



WATERLOO

Community School District

Engaged in Learning ● Prepared for Success

Expo Alternative

Learning Center

1410 Independence Avenue

Waterloo, Iowa 50703

Phone: 319-433-1930

Fax: 319-433-1933

- *After Hours*
- *Bridges*
- *Cooperative Youth Program*
- *Crossroads Connection*
- *Expo High School*
- *GRAD Connect*
- *High School Education & Discipline Program*
- *Middle School Education & Discipline Program*
- *Transitional Alliance Program*
- *Virtual Academy*

2017 – 2018

PARENT/STUDENT HANDBOOK

Alternative Education Programs

Cary Wieland – Principal

Charlotte Coleman – Assistant Principal

Henry Shepherd – Assistant Principal

Table of Contents

General Information

Expo Alternative Learning Center Table of Content	Page 2
District Calendar	Page 5
District Mission Statement	Page 6
School Board Members	Page 6
Equal Education Opportunity	Page 9
Expulsion	Page 11
Student Rights	Page 11
Nondiscrimination	Page 11
Equity Grievance Procedure	Page 12
Crisis Situation	Page 13
Crisis Communication	Page 13
Emergency Procedures	Page 13
Inclement Weather	Page 14
Parent and Student Rights	Page 14
Positive Behavior Intervention Supports	Page 14
Directory Information	Page 15
Lunch and Breakfast Pricing	Page 16
Fees and Waivers	Page 17
Conduct Expectations Review Form	Page 18
Homeless Children and Youth	Page 19
Standardized Dress Code	Page 20

Expo Alternative Learning Center

Expo ALC Mission Statement	Page 23
Expo Welcome	Page 24
After Hours Program	Page 24
Bridge Program	Page 24
Middle/High Cooperative Youth Program	Page 25
Crossroads Connect	Page 25
Expo Alternative High School	Page 25
GRAD Connect	Page 26
Middle/High School Ed. & Discipline Program	Page 26
Transitional Alliance Program	Page 26
Waterloo Virtual Academy	Page 27
Staff List	Page 28
Master Schedule	Page 31
Daily Schedule	Page 32
Daily Schedule (1 Hour Delay)	Page 33

Daily Schedule (2 Hour Delay)	Page 34
Mid-Term & Quarter Reporting Dates	Page 35
Attendance Policy & Procedures	Page 36
In-complete School Day	Page 38
Graduation Requirements	Page 39
Grade Level Determination	Page 40
Post-Secondary Enrollment Act	Page 40
Student Records	Page 40
Mid-Term Reports	Page 40
Grade Points	Page 40
Graduation Activities	Page 41
Commencement Ceremony	Page 41
Driver License Suspension	Page 42
Leaving School before Dismissal	Page 42
Telephone Calls	Page 42
Visitors	Page 42
Conferences	Page 42
Building Site Council	Page 42
Change of Address and Telephone Numbers	Page 42
Money and Valuables	Page 43
ID Badges	Page 43
Smoking Policy	Page 43
Fighting at School Disciplinary Procedures	Page 43
Substance Abuse Procedures	Page 45
Cell Phone and Electronic Equipment	Page 46
Transportation	Page 46
Driving	Page 47
Automobile Searches	Page 47
Nursing Services	Page 47
Teacher Strategies	Page 47
Student Assigned Interventions	Page 49

Special Provisions – Behavioral Focused Classrooms

Length of Stay	Page 53
Return to Home School	Page 53
Criteria and Privileges for Level System	Page 53
Communication of Level System	Page 54
Absentee Policy for Level System	Page 54
Special Provisions (Administration)	Page 54
Criteria for Daily Point System	Page 55



Engaged in Learning • Prepared for Success

General Information

Waterloo Community Schools 2017 / 2018 District Calendar (Secondary)

1000

[illegible]

© 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 161–168

- 12) Co-terminus - Regular School Day for Students
B. West - West - 1st Quarter starts from 4:30pm
- 13) Co-terminus - 1st Quarter - West - 1st
Quarter starts from 4:30pm
- 14) Regular School Day - 1st Quarter
- 15) Co-terminus 1st Quarter - 1st Quarter
- 16) End of 1st Quarter - (1st Quarter)
- 17) End of 2nd Quarter

[illegible]

1.1.2. **Definition of the POC** – see Section

 Star-Pass Core (The Manual for Divergent)

 Teacher-Career Day (Wednesday) For Disabled

Product Name:

www.elsevier.com/locate/jmb

Learn More [Get Help](#) [Contact Us](#)

Spring Makeup Day
April 3rd - Spring Makeup Day (after the school
may start - Spring Makeup Day on March 30th or 31st -
Spring Makeup Day is needed, that's why it will
be added to the end of the year)

- 1-3 Winter Break - No School
- 2-6 End of Fall Quarter (NO School)
Also at the beginning - (NO School)
- 2-3 Mid - Freshman Spring Day - No School
Also - 1-2 HS & 1-2 Junior Day - No School
- 3-6 Spring Quarter (NO School)
- 3-6 Beginning of Fall Quarter (No School)

14. Confounders = Regressors that are not included in the model - (1) Confounders from A-F signs
14. Solution
15. Confounders = No. School - Infr. (2) Confounders from L2-Signs
16. Random Error ϵ_i = No. School
18. OLS estimator $\beta_0 = \text{No. School}$

12/31	Ending Gross * - No Offset
27	End of 3rd Quarter - (NO Debt)
28	Start of the Quarter
30	Beginning and Ending Gross * - No Offset

20. $\text{H}_2\text{SO}_4 + \text{H}_2\text{O} \rightarrow \text{H}_3\text{O}^+ + \text{HSO}_4^-$

- 20 Watermark
- 21 Snow Watermark Overlay - 2000x1000 PS
- 22 Memorial Day - No School!
- 23 Self-designed 100 Days - 1000x750 Image
- 24 Super Construction
- 25 Exit Evaluation+

1. Which is not a function?
2. What does the expression $\frac{1}{x}$ mean?
3. What is the domain of the function $f(x) = \frac{1}{x}$?

Figure 2. Summary of the study.

1st Quarter... August 28 to October 28
 Midyear... September 17
 2nd Quarter... October 28 to January 2
 Midyear... December 1
General Accounting
 1st Quarter... January 15 to March 27
 Midyear... February 18
 2nd Quarter... March 28 to June 1
 Midyear... May 2

Peer Learning	0
Professional Development	11
TC Teacher Quality	1
Student Instruction	179 Total Cases

Postgraduate	0
Professional Management	11
PG (Teacher-Training)	1
Student Involvement	202/203
Teaching	1,004/71

Waterloo Community Schools Mission Statement

The Waterloo Schools community commits to a comprehensive system of education and support to assure that each and every student will graduate prepared for college, career, and citizenship as evidenced by continuing education, pursuing a career path, and contributing to a community.

Waterloo Community School District School Board Members

Shanlee McNally, President

At Large

Term Expires: Sept. 2017



Sue Flynn

District 2

Term Expires: Sept. 2015



Jesse Knight
District 3
Term Expires: Sept. 2019



Mike Kindschi
District 1
Term Expires: Sept. 2017



Lyle Schmitt
At Large
Term Expires: Sept. 2019



Rhonda McRina
At-Large
Term Expires: Sept. 2019



Angela Weekley



Superintendent
Dr. Jane Lindaman



Board Secretary
Pam Arndorfer



Board Treasurer
Michael Coughlin

WCSD Equal Educational Opportunity
WCSD Policy 104.0

It is the policy of the Waterloo Community School District to provide equal educational opportunities and not to discriminate on the basis of race, color, creed, gender, sexual orientation, gender identity, ethnic/national origin, religion, marital status, socio-economic status or disability in its educational programs and activities. The Waterloo Community School District will affirmatively integrate students in attendance centers, programs, and classes.

It is also the policy of the Waterloo Community School District to provide programs, activities, curricula, and instructional resources which reflect the racial and cultural diversity of the United States and the variety of opportunities open to both men and women, including individuals with disabilities, in our society. One of the objectives of the Waterloo Community School District is to reduce stereotyping and to eliminate bias, prejudice, and discrimination. The curriculum, programs, and services shall foster respect and appreciation for cultural diversity and an awareness of the rights, duties and responsibilities of each individual as a member of a pluralistic society.

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

The board is committed to the policy that no otherwise qualified person will be excluded from educational activities on the basis of race, color, national origin, creed, religion, sex, marital status, sexual orientation, gender identity or disability. Further, the board affirms the right of all students and staff to be treated with respect and to be protected from intimidation, discrimination, physical harm and harassment.

Inquiries, complaints, or grievances related to this policy may be directed as follows:

Affirmative Action Coordinator/Equity Officer (Beverly Smith)
Handicapped Compliance Officer (Larry Martin)
1516 Washington Street
Waterloo, IA, 50702, 433-1800

Waterloo Human Rights Commission

Iowa Civil Rights Commission

Director of the Region VII Office of Civil Rights

U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114 (816) 268-0550

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319 (515) 281-5294

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

Expulsion

Expulsion is a consequence used for serious behavior infractions. All expulsions are in accordance with the provision of the Code of Iowa and Board Policy.

The superintendent or his designees are authorized to recommend that a student be expelled from school. Only the Board of Directors may expel a student. Principals will make a recommendation for or against expulsion for weapon violations. Due process will be afforded to all individuals concerned.

During the period of expulsion, a student is not permitted to be on school property nor participate in any school activity. This includes all after school events such as games, dances, and meetings. Failure to comply may result in a charge of criminal trespass.

Students who voluntarily withdraw from school to avoid disciplinary action must apply to the Board of Directors for reinstatement.

Student Rights

Each student will be afforded due process commensurate with the maximum possible consequences.

Students identified as special education students* shall receive all due process considerations required under Federal and State legislation. (*As defined by the Code of Iowa.)

When a student, for disciplinary reasons, is to be out-of-school for more than three (3) days pending a hearing before the Board of Directors, considerations for continuation of the educational program will be given until the student is expelled or declared eligible to return to school. The Waterloo Community School District has in force a Grievance Procedure that provides students and parents a means of questioning the interpretation, application or possible violation of policies and/or regulations of the District.

Non-Discrimination

It is the policy of the Waterloo Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the District Equity/Affirmative Action Officer, Dr. Beverly Smith, Associate Superintendent for Human Resources/Equity, 1516 Washington Street, 319-433-1800, smithb@waterlooschools.org

Equity Grievance Procedure

Student(s) and parent(s) are hereby notified that in accordance with federal regulation and Board Policy #104.0, assuring all students of equal opportunity and treatment in the total school program, a grievance procedure (503.4R) has been adopted by the Waterloo Board of Education. The first step of the procedure is an informal review whereby a student who believes he/she has been discriminated against because of sex, race, ethnicity, religion or disability, should discuss the problem with the teacher or principal involved. If the case is such that the student cannot or chooses not to approach the teacher or principal, or the student feels the response received from the supervisor does not resolve the issue, then the student is encouraged to discuss the problem with the Level II hearing officer, Cora Turner. The formal grievance shall be filed within seven (7) working days of the alleged discrimination.

Please feel free to contact (Expo Alternative Learning Center at 433-1930) or the Waterloo Community Schools Educational Service Center (433-1800) if you wish to have more information, discuss a problem or to begin investigative procedures. In the event that the problem is not satisfactorily resolved in the formal review, the student may then use the Level III procedures with appeal to the Superintendent for final disposition.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the Federal Office of Civil rights, or other agencies available for mediation or rectification of civil rights grievances or to seek private counsel for complaints alleging discrimination.

Please refer to the Parent & Student Policy Handbook mailed to each home in August for more specific details and other policies adopted by the Board of Education that regulate the operations of the Waterloo Community Schools.

Discrimination Complaints Should Be Forwarded To:

Equity and Affirmative Action Officer
Handicapped Compliance Officer
Director of Equity
Dr. Beverly Smith, Associate Superintendent Human Resources
1516 Washington Street
Waterloo IA 50702
(319)433-1800

Crisis Situations

The Waterloo Community School District works with a broad-based team representing Law Enforcement, Emergency Services, hospitals, the Red Cross, Human Service agencies and others to continually improve our plans for many different kinds of crisis situations. For any kind of crisis, our response would be one of the following:

- Shelter-in-place – keep students and staff in designated locations inside the building; lock classroom doors where possible; stay out of hallways, open areas; lock outside doors in some cases.
- Evacuate – take students outside the building to the Alternate Site, if necessary.
- Dismiss early – if there is enough time for buses to run and parents to come pick up children safely.

Parents will be notified through the media, Cable TV, the Web, and Phone Master. In all cases, we will work closely with local Law Enforcement and Emergency Management authorities. Unless school is dismissed, children will be released only to a parent/guardian or other person designated in advance as the *emergency pick-up person*. The building's Alternate Site will be used as a parent-child reunification center if the building is not safe.

Crisis Communications

During times of crisis, all media will be referred to the Education Service Center. The Superintendent or the Director of School and Community Relations will issue all

statements.

Stay calm and Follow Instructions: Because crisis incidences could cause great confusion and disruption to our communities, all persons should follow the instructions of local Emergency Management authorities. Our goal, in all cases, is to provide the safest possible shelter for our children and to communicate fully what we are doing. As phone lines could become jammed, tuning to local media would provide the best source of information.

**If you have any questions, please contact your building principal.*

Emergency Procedures

Fire and evacuation drills: Fire and evacuation drills are conducted to acquaint the students with the correct exits to be used. A plan has been established to make it possible to evacuate the building quickly. Students should move quickly and quietly during these drills and follow staff instructions. Exit instructions are posted in each room.

Tornado and Civil Defense drills: In preparation for a natural disaster, the Expo Alternative Learning Center follows a disaster plan approved by the Waterloo Office of Civil Defense. Drills are held periodically.

Inclement Weather

On some days it may be necessary to alter the school day or cancel school based upon the weather conditions. **Information about school day changes will be available on local television, radio stations, and the district will send out information Connect Ed calls.**

Parent and Student Rights

The Waterloo Community School District has adopted a policy designed to assure parents and students the full implementation, protection and enjoyment of their rights under the Family Educational Rights and Privacy Act of 1974(FERPA). A copy of the school district's policy is available for review in the office of the principal of all our schools.

Positive Behavioral Intervention Support Program

The Expo Alternative Learning Center is a Positive Behavioral Support (PBIS) school. This program is a function-based approach to eliminate challenging behaviors and replace them with pro-social skills. The use of PBIS decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change. PBIS can target an individual student or an entire school, as it does not focus exclusively on the student, but also includes changing environmental variables such as the physical setting, task demands, curriculum,

instructional pace and individualized reinforcement. Thus it is successful with a wide range of students, in a wide range of contexts, with a wide range of behaviors.

Directory Information

The Family Education Rights and Privacy Act of 1974 (FERPA) requires school districts to designate as “Directory Information” any personally identifiable information taken from a student’s educational records prior to making such information available to the public.

Student directory information can be released to the public without prior parental consent unless the parent or student who is 18 or older notifies the District in writing by the second Friday in September of each school year or if starting after the first day of school within 2 weeks of enrolling. The definition of directory information shall be defined in the Annual Notice to parents/guardians. It may include the student’s name, address, telephone number, grade level, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees and awards received, photograph and other likeness in still pictures or videotape.

Prior to developing a student directory or to giving general information to the public, including but not limited to military recruiters, postsecondary institutions, and potential employers, parents or guardians of students 17 years or younger will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child’s information in the directory or in the general information about the students. Any student eighteen years or older, or parent or guardian of students 17 years or younger, not wanting this information released to the public must make objection in writing by the second Friday of September to the principal or if starting after the first day of school within 2 weeks of enrolling.

The objection needs to be renewed annually. It shall be the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents.

Please check the appropriate box(es):

- ☐ request directory information NOT be released on my student for any reason
- ☐ request directory information NOT be released to branches of the Military ONLY
- ☐ request my student's photo NOT be displayed at school or newspaper articles about school activities
- ☐ request my student's artwork and school work NOT be displayed outside of school
(Partners in Education and/or Administrative Offices)
- ☐ DO NOT give permission for my student to be taken on field trips

Student Legal Name: _____

I request that directory information and permission(s) be followed as directed above.

Signature of Parent/Guardian

Date

I am 18 years old and request that directory information and permission(s) be followed as directed above.

Signature of Student

Date

Note: This request must be renewed each year the student attends the Waterloo CSD.

Top of Form

Special Note for Families with Children Attending the Following Schools:

Beginning with the start of the 2017-2018 school year, Waterloo Community Schools will participate in the USDA's Community Eligibility Program (CEP) in the ten schools listed above. CEP is based on student eligibility for no-cost meals based on community poverty levels and not household applications. Expo ALC meets the reimbursement formula to be considered for no-cost breakfast and lunch.

CEP Benefits Everyone!

Students:

- Enjoy health meals at school at no cost to students
- With all meals served at no charge, there is no stigma attached to eating a school meal

Families:

- Do not have to fill out household applications for students in the above schools.

-
- Do not have to worry about refilling meal accounts or whether their child as an opportunity to eat at school.
- If you have students attending a school in the Waterloo Community School District other than the above mentioned, a Free & Reduced meal application would still need to be filled out and submitted at that student's school. Children from CEP schools would be listed as household members on the application. The results of the processed application would not affect the students from schools mentioned above.
- Will still be responsible for ala carte items, such as milk, extra entrée's and side items when available at the middle and high school level.

Schools:

- Reduces paperwork and administrative costs
- Streamlines the meal service operation
- Less time waiting in lines and more time eating means students are less likely to discard food and more likely to come to class better nourished and ready to learn

If you have specific questions, please free to contact your school lunch associate, or the Waterloo Community Schools Food Service Office at (319)433, 2037 or (319)433-2036.

With CEP...Students Win, Principals and Teachers Win, Families Win

Bottom of Form

FEES AND WAIVERS

New for the 2017 – 2018 school year, there are no standard instructional fees. There may be costs associated with driver's education and instrument rental if your child enrolls in one of those classes. They will be notified by their teacher and given the appropriate fee waiver form which will need to be completed and returned to the school to help assist with free or reduced fees for the class.

CONDUCT EXPECTATIONS REVIEW FORM
2017-2018

The following policies have been reviewed with me. They are intended to help all of us work together toward a positive, productive environment in a school of which we can be proud.

1. Reasonable standards of discipline and the rules of the Waterloo Community School District apply to all students regardless of race, sex, social or economic status.
School areas in which the conduct code can apply include:
 - a) The building itself, the school campus and parking lot as established by the school boundaries.
 - b) In close proximity to the school campus, close proximity to the school day or away from school grounds or school event if the misconduct directly affects the good order of the school district.
 - c) While on school operated or chartered buses or while being transported under supervision of school personnel or in close proximity to the school bus stop.
 - d) While attending school-sponsored or school-related activities in which a district school participates.
2. Any student who shows disrespect to staff will be subject to disciplinary action, which may include suspension from school. Examples include: not attending detention, failure to give correct name, obscenities, racial slurs, gestures, and refusing to cooperate.
3. Any student who brings a weapon to school as defined by Regulation 504.3-R may be recommended to the Director of Student Services for expulsion.
4. Any student involved with a bomb threat, possession of a chemical device or false alarm will be subject to disciplinary action, which may include a recommendation to the Director of Student Services for expulsion.
5. Any student under the influence of or possessing, storing, using, selling, supplying or distributing alcohol, drugs and/or controlled substances will be subject to disciplinary action, which may include recommendation to the Director of Student Services for expulsion.
6. Any student who assaults or fights another student will be subject to disciplinary action which may include, but is not limited to, recommendation to the Director of Student Services for expulsion.
7. Any kind of student harassment, intimidation, or bullying will result in disciplinary action which may include, but is not limited to, recommendation to the Director of Student Services for expulsion, and the student will be subject to arrest.
8. Any student, grade (6-12) who continues to disrupt the school environment may be enrolled in an alternative program, and if the behavior continues, may be recommended to the Director of Student Services for expulsion.
9. Any student who has been suspended from school or expelled by the Board may be referred to the School Resource Officer or to local police for trespassing if found on school grounds during the period of the suspension and/or expulsion.

10. Any student found to have used a photographic (picture) cell phone in any district facility is subject to discipline according to the student conduct code.
11. Any student who does not meet the state guidelines of attending school for a minimum of 148 days a year may be retained or lose credit in a class. If a student in grades 9-12 is scheduled for 5 or fewer classes, he or she may be referred to an alternative education program.
12. Any student who leaves the school building during the school day without first securing permission from a school official is recorded as truant and subject to suspension.

Homeless Children and Youth

Homeless Children and Youth have rights to their education. If you are uncertain of the homeless status of a student, please contact your building counselor or family support worker. There are also several publications that can be viewed regarding this topic:

Educating Homeless Children and Youth: The Guide to Their Rights, National Law Center on Homelessness and Poverty, 2007.

Education for Homeless Children and Youth Program, US Department of Education, 2004.

If you would like to view these publications, please contact your building counselor or Student Services at 433-1801.

STANDARDIZED DRESS CODE **WCSD Policy 504.2**

The Waterloo Community School District's goal is to provide a safe learning environment where students and staff focus on student achievement without distractions.

The guidelines for a student dress code align with this purpose. The District Dress Code policy applies to both sexes and is expected to be enforced consistently and fairly by all members of the school staff and may be amended at any time at the discretion of the Waterloo Community School Board and administration. The dress code also applies to any off campus visits (i.e. field trips, College visits).

Additional, School-Specific Rules

Each school site may develop, with the approval of the District dress code committee, additional rules which are more restrictive than the District Dress Code policy and regulation, but shall not permit items prohibited herein. Schools are responsible for notifying their students and parents/guardians in a timely manner of their building's additional Dress Code rules.

Academic Courses

Some courses may have specific safety regulations that have additional dress code requirements.

Transfer Students

Transfer students will be allowed 3 school days from the date of admission to be in compliance with the dress code policy.

Clothing Assistance

Schools will maintain a clothes closet with a range of sizes, complying with their building rules and District Dress Code policy. Students who qualify for assistance will be provided dress code essentials from school clothes closets, when the specific items and sizes are available, with a request that usable items be returned to the clothes closet when no longer needed.

The District may also periodically make assistance available through offering clothing at a discounted price to families who qualify.

Families/students may apply for assistance with dress code items. Information on clothing assistance is available at each school building through the principal or family support workers. The purpose of discipline is to modify individual behavior through positive and supportive actions whenever possible. Allowable actions include, but are not limited to:

1. Any action deemed appropriate by the building administrator which may achieve discipline or behavior modification and which does not violate school policies and regulations.
2. Limited time away from normal school activities to gain composure or modify behavior.
3. Denial of special privileges which a student may have been given.
4. Detention before or after school. (Notification will be given twenty-four (24) hours prior to the detention date unless parent, guardian or legal custodian contact is made that same day and the student's transportation needs are resolved.)
5. Loss of extra-curricular activities.
6. Nonteaching day attendance.
7. In-school suspension (see Administrative Regulation 504.4-R1).
8. Individual management plan/Alternative School Program.
9. Suspension out-of-school for up to 8 days. (See Administrative Regulation 504.4-R1). Suspensions of more than 5 days will not occur prior to approval from the administrator in charge of Student Services

Student Rights

Each student will be afforded due process commensurate with the maximum possible consequences (see Administrative Regulation 504.3-R). When a student, for disciplinary reasons, is to be out of school for more than ten days pending a hearing before the Board of Education, an alternative educational program will be offered by the school for the student to attend until the student is expelled or declared eligible to return to school. The Waterloo Community School District has in force a Grievance Procedure, Policy 503.3, which provides students and parents a means of questioning the interpretation, application, or possible violation of policies and/or regulations of the District. A student will not be out of compliance if failure to wear approved dress code attire is a result of a student's or parents' severe financial hardship. Parents and students must be informed of the availability of financial assistance. Applications for financial clothing assistance are available at each school building and on the District website.

Exemptions/Appeals

An exemption may be granted due to religious beliefs, medical requirements, JROTC uniform requirements, or special education IEP requirement.

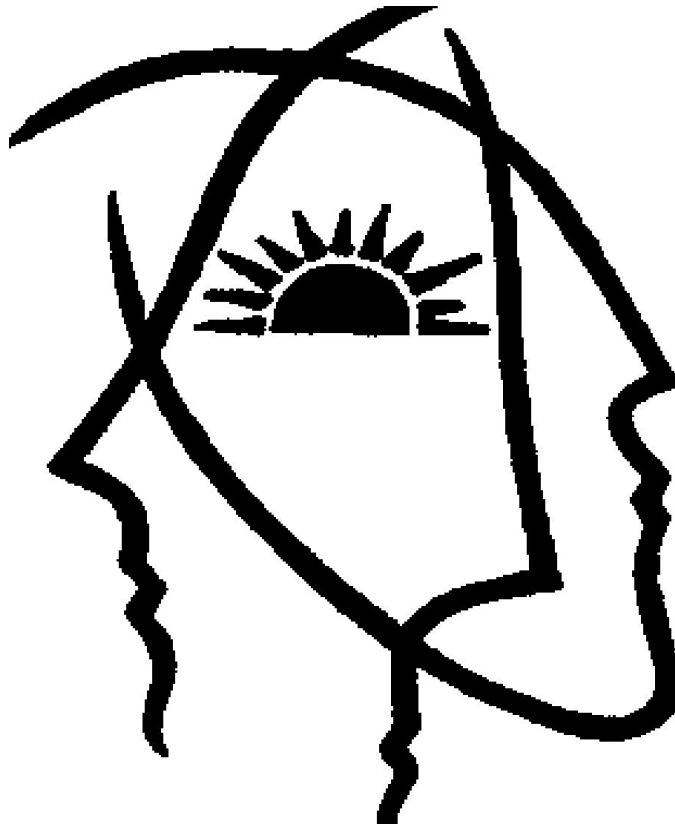
Waterloo Community Schools- Pre-K-12 Student Dress Code Reference Chart-2016/2017

*Underlined phrases indicate grade specific

Shirts / Tops / Collared Dresses - Students May NOT Wear		Layered Clothing- Students May NOT Wear
All Schools	<ul style="list-style-type: none"> Tops that have plaids, checks, stripes, embroidery, prints, words, symbols, or decorations, or similar Tops that have excess buttons, extra zippers, things hanging off the clothing, colored trim, or similar Tops that are without collars Tops that are sleeveless or capped-sleeved Tops that are tankinis, except school tankinis on designated days Tops that are school athletic or activity apparel (except by members of recognized school groups on designated days) Tops that are halter, tank, tube, have midriff, spaghetti strapped, backless, and/or off-the-shoulder tops, or similar Tops that are revealing Tops that are hooded Tops that have holes, rips, or voids Tops that allow undergarments to be visible Tops that are worn unstucked Tops that are tight or too loose (Plus or minus more than one size) Tops that have a logo larger than 1" (whose height or width is more except for Waterloo school-specific) Tops that are sheer or see through Tops that are frayed 	<ul style="list-style-type: none"> Any tankinis, "camis", or tankis, unless with approved tops (the combination may not be collarless) Those with any shade of plaid, checks, stripes, printed designs, words, or symbols <p>Legging/Tights</p> <p>Any tights, pantyhose, or nylonx that are not neutral-colored or that are of one of the prohibited bottom colors: any shade of medium or light blue, green, yellow, red, orange, purple, or white, in grades 6-12</p> <ul style="list-style-type: none"> Tights of fabric material Tights with any patterns, stripes, plaids, designs, words, or symbols in grades 6-12 Leggings or footless tights in grades 6-12 Leotards worn as pants without additional bottom/leg at knee-length in PK-grade 5
	<p>Pants / Skirts / Collared Shirt-Dress Combo / Bottoms - Students May NOT Wear</p> <ul style="list-style-type: none"> Bottoms in any shade of green, yellow, light blue, medium blue, red, orange, purple, or white Any type of cargo or carpenter bottoms with large pockets attached to the exterior Any type of sweat pants/athletic uniform bottoms/shorts or similar Bottoms of any type of material that are form-fitting to the body Yoga pants, skateboard pants, sliver pants, or jumpsuit, or similar Any type of pants or overalls Any bottoms with prints, patterns, embroidery, colored trim, words, symbols, decoration, or similar 	<ul style="list-style-type: none"> Bottoms with excessive functional buttons Bottoms with beads, extra zippers, things hanging off the clothing, chains, large brand tags, or similar Bottoms whose length is above the knee Pajamas or other clothing meant to be worn as sleepwear Bottoms with holes, rips, or voids Bottoms that permit undergarments to be visible Bottoms that are revealing or undecorated (too tight) Bottoms that are more than one size too large (one loose) Bottoms whose waist is more than one inch below the natural waistline Bottoms that have belt loops that are worn without a belt in grades 7-12 Bottoms that are sheer or see-through Bottoms that drag on the floor
Footwear- Students May NOT Wear	Head Wear- Students May NOT Wear	Belts- Students May NOT Wear
<ul style="list-style-type: none"> Sandals or similar Cross or similar Flip Flops or similar Open-Toed shoes Shoes with heels above two inches Slippers or house shoes/house boots, or similar Shoes with fabric soles Any shoe not meant for outdoor wear Wheelie/belly shoes (shoes with skates in the bottom) or similar Any shoe with a red hot heel <p><i>It is not permissible to go without shoes except while participating in a school activity such as swimming or gymnastics where shoes are not appropriate.</i></p>	<ul style="list-style-type: none"> Hats, visors, caps, bandanas, dooags/swoops, hairnets, scarves, or similar, as well as items that are distracting or pose a safety hazard (ex. Birthday hats/costume/holiday headwear) Goggles, unless prescribed by a physician for indoor use <p>Other Items-Students May NOT Wear</p> <ul style="list-style-type: none"> Bandanas or visible handkerchiefs Jewelry that could be used as a weapon Excessive jewelry (jewelry that is distracting or poses a safety hazard) Any item that may be used as a weapon, including, but not limited to, steel-toed shoes/boots, chains, items with spikes or studs, and other items deemed inappropriate by the principal Any item that indicates affiliation with a gang 	<ul style="list-style-type: none"> Belts with buckles whose height is more than the approximate height of the belt Belts with excessive metal (more metal than is necessary for the functioning of the belt) Chains or chain belts Belts with studs (i.e. metal or rhinestones or similar) Belts with any type of protruding object Belts with words or graphics that are <u>distracting, disruptive, or offensive in language or symbols in grades PK-5</u> Belts with words or graphics in grades 6-12 Belts with excess buttons, extra zippers, things extra hanging off the belt, or similar object(s)
Jackets / Sweaters / Vests / Sweatshirts / Outdoor Weight Scarves / Gloves- Students May NOT Wear		
<p><i>Any outer-wear apparel is not permitted in classrooms, hallways, or common areas other than passage to and from the student's locker or coat room upon arrival to or departure from the main building.</i></p>	<ul style="list-style-type: none"> Those with plaid, checks, stripes, pattern, embroidery, decoration, words, graphics, colored trim, printed designs, or similar Those with excess buttons, extra zippers, things hanging off the clothing, or similar extras Hooded garments Garments with holes, rips, or voids Garments that are frayed Jackets/sweaters/sweatshirts/leotards without a collared shirt underneath (unless the garment has a collar or is worn with another collared shirt) Items with logos larger than 1" in width or length, except Waterloo school-specific logo apparel 	

This chart replaces all previous charts. Schools may opt to be more restrictive. (Policy 504.2 / Reg. 504.2-R)

July 2016



EXPO ALC

EXPO ALTERNATIVE LEARNING CENTER MISSION STATEMENT

The mission of Expo Alternative Learning Center is to empower students to develop skills necessary for success in the 21st century global society. We will focus on developing the “Holistic Child” by emphasizing transferrable skills leading to academic-social success and productive citizenship.

Welcome to the Expo Alternative Learning Center!

The Expo Alternative Learning Center (Expo ALC) staff members are some of the most committed and caring that you will find in the education profession. The gifts and talents of our students combined with the dedication and passion of our teachers allows us to continue our commitment to strive for excellence. Excellence comes from a strong, urgent desire to improve how we do things. We are committed to continue working hard connecting our students to learning with new and innovative approaches and to make Expo ALC a top performing school in the Country.

PROGRAMS:

- Expo ALC houses multiple opportunities that allow students to be successful based on a program tailored to their individual needs, talents, and skills.

STUDENTS:

- Each student entering in to Expo ALC programs is valuable, worthwhile, deserving of respect, and entitled to the benefits of a world class education in an atmosphere that fosters human dignity.
- All students can learn. Students participate in a variety of educational program options that design learning strategies to ensure student success.
- Students become successful members of society by maximizing their learning, discovering their potential, and developing their character.

After-Hours Program enrolls high school students from the three high schools with chronic attendance concerns and is at risk of being dropped.

- Students are assigned to program by staff that makes daily contacts with home.
- Community connections are made to locate and re-engage students into the learning process.
- Students are required to attend after school hours until 5:00 p.m. and must earn two (2) credits, utilizing online learning.
- Once students have completed program requirements, they are allowed to re-enrolling back into their comprehensive high school, based on attendance boundaries, or into Expo ALC Programs.

Bridge Program works with 8th grade students from the four area middle schools who are at-risk of failing and/or possibly being retained. Students are referred to this program by their home school administrator and/or counselor.

- Each semester, approximately 20 students are identified by their comprehensive

- school teams for possible retention. Students are introduced to holistic approaches by utilizing 21st Century strategies provided through computer based and e-learning instruction.
- Focus is placed on fundamental mathematic, reading, and social skills to “Bridge” educational gaps between the eighth and ninth grade instructional years.

Middle/High School Cooperative Youth Program (MSCYP & HSCYP) is designed to provide schools with an additional option other than the traditional in and out of school suspension for students that have violated the student conduct code. CYP uses a partnership model involving school personnel, peers, and parents to deliver interventions that address program goals

- Decrease problematic behaviors
- Increase school performance
- Increase student skills to cope with emotional stress

Note: Students are initially placed in CYP for up to 5 days; however, the sending school administrator, along with the district’s approval, may place up to a maximum of eight days.

Crossroads Connection is a classroom located in the Crossroads Mall primarily focused on juniors or seniors who have part-time or full-time jobs and are unable to attend during the traditional school day.

- Offer non-traditional learning environment utilizing online learning that offers flexible hours and blended, individualized instruction.
- Provides real world experiences in retailing and behind the scenes operations as well as other occupations located around the Crossroads Mall area.
- Provides supports for job shadows, internships, job applications, college applications, and any other post-secondary plans.

Expo Alternative High School is designed to educate students for various educational and social factors. Expo Alternative High School provides a unique approach by blending technology and direct instruction to enhance a student’s individual learning experience. Teachers are assigned to students and meet daily the entire length of the student’s enrollment in order to create meaningful relationships with the student, their families, and support networks.

- Utilizes a blended approach between online learning and offline enrichment activities and assignments, as well as, career readiness programming to enhance teacher instruction, improve student learning, and increase student employability upon graduation.
- All students must successfully complete one quarter of orientation which focuses on academics, behaviors, and attendance.
- Education and Career Plans will be developed by all students during orientation

which serves as their individualized plan for advancing toward graduation and post-graduation expectations.

Graduation Connection (GRAD Connect) is an individualized credit recovery program for various identified students on a graduation plan who need additional credits in order to graduate. Students apply through their home school counselor/administrator and attend at a designated time, Monday through Friday before, during and after-school hours. Students sign an individualized contract based on their graduation plan and are required to make steady progress toward completion of that contract.

- Serves approximately 200 high school students per year in a blended approach between online learning and offline enrichment activities and assignments.
- Offers students flexibility in scheduling as well as attendance hours to meet individual student needs.

Middle/High School Educational & Discipline Program (MSEDP & HSEDP) educates students from middle and high schools who are demonstrating behaviors that distract them from the comprehensive learning environment. Students assigned to this program have varied lengths of stay and have to demonstrate the ability to responsibly manage their behavior prior to transitioning back to their home school or district.

- Serves approximately 600 students annually & provides academic and behavioral interventions focusing on holistic approaches.
- Philosophy based on providing the best care, welfare, safety, and security for everyone while focusing on how to deescalate and/or prevent problem behaviors through the use of daily groups and mentors.

Transition Alliance Program (TAP) develops and implements a new pattern of service to youth with disabilities. The goal is to increase successful employment through collaborative efforts. Students participating in TAP are referred by their home school IEP Team based on their needs in developing skills to be successful in obtaining, maintaining, and regaining employment.

- TAP provides individualized attention that addresses the specific needs and fosters the development of realistic goals of young adults. These supports begin for eligible students during high school and can continue through the age of 25.
- TAP provides assistance with vocational, housing, medical and financial matters. TAP staff work with students one-on-one to reach their personal goals.

Waterloo Virtual Academy (WVA) specializes in the use of on-line learning that provides a flexible option to progress learning outside of the traditional school setting. Students enrolled in the WVA Academy will have the support of a highly certified Waterloo CSD teacher for the majority of their classes. A learning coach is assigned to each student to ensure adequate progress is being made, and address questions or concerns that the student may have.

- All online curriculums (E20/20) are customized to meet the standards and benchmarks of the Waterloo CSD, and meets common core standards.
- The WVA will integrate a progress based attendance policy for students who do not fall under the mandatory attendance policy. Students who fall under the mandatory attendance policy will be required to log in to their online courses for a required number of hours per day.
- The WVA will allow students the supports they need in a virtual school setting to graduate prepared for college, career and citizenship.
- With the online learning environment, students will have access to teachers, counselors, and their learning coach to ensure they have the skills necessary to continue their education, pursue a career path, or contribute to the community.
- WVA staff will assist students with college applications, job applications, as well as offer courses to ensure our students have the skills necessary to be successful post-graduation.

**Expo Alternative Learning Center
Staff List
2017-2018**

Cary Wieland, Principal
Charlotte Coleman, Assistant Principal
Henry Shepherd, Assistant Principal

Counseling Department

Prehm, Shannon	A-G Guidance Counselor
Melissa Knight	H-O Guidance Counselor
Hamlyn, Bradley	P-Z Guidance Counselor

Specialized Services

Klein, Nick	Case Manager
Opperman, Dixie	Consultant (AEA 267)
Roby, Melanie	Consultant (AEA 267)
Takes, Al	Consultant (AEA 267)
Ryan, Jason	Information Technology Support Specialist
Griffin, Rob	East High/Expo ALC Instructional Strat
Coach	
Malsam, Joe	West High/Expo ALC Instructional Strat
Coach	
Oliver, James	School Resource Officer (SRO)
Open Position	Literacy Coach

Expo High Teachers

Finney, Jossette	English
Barkley, Jordan	English
Breitbach, Charnell	English
Sedgwick, Shelley	Math
Fernandez, Jeanine	Math
Sales, Jennifer	Science

Camarata, Randee	Science
Wood, Chip	Social Studies
Knox, Kyle	Social Studies
Herold, Andrea	English Co-Teacher
Decker, Jon	Math Co-Teacher
Davis, Teri	Science Co-Teacher
Jaramillo-Bean, Maria	Social Studies Co-Teacher
Sexe, Jeanne	Cognitive Classroom
Rogers, Kelly	Instructional Strat II Classroom

Career Technical Education Teachers

Britney Lund	C3 Foundations/ Leadership
Neubauer, Norma	Family & Consumer Science
Blomker, Josh	Industrial Technology
Giachino, Joseph	Physical Education/Health
Milder, David	Physical Education
Kinnetz, Tammy	Workforce Experience

High School Educational and Discipline Program (HSEDP) Teachers

Harbaugh, David	HSEDP
Liebsch, Ami	HSEDP

Middle School Educational and Discipline Program (MSEDP) Teachers

Lang, Cindy	MSEDP
Pippert, Amber	MSEDP
Schmadeke, Mark	MSEDP (Instructional Strategist II)

Graduate with Required Academics and Diploma (GRAD) Connect Teachers

Ganfield, Trisha	English/Virtual Academy K-8
Benter, Bruce	Math
Galbraith, Justin	Instructional Strategist I
Open Position	Secondary At-Risk Content Area

Specialized Teaching

Allbee, Katia	Bridges
Aberle, Ashley	Focused Learning Classroom/Virtual
Academy Secondary	

Wical, Jo Ellen
Open Position

Recovery Room

Crossroads Connections

Support Staff

Meinert, Pam
Wolf, Jan
Ricketts, Candace
Bergman, Melanie
Bolden, Chris
Brown, Sandra
Davis, Shastiny
Denton, Yvette
Dillon, Corrina
Ganfield, Jeremy
Garrison, Amy
Grover, Alisha
Lampe, Teresa
Schmolt, James
Shepherd, Suzie
Smith, Jackie
Sykes, Gregory
Weidman, Trinette
Wickham, Lynette
Wilder-Wright, Gloria
Zearing, Lucas
Open Position

[illegible]

TAP

Kimber, Katie
Denton, Mike
Geiger, Cindy
Howard, Cindy

Transition Facilitator
Coordinator
Coordinator
Specialist

Health Staff

Buck, Brenda
Rodemeyer, Sherry

Nurse
Health Assistant

Building Specialized Staff

Dellinger, Russ
Gonzalez, Luis
Sallis, Deborah
Mitchell, Susan

Head Custodian
Evening Custodian
Evening Custodian
Laundry Services

Powell, Wyome

Laundry Services

2017-2018 Class Schedules

Content Area	Teacher	Room #	Block 1		Block 2		Open/Lunch		Block 3		Block 4	
			7:45 - 8:35		8:35 - 9:25		9:25 - 10:15		10:15 - 11:05		11:05 - 11:55	
			Period 1	Period 2	Period 3	Period 4	Lunch A	Lunch B	Period 5	Period 6	Period 7	Period 8
			7:45 - 8:25	8:25 - 9:05	9:15 - 9:55	9:55 - 10:35	10:35 - 11:15	11:15 - 11:55	11:45 - 12:25	12:25 - 1:05	1:15 - 1:55	1:55 - 2:35
Math	Jeanne Fernandez	Rm 214	Math - E2020 Rm 212/214	PLANNING Rm 212/214	Geometry A Rm 214		Lunch Break Rm 214	Math - E2020 Rm 214	Algebra 1A Rm 214		Math - E2020 Rm 214	
Math	Shelley Bodanis	Rm 212	PLANNING Rm 212/214	Math - E2020 Rm 212/214	Algebra 1A Rm 212		Math - E2020 Rm 212	Lunch Break Rm 212	Math - E2020 Rm 212		Consumer Math A Rm 212	
Math	Jon Oster	Co-Teach	Co-Teaching		Co-Teaching		Lunch	PLANNING	Co-Teaching		Co-Teaching	
Science	Randee Camargo	Rm 202	Biology A Rm 202		Science - E2020 Rm 202/210	PLANNING Rm 202/210	Lunch Break Rm 202	Math - E2020 Rm 202	Science - E2020 Rm 202		Biology A Rm 202	
Science	Britt Jewell	Rm 210	Physical Science A - PE Rm 210		PLANNING Rm 202/210	Science - E2020 Rm 202/210	Math - E2020 Rm 210	Lunch Break Rm 210	Earth & Space Rm 210		Science - E2020 Rm 210	
Science	Neil Davis	Co-Teach	Co-Teaching		Co-Teaching		Lunch Break Rm 210	PLANNING	Co-Teaching		Co-Teaching	
English	Jordan Bartley	Rm 204	English - E2020 Rm 204		English 10A Rm 204		Lunch Break Rm 204	Math - E2020 Rm 204/206	PLANNING Rm 204/206		English 11A Rm 204	
English	Josette Finney	Rm 206	English 9A Rm 206		English - E2020 Rm 206		Math - E2020 Rm 204/206	Lunch Break Rm 204/206	PLANNING Rm 204/206	English - E2020 Rm 204/206	English 9A Rm 206	
English	Andrea Hewitt	Co-Teach	Co-Teaching		Co-Teaching		Lunch Break Rm 206	PLANNING	Co-Teaching		Co-Teaching	
E. Studies	Chris Wood	Rm 201	U.S. History A Rm 201		EE - E2020 Rm 201		Lunch Break Rm 201	Math - E2020 Rm 201	U.S. History A Rm 201		EE - E2020 Rm 204/206	PLANNING Rm 204/206
E. Studies	Kyle Kline	Rm 202	EE - E2020 Rm 202		World History A Rm 202		Math - E2020 Rm 202	Lunch Break Rm 202	World History A Rm 202		PLANNING Rm 204/206	EE - E2020 Rm 204/206
E. Studies	Marc Jeremias-B	Co-Teach	Co-Teaching		Co-Teaching		Lunch Break Rm 202	PLANNING	Co-Teaching		Co-Teaching	
Expo HS	Cherish Bridges	E2020 Lab Rm 217	E2020 Lab Rm 217	E2020 Lab Rm 217	E2020 Lab Rm 217	E2020 Lab Rm 217	Lunch Break Rm 217	PLANNING Rm 217	E2020 Lab Rm 217	E2020 Lab Rm 217	E2020 Lab Rm 217	E2020 Lab Rm 217
English	Ashley Patty	PLC Rm 210	PLC/Virtual Rm 210	PLC/Virtual Rm 210	PLC/Virtual Rm 210	PLC/Virtual Rm 210	PLANNING Rm 210	Lunch Break Rm 210	PLC/Virtual Rm 210	PLC/Virtual Rm 210	PLC/Virtual Rm 210	PLC/Virtual Rm 210
CTE	Tammy Pinnatz	Rm 121	COOP/Work Experience		COOP/Work Experience		PLANNING	Lunch Break	COOP/Work Experience		COOP/Work Experience	
CTE	Orlando Lund	Rm 210	PLANNING	Leadership I MVP	CI Foundations		Lunch Break	Math - E2020	CI Foundations		Leadership Development I	
CTE	John Gonsler	Rm 100	Intro to Technology Rm 100		Intro to Residential Construction Rm 100		Math - E2020 Rm 100	Lunch Break	PLANNING	Carpentry Rm 100	Intro To Technology Rm 100	
CTE	Joseph Quachino	Gym	Health Gym		PLANNING	Phys Ed Gym	Lunch Break	Math - E2020 Rm 100	Phys Ed Gym		Phys Ed - M/EDP/H/EDP Gym	
CTE	Horne Haubauer	Rm 100	Personal Finance Rm 100		Civic Development Rm 100		Math - E2020 Rm 100	Lunch Break	Exploring Career Rm 100	PLANNING	Culinary Arts Rm 100	
CTE	David Wilder	Gym	Phys Ed Gym	Phys Ed Gym	Phys Ed Gym	Transition to HHS/High						
LIB SD	Polly Rogers	Rm 302	Block 1		Block 2		Lunch/Bills		Block 3		PLANNING Physical Ed/SD	Block 4
Bridge	Rafa Alfon	Rm 304	Block 1	PLANNING SD/HS SVIRT	Block 2		Lunch		Block 3		Block 4	
Cognitive	Jeanne Bess	Rm 102	Science		Math		Lunch / PLANNING		Science		Math	
Recovery	Jo Wuall	Rm 112	Recovery Room		Recovery Room		Lunch		Recovery Room		Recovery Room	
HMEDP	Ami Lewiston	Rm 109	Block 1		Block 2		Lunch/Bills		Block 3		PLANNING/PE SD/HS SVIRT	Block 4
HMEDP	Dave Hatchings	Rm 112	Block 1		Block 2		Lunch/Bills		Block 3		PLANNING/PE SD/HS SVIRT	Block 4
MEDP	Mark Schmacke	Rm 140	Block 1		Block 2		Lunch / PLANNING		Block 3		Block 4	
MEDP	Andre Piggott	Rm 128	Block 1		Block 2		Lunch / PLANNING		Block 3		Block 4	
MEDP	Clay Lang	Rm 141	Block 1		Block 3		Lunch / PLANNING		Block 3		Block 4	
Counseling Team	SP, MW, BH		Counseling Duties									

Expo ALC

Daily Class Schedule

First Bell – 7:40 am

Tardy Bell – 7:45 am

Additional Planning 7:25 – 7:45 am

1st Block: 7:45 – 9:08 am

2nd Block: 9:12 – 10:35 am

Oasis/Lunch

1st Lunch 10:39 – 11:09 am

2nd Lunch 11:11 – 11:41 am

3rd Block: 11:45 – 1:08 pm

4th Block: 1:12 – 2:35 pm

Additional Planning 2:35 – 2:55 pm

Oasis Four Main Purposes:

1. To help students monitor and develop responsibility for their actions
2. To monitor the academic and social progress of each student
3. To allow students to interact as individuals and in groups to express their feelings or beliefs
4. To build a family feeling and camaraderie among students at Expo.

Note: Students who complete all requirements, including daily assignments/activities, each quarter of Oasis will receive either a Pass or Fail grade. Students receiving a Pass will receive a .5 elective credit toward the district graduation requirements.

**Expo ALC
1 Hour Delay Schedule**

**First Bell – 8:40 am
Tardy Bell – 8:45 am**

Additional Planning 7:25 – 8:45 am

1st Block: 8:45 – 9:38 am

2nd Block: 9:42 – 10:35 am

Oasis/Lunch

1st Lunch 10:39 – 11:09 am

2nd Lunch 11:11 – 11:41 am

3rd Block: 11:45 – 1:08 pm

4th Block: 1:12 – 2:35 pm

Additional Planning 2:35 – 2:55 pm

Oasis Four Main Purposes:

1. To help students monitor and develop responsibility for their actions
2. To monitor the academic and social progress of each student
3. To allow students to interact as individuals and in groups to express their feelings or beliefs
4. To build a family feeling and camaraderie among students at Expo.

Note: Students who complete all requirements, including daily assignments/activities, each quarter of Oasis will receive either a Pass or Fail grade. Students receiving a Pass will receive a .5 elective credit toward the district graduation requirements.

Expo ALC
2 Hour Delay Schedule (Rotation Schedule)

First Bell – 9:40 am
Tardy Bell – 9:45 am

Additional Planning 7:25 – 9:45 am

1st Block: 9:45 – 10:08 am

2nd Block: 10:12 – 10:35 am

Oasis/Lunch	
1st Lunch	10:39 – 11:09 am
<u>2nd Lunch</u>	<u>11:11 – 11:41 am</u>

3rd Block: 11:45 – 1:08 pm

4th Block: 1:12 – 2:35 pm

Additional Planning 2:35 – 2:55 pm

Oasis Four Main Purposes:

1. To help students monitor and develop responsibility for their actions
2. To monitor the academic and social progress of each student
3. To allow students to interact as individuals and in groups to express their feelings or beliefs
4. To build a family feeling and camaraderie among students at Expo.

Note: Students who complete all requirements, including daily assignments/activities, each quarter of Oasis will receive either a Pass or Fail grade. Students receiving a Pass will receive a .5 elective credit toward the district graduation requirements.

Mid-Term Reporting Dates

Mid-Term for the 1st Quarter

September – September , 2017 closes @ 4:00 pm

Mid-Term for the 2nd Quarter

December - , 2017 closes @ 4:00 pm

Mid-Term for the 3rd Quarter

February - , 2018 closes @ 4:00 pm

Mid-Term for the 4th Quarter

May - , 2018 closes @ 4:00 pm

Quarter Report Cards Reporting Dates

1st Quarter Ends

October – November , 2017 closes @ 4:00 pm

2nd Quarter Ends

January - , 2018 closes @ 4:00 pm

3rd Quarter Ends

March – April , 2018 closes @ 4:00 pm

4th Quarter Ends

June to last teacher work day closes @ 4:00 pm

Dates may be changed due to weather cancellations

Attendance

Promoting personal responsibility, developing a sense of community and providing academic instruction at a level that students can succeed are fundamental goals of Expo ALC. Regular and consistent attendance is essential for students to succeed.

Absenteeism inhibits the effectiveness of the Expo experience for students. While assignments may be made up, there is no substitute for class participation. For this reason, Expo ALC students are expected to attend all classes on a daily basis.

Sometimes absences are unavoidable. Serious illness, bereavement, care of a child, pregnancy complications or court ordered mandatory meetings are examples of absences that might be unavoidable.

Our school has an automated calling system to report student absences to parents/guardians. We encourage parents/guardians to check with our office regarding their student's attendance. Please report absences to the office at 433-1930. Please make every attempt to schedule appointments outside of the school day.

Attendance Policy

I. Excused Absences

The only legal (**excused**) reasons for a student to be absent from classes and school are listed below. All other absences constitute truancy.

1. Personal illness with proper medical verification. *(This will be confirmed)*
2. Death in the immediate family *(immediate family defined as spouse, parent, child, brother, sister, mother-in-law, father-in-law, or other relative residing in the immediate household)*
3. Religious holiday as specified by Iowa Department of Education.
4. Home school administrative requirements
5. Court appearance where the student is summoned to appear *(with copy of summons)*

II. Attendance Notifications

Students absent **two days** will be notified by Oasis/roster teachers of their attendance status.

Students absent **four days** will be notified by staff, call to parent/guardian by homeroom/Oasis teachers regarding attendance status and required to participate in an attendance conference with their Oasis/roster teachers and guidance counselor.

Students absent **four to six days** will be notified by letter, sent from the attendance office, of their attendance status and required to participate in an attendance conference with Oasis/roster teachers, guidance counselor, case manager, and principal.

Students absent **twelve days** will be turned over to the district attendance tracker, by the school administrator or delegate, and will be subject to a School Attendance Review Board (SARB) hearing. Any further absences will be reviewed by the district attendance tracker. Students mandated to attend under the state Compulsory Attendance Law, that continue absences from school, case will be sent to the County Attorney's Office for adjudication.

III. Making-up Assignments

Student must make arrangements with his/her instructor to obtain make-up assignments for absences. The instructor will establish firm guide and time lines for each individual case.

IV. Illegal Absences and Truancy

Students found being truant from class or school will be assigned a consequence (Recovery Room) for each illegal absence and earn a **zero (0)** on all class assignments missed. Students that are illegally absent from class or school **2 or more days** will be required to participate in an attendance conference with their Oasis/roster teachers, guidance counselor, academic dean, and parent/guardian. Continual disregard for the policies regarding truancy and illegal absences will result in intensive academic planning and scheduling.

V. Lateness and/or Early Release

Any student who arrives late must sign in at the main office. Late arriving students will not be admitted to class without a late pass from the main office. Students will be marked late to school if they are not in their first period class by 8:00 a.m.

Students who require early dismissal are to sign out in the Main Office. Regardless of age, early notification along with parental consent is required prior to release. Main Office staff will only release the student to an individual listed on Infinite Campus or the parental consent to release to a specific adult.

*Note: Special Provision Classrooms: Students entering the building past 8am will need parent communication with school. Students entering after 9am will need to provide the school with formal documentation illustrating reason for tardiness to school (i.e. Doctor's appointment, lawyer appointment, etc...).

VI. Absence Reporting/Recording Procedure

A note containing (1) the student's name, (2) date, (3) reason for absence, and (4) parent/guardian signature must be presented to the main office when returning to this school following the period of absence. These notes will be filed for future reference and will be of critical importance should the appeal process be initiated by the parent/guardian. Parent/Guardian listed on Infinite Campus will also have the option to communicate through email by contacting Expo Main Office staff, Jan at wolfj2@waterlooschools.org or Pam at meinertp@waterlooschools.org

Note: If an absence is submitted by email it must match what we have on file for the parent/guardian. All other absence reasons submitted by email will be considered null and void.

INCOMPLETE SCHOOL DAY

Pupils leaving school prior to completion of their regularly scheduled school day must submit a written request signed by the parent or guardian and their program teacher. This request will be presented to the Main Office for approval.

- Release from school for reasons such as auto repairs, hairdresser appointments, photographs, etc., are not acceptable excuses.
- The school recognizes the following as legitimate needs for early release from school:
 - o Illness that manifested itself after having reported to school.
 - o Verified appointment with physician or dentist.
 - o Driver test with verification of appointment.
 - o Other extenuating circumstances approved by the principal of his/her designee.

In case of illness the school nurse will review and verify that the student is ill, after which the pupil may be released from school pursuant to prescribed procedures. The student will be permitted to make up all work missed.

Graduation Requirements

<u>COURSES</u>		<u>CREDITS</u>
English		8 (must include English 9, 10, Am. Lit./Comp., Writing course, 2 electives)
Mathematics		6 (must include Algebra I or equivalency)
Science		6 (must include 2 biology and 2 physical Science)
Social Studies		6
US History	(2)	
World Studies		(2)
Contemporary Affairs	(1)	
US Government	(1)	
Economics		1 (Economics, JA Economics, or Consumer Economics)
C3 Foundations		1
Health		1
Physical Education		4 (or equivalent exemptions)
<u>Electives</u>		<u>11</u>
MINIMUM CREDITS NEEDED		44

- Score of 263 in both Reading Comprehension and Mathematics: Concepts and Problem Solving on the Iowa Assessments. Students with IEP's or 504 plans may be exempt from this requirement.
- In addition to credits earned in any Waterloo Community School, a maximum of four credits may be earned to make up failing grades or to meet graduation requirements at an approved educational institution (i.e. Hawkeye Community College). The outside credits must be taken at an institution approved by the Waterloo Public Schools. Please check with the counselor for approved courses and institutions. **The building principal or counselor must approve courses**

before the student enrolls in a class.

Grade Level Determinations

10th grade – Class of 2011 and on - need 11 credits.

11th grade – Class of 2011 and on - need 22 credits.

12th grade – Class of 2011 and on - need 33 credits.

Post-Secondary Enrollment Act

Students in grades nine (9) through twelve (12) may receive academic credits that count toward the graduation requirements for courses taught in post-secondary educational institutions. The student may receive credits for courses approved by the School Board. Courses shall be approved on a case-by-case basis. Students in grades eleven (11) and twelve (12) will be reimbursed for tuition and other costs directly related to a course approved by the Board up to a maximum of \$250.00.

Students in grades nine (9) through twelve (12) may take correspondence courses from a post-secondary educational institution. Prior to taking the correspondence course, students must receive the approval of the Board to receive credit toward the graduation requirements set by the Board.

Student Records

School records are kept for all students. The records contain a student's school history including attendance records and grades. The cumulative folders are located in the office. Parents are welcome to view the records, if they wish. A 24-hour advance notice is appreciated.

Mid-Term Reports

The mid-term report is a progress report that each student receives after the first 4 ½ weeks of each nine week period. Parents are encouraged to consult with teachers and counselors based on the information on the mid-term. Report Cards are issued at the end of each nine weeks.

The top students in the senior class are ranked according to their grade point average. After graduation, grade point averages and class rank are entered on the student's permanent school record.

Grade Points

(Pluses and minuses are not computed)

A = 4 grade points

B = 3 grade points

C = 2 grade points

D = 1 grade point

- In the event of scholarships and awards, class rank cannot be confirmed until all grades and credits have been completed.

Graduation Activities

These include ordering caps and gowns, announcements/cards, and participating in Commencement. Graduation announcements and name cards may be ordered in the fall of the senior year.

Any student who has met the requirements for graduation and who follows the rules set by the administration for the ceremony will be allowed to participate in Commencement. **Students are allowed to participate in Commencement graduation if they have met all of the requirements by the Waterloo Community School District prior to the ceremony.** A student who does not wish to participate in Commencement ceremonies will receive his/her final progress report and diploma in the mail.

Commencement Ceremony

Each year a Commencement Ceremony is held for those students who have met all graduation requirements. It is considered an extracurricular event and it is not required that students participate. Diplomas can be picked up or mailed to students during the week following Commencement for those who do not attend.

To attend Commencement and “walk the stage” a student must have:

1. Met all academic and credit requirements by the credit deadline **prior** to the ceremony.
2. Attended commencement practice.
3. Ordered and purchased an approved cap and gown for the ceremony

Driver License Suspension

The Department of Transportation shall suspend the license of a person under the age of 18 upon receipt of notification from the appropriate school authority that the person (student) does not attend school. Cross Ref: Code of Iowa 200.11AA & 3221.2123B

Leaving School before Dismissal

When a student becomes ill, has a doctor's appointment, or feels it is necessary to leave school before being dismissed, he/she must sign out with the main office.

Telephone Calls

Students may use the school office phone for emergency calls. Messages will be taken and delivered to the student only from the parent or guardian. Messages cannot always be delivered immediately. Message delivery cannot be ensured if phone calls are received during the last 20 minutes of the day.

Visitors

STUDENT VISITORS: Students may not visit Expo Alternative Learning Center without the Principals' permission. Students must also stay on their designated floors unless supervised by an adult.

OTHER VISITORS: Parents are always welcome to visit classes and confer with the principals or any other staff member. Please call ahead to make sure that the staff member you wish to see is available. All Visitors Must Check in Through the Office

Conferences

All parents are encouraged to show support for their student's education by attending Fall and Spring Conferences. Please see the main office for conference schedules and call your student's teachers with questions and/or concerns.

Building Site Council

The Building Site Committee is made up of parents, students and staff. This is a decision making group that meets quarterly.

Change of Address and Telephone Numbers

Please inform the office if your address or telephone number changes. It is important that we have accurate information in case of an emergency.

Money and Valuables

Students are responsible for their own money and valuables. Students are discouraged from carrying large sums of money to school and reminded not to leave money or valuables in gym classes or unattended. Students may prefer to check money and valuables into the Principal's Office. The school is not responsible for stolen money or valuables.

ID Badges

All Expo Alternative Learning Center students will be issued an ID Badge that must be worn around the neck. This identification is necessary for automated lunch program, overall safety, and admission to school and district events. Lost ID's may be replaced through the main office at a cost of \$3.00 (\$2 for ID Badge & \$1 for lanyard).

Smoking Policy

Smoking on school grounds, in the building, in cars or at school activities is prohibited by the District's Discipline Policy.

As Expo Alternative School is part of the Waterloo Community School District, we will abide by these policies. We understand that smoking is an individual health issue and needs to be addressed in an appropriate way by each individual. Therefore, the following policy will be in effect for any student who is seen smoking during school hours in, or around, the building.

- First Violation: Parent Communication/Warning
- Second Violation: Parent Communication/Ticket - Smoking Cessation Course (If under age)
- Third Violation: Parent Communication/Assigned to Recovery Room
- Fourth Violation: Parent Communication/Referred to School Resource Officer

Fighting at School

Disciplinary Procedure for Students Involved in a Verbal Fight

The staff at Expo believes that, in all situations, our first responsibility is to help students learn and become better citizens. Fighting is usually the result of a person's inability to deal with problems in a productive, positive and socially acceptable manner. The following procedure has been drawn up to help students who are involved in a fight get back into school and to help them learn how to handle problems in a more acceptable manner.

Students at Expo who are involved in a verbal altercation/fight will be sent to intervention immediately and referred for counseling support. Here at Expo we believe that if both individuals take the time to understand their issues and concerns with one another, then both individuals become aware of the many alternate paths towards resolution and their own educational planning. If an individual engages in multiple verbal altercations/fights they will receive the same consequence issued to those individuals involved in a physical altercation/fight.

Disciplinary Procedures for Students Involved In A Physical Altercation/Fight

The staff at Expo believes that, in all situations, our first responsibility is to help students learn and become better citizens. Fighting is usually the result of a person's inability to deal with problems in a productive, positive and socially acceptable manner. The following procedure has been drawn up to help students who are involved in a fight get back into school and to help them learn how to handle problems in a more acceptable manner.

Students at Expo who are involved in a physical fight, parents will be notified immediately and referrals will be processed according to the policies outlined by district policy 504.3. Determination of placement and duration of length will be made by the Principal or his designee.

Prior to transitioning back to a normal schedule, the student must attend a conference with his/her Oasis/roster teacher, the Principal, parent/guardian, and any other appropriate staff member(s). Each situation will be dealt with on an individual basis at each conference. Areas which may be considered include: the circumstances relating to

the fight, the intensity of the fight, the past record of the student, the attitude of the student toward resolving the problem and the willingness of the student to meet the condition for transitioning.

As a result of this conference, a decision will be made regarding the incident. Consequences may include, but are not limited to:

1. A recommendation to the School Board that the student be expelled.
2. A recommendation that the student complete his/her education at another school or program.
3. A recommendation that the student be allowed to transition back after he/she has met the conditions established at the conference. These conditions may include, but are not limited to:
 - The student gets counseling from an outside agency. (Student would be required to sign a release of information so the school can verify that the student is keeping appointments and making a sincere effort to deal with his/her problems).
 - The student does a minimum of 20 hours of volunteer work in the community.
 - The student demonstrates a sincere regret for fighting and there is reason to believe that, if he/she were allowed to transition back, this kind of behavior would not be repeated.

Substance Abuse Procedure

- A. Procedure to follow if student is in possession of alcohol, a controlled substance or drug paraphernalia.
1. Detain student and secure alcohol, substance, and/or paraphernalia if possible.
 2. Notify school administrator.
 3. Contact Liaison Officer for implementation of relevant legal procedures.
 4. Contact parent/guardian.
 5. Call probation officer or social worker, if applicable.
 6. School disciplinary actions may include the following.
 - A recommendation to the School Board that the student be expelled.
 - The student suspended from school and referred to an alternate program for a period of time as determined by the Building Principal.
 - The student undergoes substance abuse screening and substance abuse counseling (Pathways program), if recommended.
 - The student completes thirty or more hours of community service.
 - The student/parent signs a contract agreeing he/she will not possess, use or be under the influence of controlled substances while on the school campus or at school events.

- Violations of contract – Suspension and Student Services referral.
- B. Procedure for suspected use of alcohol or controlled substance.
1. Detain student if possible.
 2. Notify school administrator.
 3. Request student to submit to search of his or her personal property such as clothing, bags and vehicle.
 4. Immediate urine analysis may be required prior to student returning to school.
 5. If search is conducted and yields nothing, contact parent/guardian.
 6. If search results in securing controlled substance, drug paraphernalia or alcohol, follow steps and measures appropriate in Procedure A.
 7. If search is refused, follow steps 3, 4, 5 in Procedure A and appropriate measures in A6.
- C. Procedure for suspected transaction involving a controlled substance.
1. Follow Procedure B.

Cell Phones and Electronic Equipment

Expo ALC has developed the following guidelines regarding student use of cell phones, beepers, and personal listening devices during the school day in an effort to be consistent and fair:

- Students must keep all phones, beepers, and personal listening devices turned off and out of sight in the school building with the exception of personal listening devices during On-line classes.
- In the event that a student is using any items during school hours without prior permission, the staff member will send the student's cell phone to the main office to be logged in as a violation of our building policy.
- When the Principal receives the item, he/she will decide when to return the item to the student.
- Note: If the student does not cooperate with this policy immediately, student's behavior will be dealt with according to district policy 504.3 section 8 (a) Willful Disobedience/Defiance (e) Electronics, 16 Classroom Rules Violation, and 17 Building Rules Violations.

Transportation

Expo ALC stipulates by what means the student will arrive and leave the building, which is almost always by school bus (Authorized Approval to Drive: Expo High, GRAD

Connect, TAP, and Virtual School). The student may use no other mode of transportation unless authorized by the principal or designee. If the child misses the bus, only the parent or parent designee may bring him/her to school. Only the parent or parent designee may pick him/her up after school in lieu of him/her riding the bus. The student may not arrive or leave with another student who is being transported to or from school by the other student's parent, without written permission of their parent, verified by school personnel. In the event that the student is removed from the bus which brings him/her to Expo, only the parent or parent designee may bring him/her to school and pick him/her up.

Parents and students are reminded that behavior on the bus is legally held the same as on any school property. Expo student is considered on very strict probation and should be ever mindful of his/her behavior.

The center has designated areas in which the student must wait for and board the bus and be left to catch their transportation home at the end of the day. Parents are encouraged to learn the rules set down by the center for conduct at the bus stop and to encourage the student to comply with them. The staff encourages the student to be mindful of the strict probation under which he/she is given the privilege to the ride and to hasten his/her return to the home school by following the rules.

At no time is the driver of the bus to or from Expo allowed to pick up or let off a student at any place other than the location designated as his/her bus stop. Only the school principal can give permission for an exception.

The staff will deal strictly with students who violate the common-sense rules.

- **First Offense** = student could receive a "Warning" and parent contact
- **Second Offense** = suspended from transportation for 1 day. Student must attend school for days to be counted.
- **Third Offense** = suspended from transportation for 3 days. Student must attend school for days to be counted.
- **Fourth Offense** = suspended from transportation for 5 days. Student must attend school for days to be counted.
- **Fifth Offense** = Loss of transportation privilege completely.

Note: student could lose transportation privileges completely based on the severity of the infraction.

Driving

Driving on school property is a privilege. Students are expected to stop, act responsibly, and to drive in such a manner as to assure the safety of others. Speeding, reckless driving and driving in areas other than designated roadways will not be tolerated. The privilege of driving on school property may be denied to violators. The school is not responsible

for damages and/or thefts to vehicles.

Automobile Searches

Automobiles on school property may be searched when a school authority has reasonable suspicion that the automobile contains illegal or contraband items. These searches may include the police, the school Liaison Officer, staff members, and a drug dog. Notification of searches is not required.

Nursing Services

A registered nurse is on call. If a student is ill or injured he/she should secure permission from his/her teacher to go to the main office to receive first-aid treatment. No student is to leave the school without administrative and parental permission.

Teacher Strategies

Antecedent (Actions taken prior to student behaviors)

Break student tasks into manageable 'chunks': Students may misbehave to escape activities that they find too hard or tedious. Consider breaking a larger task into smaller or easier 'chunks' that the student will more willingly undertake. If the student must complete a large number of subtasks, include an occasional break.

Increase adult supervision/surveillance: When the student's misbehavior is 'covert' (hidden), increase the adult supervision in the area. Be sure that all adults supervising a particular school setting agree on what behaviors to single out for positive or negative consequences and know how to get additional assistance if student behaviors get out of hand.

Increase 'reinforcement' quality of classroom: If a student is acting out to be ejected from a classroom, it may be that student does not find the classroom setting and/or routine to be very rewarding. The teacher can make the classroom environment more attractive in a number of ways, including by posting interesting instructional materials (e.g., bulletin board displays), boosting the pace of (and degree of student interaction in)

class lecture or discussion, and including additional instructional activities of high interest to students.

Offer choice: When students are offered opportunities to make simple but meaningful choices in their classroom routine, their behaviors can improve. Examples of choice include permitting students to select who they work with on a project or choose what book to read for an assignment.

Offer help strategies: Misbehavior may occur when students are stuck on a work assignment and do not know how to quickly and appropriately request help without drawing undue attention to themselves. Teachers can address this problem by teaching the entire class how to request assistance in a non-disruptive way. A teacher may, for example, instruct students with questions during seatwork to post a help-signal and continue working on other assignments or approach a peer-helper for assistance.

Preview rules/behavioral expectations: Some students misbehave because they are impulsive and do not always think through the consequences of their misbehavior before they act. These students can benefit from having the teacher briefly review rules and/or behavioral expectations just before the students go into a potentially challenging situation or setting (e.g., passing through the halls).

Provide skills instruction: If the teacher determines that a child engages in inappropriate behaviors because the student lacks alternative, 'replacement' skills, the instructor should set up a plan to provide the child with the necessary skills. Any skills instruction should include plenty of examples to illustrate the skill-set being taught, demonstration (e.g., modeling, role-play) and a 'checkup' (e.g., student demonstration and verbal 'walk-through' of steps to skill) to confirm to the teacher's satisfaction that the student has acquired the skill.

Rearrange student seating or classroom setup: If elements of the classroom setting appear to contribute to the student's behavior problems, consider changing the student's seating or the classroom setup to reduce these problems. For example; a student who is distracted by peers may benefit from having his or her seat moved to a more private area of the room.

Teach student to identify their triggers: Students who frequently become angry at peers or who may be set off by the excitement of large groups may be taught to (1) identify when they are getting too tense, excited, or angry, and (2) take a short break away from the setting or situation until they have calmed down sufficiently.

Student Assigned Interventions

Behavior/Consequences (Actions taken during and after behavior occurs)

Behavioral contract: The student and teacher hammer out a written agreement that outlines: specific positive behaviors that the student is to engage in (or specific negative behaviors that he or she is to avoid), the privileges or rewards that the student will earn for complying with the behavioral contract, and the terms by which the student is to earn the rewards (e.g., staying in his or her seat during independent reading for three consecutive days).

Ignoring: When the student displays a problem behavior, the teacher 'ignores' the behavior (that is, the teacher does not give the student attention for the behavior).

Loss of privileges: The student is informed in advance that he or she can access a series of privileges (e.g., access to games to play, the opportunity to have 5 minutes of free time) if his or her behavior remains appropriate. The instructor informs the student about what kind and intensity of problem behavior may result in the loss of privileges, and for how long. After this introductory phase, the instructor withdraws privileges as agreed upon whenever the student misbehaves.

Modeling (Vicarious Learning): While the target student is observing, the teacher gives specific public praise to students other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.

Office referral: The instructor writes up a referral documenting the student's misbehavior and sends both the referral and student to intervention.

Over-correction: The student is required repetitively to practice a skill that will 'replace' or improve upon an inappropriate or problem behavior. For example, a student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.

Parent contact: The teacher calls, sends a note home to, or e-mails the student's parent(s) regarding the behavioral problems. The parent may be asked for advice on how the teacher can better reach and teach the student at school. The teacher may offer suggestions for appropriate parent involvement (e.g., "You may want to talk with your child about this incident, which we view as serious.").

Peer Consequences: If the teacher finds that classmates play (or could play) an important role in influencing a target student's behavior(s), the teacher may try to influence the target student's behaviors indirectly by providing consequences for selected peer behaviors.

Praise: When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., "Great job!"), the praise statement should give specifics about the behavior the student demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!").

Private approach to student: The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is given an opportunity to explain his or her actions. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.

Redirection: The teacher interrupts problem behavior by calling on the student to answer a question, assigning him or her a task to carry out, or otherwise refocusing the student's attention.

Reflective Essay: The student is required to write and submit to the teacher a brief composition after displaying behaviors. At minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternate, more acceptable manner, and (3) a commitment from the student to show appropriate behaviors in similar situations in the future. NOTE: Teachers can develop and use a pre-printed structured questionnaire containing these three items for the student to complete.

Reprimand: In the typical reprimand, the instructor approaches the student, states that the student is misbehaving, and instructs the student to stop the misbehavior immediately. Reprimands should be used sparingly, as students may become defiant if confronted by an angry teacher in a public manner. When used, reprimands should be kept short, to avoid arguments with the student.

Response Cost: Usually, response cost programs first award a student a certain number of tokens with no conditions attached. Throughout the monitoring period, the student has a token withdrawn whenever he or she displays a behavior that is inappropriate. (These behaviors would usually have been agreed upon in advance.) The student is permitted to 'cash in' any points that he or she still retains at the end of the monitoring period or may be allowed to 'bank' the points toward a future reward or privilege.

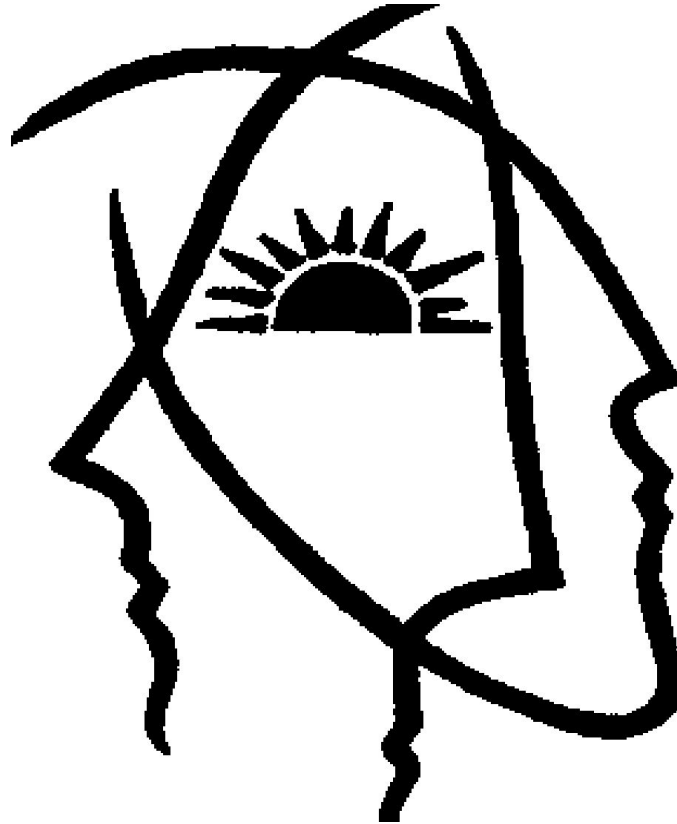
Restitution: The student engages in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior had damaged. For example, a student who marks up a wall with graffiti may be required to work after

school under supervision of custodial staff to wash the wall and removing the offending markings.

Rewarding alternative (positive) behaviors: The instructor calls on the student or provides other positive attention or incentives only during those times that the student is showing appropriate social and academic behaviors. The same positive attention or consequences are withheld during times when the student misbehaves or does not engage in academics.

Rules review/Re-teaching moment: The teacher approaches the misbehaving student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.

Timeout/Detention/In-school suspension: The student is removed from the classroom because of a behavioral infraction. In timeout, the student's exclusion from the classroom may be very short (3-5 minutes). With in-school suspension, the student may be removed from instruction for longer periods (e.g., half a day). Detention may require that the student spend time in a non-rewarding setting but that consequence may be deferred until after school to prevent loss of learning.



Special Provisions Behavioral Focused Classrooms

Length of Stay

Students sent to the center for disciplinary reasons must remain in the alternative setting as required by school board or deemed by the executive director of student services with

recommendation of home school principal. However, the school board has wide discretion and may require a semester or more depending on the severity of the behavior.

Return to the Home School

The student returns to the home school by recommendation of the principal or principal's designee. In order to be recommended back to the home school, the student must complete the time stipulated and must have accomplished the following:

1. Academic Achievement - Satisfactorily complete the academic contracts for assigned classes. Students must show increase in academic skills while at the alternative school.
2. Attendance - Shall be in accordance with the district policy.
3. School Behavior - Must meet requirements set by Level System.

Criteria and Privileges for Level System

Level 1:

Students entering the school will begin on level 1. They will stay on level 1 for the first week. Progression to level 2 will be when students achieve at least 60%, for the week, in their daily behavior notebook. There are no privileges on level 1.

Level 2:

Students completing their initial week at Level 1 and maintaining more than 60% for the week will move to level 2. Level 2 students will be allowed morning break. Students in level 2 who drop below 60% will be returned to level 1 for one week or until their percentage returns to the specified rating of 60 or above. The students will remain at this level for one week. Level 2 students will be progressed to level 3 when they achieve at least 79% on the daily notebook plan. Students must be on this level or higher for four consecutive weeks before being transitioned back to their home school.

Level 3:

Students who obtain between 79 - 88 percent will be progressed to level 3. Level 3 students will be allowed to participate in the open lunch program which allows them to be seated at the least restrictive table where talking is allowed. They will also be allowed morning break activities and may purchase additional items. Students will remain at this level for at least two weeks. They will be allowed to progress to level 4 when their weekly percent reach 90 or above. Students who drop below the required rating will be placed in the next lower level for one week or until their percentage allows them to progress to the next level.

Level 4:

Students who have progressed through each level and reach 90% or more will be allowed into level 4. Level 4 students will be allowed all the privileges addressed above. Their names will be placed in a weekly drawing. Parents will be notified of their child's progress by mail, using a certificate format. These students will be able to be an active voice of their peers by being able to attend the student leadership table as well as assist with new student mentoring.

Communication of Level System

The following is the existing level system procedure:

STEP 1

When a student has been on Level 1 (entry level) for 2 consecutive weeks, the parent will be notified (by both telephone and mail) that the student is not satisfactory performing to the terms of his / her placement and is in jeopardy for being recommended to Response to Intervention team (RTI).

STEP 2

If the student remains on Level 1 after week 4, a parent conference will be scheduled at with staff to discuss the student's progress. The parent will be advised that continued lack of effort on the part of the student will result in the student being recommended to RTI team. If a student on STEP 2 progresses to Level 2 and subsequently returns to Level 1, the student will move directly to STEP 3 of this procedure.

STEP 3

If the student fails to progress to Level 2 after week 5, or returns to Level 1 for 2 weeks, the student will be recommended to RTI team.

Absentee Policy for Level System

Students who are absent from Expo will be required to bring in a parent note stating the reason for their absence. Those students bringing a note will be excused from the daily notebook plan for that day. The sum of their daily points will be divided by the total number of ratings during this week.

SPECIAL PROVISION (Administration)

Removal from a level due to discipline referrals can be done at the Administration's discretion. A modified discipline plan that addresses the removal of a student from a specified level will be created. This discipline plan will address alternatives to Out of School Suspension.

Criteria for Daily Point System

The teacher will rate the students on a scale of one to five using the criteria below. The ratings are subjective, but the varying personalities and level of tolerance between different teachers should negate the effects of teacher bias. A checklist and a comment area are available. This checklist should suffice as a daily note for each student and may be sent home daily, upon request, to the parent/guardian. The behavioral intervention specialist will tally the total points for the day for all students and will also tally weekly totals to assist in the Student Level determination for the following week.

POINT 0

Severe disruptions.....Student must be sent to the office for severe discipline infractions.

Student loses all points for that period for a severe disruption that results in an office referral.

POINT 1

Poor behavior...Works less than 30% of the class period. Constant minor disruptions firm redirection or time out of classroom as instructed by teacher.

POINT 2

Needs improvement. Works 40% of the class period with minor disruptions (talking, playing, out of seat,) firm redirection needed for compliance.

POINT 3

Fair behavior. Works at least 60% of the class period, cooperates with teacher, mild disruptions that are redirected easily by teacher.

POINT 4

Good behavior. Works majority of class period, 80%, cooperates with teacher, mild disruptions that are redirected easily by teacher.

POINT 5

Excellent behavior. Completes assignments to best of ability, cooperates with teacher and other students in class, conducts self in a manner as to not disturb other classmates.

**ALL STUDENTS
ARE HELD
RESPONSIBLE FOR
KNOWING
AND**

**ABIDING BY THE
REGULATIONS
IN THIS
STUDENT HANDBOOK**

**THIS HANDBOOK
HAS BEEN APPROVED
BY THE
BOARD OF EDUCATION**