and reduced-price meals, you may also be eligible to have student fees waived or partially waived. When you complete online enrollment, select "YES" when asked about fee waivers.

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 need service animals, which are 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.

School Supplies

High school students will receive information from their classroom instructors regarding what supplies will be needed. Families can contact the building principal if financial assistance is needed.

Communication and Family Involvement

1:1 Chromebooks

The Chromebook 1:1 program in WDMCS issues each student in grades PK-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. Tight integration with Google tools such as Docs, Sheets, and Slides as well as the Canvas Learning Management System make Chromebooks the perfect fit for our school district.

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

Chromebooks are the property of WDMCS. Students should have no expectation of privacy related to content created, websites searched, or documents saved.

- [Board Policy 605.08 Technology Use By Students](#)

Student Responsibilities

Students who check out a Chromebook provided by WDMCS should be careful to not lose or damage the device.

Helpful Tips

- Keep Chromebook in its protective case.
- Charge Chromebook each night so it is ready for use at school.
- Avoid keeping the Chromebook in extreme temperatures because it could damage it.
- Be careful when eating or drinking near the Chromebook. Spilling items on it could cause damage.
- Let your teacher know if your Chromebook is not properly working or appears damaged.
- Let your teacher know if you misplaced your Chromebook.
- Do not share passwords or account information with other students.
- Turn in your Chromebook, including your charge cord and protective case, when asked or when you leave WDMCS.

Parent/Guardian/Family Responsibilities

Parents/guardians and families play a critical role in the success in their child's education. Please help support your student by encouraging them to be careful with the device. Fines possibly up to the full replacement cost may be applied if the device is damaged or lost. Please do not use the Chromebook for personal family use.

Helpful Tips

- Please supervise the student's use of the Chromebook at home.
- Encourage your student to charge the Chromebook each night and keep it in the protective case when transporting it to and from school.
- Please contact the school if the Chromebook is damaged or not properly working. Do not attempt to repair the Chromebook on your own.
- Please discuss the importance of protecting your online identity by not sharing passwords or other personal information with friends and strangers.
- Please ensure the Chromebook, including the charging cord and protective case, is returned when requested or when your student leaves WDMCS.

Costs

There is no fee being assessed up front for your student's use of the Chromebook.

Replacement costs are listed below:

- Chromebook Full Replacement: actual cost of replacement at the time of the damage (about \$346; not applicable for free/reduced status)
- Chromebook Case Replacement: actual cost of replacement at the time of damage or if lost (about \$22, not applicable for free/reduced status)
- Chromebook Charger Replacement: actual cost of replacement at the time of the damage or if lost (about \$22, not applicable for free/reduced status)

Assessments

[Board Policy 505.04](#): The WDMCS Board of Education believes that assessment is a planned and integral part of instruction which guides and documents student growth. Assessment is an ongoing process involving students, teachers, and parents/guardians in observation,

interaction, and analysis. It consists of both formal and informal measures of individual and group progress.

Walnut Creek Campus Assessments (All given in the Spring)

- Iowa Statewide Assessment of Student Progress (ISASP)*
- ACT — optional
- Armed Services Vocational Aptitude Battery (ASVAB) — optional
- English Language Learners: ELPA21 (English Language Proficiency Assessment for the 21st Century)*

*state-required assessments

Surveys

In order for WDMCS to provide the best service possible for our students and families, it is important that we have reliable data and feedback on which to make decisions. Surveys are one way for our district to obtain this valuable information. WDMCS distributes various student surveys throughout the year. Parents/guardians will be informed of any state-mandated surveys. Parents/guardians may be informed in advance of student surveys and asked to provide written or electronic permission based on guidelines outlined in the [State of Iowa Senate File 496](#).

Canvas Learning Management System — Viewing Academic Work and Grades

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/guardians 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](#).

Change of Address/Telephone Number

If there is a change of address or telephone number during the school year, parents/guardians or students can make updates through Infinite Campus. This is a helpful online tool WDMCS families can use to access their students' grades, attendance, update contact information, and more.

Complaints Regarding School Personnel

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

Infinite Campus — <https://discover.wdmcs.org/infinite-campus>

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.

Parents/guardians can view information about all of their students, including schedules,

grades, attendance, health, etc. If you had an Infinite Campus account from a different school district, you will need to create a new one. The information does not transfer from other districts.

Updating Information in Infinite Campus

- Update email address under “Change Contact Info” tab.
- Addresses and phone number updates can be made by contacting the school office.

Parent/Guardian/Family Involvement

We invite you to be part of the educational process at Walnut Creek. There is a strong correlation between parent/guardian/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/guardian portal Canvas to view information about your student.
- Come to Walnut Creek to visit with your student's teacher(s) about their progress.
- Come to Walnut Creek during the school day and visit your student's classes.
- Volunteer to be a part of the educational process at Walnut Creek.
- Join the parent/guardian organization and attend the meetings listed below.
- Call Walnut Creek to find out how to be involved in district meetings.

Parent/Guardian-Teacher Organization

All parent/guardian-teacher organizations are independent groups who help support the district. WDMCS has no oversight or control over their funds. They collaborate with school administrators to understand and support building goals.

The Parent/Guardian-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/guardians/families. Meetings will be held at 5:30 p.m. virtually on the following dates: September 9, November 11, February 3, and April 7.

There are many ways parents/guardians can get involved and connected to the district in addition to joining their school's parent/guardian-teacher organization. Reach out to your school's principal to learn about other opportunities.

Parent/guardian-teacher organizations are encouraged to have a representative join School Community Network (SCN). This group meets several times a year to collaborate with each other. District representatives join some meetings to provide important district information that can be shared with parent/guardian-teacher organization members.

Parents/guardians enter the building through the front door and check in at the office to pick up a visitor badge every time they visit. 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. Your ID will be run through a screening process called Raptor. They will also be asked where they will be in the building. This helps school staff understand where individuals are in the event of an emergency. Individuals who do not pass the Raptor screening process will not be allowed into the building.

Social Media

WDMCS is actively involved in social media. The district, WDMCS Community Education, and each school building have Facebook pages. In addition, WDMCS has Twitter and Instagram. See below for each web address.

- **Facebook:** <http://www.facebook.com/wdmcs> (links to each of the building pages on the “Welcome” tab)
- **Instagram:** https://www.instagram.com/wdmcs_district/
- **Twitter:** <https://twitter.com/WDMCS>

Walnut Creek Campus <https://www.facebook.com/walnutcreekcampus>

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 online at <https://discover.wdmcs.org/directory>.

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 from participating in a public meeting in the West Des Moines Community Schools on the basis of a disability. To receive more information or request an accommodation to participate, please contact the School/Community Relations Department at 515-633-5023.

Visitors and Volunteers

WDMCS welcomes visitors and volunteers to its school buildings. Visitors are individuals who come to watch an assembly, eat lunch with their student, or visit their student’s classroom. Typically, visitors arrange 24 hours in advance when they wish to meet with a classroom teacher and limit their visits to a short period of time. It is important that they do not interfere with the class in progress or discuss individual concerns when students are present. Young children and/or students must be accompanied by an adult when visiting.

Volunteers are often asked to help with a project at school. There are many choices for volunteers, including classroom assistance, participation in building and activity support

groups, and service on districtwide or building committees. You may obtain more information about sharing your time and skills by calling your school office. Volunteers may be subject to additional screening processes.

Both visitors and volunteers enter the building through the front door and check in at the office to pick up a visitor badge every time they visit. 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. Your ID will be run through a screening process called Raptor. They will also be asked where they will be in the building. This helps school staff understand where individuals are in the event of an emergency. Individuals who do not pass the Raptor screening process will not be allowed into the building.

Because WDMCS adheres to state and federal laws, all visitors and volunteers on school grounds must comply with the [State of Iowa's Senate File 482](#), which states individuals must use the restroom of their assigned gender at birth. All schools have multi-stall, gender-specific, and individual restrooms available.

Academics

Academic Honesty*

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. 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 and/or accepting a copy of a test or scoring device. This includes copying another student's answers during an examination.
- Providing another student answers to or copies of examination questions.
- Having another student impersonate the student and/or impersonating a student to assist the student academically.
- Representing the product of someone else's creativity as one's own work.
- 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 an assignment or assessment for which credit is given or permitting another student to copy an assignment or assessment other than for a teacher-approved collaborative effort.
- Using generative Artificial Intelligence (AI) in a manner outside of the provided parameters from the student's teacher.
- Any other action intended to obtain credit for work not one's own.
- Altering grades.

**Information adapted from Glenbrook High School (Illinois).*

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 Walnut Creek.

The advisory program has several goals:

- to provide student/adult relationships throughout the school year
- to foster a connection with a small group of Walnut Creek 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 Walnut Creek, 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/guardians are encouraged to communicate often with advisors and to conference with them during parent/guardian/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. The purpose of grading is to communicate achievement relative to course standards to students and parents/guardians.

How To Earn Credit

Students have the opportunity to earn one credit per class each trimester at Walnut Creek. 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 sent 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.

In Progress (IP)

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 (4) trimesters. If the student does not complete the course in four trimesters, the student will have to begin the course again unless special permission has been granted from the principal.

Student Classification

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 Walnut Creek student becomes a sophomore upon earning 10-18 credits.
Grade 11-Junior	A Walnut Creek student becomes a junior upon the completion of 19-27 credits.
Grade 12 -Senior	To be classified as a Walnut Creek senior, a student must have accumulated a total of 28-36 credits.

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

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

West Des Moines Community Schools issues two types of diplomas: Traditional forty-eight (48) credit diploma and a Core thirty-six (36) credit diploma. Students interested in learning more about the Core diploma should contact their counselor.

Teal Cord Award

The purpose of the Silver Cord program, known as the Teal Cord Program at Walnut Creek, is to encourage volunteerism and allow students to experience the joy of giving back to the community. Volunteering can provide a constructive use of time, foster the exploration of career interests, support youth seeking employment and college admission, and give new graduates the confidence to serve in leadership roles after high school. All high school students are encouraged to participate regardless of their GPA, rigor of course study, artistic, or athletic ability.

Students can review guidelines and complete the online application to acquire their account. This can be found on the WDMCS Community Education website at <https://discover.wdmcs.org/silver-cord>.

Student Conduct

Cell Phones and Communication

- If there is a family emergency, please contact the school office, and they will reach your student. If there is an emergency at school, we will call the parent/guardian.
- Cell phone/handheld electronic device usage is only allowed before school, during passing time, lunch or after school unless permitted by the teacher.
- Smart watches can be worn as long as they are not a distraction.
- If the phone is a disruption to the learning, parents/guardians will be contacted and a plan will be put in place.
- WDMCS is not responsible for lost, damaged, or stolen cell phones or communication devices.
- To learn more about cell phone privacy, please read [Board Policy 502.09 - Search and Seizure](#)

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/guardian 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.

Identification Cards

Students receive an ID with their photo at the beginning of the school year. They will be required to present their school ID upon request. Students will also need IDs when attending any WDMCS athletic or activity events. Replacement IDs will be made available, if necessary, at no cost.

In compliance with [Iowa House File 602](#), a crisis support phone number, text number, and website URL will be included on the back of every student ID.

Student Parking

Students are allowed to drive to school and park in the Walnut Creek parking lot. WDMCS seeks to cultivate a culture of belonging and inclusion. All students parking on school property are expected to adhere to [Board Policy 502.05 Freedom of Expression](#).

Public Displays of Affection

Students are expected to conduct themselves respectfully and responsibly regarding public displays of affection. Prolonged embraces, kissing, fondling, or other inappropriate physical contact is not allowed. Overt public displays of affection may result in school administration working with the parent/guardian and student to address any concerns and co-create a positive solution.

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

Students and their parents/guardians hold the primary responsibility for what a student chooses to wear to school each day. When a student is comfortable in what they wear, including expressing their individuality and/or personal and family culture, they can better focus on learning. WDMCS expectations for student dress and appearance are based on safety and showing respect for others.

- Students are asked to dress appropriately for the weather, including coats, hats, gloves, and boots. Any family who needs support in obtaining clothing or shoes should contact the school office.
- Shoes must be worn at all times for student safety.
- Clothing or other apparel promoting products illegal for use by minors or displaying obscene material, profanity, or reference to prohibited conduct are not allowed. If worn, a student will be asked to change or be given something different to wear for the day.

School administration will work with the parent/guardian and student to address any concerns and create a positive solution. Board Policy 502 gives administration final discretion regarding student dress and appearance.

Restorative Practices and Discipline

Students are expected to conduct themselves in a respectful manner on the way to and from school, at school, on buses, and at all school-sponsored activities.

Our schools set and maintain high expectations of behavior for students. Just as in elementary and junior high, teachers will continue to work with high school students to help them identify emotions so they can work on managing stress, impulse control, and continue to develop and maintain positive relationships. We believe as students strengthen their social and emotional skills, we will see growth in their positive behavior and connections with others.

School-Wide Behavior Management Plan

All staff at Walnut Creek 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. Nonverbal Reminder: Because so much of communication is nonverbal, teachers may redirect through gestures, movement, or nonverbal cues.
2. Friendly Verbal Reminder: "Hey, Jody. Just a reminder that you cannot use your cell phone in this class. Please put it away. Thanks."
3. Concerned Reminder: "Hey Jody. I am getting concerned. If we cannot stop using the phone during class, I will need to get the principal involved."
4. Student Removed From The Area: "Hey Jody, I am going to need you to go to the office to talk to the principal about your phone."

When a student violates a policy, rule, or directive of the district, including disrupting the educational environment, disciplinary action may occur. Part of that process is centered on restorative practices.

Restorative Justice

We use restorative justice practices to foster positive relationships, respect for one another, and individual accountability. Restorative practices provide the backbone for our program and is a whole school teaching and learning approach that encourages behavior that is supportive and respectful to all. It puts the onus on individuals to be truly accountable for their behavior and to repair any harm caused to others as a result of their actions. We strive to create an environment that works through conflict, obstacles and issues in a restorative manner. We utilize conflict mediations, restitution and circle work in our school setting.

What do restorative schools do?

- Focus primarily on relationships and secondarily on rules. Restorative practices 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.

Common 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?

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 challenging situations. This process for certain situations. Other times, there are other discussion modes used.

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

 - *Person B:* “Describe how you experienced the problem, conflict, or injustice.”
Person A: “Summarize.”

Have experiences been recognized? If not, repeat 3.
- 4) **Search for Agreements that will:**
 - Restore Equity.** “How can you make things as right as possible now?” and
 - Clarify Future Intentions.** “How can you prevent this

from happening again?”

5) Summarize Agreement and Congratulate.

Write Agreement (when possible). Set follow-up meeting. Congratulate for being cooperative. (If no agreement, Return to 1 above).

6) Follow-up. Are all agreements being kept? If yes,

celebrate. If problems are reported, repeat process.

@2000 Ron Claassen, Fresno Pacific University

Circles

Circles are also primarily used at Walnut Creek Campus during advisory to build relationships. We also offer circles of support for students who are in need of that.. 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.

Student Behavior That May Result in Discipline

Disruption to the Educational Environment

When a student is disruptive in a classroom, at a school-related activity, on a bus, or anywhere on school property, they may be impacting another student’s ability to focus, learn, and/or feel safe.

When a student uses profanity, vulgar language, and/or indecent gestures toward another individual, they are not demonstrating respect and are also impacting the educational learning environment. These actions are not allowed and may be subject to disciplinary action as outlined in [Board Policy 503.01](#).

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

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

Harassment and/or bullying includes any electronic (such as emails, instant messages, social media, phone calls, or text messages), written, verbal, or physical act or conduct toward a student that is based on any actual or perceived trait or characteristic that creates an objectively hostile school environment that:

- places the student in reasonable fear of harm to the student’s person or property; or
- has a substantially detrimental effect on the student’s physical or mental health; or
- has the effect of substantially interfering with the student’s academic performance; or

- has the effect of substantially interfering with the student’s ability to participate in or benefit from district services, activities, or privileges.

Inciting a Riot or Disturbance

Inciting or encouraging a fight with other individuals is considered a serious misconduct. Students who promote or bring about a mass disturbance/conflict among students may face disciplinary actions. In some cases, law enforcement may be involved.

Students who record a fight or otherwise continue to promote a physical fight or assault may also face disciplinary action.

Theft – Stealing and/or Possession of Stolen Property

Any student who takes school property or any item of any value from another individual or is in possession of the item(s) may face disciplinary action. In some cases, law enforcement may be involved.

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](#), the use, sale, and/or possession by a student of any tobacco or tobacco products, including vapor/electronic tobacco products and look-alike tobacco products, is prohibited while on school property, at a school-sponsored activity, and/or under school supervision. 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 will be reported to local law enforcement authorities (Senate File 2268).

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.

Disciplinary Actions Overview

In addition to restorative practices mentioned earlier, some situations may result in specific disciplinary actions. These include the following.

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.

The Four Oaks Healthy Lifestyles Program was created in 2019 to provide a restorative approach to students who are suspended. By participating in this program, the student's length of suspension is greatly reduced so that the student can return to school. The support consists of building skills and finding additional resources and support for families. The education liaisons are employed by Four Oaks and focus on bridging the gap between students, their families, and the school. They use research-based skill streaming to address the concerns of the school and family.

Long Term Suspension/Expulsion Proceedings

If the decision is made to recommend a 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 long term suspension/expulsion proceedings occur.
3. The length of the suspension/expulsion is determined during the proceedings.
4. 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.
5. The student will be notified of the specific charges.
6. The student shall have the right to be represented by legal counsel.
7. An expelled student may be readmitted by the Board only.

Safety and Health

Safety

Bicycles/Rollerblades/Roller Shoes/Scooters/Skateboards

- We recommend wearing bicycle helmets.
- Bicycles should be walked on school property and parked in the bike racks.
- Bicycle locks are encouraged.
- The school district is not responsible for students riding bicycles to and from school and assumes no responsibility for bicycles on the school grounds.

For safety reasons, rollerblades, roller shoes, scooters, and skateboards will be required to be checked in at the office, where they will be locked until the end of the day. These items cannot be used within the building.

Communicating Student Safety Concerns

WDMCS is committed to fostering an equitable and affirming learning environment in which each student and staff is treated with dignity, respect, and fairness. Because we prioritize creating a healthy learning environment for each student, we want to know if a student experiences or perceives bullying or harassment. Please reach out to your student's teacher, counselor, or school administrator to express your concerns. If you do not believe these steps resolved the situation, a helpful next step is to submit a complaint form. This form can be

found in [Board Policy 502.02, Equal Educational Opportunities: Prohibition of Discrimination, Harassment, Bullying, and Sexual Misconduct Toward Students](#).

If other safety concerns arise, please contact the school and ask to speak with an administrator or counselor. If the concern is urgent, call 911.

Safety Drills

WDMCS conducts emergency drills throughout the school year so that students and staff are aware of emergency protocols and procedures. Each school in our district performs tornado, lockdown, evacuation, ELF (Evacuate, Lockdown, Fight), and fire drills. Special assistance will be provided for students needing specific supports.

Severe Weather

In the event of a severe weather warning, students will be retained in the building and moved to places of greatest safety until the danger is passed. It is important that all school telephone lines be kept open at this time.

Security

Electronic locks have been installed on all school exit doors. The purpose of the security system is to allow controlled access to the building. Visitors and late-arriving students will need to come to the front doors and use the intercom system to gain entrance. Under no circumstances should anyone allow an unknown or unauthorized person to enter through any other door. Students should never open an exterior door for anyone, even if they know the person.

Health

Absences (Reasons)

Regular attendance is a very important part of your child's education. **If your child is ill, please call the school office before the start of the school day.**

If you have any of these symptoms, it's best to stay home:

- A fever over 100.4 in the last day
- New loss of taste or smell
- Vomiting two or more times in the past day, unless it's not from something contagious
- Signs of a more serious illness like fever, rash, sluggishness, persistent crying, irritability, difficulty breathing, or diarrhea (you must be free of diarrhea for 24 hours before coming back to school)
- If you have Impetigo, stay home until 24 hours after you start treatment. Impetigo is a skin infection with sores usually under the nose or by the lips, and it looks like a "golden crust."

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

Services of the School Nurse

If a student becomes ill during the school day, permission or a pass from class will be requested, and evaluation will occur from the school nurse. The nurse will use professional judgment and follow the WDMCS Illness Guidelines online at <https://discover.wdmcs.org/health-resources> to determine if it is necessary for the student to go home. To ensure student safety, under no circumstances are students allowed to go home or leave student grounds without contacting the school nurse or the office. In cases when parent/guardians cannot be contacted, the school will contact the listed emergency contact. In the event of an emergency and no one can be reached, emergency services will be called and the student will be transported to the nearest hospital if necessary.

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.

Health Fact Sheets

The district website has a variety of health-related resources, including fact sheets on:

- COVID-19
- Bed Bugs
- Fifth Disease
- Head Lice
- Influenza
- Meningitis
- Mono
- MRSA
- Pink Eye
- Ringworm
- Strep Throat

To learn more, visit <https://discover.wdmcs.org/health-resources>.

Health Records

By keeping adequate health histories, we are better able to evaluate, understand, and be responsive to your child's individual needs. Please send a note or call the school nurse regarding any developments concerning your child's health. This would include hospitalizations, all medications (type, amount, and time given), fractures, all recent diagnoses of medical conditions, and any other medical information that would be pertinent to the student's performance and attendance.

Student's medical information is collected within a Health section of their record in Infinite Campus. Confidentiality of this information is a priority. This tab is only visible to nursing staff and a very small number of other district employees who help support nurses.

- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [506.03 Student Records, Use Of Records And Student Rosters](#)

Immunizations and Health Screenings

Iowa Law requires all students, grades PK-12, to have evidence of a valid Iowa Immunization Certificate, Provisional Certificate of Immunization, or Iowa Certificate of Immunization Exemption on file to be enrolled in the WDMCS. This certificate may be obtained from your provider's office or from the school nurse. Students with immunizations partially completed will be issued a Provisional Certificate allowing for a maximum of 60 days to complete the remaining immunizations. Communication will be provided to parents/guardians regarding immunization requirements and timelines, and further assistance will be provided from the school nurse. If the student hasn't met the requirements at the end of the provisional period, it is necessary by law to exclude the student from school. Student's transferring from another school system within the United States may be granted a Provisional Certificate until documentation of current immunizations are obtained and validated.

To support healthy students, Iowa's health screening programs are regulated by the state and are implemented by the schools. These screenings include: immunizations, dental, vision, and lead. Hearing screenings are also conducted by audiologists from the Heartland Area Education Agency (AEA) annually for students in grades K-2 and grade 5. Please notify your school nurse prior to the communicated screening dates if you would not like your student to participate. Further information regarding school screenings can be found on our website at <https://discover.wdmcs.org/health-resources> and will be provided by your nurse.

- [Learn more online from Iowa Department of Education: Student Health Requirements.](#)
- [Learn more online about immunizations, health screenings, including dental, hearing, and vision screenings.](#)

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, 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/guardian 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 provided a completed Self-Administration Consent form that is signed by a healthcare provider. This

provides a student authorization to self-administer asthma/other airway constricting disease medication or Epinephrine auto-injector medications.

Non-Prescription Medications

The WDMCS health offices stock non-prescription medications including Tylenol, ibuprofen, and Tums.

- All elementary school students (grades PK-6) will be provided a maximum of 4 doses of stock non-prescription medications during the school year.
- All junior high and high school students (grades 7-12) will be provided a maximum of 8 doses of stock non-prescription medications.
- Cough drops may be supplied by the parent/guardian but will not be provided as a stock medication.
- If further doses are necessary after the maximum number has been reached, the parent/guardian will be responsible for providing the medication to the health office and a doctor's note may be requested by the school nurse.

Emergency Response in Opioid Overdose

WDMCS maintains a stock opioid antagonist (Naloxone) available at all times during emergency responses. There has been a substantial increase in the number of opioid overdoses nationwide and across Iowa and this change will allow us to provide a safe environment for our students, staff, and visitors. In order to provide an emergency response to those that are at risk of a potentially life-threatening opioid overdose, all buildings (with students present) will have the medication available, and it will be stored/maintained by the school nurse. School nurses and trained personnel are authorized to administer the opioid antagonist to a student or individual if the school nurse and/or authorized personnel reasonably and in good faith believe the student or individual is having signs and symptoms of an acute opioid overdose. More information is available through [Board Policy 507.06: Stock Prescription Medication Supply - Naloxone](#).

Counseling

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.

- **Classroom Guidance:** Classroom guidance activities are designed to build nationally recognized, developmentally-appropriate competencies in students, primarily in the career and personal-social content areas. These lessons are incorporated into our advisory period.
- **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.
- **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. Other responsive services may include small group facilitation for particular issues that arise with multiple students.

- **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.

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 two caseworkers. 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.

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, Megan Thole, Human Resources director.

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

An additional resource is the Iowa Coalition Against Sexual Assault website:

www.iowacasa.org

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 parent/guardians 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 (SAP)

WDMCS 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.

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-eight (48) 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 48 credit graduation requirements for Walnut Creek Campus are as follows:

English and Language Arts (Total required credits: 8)

- 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: 6)

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

Science (Total required credits: 6)

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

Social Studies (Total required credits: 6)

- Global Geography and Culture, 2 credits
- U.S. History or American Heritage, 2 credits
- Economics, 1 credit
- Government, 1 credit

Health (Total required credits: 1)

- Health, 1 credit

Physical Education (Total required credits: 4)

- P.E., 4 credits

In addition, students must take a CPR course that consists of components that could lead to CPR certification.

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 36 required credits for the Core Program at Walnut Creek Campus are:

English and Language Arts (Total required credits: 8)

- 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: 6)

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

Science (Total required credits: 6)

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

Social Studies (Total required credits: 6)

- Global Geography and Culture, 2 credits
- U.S. History or American Heritage, 2 credits
- Economics, 1 credit
- Government, 1 credit

Health (Total required credits: 1)

- Health, 1 credit

Physical Education (Total required credits: 4)

- P.E., 4 credits

- In addition, students must take a CPR course that consists of components that could lead to CPR certification.

ELECTIVE CREDITS

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

2024-25 Schedule of Courses

Language Arts

American Literary Voices (previously Modern American Lit.)

Prerequisite: Language and Literature or Literature and Composition

This one semester course invites readers to analyze, interpret, and discuss prominent and relevant themes in literature by American writers. Through a selection of novels, short stories, plays, poems, and essays, readers will explore the ways in which individuals, cultures, movements, and historical events shape literature. Students will be expected to analyze themes, story elements, and author craft in texts; participate in collaborative discussions; and write formal and informal pieces. While the course will focus on American writers, voices from around the world will also be incorporated.

American Literature (Walnut Creek 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.

Bards, Rebels, & -Shakespeare

Prerequisite: Language and Literature or Literature and Composition

This one-semester class emphasizes contemporary poetry, including songs, spoken word, traditional forms, and novels-in-verse. Students will also explore how poetry can come to life for modern audiences through performance, both on stage and in film, with specific focus on Shakespeare plays and the characters and themes that connect to 21st century lives. Bards—another name for poets and storytellers—invite readers to see literature as a way to connect to familiar ideas and expand understanding of other perspectives. Throughout the semester, students will explore these literary connections while developing their skills in literary analysis, writing, and collaborative discussion.

Behind Bars (Walnut Creek 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.

Film As Literature

Prerequisite: Language & Literature

Film as Literature is a one-semester elective course that fulfills a Language Arts elective requirement. This is a course designed to examine films as pieces of literature, while also examining film for its cinematic qualities. This class has strong emphasis on 21st century critical thinking skills. Students will be viewing several types of film genres in this class and will be required to write about and analyze these films. Analyses can come in many forms: verbal, written essays, or tests. Finally, students will be required in the first half of the class to view a film of their choice and complete a film analysis.

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 (Walnut Creek 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.

Just Poetry (Walnut Creek 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 (Walnut Creek 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 (Walnut Creek 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.

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.

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.

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 (Walnut Creek 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 I

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 (Walnut Creek 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 (Walnut Creek Only)

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 Events

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 to's" (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 (Walnut Creek 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 (Walnut Creek 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 (Walnut Creek 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

(Walnut Creek 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 (Walnut Creek 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.

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.

Table of Contents

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

General Information

Area Education Agency (AEA) Services
West Des Moines Community Schools Foundation

Departments

Administrative Services
 Business Services
 Nutrition Services
 Operations
 Transportation
Communications
Community Education
Diversity, Equity, and Inclusion (DEI)
Human Resources
Teaching and Learning Services
 Curriculum
 English for Speakers of Other Languages (ESOL)
 Gifted/Talented (GT) Program
 Youth Who Are Experiencing Homelessness
Home Schooling
Special Education
Technology

Annual Notices and Board Policies

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 holds regular meetings usually 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. Most meetings are streamed on the district's YouTube channel – <https://www.youtube.com/@wdmcs>.

During each meeting, an open forum time is conducted when citizens may speak to the Board. Individuals have up to five minutes to speak.

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. In addition, up to three high school students are elected each spring to serve their senior year as non-voting members. View current Board of Education information online at <https://discover.wdmcs.org/board>.

West Des Moines Community Schools Learning Resource Center

3550 Mills Civic Parkway
West Des Moines, Iowa 50265-5556
Phone: 515-633-5000

Superintendency

Superintendent Dr. Matt Adams
Chief Human Resources Officer Nora Ryan
Associate Superintendent of Teaching and Learning Services Michelle Lettington
Chief Financial Officer Kurt Subra
Communications Director Laine Buck

General Information

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 at <http://www.heartlandaea.org> for more information.

West Des Moines Community Schools Foundation

The West Des Moines Community Schools Foundation benefits the students, teachers, and school district by offering quality fundraising 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 at <http://www.wdmcsfoundation.org>.

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. The department oversees the District's budget, manages accounting, and generates financial reporting to provide transparency to its stakeholders. Learn more about WDMCS budgets online at <https://discover.wdmcs.org/business-office>.

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 at <https://discover.wdmcs.org/nutrition-services>.

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 Operations online at <https://discover.wdmcs.org/operations>.

Transportation

Transportation strives to serve the needs of our students by providing 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 K-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 at <https://discover.wdmcs.org/transportation>.

Communications

The Communications Department supports WDMCS districtwide and school-specific communication. From weather alerts and crisis notifications to event reminders and sharing student success stories, the Communications Department provides timely, relevant information to district staff, students, families, and the broader community. This department also manages the academic and activities brand.

When school must be canceled, delayed, or dismissed early because of weather conditions or other emergencies, the Communications Department works to inform district families and staff in a timely manner. Learn more about the Communications Department online at <https://discover.wdmcs.org/communications>.

Community Education

Community Education supports and serves students, families, and community through classes, before and after school care, intercultural outreach, service opportunities, and facility rentals. Learn more about the opportunities available through Community Education online at <https://communityed.wdmcs.org>.

Diversity, Equity, and Inclusion (DEI)

In partnership with students, staff, and the community, WDMCS is committed to providing a welcoming and inclusive learning environment where each student and staff can belong and thrive. Diversity, equity, and inclusion efforts in WDMCS are centered on the humanity of our stakeholders.

The WDMCS Diversity, Equity, and Inclusion Department partners with students, staff, and families to co-create and support Affinity Groups. There are currently two affinity groups in WDMCS: Families of Students of Color and LGBTQIA+ Family Support Group. Please reach out to your school administrator for more information.

The district is actively engaged in ongoing equity training and learning opportunities for students and staff. Equity work is supported by equity leads and teams at each of our school buildings. Learn more about our DEI work online at <https://discover.wdmcs.org/DEI>.

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:

- recruit quality and diverse staff members
- support professional development and training
- foster an engaging and caring work environment

Human Resources leads a talented group of individuals who support more than 1,900 employees, district substitutes, and a retiree recognition program. Learn more about the Human Resources Department online at <https://discover.wdmcs.org/human-resources>. View career opportunities online at <https://discover.wdmcs.org/careers>.

Teaching and Learning Services

WDMCS offers 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

WDMCS curriculum is based on proven, research-based ideas.

Teachers endeavor to implement the ideas and skills that reflect the ever-changing technology and cultural changes of our society and needs of our learners.

English for Speakers of Other Languages (ESOL)

The WDMCS English for Speakers of Other Languages (ESOL) program supports multilingual learners K-12 and authentic school-family partnerships. The staff works collaboratively to prioritize English Learners' cultural wisdom and provide comprehensive opportunities to support their academic, social-emotional, and post-secondary success.

All students are required to fill out a Home Language Survey when enrolling in school in the state of Iowa. If a student's primary, most-used, or first-learned language is something other than English, the student will be screened for possible language services. Learn more about ESOL services online at <https://discover.wdmcs.org/ESOL>.

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 at <https://discover.wdmcs.org/gifted-talented>.

Youth Who Are Experiencing Homelessness (Board Policy 501.16)

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

“Youth who are experiencing homelessness” 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 may qualify if they are living in circumstances described above.

Learn more about enrollment procedures and support services available online at <https://discover.wdmcs.org/homelessness-resources>.

Home Schooling

The WDMCS Home School Assistance Program (HSAP) 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 like writing, science, physical education, Spanish, drama, and art are provided to supplement parents' home schooling efforts. Additionally, a wide array of field trips are provided throughout the year. Learn more about home schooling opportunities online at <https://discover.wdmcs.org/HSAP>. Visit the [HSAP website](#).

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 at <https://discover.wdmcs.org/special-education>.

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.

Learn more about WDMCS technology services online at <https://discover.wdmcs.org/technology-department>.

Annual Notices and 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 at <https://discover.wdmcs.org/annual-notices>.

Board Policies — <https://discover.wdmcs.org/board-policies>

- [502.02 Equal Educational Opportunities: Prohibition of Discrimination, Harassment, Bullying, and Sexual Misconduct Toward Students](#)
- [503.01 Discipline](#)



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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, military service, familial status, 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. Dau Jok, Executive Director of Diversity, Equity, and Inclusion, 3550 Mills Civic Parkway, West Des Moines, IA 50265; Phone: 515-633-5174; Email: jokd@wdmcs.org. (Adherence to bona fide occupational/educational qualifications will not be interpreted as discriminatory.)