

**URBANDALE
COMMUNITY
SCHOOL
DISTRICT**

Parent/Guardian & Student Handbook

2024-2025

TM

REVISED JUNE 10, 2024

Includes Appendices:
Elementary Schools
Middle School
High School
K-12 Student Code of Conduct
PreSchool
Adventuretime Childcare
Activities
Metro West
Student Chromebook

District Mission - Teaching All. Reaching All.

District Vision - Urbandale will be a school District that brings learning to life for everyone.

Board approved: June 10, 2024

District Contacts

| Name | Phone/email | Reason to Contact |
|------------------------|---|--|
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| Durham School Services | 515-721-6017 | Bus stops, routes, changes |
| Leonard, Jake | leonardj@urbandaleschools.com | Adventuretime Childcare programming |
| Myers, Ashley | myersa@urbandaleschools.com | Preschool, early childhood special education |
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| Hatch, Melanie | hatchm@urbandaleschools.com | ADA, Special education, 504 plans |
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| Frey, Josh | josh.frey@j-hawks.com | Activities, eligibility, athletics |
| Davis, Stephanie | daviss@urbandaleschools.com | Equity, discrimination, bullying, harassment, Title IX, English Language Learners, Translations, homeless students, home schooling |

This handbook and its appendices were organized for parent/guardian reference. It is not intended to be an all inclusive document. UCSD encourages parents/guardians to visit the [District Policy website](#) for more extensive and complete policies. Those chosen and referenced here are the most relevant to day to day operations of a school building. We appreciate you reading this handbook and appendices to become familiar with policies and what to expect. Individual schools and teachers will provide supplemental information for parents throughout the school year.

Please note all Board policies listed in this handbook are accurate as of the posting. Policies are scheduled to undergo regular review every 5 years. In the 2023-2024 school year, the 600 and 700 series were reviewed and updated. The links should remain active as the updated policies will be located at the same location. Input is welcome from the community as the policies come up for review. They will be posted on the [District Simbli](#) site where feedback is welcome.

Educational Equity Statement

It is the policy of the Urbandale Community School District not to discriminate on the basis of race, creed, color, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment), pregnancy, or socio-economic background (for program) 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 office at 11152 Aurora Avenue, Urbandale, IA or call 515-457-5000. The District's Equity Coordinator is Stephanie Davis (equitycoordinator@urbandaleschools.com).

Bosnian Translation

Niti jedan učenik upisan u Školski distrikt Urbandale neće biti isključen iz učešća u programima distrikta, neće mu biti uskraćene beneficije niti će biti izložen diskriminaciji u programima distrikta zbog svoje rase, boje kože, vjere, spola, religije, bračnog stanja (za programe), etničke pripadnosti, nacionalnog porijekla, invalidnosti, seksualne orijentacije, rodnog identiteta, starosti (za zapošljavanje) ili socio-ekonomskog porijekla (za programe). Politika distrikta će biti da osigura obrazovne programe i stvori mogućnosti za sve učenike prema potrebi i na temelju pojedinačnih interesa, vrijednosti, sposobnosti i potencijala. Za procesuiranje pritužbi zbog diskriminacije postoji žalbeni postupak. Ako imate pitanja ili pritužbu u vezi sa našom politikom, slobodno se obratite na adresu glavnog ureda 11152 Aurora Ave, Urbandale, IA ili nazovite 515-457-5000. Koordinator za pitanja ravnopravnosti je Stephanie Davis (equitycoordinator@urbandaleschools.com).

Spanish Translation

No se excluirá a ningún estudiante inscrito en el Distrito Escolar de la Comunidad de Urbandale de la participación en, ni se denegará los beneficios de, ni será sujeto a la discriminación en los programas del Distrito a base de raza, color, credo, sexo, religión, estado civil, trasfondo étnico, origen nacional, discapacidad, orientación sexual, identidad de género, o trasfondo socio-económico. La política del Distrito será de proveer programas de educación y oportunidades para estudiantes en base de intereses individuales, valores, habilidades, y potencia. Hay un procedimiento de agravios para procesar quejas de discriminación. Si usted tiene alguna pregunta o una queja relacionada con esta política, por favor, póngase en contacto con la oficina distrital a 11152 Aurora Ave, Urbandale, IA o llame a 515.457.5000. El Coordinador de Equidad del Distrito es el Stephanie Davis (equitycoordinator@urbandaleschools.com).

Hakha Chin Translation

Urbandale Community School District i a kai mi Sianginn ngakchia vailte hna Mibu sin ah tel terlonak, Thathnemnak pawl pek duh lonak, asiloah Urbandale Sianginn nih tuahmi chung in Miphun ruang, Taksa a zawng thleidannak, Zumhnak ruang, Biaknak ruang, Thitumnak (program caah) , Minung chuahkehnak, Chuahkehnak miphun ruang, Tlamtlinlonak ruang, Nu siruang Pa siruang ah, Nu le Pa, Kum (Rian ruang ah) asiloah Hawikomhnak le Sipuazi ruang ah pheo le thleidan khawh asi lo. Kan Districts policy ummi cawnnak program vialte le hmuhkhawhmi vialte cu sianginn ngakchia nih a herh bantuan in le duhnak a ngeihmi bantuan in, man ngei in le, thil tikhawhnak le, asi kho mi pawl a herhnak bantuan in kan bawmh lai.

Thleidannak kong i thinhun ingpuannak a um tikah phunzianak tuah ding zuluh phun a um. Hi kong he pehtlai in bia halding na ngeih ahcun zaangfahnak tein 11152 Aurora Ave, Urbandale, IA asiloah 515.457.5000 ah kan chawn te. Districts Equity zohkhehtu Coordinator Pa ah email ca kau te. Stephanie Davis (equitycoordinator@urbandaleschools.com)

Burmese Translation

Urbandale Community Schools Districts
ကျောင်းသားများ / ဘာသာ၊
အိမ်ထောင်ရေးအခြေအနေ၊ လူမျိုးနောက်ခံ၊
အမျိုးသားမူရင်း၊ မသန်စွမ်းမှု၊
လိင်ပိုင်းဆိုင်ရာတိမ်းညွတ်မှု၊
ကျားမရေးရာလက္ခဏာ၊
၎င်း၏ပညာရေးအစီအစဉ်များနှင့်၎င်း၏အလုပ်အကိုင်အလေ့အကျင့်အတွက်အလုပ်အကိုင်အဘို့၊
ဒါမှမဟုတ်လူမှုစီးပွားနောက်ခံ (အစီအစဉ်အတွက်) ။
ခွဲခြားဆက်ဆံခံရမှုတိုင်ကြားချက်များကိုဖြေရှင်းရန်မ
ကျေနပ်ချက်ဆိုင်ရာလုပ်ထုံးလုပ်နည်းရှိသည်။
ဤမူဝါဒနှင့်သက်ဆိုင်သောမေးခွန်းများသို့မဟုတ်မ
ကျေနပ်မှုများရှိပါက၊ ၁၁၅၂ Aurora Ave၊
Urbandale, Iowa ရှိခရိုင်ရုံးသို့ဆက်သွယ်ပါသို့မဟုတ်
၅၁၅-၄၅၇-၅၀၀၀ ကိုခေါ်ပါ။ ခရိုင်၏ Equity
ညှိနှိုင်းရေးမှူးမှာ ဖြစ် ပါသည်။
Stephanie Davis
(equitycoordinator@urbandaleschools.com)

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Abuse of Students by District Personnel

It is the policy of the Urbandale Community School District that school employees and volunteers not commit acts of physical or sexual abuse, including inappropriate and intentional sexual behavior, towards students. It is the policy of the District to respond to allegations of abuse by school employees or volunteers by investigating or arranging for the full investigation of any allegations, and to do so in a reasonably prudent manner. Anyone believing that a student has been abused by a District employee or volunteer may report the abuse to their building principal, each of whom has been designated as the District Level-One investigator in their building, or to the Superintendent at 515-457-5000.

Level 1 Investigators 2023-2024

Tim Carver (UHS)
Mike Moran (Metro West)
Dr. Cheryl Modlin (UMS)
Lara Justmann (Valerius)
Deborah Bordenaro (Olmsted)
Anna Taggart (Webster)
Dania Wilson (Karen Acres)

See [Board Policy 519](#) - *Investigating Allegations of Abuse of Students by School Personnel.*

Animals in School/On Campus

Animals are not allowed on school District property without prior administrative approval. Please do not walk animals onto school property at arrival or dismissal.

See [Board Policy 644](#) - *Animals in the classroom*

Attendance

Regular and punctual patterns of attendance will be expected of each student enrolled in the

Urbandale Community School District.

Students should strive to maintain a good attendance record because there is a direct correlation between attendance and academic success in school.

It is recognized that absence from school may be necessary under certain conditions. However, every effort should be made by students, parents, guardians, teachers, and administrators to keep absences and tardiness to a minimum. Frequent absences of students from classroom learning experiences disrupt the continuity of the instructional process. The school cannot teach students who are not present on a daily basis.

Parents/guardians and students are strongly advised to limit absences to cases of emergencies, illness, doctor and dental appointments, occasional family trips, or a death in the family. It is suggested, where possible, parents/guardians utilize late start dates for routine appointments.

Students who are absent from school without the knowledge and consent of the parents/guardian and the administration, or students who leave school during any session without the consent of the principal, shall always be considered unexcused or truant.

Excessive Absences

Parents/guardians will follow the school's designated procedures for excusing student absences. When a student has reached an excessive number of absences during a school year (ten percent of accumulated school days), the school will examine the reason(s) for the absences and identify interventions to support better attendance.

If student absences exceed 10% , the school principal/designee will send notification to the parents/guardians informing them the school may need further documentation to

excuse future absences from that point forward. Notification letters will begin after the first 30 days of school. Requested documentation would include, but is not limited to, notes from a doctor to excuse illness, notes from a dentist to verify an appointment, or being seen and sent home by a school nurse. The school's health office may also request that a medical “*release of information form*” be signed by the parent/guardian so that the school can work with the student's parents/guardians and health care providers to best meet the student's educational and medical needs.

Unexcused Absences

If requested documentation is not provided in a timely manner for future absences, said absences will be considered unexcused. When a student of compulsory attendance age has had ten or more full days of unexcused absences in a school year, the student’s school health office and/or administration will notify the District’s Juvenile Court/School Liaison (JCSL). The JCSL will then communicate with the building administrator/designee to verify that a referral needs to be made for the student’s parents/guardians to the Polk County Truancy Program. This program is intended to support families and encourage positive attendance at school.

Absence Reporting

Parents/guardians are able to report student absences using the PowerSchool Parent Portal. While we strongly encourage this new method, parents/guardians may call the attendance line to report an all day absence. Voicemail will take messages between the hours of 4:00 p.m. and 7:30 a.m. When calling during that time **please state**: student’s name, person calling, reason for absence, phone number where

absence may be verified. Numbers to call to notify school of child’s absence are:

Elementary

| | |
|-------------|----------|
| Karen Acres | 457-5703 |
| Olmsted | 457-5803 |
| Valerius | 457-6503 |
| Webster | 331-8603 |

Secondary

| | |
|---------------|----------|
| Middle School | 457-6605 |
| High School | 457-6805 |
| Metro West | 727-6301 |

Valid/excused reasons for being absent include: illness, illness or death in the immediate family, medical and dental appointments which cannot be made at other times, and absences approved in advance by administration (school-sponsored activities, religious holidays, etc.).

Students who must attend appointments or who are absent for a part of the school day for reasons other than a school related activity would be considered absent for the time they miss.

Elementary students are marked absent for either a ½ day or a full day. Half day absences are marked if a student leaves before 9:55 am and returns by noon or if a student leaves an hour or more before the end of the day.

Make-Up Work

Make-up work should be completed as soon as possible upon a student returning to school. Students who have been absent have the responsibility of arranging for make-up work with the teachers. A reasonable date for make-up work will be determined by the teacher.

See Board Policy [508](#)- Attendance Requirements

BeSMART

Gun violence studies have pointed to intervention as one of the most important solutions to violence. Ensuring students do not have unauthorized access to guns in the home is critical to that goal. UCSD believes providing families with information to enable them to safely secure and store their firearms is critical to protecting our schools. To aid parents in this endeavor, we are providing information on how to secure guns in the home. Learn more from the [BeSMART](#) program.

Bicycles/Motor Vehicles/Mopeds/ Skateboards/Rollerblades/Scooters

During school hours:

Bicycles must be parked in the area provided and locked when not in use. Anyone stealing or damaging a bike will be subject to disciplinary action. Students and parents/guardians should be aware that while the school will sincerely work with theft and damage problems, we are not responsible for any damage. Bikes are ridden and parked at the school at the student’s own risk. Please be sure they are covered by insurance. It’s very important when using the street after school to ride carefully around buses and cars. Students who violate safety rules on bikes may be denied the privilege of riding their bikes to school.

Mopeds will only be allowed at UHS. Parents must arrange parking with administration. Mopeds must be walked once on campus to the appropriate parking area. Permission to ride mopeds may be revoked by administration for refusal to comply with parking or riding rules.

Skateboards, rollerblades, bicycles and scooters are not to be ridden or used in any way on school property. They are to be carried/walked on and off school property.

The Urbandale Community School District facilities are not designed for safe use of skateboards or inline skates. The District appreciates the cooperation of students and parents in not using any areas on school property for skating of any kind.

See [Board Policy 529](#) - *Use of Bicycles and Motor Vehicles; Minors' School Motor Vehicle Licenses*

Cancellation Policy/Early Dismissal/Late Start due to Emergency

If school must be canceled due to weather conditions or other emergencies, child care will not be available. Please make other arrangements for emergency child care.

If a delayed start occurs due to emergencies, childcare will be available but will start according to the school's late start, example: a two-hour late start for school is a two hour delay for childcare - Adventuretime students would arrive at 8:30 a.m. instead of 6:30 a.m.

Upon weather-related early dismissal, the following time guidelines will be observed:

| | |
|---------------|-----------|
| High School | 1:00 p.m. |
| Middle School | 1:00 p.m. |
| Karen Acres | 2:00 p.m. |
| Olmsted | 2:00 p.m. |
| Valerius | 2:00 p.m. |
| Webster | 2:00 p.m. |

School cancellation announcements are made on the following television stations: KCCI Channel 8 TV, WHO Channel 13 TV, WOI Channel 5 TV. Cancellations are also noted on the [District website](#).

See [School Cancellation Protocols](#)

The Adventuretime staff will do their best to contact parents or legal guardians by phone if school is canceled in the middle of the day. If school cancels and you need to pick your child up early, PLEASE SIGN THEM OUT. No credit will be given on days that school is canceled because a make-up day will be held, and payment will be applied to that day.

Code of Conduct

The Board of Directors believes that there is a minimum standard of conduct, which must be expected of students to maintain a favorable environment for learning. The Board also believes that students must assume the consequences for failing to meet the minimum standards of good conduct. It is the policy of the Board of Directors of the Urbandale Community School District to expect and require responsible behavior of all students in their dealings with school staff members, other students, and visitors in the schools. District staff members, parents, and students are charged with the responsibility to cooperate in developing mature, responsible individuals capable of self-control.

Discipline infractions vary in their degree of seriousness. Therefore, a corresponding degree of latitude will be given to school personnel in administering consequences. The full range of disciplinary sanctions will be considered in each case where prohibited

behavior occurs. The actions listed are intended as guidelines. Either in-school or out-of-school suspension will result in loss of all school activities, including all after school activities for the day(s) the suspension is in effect.

The administration has the discretion to fit a consequence to an infraction using the Code of Conduct found in Appendix D. It may not be followed sequentially due to the varying degree of infractions. Another plan may include other or additional interventions to best fit the situation or better promote changed behavior.

Please see Appendix D for the Student Code of Conduct for more specific information.

The full range of possible disciplinary sanctions may be found in the [Board Policy 509.7](#). Parents/guardians will be notified of all serious disciplinary infractions.

Community/Parent/Guardian Feedback

Parents, guardians, and community members that have concerns about public school districts or their governing board may visit the Iowa Department of Education website for further guidance. The direct link to that site is: [Parent, Guardian and Community Concerns | Iowa Department of Education](#)

Daily Schedule

See individual school websites for daily schedules. They can be accessed on our [District website](#).

Distribution of Organization Materials

We frequently receive requests from various organizations to distribute information regarding activities, opportunities, and services available in our

community. The UCSD website utilizes an electronic backpack called The Flyer Hub where all materials from these organizations are posted according to age group. Please refer to the [“Flyer Hub Guidelines”](#) for more information.

See [Board Policy 441](#): *Solicitations from Outside*

Dress Guidelines

1. The District may prohibit any apparel or manner of dress which interferes with school or school activities or is determined to be disruptive of the overall operations and educational process of the

school. Administrators may determine what is disruptive to the overall operations of their buildings.

2. Any item that may obstruct staff’s ability to identify a student is not allowed. This includes any masks that don’t serve a hygienic or medical purpose and sunglasses.
3. Shoes or sandals must be worn at all times. Shoes with wheels are not permitted to be used within the school.
4. Clothing or jewelry which displays, expresses, implies or promotes products illegal for use by minors, including but not limited to the use of alcohol, drugs, or tobacco is prohibited. Clothing or jewelry that carries images, slogans, pictures or diagrams promoting negative or degrading sexual, gender, ethnic, or racial messages is also prohibited. Clothing or jewelry interpreted as expressing, depicting, promoting, or implying obscenity, profanity, vulgar or lewd statements, gang

symbols, sexual innuendo or violence is prohibited. Additionally, clothing or jewelry determined to be unsafe, either for a student or for those around them is prohibited.

5. Clothing with holes in inappropriate places is not allowed.
6. Chains other than for the purpose of attaching a wallet to the belt loop may not be worn. Chain links may be no wider than 1/4 inch, and chain length may not exceed 12 inches.
7. Students not following the dress guidelines will be required to change their clothing. Continued referrals to the office for dress guideline violations will be considered insubordination.
8. Students are expected to follow these dress guidelines for all school sponsored events.
9. Students or parents/guardians questioning the appropriateness of a particular item of dress should contact a school administrator/designee before the item is worn to school.

See [Board Policy 541](#) - *Student Appearance*

Due Process

The Urbandale Community Schools follow the Supreme Court ruling outlining the minimum requirements for due process for a suspension of ten (10) days or fewer. Before being suspended, the student will be afforded:

1. Oral or written notice of the charges and,
2. Explanation of the evidence if the student denies the charges and an opportunity for the student to present their side of the story.

In all cases of possible expulsion from school, the student will be afforded due process as outlined in the Urbandale Community School District Board Policy.

See [Board Policy 509](#) - *Student Behavior and Discipline*

Fee Waivers

Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent or guardian. The following need not be waived: fines for overdue, lost, or damaged materials, summer school and parking stickers, activity tickets, special activities charges, or fees for expendable materials for individual use if the District provides an alternative material in a course.

See [Board Policy 532](#) - *Student Fees; Fee Waivers*

Field Trips

Field trips are an important part of a student's education.

Parent/guardian permission may be obtained through an annual approval or by individual field trip approval.

Parents/guardians will be notified at least one week in advance of individual field trips, and the parent/guardian has the option to withdraw permission for any individual field trip by notifying the teacher in writing.

Annual field trip permission is sought through the registration process. If individual trip approval is needed, the field trip permission form, document [617 A](#), will be used.

See [Board Policy 617](#) - *Field Trips*

Food and Special Treats

Urbandale Nutrition Services participates in the United States Department of Agriculture (USDA) Child Nutrition Programs. All students are offered one breakfast and one lunch per school day. Meals and snacks served and sold must meet the standards set forth by the USDA. The nutrition department oversees the breakfast and lunch program throughout the school year.

Urbandale Nutrition Services follows the District's wellness policy ([No. 518A](#)) in regards to smart snacks and classroom treats. Treats shared with the classroom must be commercially prepared, packaged for individual distribution, and distributed after lunch has been served. Families can purchase snacks through the Urbandale Nutrition Services which can ensure that the snack is Smart Snack compliant and meet any specific dietary needs, including allergies. Snack lists are available on the website and are to reference when selecting snacks for activities during the school day and up to 30 minutes after the last bell. These lists are not required for a student's personal lunch or snack. Families shall keep in mind the numerous students who are on special diets or have life-threatening allergies.

Please visit the [Nutrition Services website](#) for additional information.

Free and Reduced Price Meals

Free/Reduced Meal Eligibility applications are completely confidential and the information provided will be used only for the purpose of determining eligibility. Eligibility from the previous year will continue within

the District for up to 30 operating days into the new school year. When the carryover period ends, unless the household is notified that their children are directly certified or the household submits an application that is approved, the children must pay full price for school meals. A new application must be submitted each school year.

If you qualify for free meals based on State Assistance (SNAP, Foster Care, some Medicaid Programs) you will receive an automated email from the District stating you have been Directly Certified. If you do *not* receive this email, please contact Nutrition Services at 515-457-6911.

Applications may be submitted any time during the school year, but will only apply to meals sold moving forward. Applications completed throughout the school year cannot be backdated to the beginning of the year. Families also can submit a new application if something changes, such as a loss of a job or having hours reduced. Please fill out one application per household. The school meals application for our District, along with detailed instructions on how to complete it, can be found on <https://linqconnect.com/main>. Your building's Facilitator of Family Outreach (FFO) can help you fill out the application, or you can contact Nutrition Services at 515-457-6911 or 515-457-6913. For technical issues you can reach LINQ Connect directly at support@linqconnect.com.

Student Fee Waiver

Students whose families meet the income guidelines for free and reduced price lunch are eligible to have their student fees waived or partially waived. Parents or guardians who believe they may qualify for a waiver should complete the application for waiver of confidentiality and school fees found [online](#). This waiver does not carry over from year to year and must be completed annually.

Menus and Meal Prices

Menus are available at www.linqconnect.com (or on the mobile app available for Apple and Android). Meal prices are listed on the [website](#).

Additional Meal Charges

A la carte (including extra items such as chips, second servings, drinks like water bottles, juices, etc.) are not part of a USDA reimbursable meal. Meal accounts must have sufficient funds to purchase a la carte items. All adults, staff, and parents wishing to eat school meals must have sufficient funds to pay for their meals and/or items at the time of purchase.

Negative Account Balances

The school District will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Families will be notified by an automated calling system and mailed letter notification.

Harassment/Bullying

Harassment and Bullying Are Prohibited.

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

Harassment and bullying of students is against the policy of the State of Iowa as well as of the Urbandale Community School District. The District shall promote procedures and practices to reduce and eliminate harassment and bullying. The District prohibits harassment and bullying of

students by other students, by employees, and by volunteers while in school, on school property, and at any school function or school-sponsored activity. This includes harassment or bullying based on the student's actual or perceived trait or characteristic, including the student's actual or perceived race, color, creed, sex, age, religion, marital or familial status, ethnic background, national origin, ancestry, physical or mental ability or disability, sexual orientation, gender identity, physical attribute, political party preference, political belief, or socio-economic background. Acts of harassment or bullying may be treated as grounds for discipline. Discipline may include suspension or expulsion of a student, termination of an employee's contract, and/or exclusion of a volunteer from District activities or premises.

Definition

Any electronic, written, verbal or physical act or conduct toward a student that is based on an actual or perceived trait or characteristic that creates or could reasonably be expected to create an objectively hostile school environment is prohibited. An objectively hostile school environment is created if the act or conduct places the student in reasonable fear of harm to the student's person or property; or has a substantially detrimental effect on the student's physical or mental health; or has the effect of substantially interfering with the student's academic performance; or has the effect of substantially interfering with the student's ability to participate in or benefit from District services, activities, or privileges. "Electronic" means any

communication involving the transmission of information by wire, radio, optical cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via email, internet-based communications, cell phones, electronic text messaging, or similar technologies.

Harassment and bullying may include, but are not limited to, the following behaviors and circumstances:

- Verbal, nonverbal, physical or written harassment, bullying, hazing, or other victimization that have the effect of causing injury, discomfort, fear, or suffering to the victim;
- Repeated remarks of demeaning nature that have the effect of causing injury, discomfort, fear, or suffering to the victim; Implied or explicit threats concerning grades, awards, property, achievements, or opportunities, etc., that have the effect of causing injury, discomfort, fear, or suffering to the victim;
- Inappropriate or demeaning remarks, slurs, jokes, stories, activities, symbols, signs or posters directed at the student that have the purpose or effect of causing injury, discomfort, fear, or suffering to the victim; and/or unreasonable interference with a student's performance or creation of an intimidating, offensive, or hostile learning environment.

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

- Unwelcome touching;
- Inappropriate or demeaning remarks, slurs, jokes, stories, activities, symbols, signs or posters; requiring, explicitly or implicitly, that a student submit to harassment or bullying as a term or condition of the student's participation in any educational program or activity.

A founded case of bullying/harassment will count as an offense of ‘Showing of intolerance or bigotry toward others’ in the Code of Conduct.

See [Board Policy 545](#) - *Equal Educational Opportunities, Prohibition of Harassment and Bullying of Students*

Hazardous Materials/Asbestos-AHERA Notification

The Asbestos Hazard Emergency Response Act of 1986, or AHERA, became law to determine the extent of, and develop management plans for asbestos in school facilities. The Environmental Protection Agency began limiting use of products containing asbestos in 1973, and most uses of asbestos in building materials were banned in 1978.

All facilities in the Urbandale Community School District have been inspected by a certified asbestos consultant, as required by AHERA. Ongoing inspections must be completed every three years. The next one will take place in the Summer of 2024. All building materials containing asbestos were noted and rated as to the condition and hazard potential. The results of the inspection report provided an update of our asbestos management plan, available for review at each facility and at the Administration office. This notification, methods of educating and training the District’s employees, regular surveillance of the asbestos containing building materials, and the established procedures are designed to minimize the disturbance of the asbestos containing building materials in our facilities. Questions regarding the status of the District AHERA Management Plan

should be directed to the Asbestos Program Manager, Zac Wheeler;
wheelerz@urbandaleschools.com.

It is the intent of the Urbandale Community School District to comply with all federal and state regulations in this area. All procedures in the District Management Plan will be followed to ensure that District’s facilities continue to be a healthy and safe environment for learning.

See [Board Policy 914](#) - *Asbestos*

Health: **Illness at School and Exclusion Guidelines**

Students wishing to see the school nurse for an illness must request permission from their teacher. Students are not allowed to leave school due to an illness without first reporting to the school nurse. Parent/guardian permission must be obtained before students are allowed to leave school. If the parent/guardian is unavailable, the emergency contact may be called. If it is an emergency situation, Emergency Medical Services (EMS) will be called and the student will be taken to the nearest or preferred hospital.

While most illnesses do not require exclusion from school, there are times when the student should be sent home or stay home. Temporary exclusion is recommended when:

- Your student has a temperature of 100.4 or higher. They may return to school when they are fever free for 24 hours without the use of fever-reducing medication such as Tylenol (acetaminophen) or Advil (Motrin, ibuprofen).
- Your student is vomiting and/or has diarrhea. They may return to school once

they are free of vomiting or diarrhea for 24 hours.

- Your student is feeling ill and it prevents them from participating comfortably in academics/activities.
- The symptoms or illness results in a greater need for care than the school staff determines they can provide without compromising the ability to care for other students.

Health Records

An individual student health record will be on file in the student's school health office. Immunizations, health screening information, and required medical information will be a part of the student's health record. Sharing of any medical concerns with the nurse will assist in providing care for the student. This information will be confidential. Teachers working with the student will be notified of any possible medical emergencies.

Contact information for parents/guardians should be on file for each student. We ask that parents/guardians assist in keeping this information up to date and notify the school of any changes during the school year. The information will be reviewed by the parent/guardian during registration.

Students must meet the current State of Iowa immunization requirements and an acceptable immunization certificate must be on file before the first attendance day. Students entering kindergarten are required by state law to present a lead screening. Iowa law requires a dental screening certificate for students entering Kindergarten and 9th grade. Students participating in interscholastic athletics or cheerleading must present an Athletic Physical Certificate before participation.

See [Board Policy 502](#) - Entrance Requirements

See [Board Policy 514](#) - Student Health - Health Certificates

Injury/Accident at School

Students with a serious injury or accident at school will be referred to the school nurse. Parents/guardians will be notified of the incident. If a parent/guardian cannot be reached in an emergency situation, an emergency contact will be notified. If necessary, EMS will be called and the student will be transported to the nearest/preferred hospital. Accidents occurring at school will be reported to the administrator and documented in writing on an incident report and a copy is sent to the District administration office.

See [Board Policy 515](#) - Student Health - Injury or Illness at School

Medical Information

The health needs of students can be best met when the school nurse is informed of the student's medical history and any medical conditions regarding their child(ren). Parents/guardians will be asked to update the student's medical information when completing school registration. Parents/guardians are encouraged to contact the school nurse at any time during the year to report any updated medical information for their child(ren). This information is considered confidential and would only be shared professionally, when deemed necessary by the school nurse.

Excusal from physical education

In order for a student to be excused from participating in physical education class, an excusal from a physician must be provided to the school nurse. There may be cases when a physician will need to provide a release for a student to return to physical education class.

Medications at school

Medications must be kept in the health office and will be administered under the supervision of the school nurse. Students are not allowed to have medications with them at school. Administration of medication at school requires parent/guardian consent with a signed release. The form for medications to be administered by the school nurse can be found on the District website, on the school registration form or picked up at the school. Medication must be brought in the original container. Medication must be age-appropriate and will be administered according to label recommendations.

Students in middle school and high school may receive up to six doses per school year of either acetaminophen or ibuprofen, at the nurse's discretion, with written parent/guardian approval. This form is available at registration and is available on the District website and at UMS and UHS.

By law, students with asthma or other airway constriction diseases may self-administer their medication. A written consent must be completed by the parent/guardian and prescribing physician. The consent must be on file with the school nurse.

- Consent for medication to be administered at school - [medication authorization form](#).
- Consent for self administration of asthma or other airway constriction diseases - [student self administered consent form](#).

School Nurses

Health services are offered through the school nurse and/or health associate. School nurses facilitate positive student responses to normal development, promote health and safety, intervene with actual and potential health problems, provide case management services, and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy, and learning. There is a recognized relationship between health and learning and the role of the school nurse encompasses both health and educational goals.

Health Instruction

The Iowa State Legislature and the Iowa Department of Education require that all Iowa students in grades kindergarten through twelve be provided health instruction. Instruction shall include the following areas as appropriate for the students' ages: personal health, food and nutrition, environmental health, safety and survival skills, consumer health, family life, human growth and development, substance abuse and non-use including the effects of alcohol, tobaccos, drugs, and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; domestic violence, emotional and social health; health resources; prevention and control of disease; and communicable diseases, including HIV, AIDS, HPV, and the

HPV Vaccine. The purpose of the health education program is to help each student protect, improve, and maintain physical, emotional and social well-being.

Health instruction in each of these areas will be adapted appropriately for student age and developmental levels. Beginning no later than seventh grade, communicable disease instruction shall include information about sexually transmitted diseases.

Those individuals wishing to examine the course objectives and/or instructional materials can do so by contacting the school office.

Parents/guardians having objections may file a written request with the building principal to exclude their student from instruction.

See [Board Policy 609](#) - Health Education

Homebound Education

Homebound education for children absent for an extended period of time may be provided by the classroom teacher and/or a homebound instructor. Parents/guardians are to notify the principal when they believe this service is needed. The principal will consider the circumstances to determine whether these services will be provided.

Homeless Statement

The Board of Directors of the Urbandale Community School District is responsible for locating and identifying homeless children and youth within the District. A "homeless child or youth of school age" is defined as:

- A homeless child or youth ages 3-21;
- A child who lacks a fixed, regular and adequate nighttime residence and

includes the following:

- A child who is sharing the housing of others (includes doubled-up families) due to loss of housing, economic hardship, or a similar reason; are living in a motel, hotel, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in a hospital, or are awaiting foster care placement.
- A child who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- A child who is living in a car, park, abandoned buildings, substandard housing, bus or train station, or similar setting; or
- A migratory child/youth who qualifies as homeless because of the living circumstances described above.
- Includes youth who have run away or youth being forced to leave home.

The District shall make available to the homeless child or youth all services and assistance including, but not limited to, compensatory education, special education, English as a second language, vocational courses or programs, programs for gifted and talented, health services, and food and nutrition programs, on the same basis as those services and assistance are provided to resident pupils.

If you need further assistance/information, please contact the building principal, counselor or the Coordinator of Student Services, 11152 Aurora Avenue, Urbandale, Iowa 50322 or 515-457-5004.

See [Board Policy 546](#) - Homeless Children and Youth

See [Board Policy 448](#) - Responsibility for Personal Property

Leaving School During Day

Due to safety concerns, we will not allow elementary students to leave the building early during the instructional time, unless a parent or guardian comes to the office and signs their child out. A note to the teacher or a phone call will not be acceptable for a child to be sent home. We appreciate your understanding as we work to provide the safest possible environment for your child. Please contact us if you have a question.

Middle and high school students may leave with parent/guardian permission and administrative clearance after they have signed out in the office. They must sign back in when they return to school. High school students should refer to the UHS section of this handbook for more clarification about students leaving for lunch.

Elementary and middle school buildings maintain a closed lunch period. No students are permitted to leave for lunch unless signed out by a parent/guardian.

See [Board Policy 539](#) - Student Releases During School Hours

Lost and Found

Each school maintains a lost and found. It is the student's responsibility to check the lost and found if they have lost something. Student clothing and other items should be clearly labeled. If your child has lost an item, we will do everything possible to help them find it. Money, purses, wallets, watches and other valuable items are to be turned into the office. All unclaimed items will be donated to charity within one week of the close of the school year.

Messages

Staff will only deliver messages to students from a parent/guardian in the event of an emergency.

Non-Discrimination Policy

No student in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in District programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual needs, interests, abilities and potential. If you have questions please contact the District office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The District's Equity Coordinator is Stephanie Davis (equitycoordinator@urbandaleschools.com), Director of Student Services and Equity.

The educational program, including curriculum, content, and instructional materials utilized by Urbandale Community Schools, will reflect the cultural and racial diversity present in the United States of America and the variety of careers, roles, and lifestyles open to all genders in our society. The curriculum will foster knowledge of, respect, and appreciation for the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, sex, marital status, sexual

orientation, gender identity, disability, religion, creed, and socioeconomic background. The contributions and perspectives of our diverse student body shall be included in the program.

Inquiries regarding compliance with these policies may be directed to:

- Superintendent,
Urbandale Community School District,
11152 Aurora Avenue, Urbandale, Iowa
50322 515-457-5000
- Director of the Region VII Office of Civil Rights,
U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St. 37th Floor, Chicago, IL, 60604 (312) 730-1560
fax (312) 730-1576
OCR.Chicago@ed.gov
- Iowa Civil Rights Commissioner,
<https://icrc.iowa.gov>
(515) 281-4121
- Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319
(515) 281-5294

The Urbandale Community School District Complaint Procedure in its entirety is located in the Board of Directors Policy Book. Procedures for parents/guardians, students, and community members are referred to in [Board Policy 229](#). Copies are in each Principal's office and also in the District Administration Office.

If additional assistance is needed, contact the Superintendent, 11152 Aurora Avenue, Urbandale, Iowa 50322 or call 515-457-5000.

See [Board Policy 545](#) - Equal Educational Opportunities; Prohibition of Harassment and Bullying of Students

See [Board Policy 602](#) - Equal Educational Opportunities

See [Board Policy 603](#) - Multi-Cultural, Gender Fair Program

Parent Rights and Transparency [SF 496](#): Signed May 26, 2023

Review/Removal of Material

An important component of student success is a strong partnership between teachers and parents. Parents are welcome to review [curriculum](#), [library catalogs](#), and specific instructional materials for your child's class(es) by contacting their classroom teacher(s).

If parents would like to request adjustments in their child's instructional materials, the process for doing so is outlined in the following UCSD Board Policies:

- [Policy 0631A: Selection of Instructional Materials](#)
- [Regulation 0631A-R\(1\)-R\(1\): Instructional Materials Selection \(I, II\) Regulation](#)
- [Policy 0631B: Instructional and Library Materials - Inspection](#)
- [Exhibit 0631B-E\(1\)-E\(1\): Request To Prohibit A Student From Checking Out Specific Library Materials Form](#)
- [Policy 0631C: Objection To Instructional Or Library Materials](#)
- [Exhibit 0631C-E1-E\(1\): Reconsideration Of Instructional And Library Materials Request Form](#)

- [Regulation 0631C-R\(1\)-R\(1\): Objection To Instructional And Library Materials - Reconsideration Of Instructional Materials Regulation](#)
- [Policy 0632: Libraries / Media Centers](#)

Name/Pronoun Accommodations

An opportunity for every student's parent/guardian to indicate the student's preferred name, pronoun, and gender identity will be provided during the registration process. If updates need to be made outside of the registration process, parents/guardians may share that information [here](#).

Public Hearings

A public hearing is a meeting called by the Board to hear public reaction to a specific subject, topic, or proposal before the Board takes action.

Notice of the subject, date, time, and place of the public hearing shall be given so as to reasonably apprise the public.

Any person wishing to address the Board must reside in the Urbandale School District boundaries or be a parent/guardian of an Urbandale School District student and shall give their name and address. Each presentation shall be limited to five minutes unless specified otherwise by the presiding officer before the hearing begins. The presiding officer may also specify the total time allowed for the hearing. A Board member may ask questions of the speakers after receiving permission from the chair. A person may speak only once on a particular subject. Any person may submit a written statement to the Board Secretary.

The Board may take action on the subject at the public hearing after all presentations have

been made or at a later special or regular meeting.

See [Board Policy 0218- Public Hearings](#)

Parent Teacher Organization (PTO)

We welcome and invite parent(s)/guardians to get involved in any way they can in partnering with our schools. Each school has a Parent-Teacher Organization that is representative of families and staff members. The purpose of this group is to collaborate with school personnel to support and enhance the programming at each school. *If a school's PTO is not part of the District entity, they should refer to their finance bylaws for operating procedures. However, ALL PTOs must follow Board policies.*

[Karen Acres PTO](#)

[Webster PTO](#)

[Olmsted PTO](#)

[Urbandale Middle PTO](#)

[Valerius PTO](#)

Personal Property Responsibility

The District and its agents and employees shall not be held responsible for personal items brought onto school property, as to replacing, repairing, or recovering such property.

See [Board Policy 448 - Responsibility for Personal Property](#)

Personal Property/Electronic Devices/Cell Phones/Cellular Watches

The District and its agents and employees shall not be held responsible for personal items brought onto school property, as to replacing, repairing, or recovering such

property. Urbandale K-8 students are ONLY allowed to utilize cell phones, cellular watches and other electronic equipment before and after school. At UHS, students may also use devices during passing time and lunch. During school hours for K-8, cell phones and other electronic devices need to be turned off and stored in student backpacks. At UHS, students may also place electronic devices in their locker or another staff-designated area. Urbandale staff reserves the right to protect instructional time from interruptions caused by cell phones and electronic devices. If cell phones and electronic devices are to be used for

instructional and/or curricular purposes, that will be at the discretion of the teacher and/or administration.

See [Board Policy 448](#) - *Responsibility for Personal Property*

Please see Appendix G Student Code of Conduct for more specific information on consequences and expectations.

Progress Reports/Conferences

Reporting pupil progress is the result of daily evaluation of your child. Parent/guardian-teacher conferences are held at least twice during the school year. You will receive at least two written reports of progress. In grades 6-12 a student's academic progress can be monitored during the academic year through the PowerSchool Portal.

See [Board Policy 637](#) - *Student Progress Reporting*

Public Conduct on School Premises

District sponsored or approved activities are an important part of the school program and

offer students the opportunity to participate in a variety of activities. Spectators are permitted to attend school sponsored or approved activities only as guests of the District, and, accordingly, as a condition of such attendance, they must comply with the District's policies, rules and directives. Spectators will not be allowed to interfere with the activity or with the enjoyment of the participants, other spectators, or with the performance of employees and officials supervising the activity. Spectators are expected to display mature behavior and sportsmanship. The failure of spectators to do so is not only disruptive, but embarrassing to the participants, the District and the entire community. Similarly, visitors to our school buildings will not be allowed to disrupt learning or the flow of a school day. The use of vulgar, obscene or demeaning expressions directed at students or school staff will not be tolerated.

See [Board Policy 1013](#) - *Public Conduct on School Premises*

Special Education Services

Special education services designed to meet the individual needs of students ages 3-21 are provided to Urbandale students that have been determined eligible.

Special education services are provided at no cost to families. A team consisting of school staff, Heartland AEA staff, and parents/guardians will determine eligibility for such services after an evaluation is completed. If a student is eligible for special education services, then an Individualized Education Plan (IEP) is developed by the IEP team.

More information about special education

services can be found on the [Iowa IDEA Information website](#).

See [Board Policy 613](#) - *Special Education*

School Board Meetings

The School Board has the responsibility for maintaining the educational program in the Urbandale District. The seven-member Board is elected to rotating four-year terms by District voters. Board members serve without pay. School Board elections are held on the first Tuesday after the first Monday in November in the odd numbered years.

The Urbandale Community School District's Board of Directors invites you to attend its meetings. They meet twice a month, except in June, July and December when only one meeting is held. The first meeting of the month is a work session where no action is taken. The second meeting of the month is the regular business meeting where voting on items and requests occurs. The meetings begin at 6:00 pm and are open to the public. For the full schedule of meetings and to access the agendas, visit the [District Simbli site](#).

See [Board Policy 209](#) - *Board Meetings*
See [Board Policy 210](#) - *Notice of Meetings*

School Resource Officer

School Resource Officer (SRO) is the official title of the officer serving the District in a permanent capacity. When the officer is absent, another member of the department will substitute and be referred to as the Police Liaison Officer.

The District Officer links the police department and the Polk County Juvenile

Court, with the school environment, providing services including investigation, information services, interventions, behavior modification programs, safety concern solutions, parent/guardian contact, truancy, home visits, and communication with the student judicial system. The officer assists the District administrators/designee with attendance, building and grounds concerns including parking and traffic problems, supervision of events, parent/guardian communication systems, substance abuse programs, and enforcing city and state laws on school grounds. The Officer serves all schools in the District but is primarily housed at the high school.

Section 504 of the Rehabilitation Act of 1973

The Urbandale Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. Section 504 of the Rehabilitation Act of

1973 is a federal statute that prohibits discrimination based upon a disability from all aspects of school operation. Section 504 focuses on ensuring a level of access to educational services and the learning process for qualified students with a disability that is equal to that given to students without a disability including services, programs, and activities offered by the District. All students are entitled to a free appropriate public education. An appropriate education for a student with a 504 plan may require the provision of specific accommodations and related services in order to allow the student equal access or benefit from the school's

programs and services. It is the responsibility of regular education staff and building administrator/504 representatives to implement those practices and procedures necessary for a school to fulfill the requirements of the law.

Students eligible for Section 504 accommodation plans must meet ALL three criteria. The three criteria are (1) a mental or physical impairment, (2) which substantially limits, (3) one or more major life activities. A team that is knowledgeable of the student determines, with evaluation data, if the student meets eligibility criteria.

Referrals for Section 504 may be made to the building administrator or the 504 representative by contacting the school office. The Section 504 Coordinator for the District is the Director of Special Education, Melanie Hatch, 11152 Aurora Avenue, Urbandale, Iowa 50322, hatchm@urbandaleschools.com.

The Family Educational Rights and Privacy Act (FERPA) also specifies rights related to educational records. This Act gives the parent/guardian the right to:

1. inspect and review their child's educational records;
2. make copies of these records;
3. receive a list of the individuals having access to those records;
4. ask for an explanation of any item in the records;
5. ask for an amendment to any report on the grounds that it is inaccurate, misleading, or violates the child's right; and

6. a hearing on the issue if the school refuses to make the amendment.

Student Searches

Prohibited Items

In the interest of maintaining the health, safety and good order of the school environment, students shall not have prohibited items in their possession or control on school grounds, on school vehicles, or while attending or participating in school activities or events. Prohibited items are such things as tobacco products, beer, wine, alcoholic beverages or controlled substances, controlled substances which have not been validly prescribed, "look-alike" tobacco, alcoholic beverages or controlled substance, apparatus used for the administration of controlled substances, weapons, explosives, toy weapons or explosives, poisons, stolen property, or other devices or materials which are intended to interfere with school order. Licensed school employees and other employees of the District employed for security or supervision purposes, ("authorized personnel") may, without a warrant, search a student, a student's belongings, student lockers, automobiles on school property, desks, facilities, or work areas under the circumstances outlined below in order to maintain the safety, health, discipline and order of the school environment.

Personal Searches, Reasonable Suspicion

Searches of students, their clothing, bags, *personal technology devices, or other

personal containers in the possession of or in the immediate proximity of the student, and searches of automobiles on school property shall be conducted only if there is a reasonable articulable suspicion that a criminal offense has been committed or a school rule has been violated by the student being searched and that the search will provide evidence of such violation. The search shall be conducted in a manner, which is reasonably related to the objectives of the search and shall not be excessively intrusive in light of the age and gender of the student and the nature of the infraction. If the student is not present, another adult shall be present and the student shall be notified of the search either prior to or as reasonably practicable after the search is conducted. Reasonable suspicion may be formed by considering such factors as:

- Eye witness observation by school personnel
- Information received from a reliable source
- Suspicious behavior by the student
- The student past history, although this factor alone is not sufficient to provide the basis of reasonable suspicion
- Articulable circumstantial evidence.

*In extreme situations of safety.

Reasonable Scope

All searches of students or their belongings as specified in subsection [512.2\(1\)](#) shall be reasonably related in scope to the circumstances which gave rise to the need for a search and shall be based upon

consideration of relevant factors which include, but are not limited to:

1. the nature of the violation for which the search is being instituted;
2. the age or ages and gender of the students who may be searched;
3. the objectives to be accomplished;
4. The emergency required the search without delay.

Procedures

Authorized personnel may ask a student to open, unlock and/or empty their bags, personal technology devices or other personal belongings when there is reasonable suspicion that the student has a prohibited item in their possession. If the student fails to comply, an administrative staff member or their designee may search the student or the student's belongings in the presence of another adult. Searches, which involve the pat-down of the student or which involve the removal of any clothing (e.g., jacket or socks), shall be conducted by a person of the same sex, when feasible, as the student and shall be conducted in private and in the presence of a witness of the same sex. Except in cases of emergency (e.g., it is believed the student may harm themselves or others), other staff members shall not conduct a search. Strip searches, body cavity searches and the use of a drug-sniffing animal to search the student's body shall not be allowed. If a prohibited item is found in personal search, appropriate disciplinary action may be taken. Items, which may be illegal to possess, may be turned over to proper authorities.

Lockers, Desks, and School Facilities

Periodic inspections - lockers, desks and other facilities and spaces remain at all times the property of the District, even though temporarily assigned as a courtesy to students. These facilities are subject to unannounced inspections, and students have no legitimate expectations of privacy in these facilities even though they may be locked. Written notice shall be given annually to each student and their parents, guardians or custodians that the District may conduct periodic inspections without prior notice of all or a randomly selected number of school lockers, desks and other facilities or spaces owned by the District and provided as a courtesy to students. The inspection shall occur in the presence of the student or at least one other person. If a prohibited item is found in a periodic inspection, the student may be subject to appropriate disciplinary action, and items, which may be illegal, may be turned over to proper authorities.

Search

An administrative staff member may search a locker, desk or other assigned facility or space when there is reasonable suspicion the student has a prohibited item. The student need not be present at the time of the search, but another person shall be present. Other authorized personnel may request a student open their locker, desk or other assigned facility or space and disclose its contents when there is a reasonable suspicion the student has a prohibited item in the facility. Except in cases of emergency, non-administrative staff personnel shall not

search the locker, desk or other facility or space without the student's consent. If a prohibited item is found in a search, the student may be subject to appropriate disciplinary action, and items which may be illegal to possess may be turned over to the proper authorities.

Searches by Law Enforcement

Law enforcement officials, other than the District's Police Liaison Officer, will not be allowed to search students, their belongings, desks, lockers or automobiles on school premises unless pursuant to an arrest, a valid warrant or other reason allowed by law.

See [Board Policy 509](#) - *Student Behavior and Discipline*

See [Board Policy 512](#) - *Student Searches*

See [Board Policy 634](#) - *Assessment Program*

Supplies

Students are responsible for having basic and adequate supplies. A list for each class is provided at your child's school. Please see classroom teachers for additional information. Please contact your school office if you need support with school supplies.

Transportation

Urbandale Community School District contracts bus transportation out to Durham School Services. For more information, visit the [District website](#).

Students will be required to board and exit from their assigned buses at the location

designated. Changes, other than at the time of purchase, will require a one-week notice prior to the change. There are 2 safety practices per year so all students know how to exit a bus in the event of an emergency.

Bus Conduct Rules

Rules for riding UCSD buses:

1. Stay in your seat at all times.
2. Keep your hands, feet, books, and objects to yourself.
3. Swearing, rude gestures, teasing, and disrespect is unacceptable.
4. Use classroom voices on the bus.
5. Keep arms, hands, head, etc. inside the bus at all times.
6. Follow the driver's directions.

The operation of a safe, efficient, and economical transportation program requires that all passengers observe a set of regulations. To assure a safe ride for all students and drivers, the procedures below will be followed:

- Driver counsels student on proper bus behavior
- Driver writes a referral and submits to Durham management for submission to school
- Referral #1 - Administrator warns student
- Referral #2 - Administrator calls parent, possible reflection assignment
- Referral #3 - Student is suspended from riding the bus for up to 3 days
- Referral #4 - Student is suspended from riding the bus for up to 5 days
- Referral #5 - Student is suspended from riding the bus for up to 10 days
- Further or continued behavior problems could result in an indefinite suspension from riding the bus

Parents/guardians will be notified by school administration after each referral. A meeting will be required to include the driver, bus company official, and parent/guardian after the third referral.

A student may be suspended from riding the bus for extreme or dangerous behavior at any point in the discipline process at the discretion of the principal/administrator.

Buses may be equipped with video cameras that can be used to monitor student behavior. Administration will review any available video as needed and appropriate.

Students Riding Different Buses

For safety and accountability purposes, students riding a bus and/or going to a stop other than their regularly assigned stop is not permitted. If an emergency situation arises, parents/guardians are to contact the building principal.

Student Drop Off (at bus stop)

Kindergarten-1st grade students will not be permitted to get off the bus unless \

there is an approved adult (parent/guardian/authorized adult/sibling) present to receive them at the bus stop. If the driver is unable to reach an authorized adult, they will contact the school principal for assistance. If they are not able to reach the principal or their designee, they will have no choice but to contact the Urbandale Police Department for assistance.

This requirement also applies to any PreK student who receives transportation as part

of their IEP.

Transportation/District Busing

The District will provide transportation for K-8 students living more than 2 miles from school and 9-12 students living more than 3 miles from Urbandale High School.

Bus/Walk/Pay Zone

Information/Maps can be found at these links:

Kindergarten students in a pay zone will not be charged.

- [Karen Acres Zone Map](#)
- [Olmsted Zone Map](#)
- [Valerius Zone Map](#)
- [Webster Zone Map](#)
- [UMS Bus Zone Map](#)
- [UHS Bus Zone Map](#)

[Elementary Boundary Map beginning 2023–24](#)

Transportation Prices

One way = AM or PM, two way = BOTH AM and PM

| | |
|------------------------|----------|
| One way per semester | \$103.00 |
| Two way per semester | \$206.00 |
| One way, two semesters | \$196.00 |
| Two way, two semesters | \$392.00 |

Visitors to UCSD Buildings

The Urbandale Community School District (UCSD) welcomes and invites parents/guardians to visit schools during the school day. "Visitors" include parents, guardians, volunteers, contractors, students from other schools, UMS and UHS students visiting District schools (unless students are under direct supervision by a UCSD employee), student teachers, student teacher advisors, outside counselors/EFR, and members of the community.

Overview

In order to maintain a safe and secure learning environment, visitors must report to

the school's main office, sign-in upon arrival, provide a U.S. government-issued ID for scanning into the Raptor system (or provide a legitimate photo ID and have name and date of birth entered into the Raptor system), and then receive a visitor's badge/sticker which they will be required to wear during their stay in our schools. Visitors are required to sign-out and return the badge/sticker at the main office prior to leaving the school. (Note: Signing in via the Raptor system will not be necessary for individuals who drop-off or pick-up a student or materials in the main office.)

Visitor Management System

The Raptor system establishes a consistent and uniform visitor check-in process as it has two main functions: 1) issues a dated visitor check-in badge/sticker complete with a name, photo, and destination, and 2) screens individuals against sex offender registries in all 50 states and several territories within the United States.

How It Works

- All UCSD visitors must report to the main office upon their arrival at the school and provide their driver's license or other state or federally issued ID. (Note: Signing in via the Raptor system will not be necessary for individuals who drop-off or pick-up a student or materials in the main office.)
- The barcode on the ID will be scanned electronically and run through the Raptor system.
- If a visitor does not have a U.S. government-issued ID, the main office can use any form of legitimate photo identification and manually enter the person's name and date of birth into the Raptor system.
- The Raptor system checks the visitor's name and date of birth for comparison with a national database of registered sex offenders. The registered sex offender database is the only official database checked by the Raptor system. No other data from the ID is gathered or recorded and the information is not shared with any outside agency.
- If a match is identified, the building principal or designated representative will immediately be notified and respond according to District procedures.
- If an individual refuses to provide identification, the building principal or designated representative will immediately be notified and respond according to District procedures.
- If no match is identified, visitors will be issued a date-specific

- visitor's badge/sticker that includes their name, photograph, and destination. The badge/sticker must be worn and remain visible at all times while the visitor is on school grounds.
- Children who do not have a valid ID are allowed to visit as long as an adult who has completed the check-in process accompanies them.
- All visitors are required to check-out and return the visitor badge/sticker at the main office prior to leaving the school.

Once visitors have been approved by the Raptor system, they will not need to provide an ID for each subsequent visit. Previously approved visitors will still need to check-in at the main office to receive a visitor badge/sticker to be worn while on school grounds. All visitors are required to check-out and return the visitor badge/sticker at the main office prior to leaving the school.

An important part of keeping students and staff safe is knowing who is in our buildings at all times. Thank you for your cooperation in helping us maintain safe and secure learning environments.

Volunteers

Volunteers are encouraged in our buildings. Please call the school office if you are interested in working with students or on other projects within the school. Volunteers may be asked to complete a background check prior to working in the school setting. See [Board Policy 1009 - Community Service](#); [Board Policy 434 - Volunteers](#); [Board Policy 1010 - Community Use of School Facilities](#).

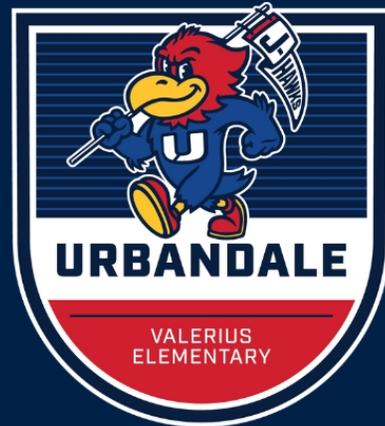
Board Policy References

All Board policies can be found on the [Simbli website](#). There are 10 different articles or categories of policies. A summation is found in the table below of policies most relevant to this handbook. The entire series can be searched using keywords. This list is not meant to be all inclusive. Board policies are amended or updated every 5 years at a minimum. Legal changes or legislative updates may prompt earlier amendments to policies. Please refer to the [Simbli website](#) for notices of pending changes.

| Policy Name | Policy Number | Keywords |
|--|---|---|
| Affirmative Action | 426 | Discrimination, bullying, harassment |
| Attendance Requirements | 508 | Attendance, compulsory, excused, unexcused |
| Complaint Procedure | 229 | Complaint process, forms |
| Controversial Issues | 620 | Academic freedom, controversy, multiple point of views, right to disagree |
| Emergency Drills | 642 , 919 , 920 | Drills, threats, plans |
| Emergency School Closings | 531 | Extreme weather, emergency conditions |
| Entrance Requirements | 502 , 514 | Immunizations, proof of age |
| Gift Laws | 450 , 534 , 810 | Gifts to employees, class gifts, group gifts, bequests |
| Hazardous Chemical Disclosure | 433 | Hazard chemical program |
| Homework | 633 | Practice skills, guidelines |
| Instructional Materials: Selection, Inspection and Reconsideration | 627 | Objection, withdraw, copyright |
| Internet Appropriate Usage | 606A | Email, online, acceptable use, safety, security |
| Media Center Guidelines | 537 , 632 , 627 | Circulation, reconsideration, instructional materials, library records |

| | | |
|---|--|---|
| Open Enrollment | 504 , 602 , 626 | Non-resident student, continuation |
| Religious-based exclusion from school programs | 612 | Religious beliefs, alternate activity |
| Social Events | 524 , 643 , 643 R1 | Holiday parties in schools |
| Student Behavior and Discipline | 509A , 509B , 509C | Student behavior and discipline, weapons, threats of violence |
| Student Complaint Procedures | 536 | Complaints made by students |
| Student Fees and Fee Waivers | 532 | Book rental, damages, fines, lost materials, textbooks |
| Student Health-Communicable Diseases | 518 | Attendance, exclusion, reporting |
| Student Photographs | 542 | Student portraits, opt out |
| Student Records | 535 | Permanent record, right to view, disclosure |
| Student-Family Relationships | 540 | Custody, disagreements, court order |
| Talented and Gifted Education (Extended Learning) | 614 | Gifted, advanced, special program |
| Teaching of Religion in the District | 621 | Religious history, curriculum, academic inquiry |
| Tobacco Prohibited | 916 | Smoking, e-cigarettes, cigarettes, smokeless tobacco |

Appendix A: UCSD Elementary Schools Parent/Guardian & Student Handbook



Contact Information

Karen Acres Elementary School

Principal: Dania Wilson
3500 74th Street
Urbandale, IA 50322
Main Office: (515) 457-5700

Olmsted Elementary School

Principal: Deborah Bordenaro
Dean: Kara Paulson
7110 Prairie Avenue
Urbandale, IA 50322
Main Office: (515) 457-5800

Valerius Elementary School

Principal: Lara Justmann
Dean: Derek Wilkins
3305 92nd St
Urbandale, IA 50322
Main Office: (515) 457-6500

Webster Elementary School

Principal: Anna Taggart
Dean: Sara Grieme
12955 Aurora Avenue
Urbandale, IA 50323
Main Office: (515) 331-8600

Arrival/Departure Times

All Monday's during the school year are scheduled as a late start to allow time for teacher training and planning. These days, all elementary schools will start later and dismiss at regular times. This is a good time to plan to take care of family needs like medical/dental appointments. The specific dates are noted on the [District calendar](#).

We ask that parents refrain from sending their children too early, especially on bad weather days. We do not provide supervision during these times as all staff are in meetings or professional development.

Time Schedules for Elementary Schools:

Regular School Day

Doors open: 8:35am

Attendance is taken/Instruction begins:
8:50am

Dismissal: 3:40pm

Late Start School Day

Doors open: 9:40 am

Attendance is taken/Instruction begins:
9:55 am

Dismissal: 3:40pm

Building a Better U

The purpose of the Building a Better U proficiency scale is to address a whole-child approach to learning. Explicit instruction, opportunities for practice, and providing feedback on these skills contribute to the healthy development of interpersonal and intrapersonal skills that will support academic and professional success. Reporting on the following BBU skills will happen in conjunction with academic progress reports, and will provide important feedback to stakeholders around the student's development of life skills based on

Iowa Employability Standards.

| |
|--|
| Safe |
| Demonstrate safety towards self and others |
| Uses materials appropriately |
| Responsible |
| Actively listens and responds appropriately |
| Solves problems appropriately |
| Organizes materials for learning |
| Uses time effectively to complete quality work |
| Kind |
| Recognizes opinions and feelings of others |
| Interacts with others positively |

See [Board Policy 509](#) - Student Behavior and Discipline

See [Board Policy 543](#) - Student Expressions

Curriculum

Art

All students in grades K-5 receive instruction by a specialized teacher. Art projects from all levels are on display in the building throughout the year.

Music

Vocal - All students K-5, receive instruction on a scheduled basis. The 4th-5th grade chorus is also organized, and students may participate on a voluntary basis.

Instrumental - Lessons and large group rehearsal are offered for students in 5th grade on a regular schedule. Parents/guardians will receive more detailed information from the band instructors at the beginning of the school year.

Physical Education

Physical Education classes are scheduled for grades K-5. When playing in the gym, tennis shoes are recommended. Other soft-soled shoes may be satisfactory, if they do not leave marks on the floor. Shoes are a necessity for gym classes.

See the District [curriculum website](#) for additional information

Health Screenings

Health screenings, such as height, weight, vision, and hearing *may* be performed annually. Dental screenings may also be performed for kindergarten students. Please notify the school if you don't want your student to participate in a screening. Parents/guardians will be notified of any concerns from the vision, hearing, and dental screening.

Hearing

Hearing is very important to a student's ability to listen, learn, and progress satisfactorily in school. A hearing loss may indicate a health problem and/or contribute to educational difficulties. For these reasons, the Urbandale Community School District, in cooperation with Heartland Area Education Agency, may provide a hearing-screening test for your child during the school year.

Students who do not pass this screening may receive individual hearing tests by the audiologist. Parents/guardians will be notified about the results of the hearing tests only if their child does not pass the test. This is a screening process only and does not identify all hearing or ear problems. If your child has had hearing or ear problems recently, feel free to send this information to the school nurse for the audiologist.

If you do not want your child to participate in the screening program and follow-up assessments by the school audiologist, please notify the school by the end of the first week of school. If there are any questions about the hearing testing program in your school, please contact your school nurse or principal.

See [Board Policy 515](#) - Student Health Services

Lunch/Breakfast

Visitors are welcome to eat lunch with a student at school. To purchase a school lunch, please call the school prior to 9:30 a.m. Parents who choose to eat lunch with their child(ren) at school and choose something other than a school lunch (i.e. "fast food") will be asked to eat in a location away from the school lunchroom. Parents are only allowed to bring outside food during lunch for their own child(ren).

Visit the [Nutrition Services website](#) for more information on healthy lunches.

School Counseling Program

A school counselor will be made available in each elementary building to serve all students in kindergarten through 5th grade. The counselors work with students

individually, in small groups, and in the classroom. Counselors consult with teachers concerning the academic, social, and emotional needs of individual students in school.

The counselors may be of service to you as a parent/guardian in the following ways:

1. Conference with individual parents/guardians regarding their child's social adjustments and emotional well-being.

2. Conduct positive parenting groups on such topics as discipline, communication skills, and problem solving techniques.

Specials Four-Day Schedule

Elementary schools operate on a four-day schedule for Related Arts classes using Days 1,2,3, and 4. Days missed due to inclement weather, emergency schedule changes, etc may be made up at the end of the year as time permits.

Appendix B:

UCSD Middle School

Parent/Guardian &

Student Handbook



7701 Aurora Avenue
Urbandale IA 50322

(Phone) 515-457-6600
(Fax) 515-457-6610
(Attendance) 515-457-6605

Urbandale Middle School Mission, Vision, and Commitments

The mission of Urbandale Middle School is to educate all middle level learners in a safe and supportive environment through collaboration and building strong relationships.

The vision of Urbandale Middle School is to bring 21st century learning to life by engaging all students in their education.

We value and commit to:

- Developing strong, positive relationships
- Monitoring and supporting student learning
- Planning and engaging in student-centered lessons and activities
- Providing a positive, safe learning environment
- Collaboration and teamwork
- Differentiating to meet the needs of all students
- The continuation of learning by all

| | |
|---|---|
| <u>School Hours</u> 7:55 am - 3:05 pm | <u>Late Start Mondays</u> 9:15 am - 3:05 pm |
|---|---|

Contact Information

| Name | Position | Email |
|-----------------|---------------------|--|
| Cheryl Modlin | Principal | modlinc@urbandaleschools.com |
| Jennifer Silvay | Associate Principal | silvayj@urbandaleschools.com |
| Tucker Regan | Dean of Students | regant@urbandaleschools.com |
| | 6th Grade Counselor | |
| Marissa Gabriel | 7th Grade Counselor | gabrielm@urbandaleschools.com |
| Yerliana Reyna | 8th Grade Counselor | reynay@urbandaleschools.com |
| Amy Stroud | Nurse | strouda@urbandaleschools.com |

Activities

See Activities appendix for information.

Arrival/Departure Times

All Mondays during the year are scheduled to allow time for professional development. UMS will start later and dismiss at regular times. This is a good time to plan to take care of family needs like medical/dental appointments. The specific dates are noted on the [District calendar](#).

We ask that parents refrain from sending their children early, especially on bad weather days. We do not provide supervision during these times as all staff are in professional development.

Students should leave campus by 3:15 unless they are staying after with a teacher or activity sponsor and arrangements for pick-up have been made. On inclement weather days students can wait in the vestibule until 3:30.

Time Schedules

Regular School Day

Student Arrival: 7:30-7:45 am

School begins: 7:55 am

Dismissal: 3:05 pm

Late Start School Day

Student Arrival: 8:55 am - 9:15 am

School begins: 9:15 am

Dismissal: 3:05 pm

Building a Better U

The purpose of the Building a Better U proficiency scale is to address a whole-child approach to learning. Explicit instruction, opportunities for practice, and providing feedback on these skills contribute to the healthy development of interpersonal and intrapersonal skills that will support academic and professional success. Reporting on the following BBU skills will happen in conjunction with academic progress reports, and will provide important feedback to stakeholders around the student's development of life skills based on Iowa Employability Standards.

| |
|--|
| Safe |
| Manages emotions and behaviors appropriately in a variety of settings. |
| Accountable |
| Manages time appropriately and productively. |
| Empathetic |
| Recognize perspectives that are different from their own. |
| Respectful |
| Effectively demonstrates verbal and nonverbal communication skills. |

Discipline Consequence Definitions

Detention

Detentions are assigned before school, after school, or during the student's lunch

period. If a student is placed in detention by an administrator, they should report to the office. If a student is placed in detention by a teacher, they should report to the teaching area of the teacher assigning the detention. Students must work on school assignments or other duties as assigned in detention. Failure to report to detention will result in additional disciplinary action.

In-School Suspension (ISS)

In-School Suspension may be assigned to students based on the severity of the infraction or the level they have reached in the office referral process. In-School Suspension is a supervised quiet study time. Students will be expected to complete individual classroom work and other work as assigned.

Out Of School Suspension (OSS)

Out-of-School Suspension may be assigned as a further consequence in the office referral plan. Students are responsible for making up any work missed during the time of suspension. Every attempt will be made to provide work. If it is not possible to prepare materials before the student leaves the building, arrangements will be made with the parents/guardians to pick up the work in the school office at a later time.

See [Board Policy 509](#) - Student Behavior and Discipline

See [Board Policy 543](#) - Student Expressions

Tardies

Tardiness to individual classes throughout the day will result in the following consequences:

- 1 tardy to class = teacher warning
- 2 tardies to class = teacher warning

- 3 tardies to class = parent phone call
- 4 tardies to class = parent phone call, detention until 3:30 with the teacher
- 5 tardies to class = referral to counselor/core teacher team, student responsibility plan established and shared with parents
- If problem persists, referral to Dean of Students/Associate Principal, meeting required with parents and student

Food and Drinks

Students should not bring energy drinks or caffeinated beverages to school. This includes before school and during lunch.

No outside restaurant or convenience store food or drinks can be brought into school. Ordering food to be delivered or dropped off is prohibited. Any special circumstance must be approved by an administrator in advance.

Curriculum

Physical Education

All students are required to participate in physical education. A written note from a health care provider is required to excuse a student from participating in and having to make-up missed classes.

Parents/Guardians may provide a written note to excuse their student; however, any classes excused in this manner must be made up by the student at a later date that is scheduled with the PE teacher. Gym clothes are optional for participation. The school recommends that students print their names on all P.E. clothing.

For more specific information on middle school curriculum, please visit the District [curriculum website](#).

School Counseling Program

School counselors will be made available to serve all students. The counselors work with students individually, in small groups, and in the classroom. Counselors consult with teachers concerning the academic, social, and emotional needs of individual students in school. A counselor may conference with individual parents/guardians regarding their child's social adjustments and emotional well-being.

Student Pick-up and Drop Off

To ensure student safety, students being dropped-off/picked-up by car through the drive-up lane must exit/enter vehicles from the curb-side lane. Vehicles will exit the lot through the left lane. Students should use the sidewalks and should not walk across the drive through lanes during active pick-up/drop-off times.

URBANDALE
COMMUNITY
SCHOOL
DISTRICT

Appendix C: UCSD High School Parent/Guardian & Student Handbook



7111 Aurora Avenue
Urbandale IA 50322

(Phone) 515-457-6800
(Attendance) 515-457-6805

Urbandale High School Mission Statement - Focus on Learning
Urbandale High School Vision Statement - UHS will change the world!

Administrators

| | | | |
|-----------------|--------------------------------------|--------------|--|
| Tim Carver | Principal | 515-457-6801 | carvert@urbandaleschools.com |
| Casey Goodhue | Associate Principal | 515-457-6802 | goodhuec@urbandaleschools.com |
| Jared Power | Dean of Students, last names A-K | 515-457-6803 | powerj@urbandaleschools.com |
| Johanna Russell | Dean of Students, last names L-Z | 515-457-6804 | russellj@urbandaleschools.com |
| Josh Frey | Director of Activities and Athletics | 515-457-6994 | josh.frey@j-hawks.com |

School Counselors

[Counseling Office](#) Hours 7:00 am - 3:30 pm Monday through Friday

| | | | |
|---------------|---------------------------|--------------|--|
| Jill Duffield | Counselor, last names A-E | 515-457-6819 | duffieldj@urbandaleschools.com |
| Amber McKenna | Counselor, last names F-K | 515-457-6818 | mckennaa@urbandaleschools.com |
| Austin West | Counselor, last names L-Q | 515-457-6817 | westa@urbandaleschools.com |
| Carmen Salter | Counselor, last names R-Z | 515-457-6816 | salterc@urbandaleschools.com |
| Brittany Frey | Counseling Secretary | 515-457-6812 | freyb@urbandaleschools.com |

After School at UHS

In order to maintain an orderly, supervised environment at UHS after the school day ends, it is important that students who do not have after school activities at the High School leave the building and campus. There is not adequate supervision for students to roam the building or hang out with their friends on school grounds.

We are asking for your help in making UHS more secure after school. Parents and students need to have a plan for what students are doing after school. There is no supervision at UHS past 3:30 on Monday through Friday and for students who are waiting for a ride. Students who do not have after school activities will be asked to leave the building by the times stated above.

Building a Better U

The purpose of the Building a Better U proficiency scale is to address a whole-child approach to learning. Explicit instruction, opportunities for practice, and providing feedback on these skills contribute to the healthy development of interpersonal and intrapersonal skills that will support academic and professional success. Reporting on the following BBU skills will happen in conjunction with academic progress reports, and will provide important feedback to stakeholders around the student's development of life skills based on Iowa Employability Standards.

- | |
|---|
| I can recognize perspectives that are different from my own through various learning activities. |
| I can effectively demonstrate verbal |

- | |
|--|
| and nonverbal communication skills. |
| I can take initiative and actively engage in learning activities. |
| I can self-advocate and seek help when needed. |

Cheating

Cheating will not be condoned. Consequences will be decided collaboratively between the teacher and administration. Consequences may include grade reduction and/or disciplinary action.

Collaboration

Time for staff to collaborate is scheduled every Monday morning. Teachers are required to attend in-service during this time and are not available to assist students. Students should not be in the building before 8:50 am on Mondays.

Commencement and Diplomas

Students who have successfully completed graduation requirements outlined by the District shall be granted a District diploma. Commencement ceremonies will be held annually. The District shall not arrange for religious invocations, benedictions or other prayers at commencement exercises. The Board of Directors may exclude a student from participating in commencement exercises for violation of school rules relating to orderly operation of the schools. If a student violates school rules on school grounds or while participating in a school activity within the 24 hour period prior to commencement exercises, the Superintendent or the Superintendent's

designee may exclude the student from commencement exercises.

A student need not attend the ceremony in order to receive a diploma. Students graduating early after summer school or after the first semester shall be awarded diplomas at the commencement ceremony after the second semester. However, upon request of the student, the District will supply information verifying early graduation to employers, colleges, or other agencies. A student who has two or fewer credits to earn towards graduation and who shows an intention to complete the credits during the summer, may participate in the commencement ceremonies but shall not be awarded a diploma until the credits are successfully completed.

Connections

Staff and Students meet weekly in advisory groups called Connections. Students receive information regarding grades, schedules, power school, code of conduct etc. Connections is also a tier 1 approach that focuses on promoting quality relationships by bringing students with diverse backgrounds together. Every UHS student has the opportunity to develop a relationship with a teacher they see through all four years. Attendance to connections is mandatory for UHS students.

Dance Rules

Students must present a school ID to enter all dances.

Students may bring a non-Urbandale High School guest to the dance IF they sign them up before the dance and all guests must show a valid ID to enter the dance. Only one guest per UHS student. All guests must be at least high school age. You cannot purchase a ticket for a non-UHS guest the night of the dance.

Once a student or their guest leaves the dance they will not be permitted to re-enter.

If students or guests are exhibiting inappropriate dancing, the lights will be turned on for the remainder of the dance.

Before the start of the dance, the administrator/designee on duty will check with the DJ in regards to the music. If any uncensored songs are played, the dance will stop, and the DJ will not be invited back.

Students wanting to attend dances at other schools must be in good academic and behavioral standing at UHS before an administrator will sign off on the permission form.

Participation in school sponsored dances is considered a privilege and that privilege can be lost due to poor behavior at school or poor school attendance.

Inappropriate dancing can be defined, but not limited to:

- Dancing that may appear sexual in nature, or displaying sexual overtones.
- Touching one another in inappropriate places.

- Any other actions that a chaperone deems inappropriate.

Displays of Affection

Students are not to demonstrate overt displays of affection at school or school sponsored activities. This includes prolonged embraces, kissing, fondling, or other inappropriate physical contact. Displays of public affection may result in disciplinary action.

Dropping/Adding Courses

Course changes may be made only with parent, teacher, counselor, and administrative approval. The deadline for dropping a course with a recorded mark of "W" will be 6 weeks into the semester.

Early Graduation

Students are permitted to graduate at the end of a semester or summer session provided all graduation requirements are met. Students must complete their final semester at the Urbandale High School in order to qualify for early graduation, except that a student may complete their final graduation requirements during the summer. Students graduating early will be ineligible for participation in co-curricular activities and class activities, except that they may attend prom and commencement activities.

Elective Credits

Electives chosen by the student, with assistance from teachers, parents, and counselors, will complete the total number of credits needed for graduation. Elective credit may include unlimited credits from courses in Art, Business, Computers, English, Human Services, World Language, Manufacturing Interdisciplinary/Integrated, Mathematics, Science, and Social Studies. Most electives are awarded one credit per semester.

Extension Credits

A student may apply extension credits toward graduation (i.e., college, correspondence, or consortium courses) with the principal's prior approval.

Food/Beverages

Food and beverages purchased in the Commons should be finished before returning to other parts of the building. At no time should students have food delivered to the school from outside vendors. At no time should students sell or distribute food or beverages (etc.) without administrative approval. Violation of this will result in a violation of "Interfering with teaching and learning" in the Code of Conduct.

Grading for Learning

The purpose of Grading For Learning is to ensure the District's mission of Teaching All — Reaching All is practiced in every classroom, for every student, every day. Grading For Learning shifts the focus from accumulating points by an arbitrary date, to demonstrating learning within an established timeframe. It takes the guesswork out of the grading system as scores are based on the level of proficiency, or mastery, of well-defined skills within specific learning requirements. Instead of students focusing on the number of points they need to earn on an assignment, they focus on the skills they need to learn on an assignment in order to demonstrate proficiency. See the below graphic.

How Grading Works

1 Student Completes Evidence...

- Project
- Presentation
- Paper
- Assessment, etc.

▶ Evidence demonstrates level of proficiency on a standard learning requirement for a course.

2 Teacher scores evidence of learning using a proficiency scale.

| Scale Score | Level of Performance | Letter Grade <small>* WITH HONORS</small> |
|-------------|--|--|
| 4.0 | Exceeding Grade Level Standard | A* |
| 3.5 | Partially Exceeding Grade Level Standard | A |
| 3.0 | Meeting Grade Level Standard | A |
| 2.5 | Partially Meeting Grade Level Standard | B |
| 2.0 | Approaching Grade Level Standard | C |
| 1.5 | Partially Approaching Grade Level Standard | D |
| 1.0 | Beginning | D- |
| 0.0 | No Evidence | F |



3 Evidence is collected on multiple standards or learning requirements.

| Scaled Score | |
|---|------|
| ▶ Scores for learning requirements are averaged using scale scores. | |
| 4.0 | 100 |
| 3.5 | 95 |
| 3.0 | 90 |
| 2.5 | 85 |
| 2.0 | 75 |
| 1.5 | 65 |
| 1.0 | 60 |
| 0.0 | < 50 |

Average of all of the learning requirements converts to Traditional Letter Grade



| Traditional Score Range | Letter Grade <small>* WITH HONORS</small> |
|-------------------------|--|
| 99-100 | A* |
| 90-98 | A |
| 87-89 | B+ |
| 83-86 | B |
| 80-82 | B- |
| 77-79 | C+ |
| 73-76 | C |
| 70-72 | C- |
| 67-69 | D+ |
| 63-66 | D |
| 60-62 | D- |
| 59 OR BELOW | F |

Graduation Requirements
Credits Required For Graduation

46 credits are required for graduation. In general, a credit represents one semester of study.

| Content Area | Specific Courses | Total Credits |
|-----------------------------|--|---------------|
| English | English | 2 |
| | Language and Literature | 2 |
| | English electives | 2 |
| | American Literature | 2 |
| Social Studies | Electives | 2 |
| | American History | 2 |
| | American Government | 1 |
| | Economics | 1 |
| Math | | 6 |
| Science | | 6 |
| Health | 1 semester | 1 |
| Physical Education * | 4 years, every other day | 2 |
| Fine/Practical Arts | | 1 |
| Computers | Computer Apps, Exploring Computers, or Intro to Coding | 1 |
| Financial Literacy | Intro to Money Management or Personal Finance | 1 |

* *Physical Education is required by state law each year the student is in attendance unless the*

*student is medically excused. Medical excuses for exemption from required Physical Education will be considered on an individual basis, with administrative approval necessary. **Students must meet state CPR certification requirements for graduation.***

J-Hawk Diploma

Upon approval of the Student Study Team, students can receive an Urbandale J-Hawk Diploma by earning at least thirty-nine (39) credits as long as they demonstrate the core competencies established by the District.

| Content Area | Specific Courses | Total Credits |
|-----------------------|----------------------------|---------------|
| English | Electives | 8 |
| Social Studies | American History | 2 |
| | American Government | 1 |
| | Economics | 1 |
| | (Social Studies) Electives | 2 |
| Mathematics | Math (Electives) | 6 |
| Science | (Science) Electives | 6 |
| Health | Required | 1 |
| Fine/Practical Arts | Elective | 1 |
| Computer Applications | Required | 1 |
| Financial Literacy | Required | 1 |
| Physical Education * | Required | 2 |

** Physical Education is required by state law each year the student is in attendance unless the student is medically excused. Medical excuses for exemption from required Physical Education will be considered on an individual basis, with administrative approval necessary. **Students must meet state CPR certification requirements for graduation.***

Honor Roll

Each semester Urbandale High School recognizes students who have a **3.5** or higher semester grade point average. Students with a 4.0 are given a special letter of recognition. Students who attain Honor Roll status for two successive semesters will be awarded an Academic Letter. A Lamp of Learning will be presented for each subsequent Honor Roll effort. Students are eligible at the end of their 9th grade year.

Intervention

To help ensure learning for all students during the school day, we have time each week built into the schedule for intervention support. If a student is drafted for intervention support, attendance is **required** and additional support is provided in areas of academic concern. Interventions may change on a weekly basis with students dependent on student need.

Library Media Center Guidelines

The UHS LMC is open to students from 7:30 to 3:30 daily. Students check out materials for 28 school days, after which they may renew. Losing or damaging materials may result in fines.

The library desktop computers are available on a first come, first serve basis. The library is open for student use during the day unless classes are scheduled or testing taking place. Students are expected to treat the environment, equipment and others respectfully.

The UHS Makerspace is available to students during the school day to use the technology and creation tools. Students are required to follow all posted Makerspace rules and expectations for safety and cleanliness.

The library is reserved through the library staff for use during the academic day. For use outside school hours, reservations are made through the District activities office. Groups are expected to clean up and move the furniture back following their use of the facilities.

A range of equipment is available for staff and student use/checkout including printers, a copier, and presentation equipment.

Lockers for Students

Student lockers are the property of the District. Students may request a locker to use for the year. Students use the lockers assigned to them by the District for storing school materials and personal belongings necessary for attendance at school. Valuables should not be kept in lockers.

It shall be the responsibility of each student to maintain the locker in a clean condition. The District may periodically inspect the lockers for cleanliness and damage as well as in accordance with the District policy on student searches.

Locker inspections without prior notice may be conducted throughout the school year.

Lunch/Breakfast

- Second breakfast will be available at the end of the first block on Tuesday through Friday and is open to students in physical education during the first block or those who have a pass from the office to leave class early to get breakfast. Students should not be late for class due to breakfast.
- Students are scheduled into one of two lunch periods.
- Students are expected to bus their own tables.
- All students must eat in the commons during lunch.
- Juniors and Seniors will be able to earn an open lunch privilege.
 - 9th and 10th graders have no open lunch privileges. These students cannot be called out for lunch.
 - Junior and Senior students who have earned the open lunch period privilege are to leave immediately at the beginning of their assigned lunch period and are not to re-enter the building until five minutes before the end of their lunch period. These students must show their lunch pass and student ID to the staff member at the door when leaving and entering the building.

Open Periods

- 11th and 12th graders may apply for one and one-half open periods.
- To obtain an open period pass these students must:

- Obtain parent/guardian and administrative approval.
- Meet the high academic and behavior expectations of Urbandale High School.
- Students with open periods should honor passing times (exit the building or move to a supervised area before the tardy bell rings).
- Students may have open lunch/periods revoked for poor grades, behavior referrals, or attendance including tardies and unexcused absences. Parents may also revoke this privilege.

Organizations

Student-initiated, non-curriculum-related groups, upon receiving written permission from the principal or designee, may use school facilities for group meetings before or after regularly scheduled class periods.

Curriculum-related student organizations may use school facilities for meetings and other purposes before, after, and during the instructional school day. Curriculum-related activities shall have priority over the activities of any other organization.

The principal or designee shall have the responsibility to determine whether a group is curriculum or non-curriculum related. A group shall be considered curriculum related if any of the following questions could be answered in the affirmative:

1. Is the subject matter of the group actually taught in a regularly offered course?

2. Will the subject matter of the group soon be taught in a regularly offered course?
3. Does the subject matter of the group concern the body of courses as a whole?
4. Is participation in the group required for a particular course?
5. Does participation in the group result in academic credit?

Student attendance at meetings of student-initiated non-curriculum related groups shall be strictly voluntary. School District personnel will be assigned to monitor approved meetings. For student-initiated non-curriculum related groups, however, School District personnel shall not in any way participate in the meeting or assist in planning, criticizing, or encouraging attendance. Non-school persons cannot direct, conduct, control, or regularly attend activities or meetings of these non-curriculum related, student-initiated groups.

Parking

- Student parking is a privilege not a right.
- Courtesy and careful driving are necessities. Reckless driving will not be tolerated.
- Students may not park in the designated "Visitor" (diagonal) parking spaces prior to 3:30PM on school days.
- Students & UHS staff may not park in any of the posted Senior Center parking spaces, or in the Senior Center parking lot.
- UHS overflow parking is located in the parking lot directly south of the open field (old swimming pool location) and in any space not designated/posted for

Senior Center parking.

- Additional student/staff/visitor parking may be found around Lion's Park and off-campus city streets. Follow all city ordinances for public road-way parking.
- The speed limit in the parking lot is 5 MPH.
- Vehicles must be parked between two lines designated for parking. Do not park along end-caps, curbs, fire lanes, or on the grass. Students and staff may not park in any designated/posted pool parking or Urbandale Senior Center spaces. The above state offenses are enforceable by city code.
- **Staff spots are numbered.** It is important that students do not park in numbered (staff) spots prior to 3:30 PM every school day. If a student chooses to park in a numbered spot prior to 3:30 PM on school days, they will be subject to violation guidelines stated above.
- **Parking for seniors is designated by the blue lines in the parking lot.** Seniors will be provided a parking permit to park in those spots:
 - It is important that no other students park in the spots designated by the blue lines. Any student who is not a senior who chooses to park in the spots designated by the blue lines prior to 3:30 PM will be subject to violation guidelines stated above.
 - It is important that a car driven by a senior and parked in the spots designated by the blue lines has a UHS senior parking permit displayed. Any senior who parks in the spots designated by the blue lines without a parking permit displayed will be subject to violation guidelines stated above.

- **There are 150 spots devoted to senior parking.** If a senior with a permit does not arrive early enough to park in the spots designated by the blue lines, they can park anywhere else in the student parking.
- **Senior parking is a privilege.** Do not share or exchange your passes. Seniors will be provided one pass. If you lose your pass, students will have to wait 60 days for a replacement pass. If any student who is not a senior is found with a pass, it will be confiscated and will not be replaced.

The Urbandale High School & the Urbandale Community School District is not responsible for damage or theft from/to your vehicle/property.

Students Requiring Special Education

Graduation requirements for students requiring special education will be in accordance with the prescribed courses of study as described in the individualized education plan. However, the total credits required for graduation may not be modified by the IEPs. Prior to graduation, the IEP team shall determine whether graduation criteria have been met and notice shall be given of the planned graduation.

Tardy Procedure

All students are expected to be on time unless they have a pass from school staff stating that they are excused. The following tardy process/system is intended to provide uniformity and consistency for the benefit of our students and demonstrate a unified front to emphasize the importance of student punctuality, self-discipline, and

responsibility. Tardies adversely affect the classroom and also disrupt the learning environment for other students. This procedure is to be enforced on a semester basis, for each class.

Tardy is defined as: a student enters the classroom after the bell rings without permission and the teacher is ready to begin class.

When a student is tardy, the following actions will happen:

- Teacher updates PowerSchool and confirms the student signed in so that it is accurately documented (conversation with student).
- The attendance team will analyze tardy data periodically throughout each quarter
 - Students with excessive tardies will be referred for additional support and may face consequences which may include but is not limited to detention, loss of privileges (open pass, hall passes), instruction surrounding behavior, schedule changes, or structured lunch.

Students who are in chronic violation of these procedures may be subjected to an attendance or behavior plan. Non-compliance with an attendance or behavior plan will be considered insubordination per the code of conduct.

Transfers In

If a student has previously attended an accredited school, appropriate course credit

shall apply towards graduation requirements. If the student has not attended an accredited school, the District need not accept the credits towards graduation.

Unexcused Absence Procedures

All students are expected to attend class unless they have been excused by a guardian or school staff. Frequent absences inhibit students' learning and growth both academically and behaviorally, and UHS strives to prepare students for life beyond high school so they are college and career ready.

Absence (AB) is defined as: missing 50% or more of a class period without being excused by a guardian or school staff.

The following absence process/system is intended to provide uniformity and consistency for the benefit of our students and demonstrate a unified front to emphasize the importance of attending class. This procedure is to be enforced on a semester basis, for each class.

1. First AB: Teacher talks with student and gives a warning; Conversation is documented in PowerSchool
2. Second AB: Teacher talks with student and calls home; Confirmed communication with parent/guardian is documented in PowerSchool.
3. Third AB: Teacher emails Dean of Students secretary to notify attendance team of multiple absences

The attendance team will analyze AB data periodically throughout each quarter. Students with excessive ABs will be referred for additional support and may face consequences which may include but is not limited to detention, loss of privileges (open pass, hall passes), instruction surrounding behavior, schedule changes, or structured lunch.

Students who are in chronic violation of these procedures may be subjected to an attendance or behavior plan. Non-compliance with an attendance or behavior plan will be considered insubordination per the code of conduct.

Appendix D: K-12 Student Code of Conduct Parent/Guardian & Student Handbook



K-5 Code of Conduct

Abusive or Inappropriate language

| Infraction Type | Infraction Definition | Initial Responses | Range of Responses <i>*Required</i> |
|--|---|--|---|
| Abusive Language: Non-directional swearing (Minor) | Incidental swearing / nonverbal gesturing not directed at another person. | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | *Conference with student *Contact legal guardian Reteaching Loss of privilege/s Mediation / restorative conversation |
| Abusive Language: Directional swearing (Major) | Swearing / nonverbal gesturing or other abusive language directed at another person. | | *Contact legal guardian *Conference with student Loss of privilege/s Mediation / restorative conversation Removal from learning environment In-school suspension up to 1 day Re-engagement plan / meeting (required with out of-school) |
| Abusive Language: Non-directional Inflammatory or Sexual Language (Major) | Incidental use of inflammatory language / nonverbal gesturing or sexual language / nonverbal gesturing not directed at another person | | *Contact legal guardian *Conference with student Loss of privilege/s Mediation / restorative conversation Removal from learning environment In-school suspension up to 1 day Re-engagement plan / meeting (required with out of-school) |

| | | | |
|--|--|--|---|
| Abusive Language: Directional Inflammatory or Sexual Language (Serious) | Language and nonverbal gesturing, including sexual language and nonverbal gesturing, that does or could cause to alienate an individual related to protected class status covered under Iowa code. Could include, but is not limited to hate speech OR descriptions, slang terminology and/or labels commonly understood to be offensive, demeaning or derogatory. | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Contact TitleIX Investigator Mediation / restorative conversation Removal from school or extra-curricular activity Loss of privilege / restriction Change of schedule In-school or out-of school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) |
| Alcohol-Related | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Alcohol: In the Presence of use and/or Distribution (Minor) | <u>See Policy 0550 Substance Abuse</u> Student is knowingly in the presence of a peer who is using and/or distributing alcohol on school grounds and/or at school events and does not remove self when given the opportunity. | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student |
| Alcohol: Possession and/or use (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is under the influence or in possession of alcohol on school grounds and/or at school events. | | <ul style="list-style-type: none"> *In-school or out-of-school suspension up to 3 days *Contact law enforcement Contact and/or referral to any other applicable outside agencies |
| Alcohol: Distribution (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is giving out/sharing/selling alcohol to students or others on school grounds and/or at school events. | | <ul style="list-style-type: none"> *In-school or out-of-school suspension up to 3 days *Contact law enforcement Contact and/or referral to any other applicable outside agencies |

| Arson | | | |
|---|---|--|---|
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Arson (Serious) | Destruction of school property resulting from student use of fire regardless of intent or level of property damage | | <ul style="list-style-type: none"> *In-school and/or out-of-school suspension up to 5 days *Safety plan upon return *Contact law enforcement *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification if the property damage is connected to an incident of violence Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agencies |
| Communication of a Threat | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Communication: Verbal Threat without Access to Weapon (Major) | <p><i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i></p> <p>Student makes threat to harm others but is not in possession of weapons. (included but not limited to verbal, non-verbal, social media, written)</p> | *Staff notify administrator/designee within 24 hours | <ul style="list-style-type: none"> *Conference with student *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Review of response to prior offense, if applicable, to inform increased level of response <i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> *Individualized Education Program (IEP) meeting, if the student has an IEP In-school and/or out-of-school suspension |

| | | | |
|--|---|--|---|
| | | | <p>up to 2 days Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Loss of privilege/s Removal from learning environment Permanent removal from class Alternative program placement Expulsion</p> |
| <p>Communication: Verbal threat with Access to Weapon (Serious)</p> <p><i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i></p> | <p><i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> Student makes threat to harm others and has access to weapons. (included but not limited to verbal, non-verbal, social media, written)</p> | <p>*Staff notify administrator/designee within 24 hours</p> | <p>*In-school and/or out-of-school suspension ranging up to 5 days *Contact law enforcement *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Review of response to prior offense, if applicable, to inform increased level of response <i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> *Individualized Education Program (IEP) meeting, if the student has an IEP *Safety plan upon return Support / counseling services (school, Student Assistance Program) Contact and/or referral to any other applicable outside agencies Permanent removal from class Alternative program placement Expulsion</p> |
| Bullying | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |

| | | | |
|--|--|---------------------------------|---|
| <p>Bullying (Serious)</p> | <p>See Board Policy linked 0545 Bullying.</p> <p>*In order for an incident to be deemed "bullying" a trained investigator must complete a full investigation and deem the situation "founded".</p> <p>Any* electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student where there is a real or perceived imbalance of power that is repeated or has the potential to be repeated and which creates an objectively hostile school environment and meets one or more of the following conditions: Places the student in reasonable fear of harm to the student's person or property, has a substantially detrimental effect on the student's physical or mental health, has the effect of substantially interfering with the student's academic performance, has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> | | <p>*Contact legal guardian *Conference with student *Safety plan In-school and/or out-of-school suspension 1-3 days Re-engagement plan / meeting (required with out of-school) Contact law enforcement</p> |
| <p>Combustible related</p> | | | |
| <p>Infraction Type</p> | <p>Infraction Definition</p> | <p>Initial Responses</p> | <p>Range of Responses *Required</p> |
| <p>Combustible: Playing with Fire (Serious)</p> | <p>Playing with fire in the classroom, common area, or outdoors on school property.</p> | | <p>*Contact legal guardian *Conference with student *Removal from learning environment *In-school and/or out-of-school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) Safety plan Contact law enforcement</p> |
| <p>Combustible: Possession</p> | <p>Student is in possession of substances or</p> | | <p>*Contact legal guardian</p> |

| (Serious) | objects that are readily capable of causing bodily harm and/or property damage. | | <ul style="list-style-type: none"> *Conference with student *Removal from learning environment *In-school and/or out-of-school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) Safety plan Contact law enforcement |
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| Defiance, Insubordination, or Noncompliance | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Defiance: Quiet Refusal (Minor) | Alternate activity, head on desk | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student Reteaching Loss of privilege/s |
| Defiance: Prolonged Duration (Major) | Prolonged refusal, refuses all redirects, loss of instructional time | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student Loss of privilege/s Removal from learning environment In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Defiance: Refusal During Emergency (Serious) | Refusal to follow directions or procedures in a drill or crisis situation | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Removal from learning environment Safety plan In-school and/or out-of-school suspension up to 2 day Re-engagement plan / meeting (required with out of-school) |

| Disruption | | | |
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| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Disruption: Short Term (Minor) | Using materials to cause noise, low intensity, ex. pencil tapping | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student Reteaching Loss of privilege/s |
| Disruption: Sustained (Major) | Prolonged loud talk, noise with materials; horseplay or rough-housing, and interferes with learning of others Indecent exposure | | * Contact legal guardian * Conference with student * Removal from learning environment Loss of privilege/s In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) Safety plan |
| Disruption: Disorderly Conduct (Serious) | Interferes with the regular operation of the school building or event. Includes behavior that requires school-wide crisis activated for safety of all students. | | * Contact legal guardian * Conference with student * Removal from learning environment * In-school and/or out-of-school suspension up to 5 days * Safety plan Re-engagement plan / meeting (required with out of-school) |
| Dress Code | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Dress Code Violation (Minor) | Clothing that draws attention or interferes with the ability to identify or communicate | Proximity Control Redirection | * Contact legal guardian * Conference with student |

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| | with students OR clothing that includes print and pictures of items that are illegal to minors | Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | Reteaching |
| Drug Related | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Drug: In the Presence of use and/or Distribution (Minor) | <u>See Policy 0550 Substance Abuse</u> Student is knowingly in the presence of a peer who is using and/or distributing drugs on school grounds and/or at school events and does not remove self when given the opportunity | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student |
| Drug: Possession and/or use (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is under the influence or in possession of drugs or other controlled substances | | * Contact legal guardian * In-school and/or out-of-school suspension up to 3 days * Contact law enforcement Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agencies |
| Drug: Distribution (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is distributing drugs or other controlled substance to peers | | * Contact legal guardian * In-school and/or out-of-school suspension up to 5 days * Contact law enforcement Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agencies |
| Forgery, Plagiarism | | | |

| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
|--------------------------------------|--|-------------------|---|
| Forgery: Student Work (Major) | Student turns in another student's work as their own. | | *Contact legal guardian *Conference with student *Redoing assignment Loss of privilege/s In-school suspension up to 1 day Re-engagement plan / meeting (required with out of-school) |
| Forgery: Signature (Major) | Student signs another person's name without permission. | | *Contact legal guardian *Conference with student Loss of privilege/s In-school suspension up to 1 day Re-engagement plan / meeting (required with out of-school) |
| Gang Affiliation Display | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Gang Affiliation (Major) | Use of a gesture, dress, and/or speech to display affiliation with a gang. | | *Contact legal guardian *Conference with student Loss of privilege/s Removal from learning environment In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Harassment | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Harassment (Serious) | See Board Policy 0545_Harassment . | | *Contact legal guardian |

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| | <p>*In order for an incident to be deemed "harassment" a trained investigator must complete a full investigation and deem the situation "founded".</p> <p>Any* electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student (related to race, color, national origin, sex, or disability) where there is a real or perceived imbalance of power that is repeated or has the potential to be repeated and which creates an objectively hostile school environment and meets one or more of the following conditions: Places the student in reasonable fear of harm to the student's person or property, has a substantially detrimental effect on the student's physical or mental health, has the effect of substantially interfering with the student's academic performance, has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> | | <p>*Conference with student *Removal from learning environment *Safety Plan Safety plan In-school and/or out-of-school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) Contact law enforcement</p> |
| Inappropriate Display of Affection | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |

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| Inappropriate Affection: Consensual Kissing, Hugging (Minor) | Public or private | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | *Contact legal guardian *Conference with student Reteaching Loss of privilege/s |
| Inappropriate Affection: Consensual Groping of Body Parts, Sexual Activity (Major) | Public or private | | *Contact legal guardian *Conference with student Reteaching Loss of privilege/s |
| Inappropriate location | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Inappropriate Location: Within Eyesight (Minor) | Within eyesight of the supervising adult from their assigned location | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | *Contact legal guardian *Conference with student Parent contact by teacher Reteaching Loss of privilege/s |
| Inappropriate Location: Unassigned Area (Major) | Failure to report to designated area, hiding in unsupervised area, in unassigned location, leaving an assigned area without permission in the school building. Elopement in school building. | | *Contact legal guardian *Conference with student Loss of privilege/s Removal from learning environment In-school and/or out-of-school suspension up to 1 day Re-engagement plan / meeting (required with out-of-school) |
| Inappropriate Location: Off Campus (Serious) | Leaving school building without permission. Elopement off campus. | | *Contact legal guardian *Conference with student In-school and/or out-of-school suspension up to 2 days |

| | | | Re-engagement plan / meeting (required with out of-school) |
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| Lying/Cheating | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Lying/Cheating: Daily Work (Minor) | Copying a peer's homework or practice activities, telling a fib/untrue story | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student * Redoing assignment Mediation / restorative conversation Loss of privilege/s |
| Lying/Cheating: Plagiarism (Major) | Presenting graded or assessed work as your own when it is not your own original work | | * Contact legal guardian * Conference with student * Redoing assignment Loss of privilege/s |
| Lying/Cheating: False Information (Major) | Delivering false or misleading information on a document and/or in the course of a school investigation or staff inquiry. | | * Contact legal guardian * Conference with student Loss of privilege/s In-school and/or out-of-school suspension up to 1 day Re-engagement plan / meeting (required with out of-school) |
| Physical Aggression without Injury | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Physical Aggression without Injury: Inappropriate Contact | Physical contact that is not serious but is inappropriate and unwelcomed. | Proximity Control Redirection | * Contact legal guardian * Conference with student |

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| (Minor) | | Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | Mediation / restorative conversation Reteaching Loss of privilege/s |
| Physical Aggression without Injury: Serious Contact (Major) | Serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.) | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Removal from learning environment Loss of privilege/s Safety plan In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Physical Aggression Without Injury: Serious Sexual Contact (Serious) | Serious physical, non-accidental, and non-consensual contact of a sexual nature (e.g., kissing, groping, intimating sexual acts, touching private areas, exposing other's private areas) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.). Includes any intentional contact with private areas of an individual, regardless of intent. | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *In and/or out of school suspension, up to 5 days Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Loss of privilege/s Change of schedule |
| Physical Aggression with Injury | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |

| | | | |
|--|--|--------------------------|--|
| <p>Physical Aggression with Injury (Serious)</p> | <p>Student engages in actions involving serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require professional medical attention. ("Professional medical attention" may include the school nurse or Nurse Advantage.)</p> | | <ul style="list-style-type: none"> *Conference with student *Removal from learning environment *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *In-school and/or out-of-school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Safety plan Contact law enforcement Permanent removal from class Alternative program placement Expulsion |
| <p>Physical Aggression w/ Serious Bodily Injury</p> | | | |
| <p>Infraction Type</p> | <p>Infraction Definition</p> | <p>Initial Responses</p> | <p>Range of Responses *Required</p> |
| <p>Physical Aggression with Serious Bodily Injury (Serious)</p> | <p>Serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death.</p> <p>Sexual violence where either the offender(s) or victim(s) require off-site professional medical attention.</p> | | <ul style="list-style-type: none"> *Removal from learning environment *Safety plan *In and/or out of school suspension up to 9 days . *Contact law enforcement *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Contact and/or referral to any other applicable outside agencies Long-term suspension Permanent removal from class |

| | | | Alternative program placement Expulsion |
|---|---|-------------------|--|
| Physical Fighting with Injury | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Physical Fighting with Injury (Serious) | Mutual physical fight where the offender(s) or target(s) require professional medical attention regardless of intent. ("Professional medical attention" may include the school nurse or Nurse Advantage.) | | <ul style="list-style-type: none"> *Conference with student *Removal from learning environment *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification In and/or out of school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Safety plan In and/or out of school suspension up to 3 days Contact law enforcement Permanent removal from class Alternative program placement Expulsion |
| Physical Fighting with Serious Bodily Injury | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |

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|---|---|-------------------|--|
| Physical Fighting with Serious Bodily Injury (Serious) | Mutual physical fight where either the offender(s) or target(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. | | <ul style="list-style-type: none"> *Removal from learning environment *Safety plan *In and/or out of school suspension up to 9 days . *Contact law enforcement *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Long-term suspension Permanent removal from class Alternative program placement Expulsion |
| Physical Fighting without Injury | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Physical Fighting without Injury (Major) | Mutual physical fight where the offender(s) or target(s) do not require professional medical attention regardless of intent. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.) | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Removal from learning environment Loss of privilege/s Safety plan In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) Contact law enforcement |
| Property Damage, Vandalism, Misuse | | | |

| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
|--|--|--|--|
| Property Damage: Temporary (Minor) | Writing on property, coloring, pulling property off walls | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student Resitution Loss of privilege/s Parent contact by teacher Mediation / restorative conversation Reteaching |
| Property Damage: Permanent (Major) | Engraving, writing with a permanent marker, breaking lunch trays, bending utensils beyond repair | | * Contact legal guardian * Conference with student Resitution In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) Contact law enforcement |
| Property Damage: Beyond use (Serious) | Breaking computer, window, chairs, tables | | * In-school and/or out-of-school suspension up to 5 days * Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification if the property damage is connected to an incident of violence Re-engagemnet plan / meeting (required with out of-school) Contact law enforcement |
| Technology Violation | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Technology Violation: Off-task or | Self use of technology for off-task or | Proximity Control | * Contact legal guardian |

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| inappropriate (Minor) | inappropriate purpose | Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Conference with student Reteaching Loss of privilege/s |
| Technology Violation: Disruptive (Major) | Use devices or access accounts that disrupts access to the learning | | * Contact legal guardian * Conference with student * Loss of privilege/s In-school and/or out-of-school suspension up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Technology Violation: Privacy or AUP (Serious) | See Board Regulation 0606A-R(1) Any communication/media that includes sending or viewing of: pornographic images (including sexting), violent images or materials that violate the rights of a protected class, unauthorized recording with or without consent (video or pictures), explicit language. Use of school technology devices and/or infrastructure to organize illegal activity, engage in illegal activity, or purchase illegal items. | | * In-school and/or out-of-school suspension up to 3 days * Loss of privilege/s * Safety plan * Loss of internet access up to 10 days or balance of the school * Contact law enforcement Re-engagement plan / meeting (required with out of-school) |
| Technology Violation: Infrastructure (Serious) | See Board Regulation 0606A-R(1) Hacking, modification, or damage of the technology infrastructure of the District such as the wireless network and servers. | | * Loss of privilege/s * Safety plan * In-school and/or out-of-school suspension up to 7 days * Loss of internet access up to 10 days or balance of the school * Contact law enforcement Re-engagement plan / meeting (required with out of-school) |

| Theft | | | |
|--|--|--|--|
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Theft: Withholding Classroom Item (Minor) | Hiding items from owner (pencil, assignment, eraser) | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student Mediation / restorative conversation Reteaching Loss of privilege/s |
| Theft: Less than \$10 (Major) | One-time theft | | * Contact legal guardian * Conference with student In-school and/or out-of-school suspension of up to 2 days Re-engagement plan / meeting (required with out-of-school) |
| Theft: More than \$10 (Serious) | Repeated theft or one-time >\$10 value | | * Contact legal guardian * Conference with student Contact law enforcement |
| Theft: Stealing from Individual (Serious) | Entering an individual's personal space or desk, bag, purse, or locker to take an item of value | | * Contact legal guardian * Conference with student Contact law enforcement |
| Tobacco and Nicotine-Related | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Tobacco: In the Presence of use and/or Distribution (Minor) | <u>See Policy 0550 Substance Abuse</u> Student is knowingly in the presence of a peer who is using and/or distributing tobacco, nicotine products, and/or vaping-related paraphernalia on school grounds | Proximity Control Redirection Ongoing Monitoring Prompt Expected | * Contact legal guardian * Conference with student |

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| | and/or at school events and does not remove self when given the opportunity | Behavior Teaching Interaction | |
| Tobacco: Possession and/or use (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is under the influence of or in possession of tobacco, nicotine, and/or vaping-related paraphernalia on school grounds and/or at school events | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *In-school and/or out-of-school suspension up to 3 days Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agencies |
| Tobacco: Distribution (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is giving out/sharing/selling tobacco products, nicotine products, and/or vaping-related paraphernalia to peers on school grounds and/or at school events | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *In-school and/or out-of-school suspension up to 5 days Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agencies |
| Weapon Related | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Weapon: Possession (Serious) | <p><u>See Policy 0509B: Student Behavior & Discipline</u> Student possesses weapon or realistic-looking fake weapon</p> <p>A weapon is defined as an object that is specifically designed and/or ordinarily used to inflict injury and/or generally regarded as a weapon in most contexts. Examples of weapons include, but are not</p> | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *In-school and/or out-of school suspension 3-5 days Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agency Contact law enforcement |

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| | <p>limited to, knives of all types, guns, firearms, metal pipes, chains, nunchucks, throwing stars, metal knuckles, blackjacks, fireworks, explosives or other chemicals, simulated weapons, including toys that can reasonably be mistaken for a weapon.</p> | | |
| <p>Weapon: Display of and/or Threatening Aggression (Serious)</p> | <p><u>See Policy 0509B: Student Behavior & Discipline</u> Using a weapon to threaten aggression with other individual(s) or self</p> <p>A weapon is defined as an object that is specifically designed and/or ordinarily used to inflict injury and/or generally regarded as a weapon in most contexts. Examples of weapons include, but are not limited to, knives of all types, guns, firearms, metal pipes, chains, nunchucks, throwing stars, metal knuckles, blackjacks, fireworks, explosives or other chemicals, simulated weapons, including toys that can reasonably be mistaken for a weapon.</p> | | <p>*Contact legal guardian *Conference with student *Out-of school suspension 5-10 days Re-engagement plan / meeting (required with out of-school) Contact and/or referral to any other applicable outside agencies</p> |
| <p>Weapon: Possession of Firearm (Serious)</p> | <p><u>See Policy 0509B: Student Behavior & Discipline</u> Possession of a firearm on school grounds</p> | | <p>*Contact legal guardian *Conference with student *Contact law enforcement *Students bringing a firearm to school shall be expelled for not less than 12 months. The superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. Re-engagement plan / meeting (required</p> |

| | | | with out of-school) Contact and/or referral to any other applicable outside agency |
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| Other | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Other: Accidental Possession of Prohibited Substance or Item (Major) | Student is in possession of prohibited substance or item but the possession is accidental | | *Contact legal guardian *Conference with student Contact law enforcement Contact and/or referral to any other applicable outside agencies In-school and/or out-of-school suspension of up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Other: Habitual and Sustained Major and Serious Incidents (Serious) | Student engages in a number of ongoing, "major" and/or "serious" behaviors that significantly inhibit the student's ability to access their education. Prior to referral, a team including the principal and Executive Directors will determine whether this pattern of behavior qualifies as "Habitual and Sustained" based on the student's individual | | *Contact legal guardian *Conference with student Contact law enforcement Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |

6-12 Code of Conduct

Abusive or Inappropriate Language

| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
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| Abusive Language: Non-directional Swearing (Minor) | Incidental swearing / nonverbal gesturing not directed at another person. | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student Reteaching Re-teaching outside of class time Teacher / student agreement to prevent minor behavior |
| Abusive Language: Directional Swearing (Major) | Swearing / nonverbal gesturing or other abusive language directed at another person. | | * Contact legal guardian * Conference with student Mediation / restorative conversation Re-teaching outside of class time Support / counseling services (school, Student Assistance Program) Formal behavior agreement / contract Removal from class for 1 or more periods Suspension - in school / out of school up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Abusive Language: Non-Directional Inflammatory or Sexual Language (Major) | Incidental use of inflammatory language (e.g. cultural, racial, ethnic, religious) / nonverbal gesturing or sexual language / nonverbal gesturing not directed at another person | | * Contact legal guardian * Conference with student Mediation / restorative conversation Re-teaching outside of class time Support / counseling services (school, Student Assistance Program) Formal behavior agreement / contract |

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| | | | Removal from class for 1 or more periods Suspension - in school / out of school up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Abusive Language: Directional Inflammatory or Sexual Language (Serious) | Language and nonverbal gesturing, including sexual language and nonverbal gesturing, that does or could cause to alienate an individual related to protected class status covered under Iowa code. Could include, but is not limited to hate speech OR descriptions, slang terminology and/or labels commonly understood to be offensive, demeaning or derogatory. | | *In-school or out-of-school suspension, up to 5 days *Formal behavior agreement / contract *Contact TitleIX Investigator *Support / counseling Re-engagement plan / meeting (required with out of-school) Mediation / restorative conversation Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction Change of schedule |
| Alcohol Related | | | |
| Infraction Type | Infraction Definition | Initial Responses | Range of Responses *Required |
| Alcohol: In the Presence of use and/or Distribution (Minor) | <u>See Policy 0550 Substance Abuse</u> Student is knowingly in the presence of a peer who is using and/or distributing alcohol on school grounds and/or at school events and does not remove self when given the opportunity or didn't report. | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | *Contact legal guardian *Conference with student Support / counseling services (school, Student Assistance Program) Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program, Department of Human Services) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract |

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| | | | Loss of privilege / restriction Change of schedule |
| Alcohol: Possession and/or use (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is under the influence or in possession of alcohol on school grounds and/or at school events | | <p>*In-school or out-of-school suspension for up to 10 days.</p> <p>*Contact law enforcement</p> <p>*Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program, Department of Human Services)</p> <p>*Temporarily removal / removal from extra-curricular activity</p> <p>Re-engagement plan / meeting (required with out of-school)</p> <p>Support / school counseling services</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
| Alcohol: Distribution (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is giving out/sharing/selling alcohol to students or others on school grounds and/or at school events. | | <p>*In-school or out-of-school suspension for up to 10 days</p> <p>*Contact law enforcement</p> <p>*Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program, Department of Human Services)</p> <p>*Temporarily removal / removal from extra-curricular activity</p> <p>Re-engagement plan / meeting (required</p> |

| | | | <p>with out of-school) Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
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| Arson | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Arson (Serious) | Destruction of property resulting from student use of fire regardless of intent or level of property damage | | <p>*In-school or out-of-school suspension, 5-9 days *Contact law enforcement *Staff notify administrator/designee within 24 hours if the property damage is connected to an incident of violence *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification if the property damage is connected to an incident of violence *Temporarily removal / removal from extra-curricular activity Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Formal agreement / behavior contract Loss of privilege / restriction Change of schedule</p> |

| | | | Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |
|--|--|---|---|
| Communication of a Threat | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Communication: Threat to Individual (Serious) | <i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written) explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault. | *Staff notify administrator/designee within 24 hours | *Conference with student *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Review of response to prior offense, if applicable, to inform increased level of response <i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> *Individualized Education Program (IEP) meeting, if the student has an IEP Support / counseling services (school, Student Assistance Program) Re-engagement plan / meeting (required with out of-school) Contact law enforcement Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Suspension - in school / out of school (up to 9 days) Long-term suspension (10+ days) - requires Board action |

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| | | | <p>Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Communication: Threat to Group (Serious)</p> | <p><i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> Communication of a threat through any form (included but not limited to verbal, non-verbal, social media, written) explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault.</p> | <p>*Staff notify administrator/designee within 24 hours</p> | <p>*Conference with student *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Review of response to prior offense, if applicable, to inform increased level of response <i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> *Individualized Education Program (IEP) meeting, if the student has an IEP Support / counseling services (school, Student Assistance Program) Contact law enforcement Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Suspension - in school / out of school (up to 7 days) Re-engagement plan / meeting (required with out of-school) Long-term suspension (10+ days) - requires Board action Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action</p> |

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| <p>Communication: Threat with Access to Weapon (Serious)</p> | <p><i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> Communication of a threat including mention of weapons through any form (included but not limited to verbal, non-verbal, social media, written) explicitly or implicitly expresses an intention to inflict emotional or physical injury, property damage, or assault.</p> | <p>*Staff notify administrator/designee within 24 hours</p> | <p>*Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Contact law enforcement *Review of response to prior offense, if applicable, to inform increased level of response <i>See Regulation Policy 509C Student Behavior Discipline: Threats of Violence</i> *Individualized Education Program (IEP) meeting, if the student has an IEP *In-school or out-of-school suspension, 3-9 days *Support / counseling services (school, Student Assistance Program) Re-engagement plan / meeting (required with out of-school) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action</p> |
| Bullying | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Bullying (Serious) | See Board Policy 0545 Bullying . | | *Contact legal guardian |

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| | <p>*In order for an incident to be deemed "bullying" a trained investigator must complete a full investigation and deem the situation "founded".</p> <p>Any electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or characteristic of the student where there is a real or perceived imbalance of power that is repeated or has the potential to be repeated and which creates an objectively hostile school environment and meets one or more of the following conditions: Places the student in reasonable fear of harm to the student's person or property, has a substantially detrimental effect on the student's physical or mental health, has the effect of substantially interfering with the student's academic performance, has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.</p> | | <p>*Conference with student *Formal agreement / behavior contract *Suspension - in school / out of school (up to 10 days) Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction Change of schedule Suspension - in school / out of school (up to 9 days) Contact law enforcement Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
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Combustible Related

| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
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| <p>Combustible: Playing with Fire (Serious)</p> | <p>Playing with fire in classroom, common area, or outdoors on school property.</p> | | <p>*Contact legal guardian *Conference with student *In-school or out-of-school suspension up to 5 days Re-engagement plan / meeting (required</p> |

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| | | | <p>with out of-school) Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal agreement / behavior contract Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Combustible: Possession (Serious)</p> | <p>Student is in possession of substances or objects that are readily capable of causing bodily harm and/or property damage.</p> | | <p>*Contact legal guardian *Conference with student *In-school or out-of-school suspension up to 10 days Re-engagement plan / meeting (required with out of-school) Contact law enforcement Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Combustible: Use of Combustible Materials (Serious)</p> | <p>Student is or has actively used substances or objects that are readily capable of</p> | | <p>*Contact legal guardian *Conference with student</p> |

| | causing bodily harm and/or property damage. | | <p>*In-school or out-of-school suspension up to 10 days</p> <p>Re-engagement plan / meeting (required with out of-school)</p> <p>Contact law enforcement</p> <p>Support / counseling services (school, Student Assistance Program)</p> <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Change of schedule</p> <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
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| Defiance, Insubordination, or Noncompliance | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Defiance: Refusal (Minor) | Alternate activity without response to redirection ex. head on desk | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>Re-teaching outside of class time</p> <p>Teacher / student agreement to prevent minor behavior</p> |
| Defiance: Prolonged Duration (Major) | Prolonged refusal, refuses all redirects, loss of instructional time; failure to comply with a reasonable staff request | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>Mediation / restorative conversation</p> <p>Re-teaching outside of class time</p> <p>Formal behavior agreement / contract</p> <p>Removal from class for 1 or more periods</p> <p>Suspension - in-school or out-of-school</p> |

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| | | | suspension, up to 2 days Re-engagement plan / meeting (required with out of-school) |
| Defiance: Refusal during Emergent Situations (Serious) | Refusal to follow directions in crisis response situations | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Removal from learning environment Mediation / restorative conversation Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Suspension - in school / out of school (up to 9 days) Re-engagement plan / meeting (required with out of-school) Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |
| Disruption | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Disruption: Short Term (Minor) | Using voice, body, or materials to cause noise, low intensity | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student Re-teaching outside of class time Teacher / student agreement to prevent minor behavior |
| Disruption: Sustained (Major) | Prolonged loud talk, noise with materials; | | * Contact legal guardian |

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| | <p>horseplay or rough-housing, and interferes with learning of others</p> <p>Reckless behavior involving motorized vehicles on school grounds that does not result in property damage or physical injury.</p> <p>Indecent exposure.</p> | | <p>*Conference with student Mediation / restorative conversation Loss of privilege Re-teaching outside of class time Removal from class for 1 or more periods Formal behavior agreement / contract Loss of privilege / restriction Suspension - in school (up to 2 days) Re-engagement plan / meeting (required with out of-school)</p> |
| <p>Disruption: Disorderly Conduct (Serious)</p> | <p>Interferes with the regular operation of the school building or event. Includes behavior that requires crisis plan to be activated.</p> <p>Reckless behavior involving motorized vehicles on school grounds that results in property damage or physical injury.</p> | | <p>*Conference with student *Formal agreement / behavior contract *Staff notify administrator/designee within 24 hours *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *In-school or out-of-school suspension up to 10 days Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Dress Code</p> | | | |

| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
|---|--|--|--|
| Dress Code Violation (Minor) | Clothing that draws attention or interferes with the ability to identify or communicate with students. This could also include clothing that includes print and pictures of items that are illegal to minors | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student Re-teaching outside of class time Administrator / student agreement to prevent minor behavior |
| Drug-Related | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Drug: In the Presence of use and/or Distribution (Minor) | <u>See Policy 0550 Substance Abuse</u> Student is knowingly in the presence of a peer who is using and/or distributing drugs on school grounds and/or at school events and does not remove self when given the opportunity | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | * Contact legal guardian * Conference with student Support / counseling services (school, Student Assistance Program) Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program, Department of Human Services) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule |
| Drug: Possession and/or use (Serious) | <u>See Policy 0550 Substance Abuse</u> Student is under the influence or in possession of drugs or other controlled substances on school grounds and/or at school events | | * Contact legal guardian * Conference with student * In-school or out-of-school suspension, 3-10 days * Contact law enforcement * Contact and/or referral to outside agencies as applicable (Urbandale |

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| | | | <p>Police Department, Student Assistance Program, Department of Human Services) Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Drug: Distribution (Serious)</p> | <p><u>See Policy 0550 Substance Abuse</u> Student is giving out/sharing/selling drugs or other controlled substances to students or others on school grounds and/or at school events.</p> | | <p>*Contact legal guardian *Conference with student *In-school or out-of-school suspension, 5-10 days *Contact law enforcement Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program, Department of Human Services) Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract</p> |

| | | | Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |
|--|----------------------------------|-------------------|--|
| Forgery, Plagiarism | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Forgery: Falsification of Documents (Serious) | Falsifying records or signatures | | * Contact legal guardian * Conference with student Contact any applicable external agency Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction In or out of school suspension up to 10 days Re-engagement plan / meeting (required with out of-school) Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |

| Gang Affiliation Display | | | |
|-----------------------------------|---|--------------------------|--|
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Gang Affiliation (Serious) | Two or more individuals who use common symbols, identifiers or behavior, and/or who assemble to conduct illegal activity or violation of school policies and/or intimidate individuals or groups. | | *Contact legal guardian *Conference with student Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Suspension - in school / out of school (up to 10 days) Re-engagement plan / meeting (required with out-of-school) Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |
| Harassment | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Harassment (Serious) | See Board Policy 0545 Harassment . *In order for an incident to be deemed "harassment" a trained investigator must complete a full investigation and deem the situation "founded". An electronic, written, verbal, or physical act or conduct toward a student which is based on any actual or perceived trait or | | *Contact legal guardian *Conference with student *Formal agreement / behavior contract Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction |

| | characteristic of the student (related to race, color, national origin, sex, or disability) where there is a real or perceived imbalance of power that is repeated or has the potential to be repeated and which creates an objectively hostile school environment and meets one or more of the following conditions: Places the student in reasonable fear of harm to the student's person or property, has a substantially detrimental effect on the student's physical or mental health, has the effect of substantially interfering with the student's academic performance, has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school. | | Change of schedule Suspension - in school / out of school (up to 10 days) Re-engagement plan / meeting (required with out-of-school) Contact law enforcement Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |
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| Inappropriate Display of Affection | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Inappropriate Affection: Consensual kissing, hugging, embrace (Minor) | Public or private | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | *Contact legal guardian *Conference with student Re-teaching outside of class time Administrator / student agreement to prevent minor behavior Change of Schedule |
| Inappropriate Affection: Consensual groping of body parts, sexual activity (Major) | Public or private | | *Contact legal guardian *Conference with student *Counselor conversation Mediation / restorative conversation |

| | | | <p>Formal behavior agreement / contract</p> <p>Re-teaching outside of class time</p> <p>Removal from class for 1 or more periods</p> <p>In or Out of School Suspension - up to 5 days</p> <p>Re-engagement plan / meeting (required with out of-school)</p> |
|--|--|--|---|
| Inappropriate Location | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Inappropriate Location: Failure to Report (Minor) | Failure to report on time to designated area (without adult permission) | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>*Change/Update attendance in PowerSchool</p> <p>Re-teaching outside of class time</p> <p>Teacher / student agreement to prevent minor behavior</p> |
| Inappropriate Location: Unassigned Area (Major) | Failure to report to designated area, hiding in unsupervised area, in unassigned location, leaving an assigned area without permission in the school building. Elopement in school building. | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>Mediation / restorative conversation</p> <p>Re-teaching outside of class time</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Suspension - in school / out of school (up to 2 days)</p> <p>Re-engagement plan / meeting (required with out of-school)</p> |
| Inappropriate Location: off Campus (Serious) | Failing to report to school building or leaving school building without permission. Elopement off campus. | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>*Temporarily removal / removal from extra-curricular activity</p> |

| | | | <p>Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Suspension - in school / out of school (up to 5 days) Re-engagement plan / meeting (required with out of-school)</p> |
|---|---|--|---|
| Lying/Cheating | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Lying/Cheating: Daily Work (Minor) | Copying a peer's homework or practice activities, telling a fib/untrue story | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <p>*Contact legal guardian *Conference with student *Redo or Retake assignment Administrative notification Re-teaching outside of class time Teacher / student agreement to prevent minor behavior</p> |
| Lying/Cheating: Plagiarism (Major) | Presenting graded or assessed work as your own when it is not your own original work (using the work of someone else and claiming it as their own in addition to inappropriate use of artificial intelligence (A.I.)) | | <p>*Contact legal guardian *Conference with student *Redo or Retake assignment Contact any applicable external agency Loss of privilege / restriction Temporarily removal / removal from extra-curricular activity Support / counseling services (school, Student Assistance Program) Formal behavior agreement / contract Re-teaching outside of class time Suspension - in school (up to 2 days)</p> |

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| | | | Re-engagement plan / meeting (required with out of-school) |
| Lying/Cheating: Giving False Information (Major) | Delivering false or misleading information on a document and/or in the course of a school investigation or staff inquiry. | | *Contact legal guardian *Conference with student Mediation / restorative conversation Support / counseling services (school, Student Assistance Program) Formal agreement / behavior contract Re-teaching outside of school time Suspension - in school (up to 2 days) Re-engagement plan / meeting (required with out of-school) |
| Physical Aggression without Injury | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Physical Aggression Without Injury: Inappropriate Contact (Minor) | Physical contact that is not serious but is inappropriate and/or unwelcomed. | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | *Contact legal guardian *Conference with student Apology/Restitution Loss of Privilege Time out/Detention Re-teaching outside of class time Administrator / student agreement to prevent minor behavior |
| Physical Aggression Without Injury: Serious Contact (Major) | Serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may | | *Contact legal guardian *Conference with student *In or out of School Suspension up to 10 days *Removal from the learning environment |

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| | include the school nurse or Nurse Advantage.) | | <p>*Loss of Privilege Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Formal behavior agreement / contract Re-teaching outside of class time Temporarily removal / removal from extra-curricular activity Change of schedule</p> |
| <p>Physical Aggression Without Injury: Serious Sexual Contact (Serious)</p> | <p>Serious, non-accidental, and non-consensual physical contact of a sexual nature (e.g., groping, intimating sexual acts, touching private areas, exposing other's private areas) where the offender(s) or target(s) do not require professional medical attention. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.). Includes any intentional contact with private areas of an individual, regardless of intent.</p> | | <p>*Contact legal guardian *Conference with student *Out of school suspension, up to 10 days *Removal from the learning environment *Notification of Title 9 Coordinator Re-engagement Plan / Safety Meeting Law enforcement may be contacted Safety Plan Loss of Privilege Support / counseling services (school, Student Assistance Program) Formal behavior agreement / contract Temporarily removal / removal from extra-curricular activity Loss of privilege/ restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Physical Aggression with Injury</p> | | | |

| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
|---|---|-------------------|---|
| Physical Aggression with Injury (Serious) | Student engages in actions involving serious physical contact (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.) where either the offender(s) or victim(s) require professional medical attention. ("Professional medical attention" may include the school nurse.) | | <ul style="list-style-type: none"> *Conference with student *Formal agreement / behavior contract *Staff notify administrator/designee within 24 hours *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Suspension - in school / out of school (up to 10 days) Re-engagement plan / meeting (required with out of-school) Contact law enforcement Safety Plan Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action |
| Physical Aggression w/ Serious Bodily Injury | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Physical Aggression with Serious Bodily Injury (Serious) | Serious physical contact (e.g., hitting, punching, hitting with an object, kicking, | | *Out-of-school suspension up to 10 days |

| | <p>hair pulling, scratching, etc.) where either the offender(s) or victim(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death.</p> <p>Sexual violence where either the offender(s) or victim(s) require off-site professional medical attention.</p> | | <p>*Contact law enforcement *Formal behavior agreement / contract *Staff notify administrator/designee within 24 hours *Administrator or designee notify legal guardians of students directly affected within 24 hours of staff notification *Re-engagement Plan / Safety Plan Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action"</p> |
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| Physical Fighting with Injury | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| <p>Physical Fighting with Injury (Serious)</p> | <p>Physical fight where the offender(s) or target(s) require professional medical attention. ("Professional medical attention" may include the school nurse.)</p> | | <p>*Contact legal guardian *Conference with student *In or Out of school suspension, up to 10 days *Re-engagement meeting/ Safety Plan Law enforcement may be contacted Contact law enforcement Support / counseling services (school, Student Assistance Program)</p> |

| | | | <p>Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action</p> |
|---|--|--------------------------|---|
| Physical Fighting with Serious Bodily Injury | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Physical Fighting with Serious Bodily Injury (Serious) | Physical fight where either the offender(s) or target(s) require off-site professional medical attention for extreme physical pain, protracted and obvious disfigurement, protracted loss or impairment of the function of a bodily member, organ, or faculty, or substantial risk of death. | | <p>*Contact legal guardian *Removal from learning environment *Out of school suspension, up to 10 days and possible expulsion *Re-engagement meeting/ Safety Plan Contact law enforcement Support / counseling services (school, Student Assistance Program) Temporarily removal / removal from extra-curricular activity Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Permanent removal from class Alternative program placement Expulsion (45, 90, 180 days) - requires Board action</p> |
| Physical Fighting without Injury | | | |

| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
|---|---|-------------------|---|
| Physical Fighting without Injury (Major) | Physical fight where the offender(s) or target(s) do not require professional medical attention, regardless of intent. ("Professional medical attention" may include the school nurse but not for minor care that any staff member could provide.) | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *In or out of School Suspension up to 10 days *Removal from the learning environment Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Mediation / restorative conversation Removal from class for 1 or more periods Formal behavior agreement / contract Re-teaching out of class time Loss of privilege/ restriction Change of schedule or placement Temporarily removal / removal from extra-curricular activity |
| Property Damage, Vandalism, Misuse | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Property Damage: Destruction (Serious) | Damage or destruction that occurs as a result of ignoring expectations. May or may not require professional cleaning, repair or replacement. May or may not disrupt the normal operations of the building. Includes behavior that requires crisis plan to be activated. | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *In-school and/or out-of-school suspension up to 5 days Restore / return environment (monetary/property restoration) Re-engagement plan / meeting (required with out of-school) Contact law enforcement |

| | | | <p>Support / counseling services (school, Student Assistance Program)</p> <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Change of schedule</p> <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
|--|--|---|--|
| Tardy | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Tardy (Minor) | Student is late to class | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Detention</p> <p>Teacher / student agreement to prevent minor behavior</p> |
| Technology Violation | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Technology Violation: Off-task or Inappropriate Purpose (Minor) | Use of technology for off-task or misaligned purpose or permission | <p>Proximity Control</p> <p>Redirection</p> <p>Ongoing Monitoring</p> <p>Prompt Expected Behavior</p> | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>Re-teaching outside of class time</p> <p>Loss of privilege / restriction</p> |

| | | Teaching Interaction | Detention Teacher / student agreement to prevent minor behavior |
|---|---|----------------------|---|
| Technology Violation: Disruptive (Major) | Use of devices or access to accounts that disrupts access to the learning of self and/or others | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Restricted technology access/use Support / school counseling services Formal behavior agreement / contract Re-teaching outside of class time Mediation / restorative conversation Removal from class for 1 or more periods Suspension - in school / out of school (up to 5 days) |
| Technology Violation: Privacy or Acceptable Use Policy (Serious) | <p>See Board Regulation 0606A-R(1)</p> <p>Any communication/media that includes sending or viewing of: pornographic images (including sexting), violent images or materials that violate the rights of a protected class, unauthorized recording with or without consent (video or pictures), explicit language.</p> <p>Use of school technology devices and/or infrastructure to organize illegal activity, engage in illegal activity, or purchase illegal items.</p> | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Support / counseling services (school, Student Assistance Program) *Loss of internet access up to 10 days or balance of the school year. See Board Regulation 0606A-R(1) In-school or out-of-school suspension, up to 10 days Re-engagement plan / meeting (required with out of-school) (required with out of-school suspension) Contact law enforcement Follow Discipline Investigation Process, if applicable Contact law enforcement Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract |

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| | | | <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Technology Violation: Infrastructure (Serious)</p> | <p>See Board Regulation 0606A-R(1)</p> <p>Hacking, modification, or damage of the technology infrastructure of the District such as the wireless network and servers.</p> | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>*Support / counseling services (school, Student Assistance Program)</p> <p>*Loss of internet access up to 10 days or balance of the school year. See Board Regulation 0606A-R(1)</p> <p>In-school or out-of-school suspension, up to 10 days</p> <p>Re-engagement plan / meeting (required with out of-school)</p> <p>Contact law enforcement</p> <p>Follow Discipline Investigation Process, if applicable</p> <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Change of schedule</p> <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
| Theft | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |

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|---|--|--|--|
| <p>Theft: Less than \$10 (Major)</p> | <p>One-time theft</p> | | <p>*Contact legal guardian *Conference with student *Restitution Support / counseling services (school, Student Assistance Program) Mediation / restorative conversation Formal behavior agreement / contract Re-teaching outside of school time Suspension - in or out of school (up to 5 days) Re-engagement plan / meeting (required with out of-school)</p> |
| <p>Theft: More than \$10 (Serious)</p> | <p>Repeated theft or one-time >\$10 value</p> | | <p>*Contact legal guardian *Conference with student *Restitution Re-engagement plan / meeting (required with out of-school) Support / counseling services (school, Student Assistance Program) Contact law enforcement Mediation / restorative conversation Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule In-school or out-of-school suspension, up to 5 days Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |

| Theft: Stealing from Individual (Serious) | Entering an individual's personal space or property (desk, bag, purse, locker, car etc.) to take an item of value | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Support / counseling services (school, Student Assistance Program) *Restitution Re-engagement plan / meeting (required with out of-school) Contact law enforcement Mediation / restorative conversation Temporarily removal / removal from extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule In-school or out-of-school suspension, up to 10 days Re-engagement plan / meeting (required with out of-school) Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action |
|--|---|--|---|
| Tobacco and Nicotine-Related | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Tobacco: In the Presence of use and/or Distribution (Minor) | See Policy 550 Substance Abuse Student is knowingly in the presence of a peer who is using and/or distributing tobacco, nicotine products, and/or vaping-related paraphernalia on school grounds and/or at school events and does not remove self when given the opportunity | Proximity Control Redirection Ongoing Monitoring Prompt Expected Behavior Teaching Interaction | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student Support / counseling services (school, Student Assistance Program) Contact and/or referral to outside agencies as applicable (Student Assistance Program and/or Department of Human Services) |

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| | | | <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Change of schedule</p> <p>In-school or out-of-school Suspension, up to 3 days</p> <p>Re-engagement plan / meeting (required with out of-school) (required with out of-school)</p> |
| <p>Tobacco: Possession and/or use (Serious)</p> | <p>See Policy 550 Substance Abuse</p> <p>Student is under the influence of or in possession of tobacco, nicotine, and/or vaping-related paraphernalia on school grounds and/or at school events</p> | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>*In-school or out-of-school suspension, up to 10 days</p> <p>Re-engagement plan / meeting</p> <p>Support / counseling services (school, Student Assistance Program)</p> <p>Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program and/or Department of Human Services)</p> <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Change of schedule</p> <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Tobacco: Distribution (Serious)</p> | <p>See Policy 550 Substance Abuse</p> <p>Student is giving out/sharing/selling</p> | | <p>*Contact legal guardian</p> <p>*Conference with student</p> |

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| | tobacco products, nicotine products, and/or vaping-related paraphernalia to peers on school grounds and/or at school events | | <p>*In-school or out-of-school suspension, up to 10 days</p> <p>*Support / counseling services (school, Student Assistance Program)</p> <p>Contact law enforcement</p> <p>Re-engagement plan / meeting (required with out of-school)</p> <p>Contact and/or referral to outside agencies as applicable (Urbandale Police Department, Student Assistance Program and/or Department of Human Services)</p> <p>Temporarily removal / removal from extra-curricular activity</p> <p>Formal behavior agreement / contract</p> <p>Loss of privilege / restriction</p> <p>Change of schedule</p> <p>Long-term suspension (10+ days) - requires Board action</p> <p>Expulsion (45, 90, 180 days) - requires Board action</p> |
| Weapon Related | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Weapon: Possession or in the Presence of (Serious) | <p><u>See Policy 0509B: Student Behavior & Discipline</u></p> <p>Student possesses weapon or realistic-looking fake weapon</p> <p>A weapon is defined as an object that is specifically designed and/or ordinarily used to inflict injury and/or generally regarded as a weapon in most contexts. Weapons</p> | | <p>*Contact legal guardian</p> <p>*Conference with student</p> <p>*Contact law enforcement</p> <p>*Suspension - Out of school (at least 5 days and up to 10 days) and possible recommendation for expulsion</p> <p>*Re-engagement plan / meeting</p> <p>Contact law enforcement</p> <p>Contact and/or referral to outside agencies</p> |

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| | <p>include, but are not limited to, knives of all types, guns, firearms, metal pipes, chains, nunchucks, , throwing stars, metal knuckles, blackjacks, fireworks, explosives or other chemicals, simulated weapons, including toys that can reasonably be mistaken for a weapon.</p> | | <p>as applicable (DHS) Removal from school and extra-curricular activity Formal behavior agreement / contract Loss of privilege / restriction Change of schedule Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |
| <p>Weapon: Display of and/or Threatening Aggression (Serious)</p> | <p><u>See Policy 0509B: Student Behavior & Discipline</u> Using a weapon to threaten aggression with other individual(s) or self</p> <p>A weapon is defined as an object that is specifically designed and/or ordinarily used to inflict injury and/or generally regarded as a weapon in most contexts. Weapons include, but are not limited to, knives of all types, guns, firearms, metal pipes, chains, nunchucks, , throwing stars, metal knuckles, blackjacks, fireworks, explosives or other chemicals, simulated weapons, including toys that can reasonably be mistaken for a weapon.</p> | | <p>*Contact legal guardian *Conference with student *Out-of-school suspension, 10 days with possible recommendation for expulsion *Re-engagement plan / meeting *Contact law enforcement Support / counseling services (school, Student Assistance Program) Long-term suspension (10+ days) - requires Board action Expulsion (45, 90, 180 days) - requires Board action</p> |

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| Weapon: Possession of Firearm (Serious) | <u>See Policy 0509B: Student Behavior & Discipline</u> Possession of firearm on school grounds | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Students bringing a firearm to school shall be expelled for not less than 12 months. The Superintendent shall have the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. *Contact law enforcement |
| Other | | | |
| Infraction Type | Incident Definition | Initial Responses | Range of Responses *Required |
| Other: Accidental Possession of Prohibited Substance or Item (Major) | Student is in possession of prohibited substance or item but the possession is accidental. | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student Contact law enforcement Mediation / restorative conversation Removal from class for 1 or more periods Formal behavior agreement / contract Re-teaching outside of school time Suspension - in school (up to 2 days) Re-engagement plan / meeting (required with out of-school) |
| Other: Habitual and Sustained Major and Serious Incidents (Serious) | Student engages in a number of ongoing, "major" and/or "serious" behaviors that significantly inhibit students' ability to access their education. Prior to referral, a team including the principal and Directors will determine whether this pattern of behavior qualifies as "Habitual and Sustained" based on the student's individual case and determine an | | <ul style="list-style-type: none"> *Contact legal guardian *Conference with student *Counseling / support services *Long-term suspension (10+ days) - requires Board action with possible recommendation of expulsion (45, 90, 180 days) - requires Board action Contact law enforcement Re-engagement plan / meeting (required |

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|--|-----------------------|--|---------------------|
| | appropriate response. | | with out of-school) |
|--|-----------------------|--|---------------------|

URBANDALE
COMMUNITY
SCHOOL
DISTRICT

**Appendix E:
UCSD Preschool
Parent/Guardian &
Student Handbook**



PRESCHOOL

MISSION STATEMENT

The Mission of the Urbandale Community School Preschool Program, Community Partners, and Parents, is to prepare students to be life-long learners who can become successful, productive future citizens. They will be accomplished by recognizing the value of each individual and promoting academic and personal growth in a challenging and caring environment. Together with families, we support the students emotionally, socially, physically, and educationally.

VISION STATEMENT

Urbandale will be a school District that brings learning to life for everyone.

Location Information

Preschool Administrative Offices-

Valerius Elementary

3305 92nd St

Urbandale, IA 50322

(515) 457-5855

Olmsted Elementary

7110 Prairie Avenue

Urbandale, IA 50322

(515) 681-5409

Webster Elementary School

12955 Aurora Avenue

Urbandale, IA 50323

(515) 681-3761

Contact Information

Preschool Director

Ashley Myers- Phone: (515) 457-5855- Email: myersa@urbandaleschools.com

Assistant Preschool Director

Kellie Dickinson- Phone (515) 457-5859- Email: dickinsonk@urbandaleschools.com

Administrative Assistant (Accounts/Billing)

Deb Roetker- Phone: (515) 457-5855 - Email: roetkerd@urbandaleschools.com

For more information on Preschool, visit: www.urbandaleschools.com/why-urbandale/preschool

Urbandale Community School District Policies And Procedures

Preschool will follow the policies and procedures set forth by the Board of Directors, Urbandale Community School District. These policies and procedures may be found on the District website at www.urbandaleschools.com. Employees are expected to understand all District policies.

This document serves to supplement those policies and procedures and provide more guidance on routine matters during preschool programming.

Parents, guardians, and community members that have concerns about public school districts or their governing board may visit the Iowa Department of Education Website for further guidance. The direct link to that site is:

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>

Introduction

1. The Urbandale Community School District serves students who range from ages 3-5. In 2010, Urbandale 4-Year-Old Preschool Programs became community partners with St. Pius X Preschool and Cadence Academy. These programs are fully inclusive and serve a diverse group of students with disabilities and who come from diverse backgrounds. The program's goal is to provide a high quality preschool program meeting each individual student's needs that encourages students to become life-long learners. These programs provide a setting where

children feel safe, respected, and cared for. This gives three and four-year-old children the opportunity to take part in developmentally appropriate activities during planned activities and through play. The preschool programs follow the Iowa Quality Early Learning Standards, administered by the Iowa Department of Education. The Iowa Early Learning Standards are used to guide the expectations for the early childhood education standards as defined by the State of Iowa Board of Examiners.

2. QPPS 10.1

Goals

1. Program Goals
 - a. To provide a caring, safe, healthy environment for students.
 - b. To provide quality staff who enjoy interacting with children.
 - c. To encourage and support communication between staff, students, families, other District staff, and the community.
2. Specific Goals for Children
 - a. Children will meet developmental milestones in the areas of social/emotional, cognitive, physical, and language development.
 - b. Children will be curious about learning and use problem-solving skills.
 - c. Children will be safe and healthy.
3. Specific Goals for Families
 - a. Families will feel welcome in the classrooms and schools.
 - b. Families will be advocates for their children.

- c. Families will be actively involved in their child’s learning and build positive relationships with staff.
- 4. QPPS 10.1

Curriculum

1. Curriculum is a framework for learning opportunities and experiences. It is a process by which learners obtain knowledge and understanding, while developing life skills. The preschool programs use *The Creative Curriculum*, which is a research and evidence based curriculum. The creative curriculum focuses on the developmental levels of the whole child. These areas include: language and literacy, math, science, physical, and social skills. *The Creative Curriculum* also provides children the opportunity to learn in a variety of ways (i.e., through problem-solving, exploration, play, music, movement, art, drawing, writing, listening, and storytelling).
2. Urbandale Preschool Programs follow other research-based curriculums that align with the outcomes of Creative Curriculum. These curriculums include: Handwriting Without Tears, Al’s Pals (Social/Emotional), and Origo Stepping Stones Math.
3. IQPPS 2.1-2.3

Child Assessment

1. Preschool assessments of young children are purposeful, developmentally appropriate, and take place in the natural setting by familiar adults. Assessment results will be used for planning and to guide instruction. Assessments will not be used to decide

if a child can or cannot be part of the program. The child’s culture and experiences outside of the school are recognized as being an important piece of the child’s growth and development. All results are placed in an individual child file, stored in a filing cabinet, and kept confidential. Assessments also provide information, about an individual child’s needs, interests, and abilities in order to plan developmentally appropriate activities for them, provide parents information regarding developmental milestones, and to indicate if a child needs additional assessments or intervention. The following assessments are used:

- a. Assessments are aligned to the Iowa Early Learning Standards.
- b. Teachers monitor each child’s developmental progress throughout the year using the Teaching Strategies “Gold” online assessment tool. This program gives teachers, AEA staff, parents, and administrators the ability to monitor progress throughout the year. Checkpoints are done three times a year.
- c. Observational data that provides ongoing anecdotal record of each child’s progress during daily activities.
- d. Child Portfolios (organized by teachers and includes assessments, observational data, and ongoing child work samples)
- e. Families are asked to contribute information regarding their child’s progress throughout the year. The collaboration between school and

home can give all stakeholders a more accurate picture of how a child is performing developmentally.

- f. Special education teachers will take data for individual student goals one time weekly, graphed, and reported on a trimester basis. When at least four weeks of instruction and a minimum of eight data points following the initiation of or change in instruction, the trend line will be analyzed. Making an instructional change or increasing student's goal will be considered if the trend line is steeper than the goal line; changing the students instructional program (e.g. instructional approach, curriculum materials) will be considered if the trendline is less steep than (i.e. below) the goal line.

Sharing Assessment Information

1. Assessment information will be shared formally with families during parent/guardian teacher conferences in the fall and spring. In addition, parents have access to viewing their child's profile using the Gold online assessment tool (Family Portal). Using this tool the parents can view anecdotal observation notes and developmental milestones throughout the week. Families also have the opportunity to participate in 2-way communication and give feedback regarding student progress.
2. If assessments show there is a possible issue related to a developmental delay

or other special need, the teacher will communicate this to parents during a conference and share the documentation noting the concern (may be done any time throughout the year).

3. The teacher will then request a meeting with the problem-solving team, which includes teacher representatives, AEA staff, and administrators. The team will problem solve, plan interventions, provide support, and make outside resources available to those individuals requesting assistance.
4. The early childhood problem solving-team would arrange developmental screening and referral for additional assessments if needed.
5. Parents of students with special needs are also involved in IEP meetings on an annual basis (sooner if amendments/updates need to be done).
6. IQPPS 4.1-4.9, 7.3

Program Assessment

1. Urbandale Community School's *Preschool* and community partner preschools implement the Iowa Quality Preschool Program Standards.
2. Administrators, families, staff, and other preschool stakeholders will be involved annually in a program evaluation that measures progress toward the program's goals and objectives.
3. The program will use this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Communication With Families

1. The preschool teachers work in partnership with families through formal and informal strategies to establish and maintain regular, on-going, two-way communication in response to families' needs and preferences.
2. The Urbandale Community School District uses the ParentSquare application as a school-to-home engagement tool that helps teachers, coaches, building-office staff, and District-office staff efficiently and effectively communicate with families. Families can download the application when they are given information from their child's teacher.
3. The Urbandale preschool teachers also use the MyTeachingStrategies online family portal to share learning resources and student learning accomplishments. Families can download the application when they are given information from their child's teacher.
4. Parents are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs (i.e., email, in person, home-visits, notes, or phone calls).
5. IQPPS 7.1-7.5

Family Involvement

1. Parents and primary caretakers are the children's most important teachers. We are very pleased to be able to be your partner in your child's early learning experience. Home visits will be held at the beginning of the school year.

Home visits are utilized in order to get to know families, their values, traditions, and to see the child in their own setting. They also help us to build a positive relationship between school and family as well as strengthen the home-school connection. Information will be gathered during the home visit and throughout the year that will contribute toward your child's overall assessment. Parent/Teacher conferences are held in both the fall and spring semesters for all students. At least one Family Night is held during the year.

2. Our school District encourages families to be very involved in their child's education by observing their children during the day when possible and meeting with staff. Parents can contact the teacher to make arrangements to schedule a classroom visit. All parents and visitors will be asked to check in at the office.
3. QPPS 7.1, 7.2

Preschool Advisory Committee

1. The Preschool program has a preschool advisory committee composed of parents, school staff, and other community members interested in the preschool program. They serve as a sounding board for new ideas and services. Please let the preschool teacher know if you are interested in being part of the Preschool Advisory Committee.
2. IQPPS 7.2, 10.15

Concerns

1. Open and honest communication between families and the preschool program is an essential component of a high quality early childhood program. We want you to be confident that your child is being well cared for and is having a quality experience. If there is ever a time you have a concern regarding your child, we want to encourage you to address your concern to your child's teacher. If additional help is needed, either party may ask for the assistance from the Director.
2. If you have a concern regarding some aspect of the program or policy, please contact the Director of Preschool. If you remain dissatisfied, you may contact the Superintendent of the Urbandale Community School District. With all concerns, we will do our best to reach a mutually satisfying solution for all parties involved.
3. IQPPS 7.5

Transitions

1. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Home and school connections are crucial to the transition to kindergarten or any other program and teaching staff will partner with the family to make transitions as smooth as possible. Preschool staff will provide information about enrollment policies and procedures, and program options.
2. IQPPS 7.7

Outside Play And Learning

1. We have daily opportunities for outdoor play as the weather permits, provided the weather air quality and environmental safety conditions do not pose a threat. This allows children the opportunity to develop their large muscle skills, get exercise, and be active. We use the Child Care Weather Watch guidelines produced by Healthy Child Care Iowa to determine if the Wind Chill Factor or Heat Index is safe for outdoor play.
2. In cases when we cannot go outside (due to weather conditions) children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.
3. In order to make sure that your child can play comfortably outside it is important to dress them according to the weather. When it is cold outside children need a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days dressing your child lightly is just as important. For those in-between days, dress your child in layers.
4. There are areas on the playground for children to be in the shade and still be active. We encourage you to bring a hat or other clothing for your child to wear as another protection from the sun. If you would like your child to wear sunscreen or insect repellent, please apply before preschool.
5. Program staff will complete a playground safety check on a monthly basis.
6. IQPPS 5.4, 9.5-9.8

Supervision Policy

1. Before children arrive at school, the preschool staff will complete the following daily safety checklist indoor and outdoor:
 - a. All safety plugs and outlets are covered up, heat/AC, water temperature, and toilets are in working order.
 - b. All cleaning supplies/poisons are out of reach from children and stored properly.
 - c. Classroom/playground and materials checked for cleanliness/broken parts, etc.
 - d. Supplies checked (i.e., First Aid kit, latex gloves, soap, paper towels, etc.)
 - e. Daily monitoring of environment—spills, sand, etc. Other serious problems are reported to the custodian.
 - f. Upon arrival, each child is observed by the teacher for signs of illness or injury that could affect the child's ability to participate in the daily activities.
2. During the preschool day, no child will be left unsupervised. Staff will supervise primarily by sight. Supervision by sound is permissible as long as teachers check every 2-3 minutes on children who are out of sight (i.e., for those using toilet independently, etc.)
3. IQPPS 9.2

Child Guidance And Discipline

1. Teaching staff will use positive guidance, redirection, and planning ahead to prevent problems. They will

encourage appropriate behavior through the use of consistent and clear rules and have children participate in developing classroom routines and rules. Teaching staff will encourage children to respect one another, to be fair, respect property, and take responsibility for their actions.

Urbandale Preschool Programs use AI's Pals curriculum to teach, model, and role-play appropriate social emotional skills.

2. IQPPS 1.2-1.9

Sand, Water, And Sensory Table Activities

1. We have a sensory table in the classroom for children to stand and play. During sensory play, children are involved in active experiences with science and math concepts. Children with sores on their hands are not allowed to participate with others in the sensory table to ensure that no infectious diseases are spread. When the activity period is complete, the water table is drained and refilled with fresh water before a new group of children comes to participate. Outdoor water play is limited to tubs and buckets or containers as well as the water table. We do not participate in swimming pool activities. Staff will supervise all children by sight and sound in all areas with access to water in tubs, buckets, and water tables.
2. IQPPS 5.7, 9.14

Snacks/Foods And Nutrition

1. Attitudes about food develop early in life. The food children eat affects their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.
2. A snack is served during each preschool class. Two food groups will be represented at each snack time as outlined in USDA guidelines. A written snack menu is posted in the classroom and available to families. All menus are kept on file for review by a program consultant. The preschool serves a wide variety of nutritional snacks, and encourages children to expand their tastes by at least trying a portion of the food offered.
3. All food is prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Clean, sanitary drinking water is made available to children throughout the day. Staff discards any foods with expired dates. Foods that are hotter than 110 degrees Fahrenheit are kept out of children's reach. Foods requiring refrigeration will be kept cold until served.
4. For each child with special health care needs, food allergies, or special nutrition needs, the child's health care provider should provide the program in an individualized care plan prepared in consultation with family members and specialists involved in the child's care. Children with food allergies shall be protected from contact with the problem food. With family consent, the program posts information about the child's allergies in the food preparation area and in areas of the facility the child uses to serve as a visual reminder to all adults who interact with the child during the day. Program staff will keep a daily record documenting the type and quantity of food a child consumes when any child with a disability has special feeding needs. The staff will provide parents with the daily record.
5. High-risk foods that are often involved in choking incidents will not be served. For children younger than four years old, these include hotdogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or larger meat that can be swallowed whole.
6. The school District does not use foods or beverages as rewards for academic performance or good behavior, and will not withhold food or beverages as a punishment, nor will teaching staff ever threaten to withhold food as a form of discipline.
7. IQPPS 5.9-5.17

Birthdays

1. Birthdays are an important and significant event in the life of a child. Students who wish to bring treats for the class on their birthday may do so. Parents are encouraged to pick a SMART snack when choosing to send a snack to school for celebratory reasons. Food that comes from home for sharing among the children must be store-bought, pre-packaged items, or items purchased through the UCSD Nutrition Services Program or an otherwise licensed food establishment. Snacks provided to full-day students will be consumed after lunch. Those who have summer birthdays are designated a day to celebrate with their class. Invitations to parties outside of school will not be distributed at school.

Toileting

1. Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently, the following procedures are in place:
 - a. Diapering will only be done in the designated diaper area (which has an elevated surface).
 - b. Staff will follow all diapering guidelines set forth in the Iowa Quality Preschool Programs Standards: Standard 5, Criteria 5
 - c. Clothes that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
 - d. Staff will check children for signs that diapers or pull-ups are wet or

contain feces at least every two hours.

- e. Diapers are changed when wet or soiled.
- f. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.
- g. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
- h. Diapering and Gloving posters will be posted in the changing area showing procedures through the use of visuals and words. These procedures are used by the program administrator to evaluate teaching the staff that change diapers.

2. IQPPS 5.5

Classroom Animals And Pets

1. Live animals will not be allowed in school District facilities except under special circumstances and only for educational purpose. Animals which are kept at school for instructional purposes will be in good health with no evidence of disease, be of such a disposition as to not pose a safety threat to children, and be maintained in a clean and sanitary manner. The

owner/handler must provide a record of annual vaccinations received by the animal and signed by a veterinarian; these health records should be kept on file in the school building.

2. Permission from the principal or program director will be required of anyone wishing to bring an animal into school District facilities. The principal or program director has the right to approve or deny the request for the animal in the classroom. Appropriate supervision of animals is required when animals are brought into the school District facilities. It is the responsibility of the principal or program director to determine appropriate supervision of animals in the classroom.
3. The teacher would ensure staff and children practice good hygiene when coming into contact with the animal and after coming into contact with the animal. Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
4. Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed because of the risk for salmonella. The classroom teacher is responsible for checking requirements have been met.

Arrival And Departure Of Children

1. All motor vehicle transportation provided by parents, legal guardians or others designated by parents or legal guardians will include the use of age-appropriate, and size-appropriate seat restraints.
2. Teachers will give you specific parking and drop off information for the building your child attends. Please use the crosswalks, obey traffic signals, as well as staff who are directing traffic.
3. When bringing your child to school, we ask that you park your car and turn off the engine before walking your child to the building. Please hold your child's hand as you walk your child to the designated preschool entrance to decrease the possibility of an accident. Parents or a designated adult must either accompany children to the designated preschool entrance at the beginning of the day and leave their child in the care of one of the preschool teaching staff. No child will be permitted to leave the building without an adult.
4. Other than parents or legal guardians, only persons with prior written authorization will be allowed to pick up a child from school. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.
5. When all children have arrived, the preschool teacher will record attendance for the day. Throughout the day each time children transition from one location to another, i.e. classroom to outdoor, the teacher will be responsible for counting the number of children whenever leaving one area and when arriving at another to confirm the safe whereabouts of every child at all times.
6. IQPPS 10.9

Attendance

1. Regular attendance is important to your child's preschool experience. In the event a student is absent or tardy, all schools require notification from the parent/guardian of the student.
 - a. Olmsted Elementary 515-457-5803
 - b. Valerius Elementary 515-457-6520
 - c. Webster Elementary 515-331-8620

Student Records

1. Student records containing personally identifiable information, except for directory information, are confidential. Only persons, including employees, who have a legitimate educational interest are allowed to access a student's records without the parent's permission. For a complete copy of the school District's policy on student records or the procedure for filing a complaint, view the handbook on the District website-
<http://www.urbandaleschools.com>.
2. Parents or guardians will be asked to sign a release of information form should they or the school request information be shared with another agency, stating to whom the information is to be released, the reason or purpose for the release of information, when it expires, and ways the parents can withdraw permission if they choose to do so.
3. QPPS 10.10

Health And Safety

1. Preschool is committed to promoting wellness and to safeguard the health and safety of children and adults who participate in our program. In order to provide a safe and secure environment for every child and adult, we follow guidelines required by the Quality Preschool Program Standards, regulatory agencies and pediatric authorities in the field.

Health And Immunization Certificates

1. Within thirty days after a child begins the program, health records that document the dates of service shall be submitted that show the child is current with routine screening tests (Physical). Immunization records should be turned in before the child starts school (except for immunization for which parents are using a religious exemption).
2. QPPS 5.1

Health And Safety Records

1. Health and safety information collected from families will be maintained on file for each child in the building office. Files are kept current by updating annually. The content of the file is confidential.
2. Child Health and Safety Records will include:
 - a. Results of health examination, showing up-to-date immunizations and screening tests.
 - b. Current emergency contact information for each child, that is kept up to date by a specified method during the year.

- c. Instructions and/or plans for any of the child’s special health needs such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes) will be developed by the staff and/or parent
 - d. Individual emergency care plans for children with known medical or developmental problems or other conditions that might require special care in an emergency (allergy, asthma, seizures, orthopedic or sensory problems, and other chronic conditions; conditions that require regular medication or technology support.
 - e. Supporting evidence for cases in which a child is under-immunized because of a medical condition (documented by a licensed health professional) or the family’s beliefs.
3. IQPPS 5.1, 10.8

General Health And Safety Guidelines

- 1. All staff must be alert to the health of each child, known allergies, or special medical conditions
- 2. Under the supervision of the preschool teacher, all staff must be alert to the whereabouts of all children. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- 3. All staff will follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.

- 4. All staff are familiar with evacuation routes and procedures.
- 5. All teaching staff complete “Occupational Exposure to Bloodborne Pathogens” annually.
- 6. All teachers have a certificate of satisfactory completion first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. When a child in the group has a special health condition that might require CPR, one staff person who has successfully completed training in CPR is present in the program at all times.
- 7. QPPS 5.2-5.8

Illness Policy And Exclusion Of Sick Children

- 1. For the health and safety of all the children, it is mandatory that sick children not be brought to school. If your child has any of the following symptoms during the night, they will not be admitted the following morning for the safety of the other children.
- 2. When should your child stay home?

The following are public health recommendations when deciding whether or not to send a child to school that wakes up not feeling well. Although sometimes inconvenient, for the health of all, parents are expected to adhere to the 24-hour recommendations.

- a. **Diarrhea/Vomiting** – within the last 24 hours: keep child home.

- b. **Fever** – 100.4 °F degrees or greater: keep the child home until fever-free at least 24 hours.
 - c. **Strep Throat** is a highly contagious bacterial infection – sore throat, fever (usually), aches; diagnosis is made by a throat culture: child needs to be on an antibiotic for at least 24 hours and symptoms subsiding before returning to school.
 - d. **Pinkeye** is highly contagious and presents itself with burning, itching red eyes with yellow drainage: a child should be seen by a physician and should be on medication for at least 24 hours and symptoms subsiding before returning to school.
 - e. **Chicken Pox** is one of the most common contagious viral diseases of childhood. Symptoms include low-grade fever and a distinctive rash. The rash begins as red bumps, which develop into blisters that open and form scabs. The rash causes itching which may be severe. Children should not return to school until all blisters have scabs. This usually takes seven or more days.
 - f. **Impetigo** is a skin infection that occurs when bacteria invade skin that is broken, scratched or burned. The areas most affected are the hands and face, especially around the nose and mouth. It usually begins as red spots that fill with fluid (blisters). The blisters rupture easily and the fluid dries and forms a honey-colored crust. Treatment is with an antibiotic ointment, oral antibiotic or both. The child should be on medication for 24 hours before returning to school.
 - g. **Rash** – may be due to many different illnesses and may be contagious. A physician should be contacted for a diagnosis and permission for your child to return to school.
3. Accident or Illness
- a. Upon arrival at school, each child is observed by teaching staff for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than staff are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child or to other children or adults with whom the child will come in contact.
 - b. When a child develops signs of an illness during their day at preschool, parents, legal guardians, or other people authorized by the parent/guardian will be notified immediately to pick up the child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent, legal guardian or designated person arrives under the supervision of someone familiar with the child. If the child is suspected of having a contagious disease, then until the child can be picked up, the child is

located where new individuals will not be exposed.

4. IQPPS 10.5

Reporting Communicable Diseases

1. Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that the families should implement at home.
2. IQPPS 5.3

Medication Policies And Procedures

1. Students are not allowed to have medications with them at school. All medications must be kept in the health office and will be administered under the supervision of the school nurse. Administration of medication at school requires parent/guardian consent with a signed release. The form for medication administration can be found on the school's website or obtained at the student's school. Medication must be brought in the original container. Medication must be age-appropriate and will be administered according to label recommendations.
2. IQPPS 5.8

Cleaning And Sanitization

1. The facility will be maintained in a clean and sanitary condition. When a bodily fluid hazard occurs, the area will be made inaccessible to children and the area will be cleaned immediately.
2. Toys that have been placed in a child's mouth or that are otherwise

contaminated by body secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Surfaces will be disinfected using a non-toxic solution of one tablespoon household bleach to one quart of tap water made fresh daily.

3. Staff will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials.
4. Facility cleaning requiring potentially hazardous chemicals will be scheduled when children are not present to minimize exposure of the children. All cleaning products will be used as directed by the manufacturer's label. Non Toxic substances will be used whenever possible.
5. IQPPS 5.18-5.19

Hand Washing Practice

1. Frequent hand washing is key to preventing the spread of infectious diseases. Teachers will teach children how to wash their hands effectively.
2. Posters of children using proper hand washing procedures are placed by each sink.
3. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
4. All staff, volunteers, and children are required to use proper hand washing in order to reduce the risk of transmission of infectious diseases to themselves and to others.

5. Staff assist children with hand washing as needed to successfully complete the task.
6. Children and adults wash their hands:
 - a. Upon arrival for the day
 - b. After diapering or using the toilet (use of wet wipes is acceptable for infants)
 - c. After handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit)
 - d. Before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry)
 - e. After playing in water
 - f. After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
7. Adults also wash their hands:
 - a. Before and after feeding a child
 - b. After assisting a child with toileting
 - c. After handling garbage or cleaning
8. IQPPS 5.6

First Aid Kit

1. A First Aid kit is located in the preschool classroom.
2. It is inaccessible to the children, but readily available for adult use.
3. Following each use of the First Aid kit, the contents will be inspected and missing or used items replaced.
4. The First Aid kit is taken to the outdoor play areas as well as on field trips and outings away from the school. The First Aid kit includes student emergency information.

5. IQPPS 9.12

Fire Safety

1. A fire extinguisher is installed in the preschool classroom with a tag indicating its annual service date. The fire alarm system is serviced annually. Smoke detectors, fire alarms, and carbon monoxide detectors are tested monthly. A written log of testing dates and battery changes is maintained and available upon request. Fire drills are conducted and recorded.
2. IQPPS 9.13

Medical Emergencies And Notifications Of Accidents Or Incidents

1. The Urbandale Community School District has written plans in place that describe the following situations and procedures to follow:
 - a. Emergency phone numbers
 - b. Fire procedures
 - c. Utility failures (electrical power failure, water line break, gas line break)
 - d. Severe weather
 - e. Bomb threats
 - f. Physical threats/Armed intruder
 - g. Evacuations
 - h. Accidental injury or illness procedures for life threatening and non-life threatening situations
2. These plans will be reviewed by each staff member at the beginning of each school year and when changes are made to them. In the event that your child receives a minor, non-life threatening injury during their time at preschool, our teacher will assess the situation and apply First Aid as needed. Minor cuts and scrapes will be treated

with soap and water and bumps will be treated by applying ice to the injured area. Any incident or injuries will be documented on an injury form and a copy will be given to the parent/guardian within 24 hours of the incident. All staff will have immediate access to a telephone that allows them to summon help in an emergency. Each phone will post the telephone numbers of the fire department, police department, hospital, and poison control. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers, copies of emergency contact information and authorization for emergency transport will be taken along anytime children leave the facility in the care of facility staff. Emergency phone numbers will be updated at least annually or as needed.

3. QPPS 10.10,

Protections From Hazards And Environmental Health

1. Program staff will protect children and adults from hazards, including electrical shock, burns, or scalding, slipping, tripping, or falling.
2. The preschool classroom building has been assessed for lead, radon, radiation, asbestos, fiberglass, and other hazards that could impact children's health with documentation on file if applicable. No well water is used at any site. The building's heating, cooling, and ventilation systems are kept in compliance with national standards for facility use by children.

3. The program maintains facilities so they are free from harmful animals, insect pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer's instructions when children are not at the facility and in a manner that prevents skin contact, inhalation, and other exposure to children.

Smoke Free Facility

1. In compliance with the Iowa Smokefree Air Act of 2008, Urbandale Community School Districts' program buildings and grounds are smoke free. A "No Smoking" sign meeting the law's requirements is posted at the entrance to the preschool building to inform people that they are entering a non-smoking place.
2. No smoking is allowed on the school grounds.
3. QPPS 9.15

Emergency Closings

1. The decision to delay the start of school, cancel or to dismiss early, will be made by Administration. Information regarding weather or building emergencies can be found on the [District website](#).
2. If school is delayed, canceled or dismissed early, Adventuretime and preschool programs will also be delayed, canceled, or dismissed early.
 - a. If school is canceled: Adventuretime and Preschool will be canceled.
 - b. If there is a 2 Hour Delay: NO preschool for three or four-year olds that attend half-day AM or PM preschool only. Full-day preschool will begin at 11:00 AM instead of

9:00 AM.

- c. If school is dismissed early: All students need to be picked up at the school dismissal time.

School Attire

1. Children should be dressed to play, to sit on floors and sometimes do messy activities. Shoes should be comfortable (sandals should have backs on them-no flip-flops). Clothing should be manageable to the child. Bathroom assistance is available; however, the child should be working towards independence with buckles, zippers, buttons, etc.

Staff – General Information

1. Hiring procedures include completion of the following checks: criminal-record check, free from history of substantiated child abuse or neglect check, education credentials, verification of age, completion of high school or GED, personal references and a current health assessment.
2. The preschool program maintains current health information from documented health assessments for all paid preschool staff and for all volunteers who work more than 40 hours per month and have contact with children. A current health assessment (not more than one-year-old) is received by the program before an employee starts work or before a volunteer has contact with children. The health assessment is updated every two years. Documented health assessments include:
 - a. Capacities and limitations that may affect job performance

- b. Documentation by a licensed health professional of TB skin testing using the Mantoux method and showing the employee to be free from active TB disease. For those who have a positive TB skin test and who develop a persistent cough or unexpected fever, immediate assessment by a licensed physician is required. For those who have increased risk of TB according to the Centers for Disease Control (CDC), documentation is required annually by a licensed health professional showing that the employee is free from active TB disease.
 - c. Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the preschool's office.
3. IQPPS 10.11-10.15

Orientation

1. Employees must know their role and duties. New preschool teaching staff will be required to participate in an initial orientation program that introduces them to fundamental aspects of the program operation including:
 - a. Program philosophy, mission, and goals
 - b. Expectations for ethical conduct
 - c. Individual needs of children they will be teach or caring for

- d. Accepted guidance and classroom management techniques
 - e. Daily activities and routines of the program
 - f. Program curriculum
 - g. Child abuse and reporting procedures
 - h. Program policies and procedures
 - i. Iowa Quality Preschool Program Standards and Criteria
 - j. Regulatory requirements
2. Follow-up training expands on the initial orientations
 - a. The employee's immediate supervisor should provide the new employee with a review of the employee's responsibilities and duties. The director or principal will explain payroll procedures, employee benefits programs and accompanying forms to the employee.

Staffing Patterns And Schedule

1. The preschool program is in compliance with staff regulations and certification requirements. Our program follows requirements for staffing for Iowa's Quality Preschool Program Standards of maintaining an adult/child ratio of at least 1:10 at all times for four-year-olds and 1:8 for 3-year-olds. The center administrator will maintain lists of current substitutes for both the preschool teacher and the preschool teaching assistant in case of absence. If one of the teaching staff needs to temporarily leave the classroom, the person will call the office to arrange for coverage in order to maintain the adult/child ratio.

Staff Development Activities

1. Personnel policies encourage participation in professional development opportunities. All teaching staff continuously strengthen their leadership skills and relationships with others. They also work to improve the conditions of children and families within their programs, the local community, and beyond. Teaching staff are encouraged to participate in informal and formal ways in local, state, or regional public-awareness activities. They may join an early childhood group or organization, attend meetings, or share information with others both at and outside the program. All teaching staff attend professional development meetings on a weekly basis.
2. IQPPS 6.4, 6.5

Evaluation And Professional Growth Plan

1. All staff are evaluated by a supervisor. New teachers (with an initial teaching license) have formal evaluations three times per year. All teachers who are on the evaluation cycle (with a standard teaching license) have formal evaluations twice a year. Staff also evaluate and improve their own performance based on ongoing reflections and feedback from supervisors, peers, and families. From this, they develop an annual individualized professional development plan with their supervisor and use it to inform their continuous professional development.
2. QPPS 6.5, 6.6

Volunteers

1. Parents, friends, grandparents, and other adults are encouraged to take an active part in the educational process of the children. Please contact the teacher if

you would like to be a preschool volunteer. Volunteers may be asked to complete a background check prior to working in the school setting.

2. QPPS 10.11

URBANDALE
COMMUNITY
SCHOOL
DISTRICT

**Appendix F:
UCSD Adventuretime
Parent/Guardian &
Student Handbook**



ADVENTURETIME

URBANDALE COMMUNITY SCHOOL DISTRICT

District Mission: Teaching All – Reaching All

District Vision: Urbandale will be a school District that brings learning to life for everyone

Location Information

Adventuretime Administrative Offices
3305 92nd St
Urbandale, IA 50322
(515) 457-5855

Karen Acres Elementary School
3500 74th Street
Urbandale, IA 50322
(515) 681-3957

Valerius Elementary
3305 92nd St
Urbandale, IA 50322
(515) 250-4821

Olmsted Elementary
7110 Prairie Avenue
Urbandale, IA 50322
(515) 681-5409

Webster Elementary School
12955 Aurora Avenue
Urbandale, IA 50323
(515) 681-3761

Contact Information

Adventuretime Childcare Coordinator

Jake Leonard- Phone: (515) 457-5809- Email: leonardj@urbandaleschools.com

Administrative Assistant (Accounts/Billing)

Deb Roetker- Phone: (515) 457-5855 - Email: roetkerd@urbandaleschools.com

For more information on Adventuretime, visit: www.urbandaleschools.com/why-urbandale/adventuretime-before-after-school-childcare/

Urbandale Community School District Policies And Procedures

Adventuretime will follow the policies and procedures set forth by the Board of Directors, Urbandale Community School District. These policies and procedures may be found on the District website at www.urbandaleschools.com.

Parents/guardians are encouraged to review these policies and procedures. This document serves to supplement those policies and procedures and provide more guidance on routine matters.

Parents, guardians, and community members that have concerns about public school districts or their governing board may visit the Iowa Department of Education Website for further guidance. The direct link to that site is:

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>

Program Goals

1. Program Goals

- a. To provide a safe, caring, healthy environment for students.
- b. To provide quality staff who enjoy interacting with students.
- c. To plan developmentally appropriate activities for students.
- d. To encourage and support communication between staff, students, families, other District staff, and the community.

2. Goals for Children

- a. Children will meet developmental milestones in the areas of social/emotional, cognitive, physical, and language development.

- b. Children will be curious about learning and use problem-solving skills.
 - c. Children will be safe and healthy.
- #### 3. Goals for Families (Parent/Legal Guardian Involvement)
- a. Families will feel welcome at all times.
 - b. Parents/legal guardians will have unlimited access to the program at all times.
 - c. Families will be advocates for their children.
 - d. Families will be actively involved in their child's learning and build positive relationships with staff.
- #### 4. Program of Activities
- a. The program provides students the opportunity to learn in a variety of ways (i.e., through problem solving, exploration, play, music, movement, art, writing, listening, storytelling, etc.).
 - b. The program plans developmentally appropriate activities for preschool through 5th grade students in the areas of social/emotional, language, literacy, math, science, music, and fine/gross motor development.
 - c. The program strives to meet individual student interests and learning needs.
 - d. Program schedules and lesson plans are available to parents on site at all times.
 - e. Students are given time to work on homework based on their parents/teacher recommendations.
- #### 5. Non-Center Activity Policy

- a. The center may or may not accommodate non-center activities at the discretion of the director.
- b. In most cases, these activities will be optional and may require an additional cost. The center will require written permission for each child to attend a non-center activity. For any non-center activity that is offered, the center will provide an adequate amount of team members to accompany the children on the activity.

Program Options

1. Before and After School Care
 - a. Adventuretime offers child care services before and after school each day of the school year.
 - b. Hours of Operation:
 - i. Olmsted, Valerius and Webster:
6:30 am – 8:30 am and 3:30 pm – 6:00 pm
Late starts: 6:30 am – 9:45 am
 - ii. Karen Acres:
6:30 am – 8:45 am and 3:45 pm – 6:00 pm.
Late starts: 6:30 am – 10:00 am
2. Late Start Care
 - a. Adventuretime offers child care services on days when the District has a scheduled late start.
 - b. Hours of Operation:
 - i. Olmsted, Valerius, and Webster:
Late start: 6:30 am – 9:45 am
 - ii. Karen Acres:
Late starts: 6:30 am – 10:00 am
3. Full-Day Care

- a. Adventuretime offers child care services on some days when the District is not in session during the school year. Full-Day programs are held at Valerius Elementary.
 - b. Hours of Operation: 6:30 am – 6:00 pm (Additional Full-Day Charge).
 - c. Adventuretime does not provide childcare at Karen Acres during intersession (Alternative Calendar). Karen Acres building principal coordinates intersession programming.
4. Summer Programming
 - a. Adventuretime offers child care services during the summer.
 - b. Hours of Operation: Monday through Friday from 6:30 am – 6:00 pm
 - c. Registration Fee: There is a non-refundable registration fee of \$40.00 for services provided during summer programming.

Registration Information

1. Enrollment Policy
 - a. Any student attending Preschool – 5th grade may enroll in Adventuretime programs (i.e., preschool, before/after school, all day, or summer programs).
 - b. All Preschool Students attending Summer Programming must have attended Urbandale Preschool that school year.
2. Registration Procedure
 - a. Parents/Legal guardians must register online at the following website:
<http://urbandaleschools.revtrak.net>
 - b. Contact the Adventuretime office (515-457-5855) if you have any

questions regarding the online registration process.

3. Required Documentation to Register
 - a. Parents must fill out the entire online registration form.
 - b. Parents will be sent a 2023-2024 Adventuretime Emergency Form through Docu-Sign, to fill out and submit.
 - c. A current Certificate of Immunization must be presented on or before the first day the student attends the Adventuretime program. The certificate must include a health official’s signature as well as source of immunization. This certificate must be updated as the child receives immunizations.
 - d. A copy of adolescent physical must be presented on or before the first day the student attends the Adventuretime program.
 - e. Action Plans must be completed for any student with medication such as an Epi-Pen or Inhaler.

Payment Information

1. Statement Regarding Funding - Adventuretime is a self-supporting program financed through registration fees. The cost of wages, supplies, and other expenses are derived from fee payments. If you are unable to make a payment, contact the Coordinator of Adventuretime. Failure to make timely payments may result in termination of services.
2. Rates
 - a. There is a one-time, annual, non-refundable registration fee of \$40.00

for services provided during the 2024-2025 school year.

- b. There is a one-time, annual, non-refundable registration fee of \$40.00 for services provided during the 2025 summer program.
- c. Rates are based on 180 actual school days and are billed on a 9 month prorated schedule. Monthly payments remain the same from September 1st, 2024 – May 1st, 2025.
- d. Intersession weeks, in-services days, and recess days are not included in the 180 actual school days.
- e. You must pre-register and pay an additional cost for care and activities if you would like your student to attend any additional days.

| | |
|--------------------------------------|------------------|
| Before/After School Program Options: | Rates: |
| Before/After School Care | \$380.77/Monthly |
| Before School Care Only | \$288.67/Monthly |
| After School Care Only | \$288.67/Monthly |
| Late Starts and After School Care | \$313.40/Monthly |
| All-Day Program | \$40.44/Daily |
| Summer Program | \$202.20/Weekly |

Accepted Formats:

- f. Payments may be made by credit card online, by cash or check at the Adventuretime Office between 7:00 am-4:30 pm.
- g. Credit Card payments, using Revtrak located on the Urbandale Community Schools Website- www.urbandaleschools.com or directly at <http://urbandaleschools.revtrak.net> . Payments may be made at any time.
- h. Authorized monthly credit card payments can be set up through the Adventuretime office. Contact the Adventuretime office to receive a credit card payment form.
- i. Automatic payments scheduled through your bank must be sent by the 24th of the month so that the check is received in the Adventuretime office by the 1st of the month.
- j. Monthly/weekly payments may NOT be dropped off at building sites.
- k. All registration forms for all day programs and payments must be done online. If you need assistance, call the Adventuretime office at (515) 457-5855.

3. Payment Deadlines

- a. Statements are emailed around the 15th of each month to show the amount due on the 1st of the month.
- b. If making weekly payments, payments are due each Monday.
- c. Payments must be made online, mailed and received, or taken to the Adventuretime Office by the 1st day of each month.

4. Late Payments

- a. Families that have not made their monthly payment by the 1st of each month (or next business day if the 1st falls on a weekend or holiday) will be charged a \$25.00 late fee that will be automatically added to their account.
- b. Families that have not made their weekly payment by Monday at 6:00 pm will receive a \$25.00 late fee that will be automatically added to their account.
- c. Families that have not made their monthly payment by the 15th of the month will receive a reminder phone call and letter.
- d. Families that have not made their monthly payment by the 23rd of the month will receive a phone call and a letter informing them that their student may be dismissed from the program if payment, including late fee, is not made by the last day of the month.

Attendance**1. Arrival and Departure**

- a. To ensure the safe arrival and departure of your student each day, parents/legal guardians are required to sign students in and out of the program.
- b. In the event a parent/legal guardian will be taking a student from the program early and then returning the student to the program, the parent/legal guardian will follow the same process as above.

2. Absentee Reporting

- a. When students will not be attending the Adventuretime program, please

- notify the on-site team leader for that program.
- b. In the event that Adventuretime staff is not notified, staff will contact school personnel, parents, and emergency contacts so as to ensure the safety of the student.
3. Authorized Pick-Up
 - a. Students will only be released to designated people on the 2024-2025 Adventuretime Emergency Form.
 - b. Designated people on the emergency form must be at least sixteen years of age.
 - c. Designated people may be asked to show an ID.
 - d. Please notify the Adventuretime office if the authorized pick-up list needs to be modified.
 4. Custody Visitation Agreements
 - a. Communication with Adventuretime staff on custody or visitation issues is important.
 - i. A written copy of the custody/visitation agreement must be included with registration materials.
 - ii. If custody/visitation agreements change, notify Adventuretime staff immediately.
 - iii. Documented court-ordered changes should be provided to the Adventuretime staff within 24 hours of execution.
 - iv. Adventuretime staff cannot hold children from biological or adoptive parent(s) without a specific court order prohibiting such action.
 5. Late Pick-Up Fees
 - a. There is a \$2.00 fee for each minute after 6:00 pm.
 - b. If parents or emergency contacts can't be reached by 6:30 pm, the Urbandale Police must be contacted.
 - c. After 3 late pick-ups your child may be asked to leave the program.
 6. Non-Registered Participants - Due to limited space, friends of students enrolled in the program will not be admitted on a drop-in basis. This includes, but is not limited to relatives and/or other visitors.
 7. Temporary or Extended Discontinuance - Should a student need to have his or her service discontinued for any reason, parent(s)/legal guardian(s) should contact the Adventuretime Coordinator.

Behavior Guidelines

1. Discipline Policy
 - a. Adventuretime's goal is to provide support and guidance to help students deal with conflicts and changes, accept responsibility for their actions, and to help your student develop techniques to use when upset with another student, staff member, or program expectations.
 - b. Staff will use the following techniques with children when guiding their behavior:
 - i. Actively monitor students and prevent negative behaviors from occurring.
 - ii. Talk to students about their positive and negative feelings.
 - iii. Model and role-play positive and negative behavior situations with students.

- c. When negative behaviors occur, staff will:
 - i. Discuss the incident with all students involved.
 - ii. Discuss what the student could do differently in the future to handle the situation in a more positive manner (i.e., use your words, talk to an adult, take a break, etc.).
- d. Biting - In cases where a mark is left on another child as a result of biting or other injury, the staff will notify both parents as soon as the situation is under control. The staff will complete an incident report listing the details of the incident for the children involved. Documents will be held by the staff until parents pick up. At pick up time, the parent/guardian of the individual student will be shown and asked to sign one copy of the report that will be placed in the student's file for documentation.
- e. In situations where biting occurs, the following first aid procedure will be followed:
 - i. For a surface bite, ice will be applied to reduce any swelling or bruising.
 - ii. For a bite that breaks through the skin, the area will first be cleaned with soap and water. Bite marks will be bandaged and the child will be monitored for any changes. Should changes occur, the parent/guardian will be contacted immediately.
- f. Disruptive/unsafe behavior or biting, which does not respond to intervention, will require the Adventuretime Coordinator or on-site team leader to contact the parent. The parent, coordinator, and team lead will then meet to develop an individual plan to meet the needs of the student and the program.
- g. According to licensing procedures for child care centers in the state of Iowa [Section 109.7(2)]:
 - i. Corporal punishment including spanking, shaking and slapping shall not be used.
 - ii. Punishment which is humiliating or frightening or which causes pain or discomfort to the child shall not be used.
 - iii. Punishment shall not be administered because of a child's illness, or progress or lack of progress in toilet training, nor shall punishment or threat of punishment be associated with food or rest.
 - iv. No child shall be subjected to verbal abuse, threats or derogatory remarks about the child or the child's family.
 - v. Each program shall have a written policy on the discipline of children which provides for positive guidance, with direction for resolving conflict and setting of well-defined limits. The written policy shall be provided to team members and parents.

Suspension /Discharge Policy

- 1. Suspension - Adventuretime reserves the right to suspend any student from Adventuretime if the student is

endangering themselves, other students, or staff members. A student may also be suspended if a student requires constant one-on-one attention, is inflicting physical or emotional harm to another student or staff, or is not conforming to the behavior guidelines.

2. Parent/guardian Notification - If a student is not able to adjust to the Adventuretime program, the Adventuretime Coordinator will notify the parents regarding the situation and request that a meeting be arranged to discuss a solution. If a student does not improve their behavior, the Adventuretime Coordinator may recommend that child care services be terminated.
3. Discharge Policy
 - a. Adventuretime reserves the right to terminate services at any time. Termination may occur for any of the following reasons, but are not limited to: Failure to comply with the fee agreement and/or payment arrangements. Unresolved behavior conflict by a child, or any type of hostile situation. All decisions to terminate services, communication concerning the identified problem and/or appeal or review of the termination shall be handled by the coordinator.

Health Guidelines

Illness

When a student becomes ill during the Adventuretime program, a parent/guardian will be notified to pick up their student within one hour of notification. Parents will be

notified to pick their student up in the following situations:

- The illness prevents the student from participating comfortably in activities as observed by the staff.
- The illness results in a greater need for care than the staff determines they can provide without compromising their ability to care for other students.
- The student has the following conditions, unless a health professional determines the student's condition does not require exclusion.
- The student appears severely ill; could include lethargy, lack of responsiveness, irritability, persistent crying, difficult breathing, extreme sunburn, or quickly spreading rash.
- Fever (temperature above 100.4 °F orally) and behavior change or other signs and symptoms such as a sore throat, rash, vomiting, or diarrhea.
- Students may return to Adventuretime once they are symptom free for at least 24 hours without the use of fever-reducing medication (acetaminophen and ibuprofen).

When a student is unable to attend school due to an illness, students are also unable to attend Adventuretime that day.

Adventuretime will notify parents and school nurses of communicable diseases.

Medical Emergencies

All Adventuretime staff are required to be certified in First Aid and CPR.

Accidents or injuries to a student will be documented on an incident report and

parents are required to sign the form when the student is picked up.

The Adventuretime Coordinator or Adventuretime staff will notify parents or guardians immediately and after contacting 911 if the student will need medical care or emergency dental care.

If a parent or guardian cannot be reached, staff will call emergency contacts listed on the student's registration form.

If emergency medical care is considered necessary and the above cannot be reached, the staff member will have the student transported to the hospital at parents expense.

First Aid kits will be located at each site.

Medications

Medication will be administered by Adventuretime staff who have gone through Medication Administration training.

A medication release form must be signed with each medication that must be administered while attending Adventuretime.

An action plan must be filled out for any student attending that has an Epi-Pen or Inhaler.

Medication must be in its original container with instructions from the pharmacist or doctor to distribute to the student (all prescriptions and doctors orders must be current).

Topical medicines such as sunscreen, ointments, creams, etc., may only be applied with written permission from the parent.

All medication will be kept in areas inaccessible to children.

Medication should not be left in a child's backpack.

Hand Washing Policy

All Adventuretime staff must wash their hands at the following times to prevent or minimize the transmission of illness or disease: Upon arrival at the center, immediately before eating or participating in any food service activity, after diapering a child, before leaving the restroom either with a child or by themselves, before and after administering first aid, after handling animals and cleaning cages

Children's hands will be washed at the following times to prevent or minimize the transmission of illness or disease: Immediately before eating or participating in any food service activity, after using the restroom or being diapered, after handling animals.

Universal Precaution Policy

Universal precautions must be followed by Adventuretime staff at all times. A protective barrier such as gloves must be worn when handling any bodily excrement or discharge.

Proper hand washing must be followed as stated in the Hand Washing Policy.

All sharps must be placed in the sharps container after use.

Nutrition (Breakfast//Lunch/Snack)

All meals and snacks are prepared according to Nutrition Services guidelines to meet the standards set forth by the USDA. Exceptions to these standards will be allowed for allergies, medical conditions or religion.

Before School Adventuretime will take students to breakfast at the parent's request. The District's Nutrition Services Program provides breakfast. Parents/ Students will pay [Nutrition Services](#) for breakfast.

Preschool Lunch/Snack - The District's Nutrition Service Program provides lunch. Parents/ Students will pay [Nutrition Services](#) for lunch.

After School Snack - Adventuretime serves a nutritious snack along with water or milk after school.

All Day Programming Lunch/Snack - Adventuretime serves a morning and afternoon snack along with water and milk. Parents must send a lunch and drink for lunch unless indicated on the enrollment information for that day.

Any foods brought from home must meet the nutritional requirements set by the USDA child and Adult Food Program.

Snack menus will be posted on the program website and on the Adventuretime bulletin board at each location.

Lunchroom Procedures

- All students and staff will wash their hands with soap and water when arriving at school, after using the restroom, before and after eating and/or handling food. Children who consume cold lunch will be required to wash their hands before they go to the playground or back to their classrooms.
- The school will also promote a "No Food Trading" and "No Utensil Sharing" policy.
- Lunchroom tables will be cleaned after each lunch shift.

Guidelines for Severe Food Allergies

- If your child has a food allergy, we will ask you to provide a completed Allergy action plan, that has been completed by your child's physician that specifies what the allergy is and what foods may not be eaten, as well as what to do in case of ingestion.
- A list of all children and their allergies will be posted.
- Adventuretime will accommodate any children that have allergies and offer a substitute item for them.
- Staff and parents in programs where one or more students with a life threatening allergy will be notified of the health threat and be provided with a list of foods and materials to avoid.
- NO HOMEMADE TREATS OR FOOD ITEMS, for students, will be brought into our schools either by parents or staff. All treats must be commercially prepared and packaged for distribution with intact ingredient labels. Classrooms with students who have life

threatening allergies may have more specific guidelines.

- Food preparation as related to the curriculum may occur during nutrition lessons. Food and candy may also be used as a part of a craft project.
- Whenever students travel on field trips, a clear plan to activate EMS will be in place.
- The District Transportation Supervisor will be notified of student(s) who have life threatening allergies and it is the supervisor's responsibility to communicate this information to drivers.

Special Needs

Please contact the Adventuretime Coordinator to discuss any special needs or limitations that your student may have. Reasonable accommodations will be made to serve students, provided that the nature of the request does not fundamentally alter the delivery of services within our program.

Student Protection

All employees of Adventuretime Family Services and the Urbandale Community School District are Mandatory Reporters of suspected abuse. Employees are required by law to report any suspicion of physical, sexual, or emotional abuse.

Hold Harmless Agreement

The Urbandale Community School District and its employees assume no financial liability for injury to any student during his/her participation in the Adventuretime program. Parent(s)/guardian(s) are responsible for all costs and fees

associated with emergency medical care or treatment.

Field Trips and Transportation

1. Field Trips - The program will schedule age appropriate field trips for students during summer and all-day programs. Field trips will be scheduled for educational as well as entertainment purposes for students.
2. Transportation - Durham Bus Service will provide the transportation to field-trips during all day programming.

Emergency Procedures

Intoxicated/Impaired Parent/guardian

Adventuretime cares about the safety and wellbeing of the children participating in the program. This concern does not end when a parent/guardian or other authorized person comes to pick up a child from the site. If a staff member observes conduct by an individual wishing to pick up a child that reasonably leads the staff member to believe the individual is impaired, the staff member may take action to address these concerns. If necessary, an authorized pick up person will be contacted. If the parent/guardian decides to take the child, the proper authorities will be contacted.

Lost or Abducted Child

The following steps will be taken if a child is lost or abducted from the site.

- Thoroughly search the immediate area.
- Call 911
- Call the building principal or the Adventuretime Coordinator.
- Notify parents.

- The Adventuretime Coordinator or building principal will contact the District Administrative Office.
- The Adventuretime Coordinator or on-site team lead will remain at the center as the point person and to gather information/description of the child to share with authorities.

Intruder/Unauthorized Person

An intruder is an unauthorized person who enters the school where the program is located. It is suggested for staff to follow the steps listed below if an intruder is on site:

- Adventuretime staff will speak to individuals from a safe position. Question the individual as to why the individual is on school grounds.
- Be polite but persistent. Do not accept their reason or excuse.
- Don't leave the individual unattended.
- If a trespasser arrives before 8:00 am or after 4:00 pm ask the individual to leave the school grounds and escort them out of the building.
- If the individual refuses to leave the building: Ask for assistance from the on-site team lead, Adventuretime Coordinator, or building principal. Use your best judgment to decide if police need to be contacted if the individual refuses to leave and/or becomes aggressive.

Aggressive, Armed, or otherwise Dangerous Intruder

It is suggested for staff to follow the steps listed below if an intruder is aggressive, armed, or otherwise dangerous:

- Notify law enforcement and give a full description of the intruder, including last

known location, physical description, and known weapon or other device.

- Back away from intruders, with hands raised, if they indicate a potential for violence. Allow an avenue of escape for the individual. To the extent safely possible, maintain visual contact.
- Be aware of intruder's actions at this time (where they are located in a school building/center, whether they are carrying a weapon or package, etc).
- Adventuretime staff will take students to a safe location. Circumstances may require lockdown in a designated area or evacuation from the building.
- Inform the Adventuretime Coordinator or building principal.
- If the aggressor leaves the school grounds before police arrive. Note the direction the aggressor went and if they were on foot or left in a vehicle. If the aggressor departs in a vehicle, note the type of vehicle, color, and license plate number.

Emergency Drills

Drills for fire, tornadoes, and disasters are practiced monthly. An emergency plan is posted in each room for evacuation procedures. In the event of a bomb threat, power failure, chemical spills, or other disasters, the center will be evacuated and parents will be asked to pick up their child/children at the area designated for emergencies.

Parent/Guardian Communication

After the safety of students is assured, Adventuretime will make every attempt to contact and inform parents of the situation

as soon as possible. The following procedures will also be followed:

- Should parents arrive to take their students during a tornado, fire or evacuation, the student may leave as long as they have been signed out with the team leader or designated staff.
- Should parents arrive to pick up their child during a lock-down, they will not be allowed to enter the building and will need to wait in a safe area of their choosing until the all clear has been given and students are dismissed.
- Keep classroom phone lines open during any emergency procedures.
- Keep cell phone lines open during any emergency procedures.

Weather Policies / Emergency Cancellations

If the Urbandale School District cancels, delays, or dismisses early Adventuretime is also required to cancel, delay, or dismiss early.

- a. Example: If school is on a 2-hour delay and will start at 10:55 am, instead of 8:55 am. Adventuretime will open at 8:30 am instead of 6:30 am.
- b. For up-to-date cancellations, delays, or early dismissals due to building or weather emergencies go to www.urbandaleschools.com or most local media outlets.

Access Policy

1. Unrestricted Access - Any person in the program who is not a staff member, substitute, sub-contracted staff or volunteer who has not had a record check and approval to be involved with

child care shall not have “unrestricted access” to children for whom that person is not the parent, guardian, or custodian, nor be counted in the staff to child ratio.

- a. “Unrestricted access” means that a person has contact with a child alone or is directly responsible for child care.
- b. It is imperative that programs not allow people who have not had a record check assume child care responsibilities or be alone with children. This directly relates both to child safety and liability to the center.
- c. Persons who do not have unrestricted access will be under the direct “supervision” and “monitoring” of a paid staff member at all times and will not be allowed to assume any child care responsibilities.
- d. Center staff will approach anyone who is on the property of the center without their knowledge to ask what their purpose is. If staff is unsure about the reason they will contact their on-site team lead or the Adventuretime Coordinator to get approval for the person to be on site. If it becomes a dangerous situation staff will follow the “intruder in the center” procedures. Non-agency persons who are on the property for other reasons such as maintenance, repairs, etc. will be monitored by paid staff and will not be allowed to interact with the children on the premises.
- e. A sex offender who has been convicted of a sex offense against a

minor (even if the sex offender is the parent, guardian, or custodian) who is required to register with the Iowa sex offender registry (Iowa Code 692A).

- f. Shall not operate, manage, be employed by, or act as a contractor or volunteer at the child care center.
- g. Shall not be on the property of the child care center without the written permission of the center director, except for the time reasonably necessary to transport the offender's own minor child or ward to and from the center.
 - i. The center director is not obligated to provide written permission and must consult with their DHS licensing consultant first.
 - ii. If written permission is granted it shall include the conditions

under which the sex offender may be present, including:

1. The precise location in the center where the sex offender may be present.
2. The reason for the sex offender's presence at the facility.
3. The duration of the sex offender's presence.
4. Description of how the center staff will supervise the sex offender to ensure that the sex offender is not left alone with a child.
5. The written permission shall be signed and dated by the director and sex offender and kept on file for review by the center licensing consultant.

URBANDALE
COMMUNITY
SCHOOL
DISTRICT

**Appendix G:
UCSD Activities
Parent/Guardian &
Student Handbook**



J-HAWKS

URBANDALE COMMUNITY SCHOOL DISTRICT

Mission: Teaching All – Reaching All.
Vision: Urbandale will be a school District that brings learning to life for everyone

Contact Information

Urbandale Activities

Phone: (515) 457-6945

Fax: (515) 457-6949

Josh Frey

Athletics and Activities Director

(515) 457-6945

josh.frey@j-hawks.com

Activities Website

www.j-hawks.com

Other Websites

Iowa High School Athletic Association- www.iahsaa.org

Iowa Girls High School Athletic Union- www.ighsau.org

Urbandale Schools- www.urbandaleschools.com

Urbandale Activities

Through positive experiences in activities, students at Urbandale High School and Urbandale Middle School will be afforded life opportunities that serve to enhance the educational process.

Educational Equity Statement

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status (for program), ethnic background, national origin, disability, sexual orientation, gender identity, age (for employment) or socio-economic background (for program). The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

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 office at 11152 Aurora Ave, Urbandale, IA or call 515.457.5000. The District's Equity Coordinator is Stephanie Davis, equitycoordinator@urbandaleschools.com

Concerns About Public School Districts

Parents, guardians, and community members that have concerns about public school districts or their governing board may visit the Iowa Department of Education Website for further guidance. The direct link to that site is:

<https://educateiowa.gov/pk-12/parent-guardian-and-community-concerns>

Athletic Affiliation

Iowa High School Athletic Association (IHSAA)

Iowa Girls' High School Athletic Union (IGHSAU)

Urbandale High School is a member of both the IHSAA and IGHSAU. The purpose of these organizations is to promote, develop, direct, protect and regulate amateur interscholastic athletic relationships between member schools and to stimulate fair play, friendly rivalry and good sportsmanship among contestants, schools, and communities throughout the state.

Central Iowa Metropolitan League (CIML)

The purpose of the Central Iowa Metropolitan League is to enable each member school to operate more effectively and more efficiently in its complete athletic program. This is accomplished by permitting each member school to develop more complete schedules, to limit travel, and to compete with other high schools of similar enrollment.

The athletic and activity directors of the league manage the CIML with final authority resting with the principals of the member schools.

The 2024-2025 school year marks the third year of the new league alignment in the CIML. All nine schools are now in one Conference and will compete against one another in all sports. Schools in the league are:

| | |
|------------------|-------------------|
| Ankeny | Ankeny Centennial |
| Dowling Catholic | Johnston |
| Southeast Polk | Urbandale |
| Waukee | Waukee Northwest |
| West Des Moines | Valley |

Schedules will be generated for each sport with the majority of competition involving

other teams in the Iowa Conference with crossovers within the league.

Urbandale participates in the CIML Middle School League which consists of schools from around central Iowa.

Activities Principals

At Urbandale High School the activities program will be governed by the following principles at all times:

Student First Approach

The physical, mental, and emotional well being of our students must be at all times our primary concern.

Sportsmanship

Coaches/Directors, students, student-athletes, and fans will be held to a high standard in terms of the embodiment of sportsmanship. Coaches/Directors must set an example in displaying good sportsmanship and must demand good sportsmanship of their students.

Academics First; Activities Second

Activities can be an integral part of the educational process. Take the time to remind your participants of the importance of their education and the relevance that activities have in terms of their development.

Loyalty and Commitment

The development and internalization of these two attributes will enhance our ability to succeed both inside and outside of the arena of activities.

Communication

All members of the Activities Community must communicate on all levels with all involved with Urbandale High School and the community.

Conditioning

Conditioning, both mental and physical, is a key element in the development of a successful activities program. This begins with proper planning and execution and continues through repetition and hard work.

The Total Program

The individual components of the Urbandale Activities Department serve to make up the entire program. Coaches/Directors, students, and parents need to be aware that the needs of the overall program will always be considered first. Win or lose, we will do so as Urbandale High School.

Parent-Coach/Director Relations

PARTICIPATION IN HIGH SCHOOL ATHLETICS AND ACTIVITIES IS A PRIVILEGE, NOT A REQUIREMENT. IT IS THE SINCERE HOPE OF THE ADMINISTRATION OF THE URBANDALE COMMUNITY SCHOOL DISTRICT THAT ALL STUDENTS AND PARENTS WILL TREAT IT AS SUCH.

Both parenting and coaching/directing are very difficult vocations. By establishing an understanding between coaches/directors and parents, both are better able to accept the actions of the other and provide a more positive experience for everyone. Parents have the right to know, and understand, the expectations placed on them and their students. Coaches/Directors have the right to know that if parents have a concern, they will discuss it with the coach at the appropriate time and place.

Communication parents should expect from their student's coach/director:

- Coach/Director's philosophy.
- Expectations the coach/director has for your son or daughter, as well as other participants in the activity.

- Locations and times of practices and contests.
- Activity requirements, i.e., fees, special equipment needed, school & team rules, off-season expectations.
- Procedures that will be followed if your student becomes injured during participation.

Communication coaches/directors expect from parents:

- Concerns regarding their son or daughter expressed directly to the coach/director at the appropriate time and place.
- Specific concerns in regard to the coach/director's philosophy and/or expectations.
- Notification of any schedule conflicts well in advance.

As your student becomes involved in interscholastic activities, the student will experience some of the most rewarding moments of their lives. It's important to understand there may be times when things do not go the way you or your student wishes. These are the times discussion with the coach/director is encouraged.

Appropriate concerns to discuss with a coach/director:

- The mental and physical treatment of your student.
- What your student needs to do to improve.
- Concerns about your student's behavior.

It is very difficult to accept your student is not participating or getting as much playing time as you may hope. Coaches/Directors make decisions based on what they believe is in the best interests of all students participating. As you can see from the list above, certain things can and should be discussed with your student's

coach/director. Other things, such as those listed next, must be left to the discretion of the coach/director, and are not appropriate to discuss.

Issues NOT appropriate for discussion with your student's coach/director:

- How much participation or playing time each student is getting.
- Team strategy.
- Play calling.
- Any situation that deals with other students.

There are situations that may require a conference between the coach/director and parent. These are not discouraged, as it is important for each party to have a clear understanding of the other's position. When these conferences are necessary, the following procedure is suggested to help promote resolution to the issue.

If a parent/guardian has a concern to discuss with the coach/director, the following procedure should be followed:

- Call the coach/director to set up an appointment.
- If the coach/director cannot be reached, call the activities director and ask to set up a meeting with the coach/director for you.
- Think about what you expect to accomplish as a result of the meeting.
- Stick to discussing the facts, as you understand them.
- Do not confront the coach/director before, during or after a practice or contest. These can be emotional times for both the parent/guardian and coach/director. Meetings of this nature do not promote resolution of the situation, but often escalate it.

What should a parent/guardian do if the meeting with the coach/director didn't

provide satisfactory resolution?

- Call the activities director to set up a meeting with the activities director, coach/director, and parent/guardian present.
- At this meeting, an appropriate next step can be determined, if necessary.

Students' involvement in co-curricular activities has been proven to increase their chances of success later in life. We hope the information contained in this handout helps make that experience more enjoyable for everyone involved.

Information provided by the Iowa Athletic Council

Activities Policies

Pre-Season Requirements / Participation Requirements

Prior to participating in any athletic activity, cheerleading, and dance, students must have the following on file with the Activities Office:

- Current Final Forms Account for both student and parent/guardian
- Completed Concussion Awareness Form – *Heads Up: Concussion in High School Sports* (uploaded to Final Forms)
- Current Athletic Physical from a medical professional (uploaded to Final Forms)
- HS Students: Completed ImPACT test or declination form on file

Students wishing to participate, tryout, or audition that attend a different school district or are home-schooled may not do so until their current school year is complete, the Urbandale Community District's year is complete, and the student is enrolled in the Urbandale Community School District, in addition to meeting the above requirements.

Students that graduate mid-year are not eligible to participate in interscholastic activities once their enrollment ceases.

School Attendance Policy

- Students must attend classes at least one half of a student's day to be eligible for practice or a game.
- This is defined as:
 - Monday (Non-Block Day) – students must be in school for periods 5, 6, 7 & 8.
 - Tuesday and Thursday (Block Day) – students must be in school for periods 5 and 7.
 - Wednesday and Friday (Block Day) – students must be in school for periods 6 and 8.
- The Activities Director will handle exceptions on an individual basis. Prior communication by the student should be completed whenever possible. Examples of common exceptions include scheduled medical appointments, college visits, and funerals.
- Middle School students are required to be in school one half (1/2) of the school day to participate.

Academic Eligibility

- The purpose of the Eligibility Code is to establish and provide for the enforcement of academic standards and standards of conduct for students participating in co-curricular activities in grades 7 through 12 of the Urbandale Community School District. Underlying this purpose is the premise that participation in co-curricular activities is a privilege to be earned not only by demonstrating a particular talent or ability but also by demonstrating exemplary conduct.
- Athletic Rule (Scholarship Rule 36.15). Students must pass all classes and

make adequate progress toward graduation. If not passing all at the end of a final grading period, student is ineligible to dress for and compete for the first period of thirty (30) consecutive calendar days in the interscholastic event in which the student is a contestant. There is no requirement that the student competed in the sport previously. Students in Baseball and Softball have the same penalty as all other students. Students must receive credit in at least four subjects at all times.

- Music/Speech Association Rules. Outlined in the Constitutions of the Iowa High School Speech Association (IHSSA) and Iowa High School Music Association (IHSMA). Students must pass all classes and make adequate progress toward graduation. If not passing, a student must sit out thirty (30) calendar days from the point in time when grades are released.
- These rules reflect the revisions made effective July 1, 2020.
- Urbandale [Board Policy 510](#) applications.
 - Cheer and Dance will be handled in accordance with Athletic rules (30 calendar days) with the start of the 1st Semester and the start of the Winter Sports Season and the release date of the 2nd semester.
 - All Music and Drama activities with public performances will be handled in accordance with Music/Speech rules. Teachers will provide alternate assessments for graded events.
 - Students with an Incomplete “I” remain eligible until the time in which Incomplete Grades come due, at which time if failing, the student begins their suspension.

- Students must earn four (4) credits in the preceding semester to be eligible to participate in the next semester.

Examples.

- Student A is a Football Player and fails a class first semester. Student A only participates in Football. Student A is academically ineligible for the first 30 calendar days of the fall from the first legal playing date.
- Student B (11th grade student) is a Football player and fails a class first semester. Student B has never participated in Track before in high school. Student B is academically ineligible for the first 30 calendar days of the Track season from the first legal playing date.
- Student C is a Girls Basketball Player and is in the Show Choir and fails a first semester course. Student C is ineligible for the first 30 calendar days of Basketball in the 2nd semester and the first 30 calendar days of Show Choir.
- Student D is a Girls Basketball Player and in the School Play. Student D fails a first semester course. Student D is ineligible for the first 30 calendar days of Basketball in the 2nd semester and the first 30 calendar days of public performance in the 2nd semester related to Drama activities. These suspensions will be served concurrently or whichever activity comes first.
- Student E passes only three of seven classes in the first semester and is a Boys Basketball Player. Student E is ineligible for activities for the entire 2nd semester.
- Student F is in the Marching Band. Student F fails a class in the second semester. Student F is ineligible for Marching Band for the first 30 school days of the next school year.

Co-Curricular Eligibility Code

- Standards of Conduct ([Board Policy 510.3](#)).
 - Any student, whose conduct either in or out of school, is such as to make him or her unworthy to represent the Urbandale Community School District shall be declared ineligible to participate in co-curricular activities by the administration.
 - These rules apply to students both during and outside of the regularly scheduled season or activity period.
 - The commission of a crime under any governmental law or ordinance except laws and ordinances regulating the use of motor vehicles under which a violation is classified as a simple misdemeanor will be grounds for review relative to the co-curricular eligibility code. A determination relative to eligibility may be made without regard to whether the student is prosecuted or convicted of such crime by other authorities.
 - Included in this policy is the use, consumption, possession or distribution of alcoholic liquor, wine,

Furthermore, presence at a function where such substances are served illegally to minors shall also be a violation of the Eligibility Code, even if the student does not consume the substance.

- Sanctions ([Board Policy 510.5](#)).
 - The below table is mere guidelines for use and may be modified at the discretion of the Activities Director in consultation with other District officials.

| 1st Offense (and 1st Offense in High School) | |
|--|--|
| 1 event | Individual agrees to undergo counseling or evaluation for alcohol or drug offense. Polk County program included. |
| 1/6 Season | Individual refuses to undergo counseling. |
| 1/6 Season | Individual agrees to undergo counseling or evaluation for alcohol or drug offense. Polk County program included. |
| 1/3 Season | Individual refuses to undergo counseling. |
| 1st Offense (multiple Offenses in High School) | |
| Self-Report | 1/6 Season |
| Administrative Discovery | 1/3 Season |
| 2nd Offense | 2/3 Season |
| 3rd Offense | Calendar Year |

beer or any controlled substance.

General Points relating to the Suspension.

- This applies to students in Grades 7-12 and applies to activities that incur public performance.
- Coaches/Directors and sponsors have the right to establish guidelines up to and including removal from the organization for individuals in violation of this code. Such guidelines shall be in writing and approved by the Activities Director.
- Students must continue to participate in the activity in which they have been suspended from for the length of the season. Failure to do so will result in the suspension being carried over to the next activity.
- Students must continue to practice with the team and meet the expectations of the coach/sponsor relative to all other participants during the suspension.
- Students unable to serve their suspension completely in one activity due to the end of that activity will have their suspension prorated in a consistent manner between activities.
- Students found in violation of the Co-Curricular Activities Code may not register for a new activity after the state mandated/District defined start date to avoid a penalty at a later time from another activity.
- Students involved in multiple activities will serve their suspension concurrently. For instance, a student involved in Basketball and Show Choir will serve the suspension in both activities. No student will be permitted to participate in one activity while serving a suspension in another for a violation of the Standards of Conduct.
- Self-Report Defined. An individual making a truthful report of a violation of the co-curricular code to a school administrator within 72 hours of the event taking place.
- Individuals participating in a school event after violating the co-curricular code but prior to making a self-report or administrative discovery will be suspended with no opportunity for a reduced suspension.
- Individuals with a first violation that earn a second violation prior to completing the suspension for the first violation will have both penalties added together and suspensions will be served back to back.
- Individuals that are academically ineligible will serve their suspension upon regaining their academic eligibility.
- Administration of Penalty / Appeals.
 - Penalties associated with violations of the Co-Curricular Activities Code will be administered as violations are discovered.
 - All penalties will be provided to the student in writing and the parent/guardian will be notified in writing delivered via US Mail.
 - Students have the opportunity to appeal decisions made by school administration within five school days of student notification of the penalty. All appeals must be in writing and addressed to the building principal within five school days unless otherwise noted.
 - Appeals beyond the building principal fall in line with Board Policies 536 and 229.

The following are examples of what the penalty MIGHT be in a typical season (less postseason appearances), using the current defined contest limitations of the Iowa Girls High School Athletic Union and the Iowa High School Athletic Association, along with “typical” schedules for our Fine Arts Programs. These are only sample penalties that may be modified by the Activities Director and the actual number of events will be calculated annually.

Sample High School Penalties:

| Activity | Dates / Games | First Offense* | | Second Offense |
|---------------------|-----------------|----------------|-----|----------------|
| Football | 9 games | 1 | 3 | 6 |
| Boys Golf | 12 | 2 | 4 | 8 |
| Boys Cross Country | 10 | 1 | 3 | 6 |
| Girls Cross Country | 10 | 1 | 3 | 6 |
| Volleyball | 14 | 2 | 4 | 9 |
| Girls Swimming | 12 | 2 | 4 | 8 |
| Boys Swimming | 12 | 2 | 4 | 8 |
| Boys Bowling | 12 | 2 | 4 | 8 |
| Girls Bowling | 12 | 2 | 4 | 8 |
| Wrestling | 15 | 2 | 5 | 10 |
| Boys Basketball | 21 games | 3 | 7 | 14 |
| Girls Basketball | 21 games | 3 | 7 | 14 |
| Boys Tennis | 12 | 2 | 4 | 8 |
| Girls Tennis | 12 | 2 | 4 | 8 |
| Boys Track | 12 | 2 | 4 | 8 |
| Girls Track | 12 | 2 | 4 | 8 |
| Boys Soccer | 13 | 2 | 4 | 8 |
| Girls Soccer | 17 | 2 | 5 | 11 |
| Girls Golf | 12 | 2 | 4 | 8 |
| Baseball | 40 games | 6 | 13 | 26 |
| Softball | 40 games | 6 | 13 | 26 |
| Cheerleading** | Season Specific | TBD | TBD | TBD |
| Jaywalkers | Season Specific | TBD | TBD | TBD |
| Show Choir | Season Specific | TBD | TBD | TBD |
| Marching Band | Season Specific | TBD | TBD | TBD |
| Concert Band | Season Specific | TBD | TBD | TBD |
| Jazz Band | Season Specific | TBD | TBD | TBD |
| Drama | Season Specific | TBD | TBD | TBD |

*The differences for the 1st Offense represent a self-report vs. administrative discovery.

**Cheerleading will be handled relative to the season in which the student is participating.

Participation in Non-School Sponsored Athletics

Students wishing to participate in non-school sponsored athletics during the same interscholastic high school sports season must obtain the written permission of the Activities Director prior to competing outside of Urbandale. Students should submit requests in writing no less than thirty days prior to the event and communicate with the Head Coach regarding the situation. Coaches retain their authority to consider the amount of participation time for a student based on the student's commitment to the school-sponsored activity.

Although approval is not required for competition out of season, when it conflicts with another school activity, students should communicate with the coach/director in season as soon as possible regarding any missed practice/contest time.

College Tryouts

Scholarship Rule 36.15(2) h prohibits high school students from participating and/or training with or against college athletes who are representing their collegiate institution or as part of an event sanctioned or sponsored by a collegiate institution. Nothing in the rules prohibits a high school student from participating in a one-time tryout with or against members of a college team with permission from the member school's administration and the respective collegiate institution's athletic administration.

Athlete Ejections

- Players that are ejected will fall under the jurisdiction of those policies outlined by the Iowa High School Athletic Association and the Iowa Girls High School Athletic Union.
- First Offense: The ejected player will sit

out the next scheduled/rescheduled/contracted date of competition at that level of competition and all other contests in the interim at any level.

- Second Offense: The ejected player will sit out the next four (4) regularly scheduled/rescheduled/contracted dates of competition at that level of competition and all other contests in the interim.
- While there is no formal policy beyond the second ejection in a season, punishment would follow such an event and the level of that punishment would be severe.
- Any player that is ejected from competition will not participate the remainder of that day, in addition to the penalties listed above.

Hazing

- The Urbandale Community School District believes all individuals should be treated with respect and dignity. Students should be able to participate in school sponsored programs in an environment free from any behavior that is intimidating, hostile, offensive, or dangerous. Students found to be in violation of this policy are subject to the co-curricular eligibility code, as well as all other applicable school policies.
- Iowa Code Section 708.10 states the following about hazing:
 - A person commits an act of hazing when the person intentionally or recklessly engages in any act or acts involving forced activity which endanger the physical health or safety of a student for the purpose of initiation or admission into, or affiliation with any organization operating in connection with a school, college, or university. Prohibited acts include, but are not limited to, any brutality of a physical nature such as

whipping, forced confinement, or any other forced activity which endangers the physical health or safety of the student.

- For purposes of this section, "forced activity" means any activity which is a condition of initiation or admission into, or affiliation with, an organization, regardless of a student's willingness to participate in the activity.
- A person who commits an act of hazing is guilty of a simple misdemeanor.
- A person who commits an act of hazing which causes serious bodily injury to another is guilty of a serious misdemeanor.

Transportation

- The Activities Director will coordinate all transportation.
- Travel will be conducted by school bus when appropriate. In general, travel to locations close to Urbandale High School may be conducted by individual students under the coordination of the Head Coach/Director. Such locations include: Dowling, Hoover, Johnston, Valley, etc.
- Students are expected to ride to and from events on the bus. In the event that a coach/director allows students to ride to or from an event other than on a bus, the coach/director will develop and implement a plan that accounts for the student and requires written parental permission. Students wishing to ride home with someone other than their parent or guardian must have prior administrative approval.
- Coaches/Directors returning to the building after hours are required to stay with students until they are picked up from the school or leave using their own means of transportation. The Cheerleading sponsor or designee is

required to do the same for all Cheerleaders.

- When student drivers are used, Coaches/Directors may conduct practice sessions prior to road events.
- Coaches/Directors must provide a stated time of arrival at the destination and must allow students adequate travel time to reach the destination.

Activity Awards

- The Performing Arts program manages their own awards
- Varsity letters will be awarded for participation in all varsity interscholastic athletic programs at the discretion of the Head Coach.
- The athletic chenille letter will be Navy and Red in the Split U design.
- Criteria for earning a varsity letter will be established by the coach/director of each activity.
- If, for any reason other than injury or illness, an athlete is dismissed from the squad, the athlete shall not receive any type of athletic award for that particular sport in that season.
- The following guidelines will be used in the distribution of the actual letter:
 - Students will receive only (1) chenille Letter.
 - Students receiving their first Athletic Letter overall will receive a chenille letter and a sport-specific pin.
 - Each letter earned after the first, the student will receive either a sport-specific pin or a bar for that sport, if they have already received a pin for that sport.
- Those students in athletics who maintain a 3.25 GPA, either within the previous semester or cumulative, will be named to the CIML All-Academic Team in all sports. First semester 9th Grade students are not eligible to receive this award. This is for athletics only.

All Conference / All State Selection

- In those sports where All Conference and All State teams are selected, the following general process is followed.
 - For All Conference teams, each Athletic Director in the Central Iowa Conference is responsible for a sport. Within that meeting, All Conference teams are voted on by the coaches.
 - The Athletic Director in charge conducts a meeting where coaches nominate players that they feel are worthy of All Conference Status.
 - Those nominated are voted upon by the coaches at the meeting. This process is followed for both 1st, 2nd, and 3rd Teams for All Conference.
 - Honorable mention selections are based upon a formula established by the league.
- All State selections are made by coaches associations in specific sports or at the discretion of the media.

Wall of Fame

Champions / 1st Team All State Honors.

- Individuals that are State Champions or are part of a State Championship Relay team will have their picture placed on the Wall of Fame permanently.
- Individuals that earn 1st Team All State honors from a recognized media outlet or state organization will have their picture placed on the Wall of Fame permanently.
- Individuals that earn 1st Team All State honors and/or are a State Champion in multiple sports will have their picture placed on the Wall of Fame permanently for each sport.
- Individuals that are State Champions or 1st Team All State in multiple years in the same sport will only have one picture for that sport.

Athletic Training / Injuries

- The Urbandale Community School District employs an Athletic Trainer and works at the high school.
- All injuries must be reported to the coach.
- Students will not be allowed to return to practice or competition after injury without a specific written release from a medical professional.
- ImPACT Testing: All high school students participating in athletics to include Cheerleading and Dance will be tested prior to the season in which they participate (one test annually for students in multiple sports) by the Athletic Trainer and/or Activities Department Staff. The data collected will then be used in the event a student suffers a concussion to assist in the determination of return to play status. Any student wishing to opt out of this testing will be allowed to opt out of the testing with the approval of their parent/guardian in writing.

Concussion Management

(approved by UCSD Board of Directors on May 20, 2019)

- This Concussion Management Plan is adopted in accordance with Iowa law to help ensure the safety of all students in the Urbandale Community School District. This plan will be implemented throughout the District on three different levels as further outlined below.
- Iowa Code § 280.13C(1)(b) states that “Concussions are one of the most commonly reported injuries in children and adolescents who participate in sports and recreational activities... Concussions are a type of brain injury that can range from mild to severe and can disrupt the way the brain normally works. Concussions can occur in an organized or unorganized sport or recreational activity and can result from a fall or from players colliding with each other, with the

ground, or with obstacles. Concussions can occur with or without loss of consciousness, but the vast majority of concussions occur without loss of consciousness.”

- “Interscholastic Athletics” as used throughout this Plan shall have the same meaning as “extracurricular interscholastic activity” as defined by Iowa Code § 280.13C(2)(d): “any dance or cheerleading activity or extracurricular interscholastic activity, contest, or practice governed by the Iowa high school athletic association or the Iowa girls high school athletic union that is a contact or limited contact activity as identified by the American academy of pediatrics.”
- This plan addresses:
 - Students in Grades PK – 12, who do not participate in Interscholastic Athletics
 - Students in Grades 7-12, who participate in Interscholastic Athletics when classes are in session
 - Students in Grades 7-12, who participate in Interscholastic Athletics when classes are not in session

RTL: Return to Learn

(applies to all students, grades PK – 12)

- Injury occurs
- Evaluation of brain injury
- Mandatory evaluation by a “licensed health care provider” (defined in IAC 641—54.2(280) and Iowa Code § 280.13C(2)(e)) as a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board designated under Iowa Code section 147.13.)
- Return to Learn (RTL) begins
- RTL Steps as outlined by School Nurse
 - The RTL team will consist of the school nurse, teachers involved in the

student’s daily learning, with input from the student’s parents or guardians and the student’s licensed health care provider.

- REAP Guidelines will serve as basis
- School nurse will receive daily updates on RTL progress from teachers
- Students will visit with the School Nurse daily until the RTL process is complete
- Released by nurse following collaboration with parent

RTP: Return to Play

(applies to all students, grades 7-12 that sustain a brain injury and are involved in an Interscholastic Athletic Activity – when classes are in session).

- Injury occurs or a student’s coach, contest official, or licensed health care provider or an emergency medical care provider observe signs, symptoms, or behaviors consistent with a concussion or brain injury in Interscholastic Athletics.
- Student is removed from participation in Interscholastic Athletics.
- Evaluation of brain injury
- Mandatory evaluation by a “licensed health care provider” (defined in IAC 641—54.2(280) and Iowa Code § 280.13C(2)(e)) as a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board designated under Iowa Code section 147.13.
- Return to Learn begins
- RTL Steps as outlined by School Nurse
 - The RTL team will consist of the school nurse, teachers involved in the student’s daily learning, with input from the student’s parents or guardians and the student’s licensed health care provider.
 - REAP Guidelines will serve as basis

- School nurse will receive daily updates on RTL progress from teachers
- Students will visit with the School Nurse daily until the RTL process is complete
- Released by School Nurse to begin Return to Play with the Athletic Trainer
- RTP is managed by the Athletic Trainer and includes the following steps, mandated by Iowa Administrative Code 641-54.3(2)
 - Athlete has received written medical clearance from a licensed health care provider to begin the return-to-play process, AND the athlete is back to regular activities, including school, without experiencing any concussion signs, symptoms, or behaviors for a minimum of 24 hours.
 - Low impact, light aerobic exercise. Walking or stationary cycling at slow to medium pace. No resistance/weight training
 - Basic exercise, such as running in the gym or on the field. No helmet or other equipment.
 - Noncontact, sport-specific training drills (dribbling, ball handling, batting, fielding, running drills) in full equipment. Resistance/weight training may begin.
 - Full contact practice and participation in normal training activities.
 - URBANDALE HIGH SCHOOL STUDENTS will take the IMPACT post-test at this time.
 - Contest participation.
- If the student shows signs, symptoms, or behaviors consistent with a concussion or other brain injury at any step of the return-to-play protocol, the student must stop the activity and the student's licensed health care provider and parent or guardian shall be contacted.
- If the student shows signs, symptoms, or behaviors consistent with a concussion

or other brain injury during this process, an additional 24-hour period of rest shall take place. After the 24-hour period of rest, the student shall drop back to the previous level when the student showed no signs, symptoms, or behaviors consistent with a concussion or other brain injury and begin the progression again.

- Students involved in Band, Drama, and Show Choir will have their individual case analyzed as it relates to a safe return to participate in their respective activity which could include a modified RTP plan established by the School Nurse and/or Athletic Trainer.

RTP: Return to Play

(applies to all students, grades 7-12 that sustain a brain injury and are involved in an Interscholastic Athletic Activity – when classes are NOT in session).

- Injury occurs (classes are NOT in session) or a student's coach, contest official, or licensed health care provider or an emergency medical care provider observe signs, symptoms, or behaviors consistent with a concussion or brain injury in Interscholastic Athletics.
- Student is removed from participation in Interscholastic Athletics.
- Evaluation of brain injury
- Mandatory evaluation by a "licensed health care provider" (defined in IAC 641—54.2(280) Iowa Code § 280.13C(2)(e)) as a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board designated under Iowa Code section 147.13.
- Return to Play begins, if applicable RTP is managed by the Athletic Trainer and includes the following steps, mandated by Iowa Administrative Code 641-54.3(2)

- Athlete has received written medical clearance from a licensed health care provider to begin the return-to-play process, AND the athlete is back to regular activities, including school, without experiencing any concussion signs, symptoms, or behaviors for a minimum of 24 hours.
- Low impact, light aerobic exercise. Walking or stationary cycling at slow to medium pace. No resistance/weight training.
- Basic exercise, such as running in the gym or on the field. No helmet or other equipment.
- Noncontact, sport-specific training drills (dribbling, ball handling, batting, fielding, running drills) in full equipment. Resistance/weight training may begin.
- Full contact practice and participation in normal training activities.
- URBANDALE HIGH SCHOOL STUDENTS will take the ImPACT post-test at this time.
- Contest participation.
- If the student shows signs, symptoms, or behaviors consistent with a concussion or other brain injury at any step of the return-to-play protocol, the student must stop the activity and the student's licensed health care provider and parent or guardian shall be contacted.
- If the student shows signs, symptoms, or behaviors consistent with a concussion or other brain injury during this process, an additional 24-hour period of rest shall take place. After the 24-hour period of rest, the student shall drop back to the previous level when the student showed no signs, symptoms, or behaviors consistent with a concussion or other brain injury and begin the progression again.
- Students involved in Band, Drama, and Show Choir will have their individual case

analyzed as it relates to a safe return to participate in their respective activity which could include a modified RTP plan established by the School Nurse and/or Athletic Trainer.

Education, Awareness, and Additional Measures

- Each School Nurse, in cooperation with the Building Administration, will conduct an overview of the severity of brain injuries and the practice of Return to Learn at their particular level.
- All Interscholastic Athletic Coaches are required to view the National Federation of High Schools (NFHS) Concussion Training video annually. This is managed by the Activities Director.
- All students in grades 7-12 that are involved in Interscholastic Athletics are required to review and sign, along with a parent or guardian, a document provided by the Department of Public Health titled: "Heads Up: Concussions in High School Sports" prior to beginning participation. This is an annual requirement and is managed by the Activities Director.
- The Urbandale Board of Directors, in action on April 1, 2013, approved the ImPACT test as a requirement for Interscholastic Athletics participation at the high school. Parents do have the ability to opt-out of this test if they elect to not participate. This test is given annually after July 1.
- Teachers will receive recommendations from the School Nurse, post-concussion, regarding accommodations in the classroom.
- Coaches will receive directions from the Athletic Trainer, post-concussion, regarding Return to Play practice activities and restrictions.
- In April, 2013, the Urbandale Board of Directors approved a policy stating that any athlete sustaining a concussion may

not return to action without having been evaluated by a physician, in addition to completing the Return to Play Protocol recommended by the IHSA / IGHSU. This has now been superseded by the requirement that a mandatory evaluation be conducted by a “licensed health care provider” (defined in IAC 641—54.2(280) Iowa Code § 280.13C(2)(e)) as a physician, physician assistant, chiropractor, advanced registered nurse practitioner, nurse, physical therapist, or athletic trainer licensed by a board designated under Iowa Code section 147.13.

NCAA Clearinghouse / College Athletics

In order for students to participate in Division I and II Intercollegiate Athletics, they must first register with the NCAA Clearinghouse. For those students that feel that will go on and participate in college athletics at any level, additional information is available in the Activities Office for students and parents. Visit <https://web3.ncaa.org/ecwr3/> for more information.

Fundraising

Definition

- Any activity that generates revenue (profit or not) through the use of Urbandale High School students and/or facilities.
- Activities that occur under the direction of Urbandale High School where revenue and expenses are covered out of the general fund are not in this classification.

Approval

- All fundraising activities must be submitted prior to the start of the event and must be approved by the Activities Director and then subsequently by the Chief Financial Officer and

Superintendent.

- All requests must be submitted in writing.
- Events are subject to approval based upon timeline, budget, profitability, current and future needs and appropriateness of the event.

Guidelines

- An Urbandale High School representative must sponsor all fundraising activities. There will be no student-led fundraising activities.
- All fundraising revenue must be deposited in a school District account. Sponsors must account for all money generated and spent.
- Activities that incorporate the sale of food or beverage will not be conducted during school hours. Such activities must be conducted before or after school.
- No products that endorse inappropriate items such as alcohol, tobacco, and drugs among other items will be promoted or sold.
- All fundraising revenue must be spent on students or activities that enhance student life.
- Students may not receive personal reimbursement for their efforts.

Other Notes

- Individual prizes may not be offered to students.
- Games of chance such as raffles are subject to the guidelines established by the State of Iowa.
- Facilities and equipment that are used for fundraising activities are subject to a rental fee.
- This policy applies to parent/guardian groups leading fundraising efforts for programs.

Contracts

- Only the President of the Board of

Directors, Urbandale Community School District may sign contracts involving outside agencies.

- Employees that sign contracts with outside agencies will be held accountable for all aspects of the event.

Use of Non-School Issued Equipment

The student may wear and use apparel and equipment, including safety equipment, supplied by the student, provided it meets requirements of the governing organization. However, the equipment may not have any advertising, logos or markings that are not approved by the coach of the sport. The District (Activities Director / Coach) has the right to require the student to wear and utilize District apparel and equipment at the District's option. In the event the student supplies the apparel or equipment, the District assumes no responsibility in the selection or maintenance of the apparel or equipment and makes no representation as to the suitability of the apparel and equipment to protect the student or for any other purpose. The student and the student's parents assume all risks associated with the use of the apparel and equipment.

Use of the J-Hawk Logo / Split U

- Use of the J-Hawk Logo or Split U in any format, the word J-Hawks, or the word Urbandale with relation or reference to Urbandale as a school or any athletic program is strictly prohibited without the permission of the Activities Director.
- This would include the printing of t-shirts and other apparel or novelties for any purpose.

CIML Sportsmanship Statement

At Urbandale, we enjoy many great traditions. One of these traditions does not include poor Sportsmanship.

The Iowa High School Athletic Association, the Iowa Girls High School Athletic Union, and the CIML promote good sportsmanship by participants, coaches and spectators.

We request your cooperation by supporting the participants and officials in a positive manner. Profanity, racial, sexist or abusive comments or intimidating actions directed at officials, participants, coaches, team representatives, or event personnel will not be tolerated and are grounds for removal from the venue. In addition, consumption or possession of alcoholic beverages is prohibited, as is smoking on the campus of buildings in the Urbandale Community School District.

Appendix H: Metro West Learning Academy Parent/Guardian & Student Handbook



Partner Districts

Adel-DeSoto-Minburn

Urbandale

Waukee

Waukee Northwest

Mission

Metro West Academy is a student-centered environment committed to creating positive change leading to social, emotional, and academic success for high school graduation and beyond.

Vision

Envision a place where

- Everyone is respected.
- Everyone is welcomed into a safe and healthy environment.
- Teachers are facilitators of learning while the students choose their method to demonstrate knowledge.
- Every challenge is met with a positive solution.
- Risks are taken in order to achieve dreams.

Location Information

3000 100th Street
Urbandale IA 50322
(515) 727-6301

Staff Information

Mike Moran, Director

[\(moranm1@urbandaleschools.com\)](mailto:moranm1@urbandaleschools.com)

Mike Moran is in his 8th year as the Director of Metro West for the 2024-25 school year. Mike joined the Metro West team after teaching, coaching, and being an administrator in the Newton Community School District for the past 14 years. He started his teaching career in South Dakota and Minnesota as an English Teacher with a specialization in Literature and Writing, while also serving as the varsity head coach in boys basketball and boys and girls track and field. Mike moved into an administrative role at Newton High School and was Assistant Principal at Berg Elementary and Newton High School before being named the Head Principal at West Academy High School in Newton. Mike is passionate about every student's success and believes that Metro West will be a fantastic place to have a positive impact on young adults. He is piloting the StLER Profession Problem Solving and Internship Program this year to open up opportunities for Metro West students and their futures by partnering with businesses throughout the Des Moines Metro area and with all of the communities Metro West serves.

Mackenzie Hyde, Social Studies Instructor

[\(mackenzieh@urbandaleschools.com\)](mailto:mackenzieh@urbandaleschools.com)

I am excited to be working at Metro West Academy and help make an impact on my students and the community. My goal is to bring the social sciences to life for my students by finding topics that interest them

and relate to their everyday life. Metro West Academy gives students the opportunity to be an active participant in their learning.

TBD, Math Instructor

Jim Happe, Science Instructor

[\(happej@urbandaleschools.com\)](mailto:happej@urbandaleschools.com)

I teach science and health at Metro West Academy. I have chosen to work at an alternative high school because of the rewards I receive from seeing a student who has given up on the idea of graduating from high school turn themselves around and earn a diploma. This setting allows the teachers to explore different ways to get students interested in the subject area being taught. The students then begin to show an interest in learning, gain self-confidence, and succeed. There is no greater reward than seeing this success.

Todd Maschino, P.E. Teacher

[\(maschinot@urbandaleschools.com\)](mailto:maschinot@urbandaleschools.com)

I try to impact all students at Metro West Academy in a positive way. Through an engaging and inclusive curriculum, I strive to empower students with knowledge, skills and confidence to lead active healthy lifestyles. My mission is to create an environment where all students feel safe by emphasizing physical, social and emotional health.

Johnna Keller, Counselor

[\(kellerj@urbandaleschools.com\)](mailto:kellerj@urbandaleschools.com)

After working with alternative programs in the past, I was excited to be a part of Metro West as a full time counselor. I believe alternative education means having the flexibility to create a learning environment that is individually tailored to each student. Smaller classroom sizes allow students to really find academic

success that they may not have been able to achieve in their past educational journey. Watching students fulfill their dream of graduating high school has been very rewarding. Due to our size, I love that we can create meaningful relationships at Metro West between staff and students!

Judi Prohaska, Resource Instructor
(prohaskaj@urbandaleschools.com)

It is my hope that the students can come here and feel “at home” in order to gain an education. I hope that gaining their diplomas will ignite a fire within the students to follow their dreams with a “can do” attitude. I choose to work in this setting because it is what I believe in – smaller settings, smaller schools. I hope the students will be given opportunities that will relate to their lives and help them meet with success outside of school.

Ryan Williams, English Instructor
(williamsr@urbandaleschools.com)

I am excited to be joining the Metro West team, and being a part of a community that is committed to creating an environment where all students feel valued, supported, and challenged, while valuing diversity, resilience, and individual growth. Through building positive relationships, Metro West offers a safe, supportive, and flexible setting where I am able to empower students to embrace their strengths, overcome challenges, and realize their full potential.

Leah Hannah, Building Secretary
(hannahl@urbandaleschools.com)

I am excited to be a part of Metro West as it is the most innovative school environment I have encountered. Metro is a place where students are given the unique opportunity to

be hands-on at every level of their education and have an active voice that guides their future right from the start. When all of that is paired with the instructor’s knowledge and understanding of each individuals’ unique circumstances and ideas, it creates an atmosphere of success.

Core Values
Respectful

- We accept each student and staff member as an individual.
- We respect each student and staff member and their individuality.

Student Centered

- We focus on students’ individual needs: emotional, mental, and academic.

Resourceful

- We focus on individual skills, abilities, accomplishments, and goals.
- We engage in outside-the-box thinking and acting in order for individuals
- to meet with success.

Problem Solvers

- We find solutions for creating positive change.

Strong Relationships

- We build strong relationships through demonstrating respect, establishing connections, assuring everyone feels a sense of belonging, and creating a safe environment.

Admission Procedures

Students are referred by their home high schools. Once referred, the student and parent/guardian must complete an intake interview. For the 2022-23 school year intake interviews will be done in person at Metro West Academy. The counselor at

MWA will ask questions to determine why a student wants to attend MWA and to discover the student's needs. The MWA mission, vision, core values and expectations will be reviewed with the student and parent/guardian during the intake interview. At these meetings the student will also be asked to make a commitment to his/her success at MWA.

Credits and Grading

Metro West uses the following grading scale:

- A: 100 – 90
- B: 89 – 80
- C: 79 – 70

Students have the opportunity to earn credits as groups or through independent study. To attain credit, students must complete assignments, maintain a grade of a C- or above, and/or have at least an 80% attendance in the course.

If a student earns below a C-, they will be given the opportunity to raise his/her grade. No credit will be given for work below the C range. If a student does not maintain 80% attendance in the course, they will be given the opportunity to make up time to raise their attendance to 80 percent. Due to student individuality, credit may be earned at the discretion of the teacher, which may vary from these guidelines based on individual needs.

Daily Schedule

A.M. Classes

8:40 – 11:40 am

11:40- 12:00 pm (MTSS time)

12:00 - 12:30 Staff Lunch

P.M. Classes

12:30 - 3:30 pm

Attendance/Absences & Punctuality

Regular and punctual patterns of attendance will be expected of each student enrolled at MWA. Students should strive to maintain a good attendance record because there is a direct correlation between attendance and academic success in school. Students must maintain an attendance rate of 80% or above in order to stay enrolled at Metro West Academy. Parents must contact the school administrative assistant if their student will be arriving more than 15 minutes late to school. Students arriving later than 15 minutes without parental contact will be expected to meet with the principal upon arrival and may be asked to work from home that day. Refer to your district's attendance contract for specific details.

Reporting an absence

When a student must be absent from school, a parent/guardian must:

1. Phone MWA office (515-727-6301) before the student's regularly scheduled start time of the day the student is absent. Voicemail will take messages between the hours of 3:45 p.m. and 7:45 a.m.
2. The parent/guardian should give the following information when calling:
Student's name

Person calling
Date of absence
Reason for the absence

Dress Guidelines and Backpacks

1. Students are expected to dress and groom themselves in a way that is not offensive or distracting to students and/or staff.
2. Students or parents questioning the appropriateness of a particular item of dress should contact a school administrator before the item is worn to school.
3. Students may not wear clothing or other items which promote the use of alcohol, drugs, or other illegal activities.
4. Backpacks will **not** be allowed at Metro West as all books and study materials are in electronic form or physically kept

in each respective classroom. Students do not need to have backpacks with them for any academic purpose so they will not be used at Metro West for any students. If students bring backpacks to Metro West they may be checked in for the day at the director's office or counselor's office and picked up at the end of the academic day.

Code of Conduct

Since MWA is an alternative program shared by four districts (Adel-DeSoto-Minburn, Urbandale, Waukee, and Waukee Northwest), behaviors that are prohibited by these districts are also prohibited by MWA.

Please refer to your home school's handbook for additional information.

URBANDALE
COMMUNITY
SCHOOL
DISTRICT

Appendix I: Student Chromebook Handbook



Information Technology

Equipment Ownership

UCSD retains sole right of possession and ownership of all distributed equipment. UCSD grants permission to the student to use the equipment according to the rules and guidelines set forth in this document and the “Acceptable Use Policies.” Failure to follow the terms of these policies may result in disciplinary action, including but not limited to, confiscation of the Chromebook and revocation of student access to UCSD technology, as well as any other disciplinary action deemed appropriate by UCSD policy.

UCSD reserves the right to monitor and log the use of its technology and network by users and examine user files and materials as necessary. Moreover, UCSD administrative staff retain the right to collect and/or inspect the Chromebook at any time, including via electronic remote access; and to alter, add, or delete installed software or hardware. There is no reasonable expectation of privacy while using UCSD computers, networks, or technology.

Equipment Provided

Each student will be issued the following items: a mobile computer and charger (hereinafter collectively referred to as the “Chromebook”) and a protective cover, if it is determined to be necessary. UCSD will retain records of the serial numbers and asset tags of provided equipment.

Responsibility for Electronic Data

All data should be stored on a student's Google Drive. Any data stored on the Chromebook itself is subject to loss in the event that the Chromebook is damaged or remotely reset for troubleshooting. Students are responsible for backing up any such data, and UCSD assumes no responsibility for its loss.

Part One: Chromebook Use and Conduct

The following is a list of rules and guidelines that govern the use of UCSD Chromebooks and network resources. Students must follow these rules and guidelines at all times when using UCSD technology. Network Resources in this document refers to all aspects of the school's owned or leased equipment, including but not limited to: computers, printers, scanners, modems, mobile hotspots, and other peripherals, as well as email, internet services, servers, network files and folders, and all other technology-related equipment and services. These rules apply to any use of the school's network resources whether this access occurs while on- or off-campus.

Students will:

- Only access network resources for educational purposes during school hours (this includes the use of networked printers in the building).
- Use appropriate language and be respectful of others.
- Not use the Chromebook to engage in harassment, bullying, or cyberbullying of any individual as defined by UCSD Board Policy (Sec. 545) and Iowa Code Section 280.28.
- Observe and respect license and copyright agreements.
- Keep usernames and passwords and personal information confidential (student names, telephone numbers, and addresses should NEVER be revealed over the network or internet).
- Return the Chromebook to UCSD at the end of the school year for updates, and/or as otherwise required.
- Students may not use Chromebook or our network resources:

- For accessing, viewing, downloading, displaying, transmitting, creating, or otherwise possessing or disseminating material that contains pornography, child pornography, obscenity, or sexually explicit, pervasively lewd and vulgar, indecent or inappropriate language, text, sounds or visual depictions.
- To access web sites or other content blocked by the District, via codes or any other method.
- To alter, add or delete any files that affect the configuration of the Chromebook.
- To conduct any commercial business that is not directly related to a course offered by UCSD in which the student is enrolled (e.g., Marketing, Foods class, etc.).
- To conduct any activity that violates school rules, UCSD Board Policy, or the law (this includes adhering to copyright laws).
- To access the data or account of another user (altering files of another user will be considered vandalism).
- To install any non-approved software onto the UCSD Chromebook.
- To copy UCSD school software (copying school owned software programs is considered theft).
- In addition, students may not:
 - Bring in their own devices from home to use in lieu of the Chromebook at school.
 - Attempt to change any UCSD network or server configuration or the configuration of the Chromebook.
 - Change or alter usernames that are assigned by UCSD.
 - Log into another student or staff member's account.
 - Record staff or students without their consent or knowledge. This includes

(but is not limited to):

- Webcams
- Laptops
- Cameras
- Cell phones
- or any other Chromebook.
- Forward email commonly known as “SPAM,” Unsolicited Commercial Email (UCE), or “junk email.”

Content Filtering

UCSD monitors the Chromebook in compliance with the Children’s Internet Protection Act (“CIPA”) and makes practical efforts to keep students safe when using technology. This includes installing content filtering software on all Chromebooks. Filtering technology is not perfect; it is possible that restricted content may not always be stopped by filtering technology. UCSD does not have control of content posted on the internet, nor does it have control of incoming email. Sites and content accessible via the internet may contain material that is defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal or otherwise inconsistent with the mission of UCSD. UCSD expects students to use technology appropriately and follow all policies when using the internet. UCSD believes that parent or guardian supervision of technology use outside of school is of critical importance to ensuring student safety and compliance with District policies and federal, state, and local law. Students found in violation of the Acceptable Use Policies will be subject to disciplinary action.

District Monitoring

UCSD has the right, but not the duty, to monitor any and all aspects of its computers, computer network systems, and internet access including, but not

limited to, monitoring sites students visit on the internet and reviewing email. The administration and technology staff shall have both the authority and the right to review or monitor, with or without prior notice, the content of electronic communication for any reason, including but not limited to:

- retrieval of information;
- investigation or resolution of network or communications problems;
- prevention of system misuse;
- ensuring compliance with policies for use of third-party software and information;
- ensuring compliance with legal and regulatory requests;
- enforcement of this Policy.

UCSD also reserves the right to review, inspect the content of, and monitor all information residing on all computers and file servers for such purposes.

Students waive any right to privacy in anything they create, store, send, disseminate or receive on UCSD computers and computer network systems, including the internet.

Users may not engage in activities that consume excessive amounts of network bandwidth, such as downloading, uploading and/or live streaming of non-school-related content. If network administrators suspect high utilization of bandwidth or inappropriate use of District technology resources, a user may be asked to turn in the Chromebook and any passwords needed to verify the suspicions.

Disclaimer / No Warranties

UCSD account holders take full responsibility for their access to UCSD's network resources and the internet. Specifically, UCSD makes no

representations or warranties with respect to school network resources nor does it take responsibility for:

- The content of any advice or information received by an account holder.
- The costs, liability or damages incurred as a result of access to school network resources or the internet.
- Any consequences of service interruptions, loss of data, or delivery failures/miss-deliveries, for any reason.

Privileges & Responsibilities

Usage of UCSD's network and the internet computer networking capabilities must be directly related to education consistent with the instructional objectives of this District. Access to these facilities imposes certain responsibilities and obligations. Users are expected to abide by the generally accepted rules of digital etiquette and District policies (see also Acceptable Use Policies 606A). Users are not to modify the standard configuration of any Chromebook or other technologies. Users should report any malfunction, inappropriate material or improper usage to the appropriate staff. Users should not use technology in any way that disrupts use by others or creates a hostile learning environment. Examples of prohibited conduct include but are not limited to the following:

- Use of another user's account.
- Attempting to breach the security of the Chromebook.
- Attempting to break into password protected areas of a network or tampering with network systems.
- Use of technology to engage in behavior prohibited by UCSD anti-harassment/bullying policy.
- Accessing UCSD blocked websites.
- Activity that is likely to cause a substantial disruption to the orderly

operation of the school and/or learning environment.

- Activity that is prohibited under state, federal, or local law. Examples may include but are not limited to:
 - Use of the technology infrastructure to obtain or distribute racially, religiously or sexually offensive material, pornographic or sexually explicit materials, to participate in hate groups or similar groups, or to engage or enable others to engage in gambling or any other illegal activity.
 - Any user who violates the Acceptable Use Policies may be denied access to UCSD technology resources.

Digital Citizenship

Individuals who utilize UCSD technology resources are expected to abide by the principles of digital citizenship, which are part of the Iowa Core. Users must respect the intellectual property of others by crediting sources and following all copyright laws. Reasonable efforts will be made to make sure students will be under supervision while on the network. However, it is not possible to constantly monitor all individual network users at all times. Students may encounter information that may be inappropriate or illegal. If a student encounters such information, the student should close the lid immediately and notify supervisory personnel or other appropriate personnel of what occurred.

Privacy

Users shall not have a reasonable expectation of privacy while using District computers, networks, or technology. Examples of this include but are not limited to the following:

- UCSD Google Apps domain.
- Cloud technology such as files stored

on third party servers.

- Email.
- District computers, Chromebooks, network, and servers.
- Student Access to the Internet.
- At school, students will have access to the internet through the school network. When not at school, students can access the internet on District Chromebooks if they have internet access available to them in their home or other locations. The Chromebook’s content filter will also be in place when students access the internet outside of the school. Therefore, sites that are “blocked” at school could also be “blocked” in other locations where students access the internet.
- Students may access the internet on their District Chromebook at any time outside of school. As with any other internet-enabled Chromebook, UCSD recommends that parents/or legal guardians monitor their student’s time and activities on the internet.

Student Access & Monitoring

- There is no reasonable expectation of privacy while using UCSD computers, networks, or technology.
- Ultimately the Chromebook is the property of UCSD, and UCSD has the right to determine what is appropriate and to search the Chromebook, if necessary, at any time.
- UCSD filtering software allows UCSD to block websites that are inappropriate for students whether they are accessing the web via UCSD wireless network or if they are connected to the internet at other locations.
- UCSD implements software that allows for screen monitoring, which makes it possible for appointed UCSD personnel to monitor student

Chromebook screens.

- Students who access inappropriate sites, or are accessing sites during the school day that are not related to a class they are in, may be subject to disciplinary action.
- If prohibited or inappropriate web sites or content are accessed by accident, the student should immediately leave the site and report the incident to a staff member.

NOTE: The Urbandale Community School District will continue to expand “digital citizenship” in which students are educated on acceptable standards of online behavior. The best filtering software in the world cannot match the combination of education and supervision at school and home.

Bringing the Chromebook to School

- It is imperative students bring their fully charged Chromebook to school each day for their learning. Teachers will be designing their lessons and classrooms based on students having access to their Chromebook.
- If applicable, the Chromebook must be kept in the protective cover provided by UCSD at all times.
- Special care must be taken when transporting a Chromebook in a backpack, athletic bag, etc., so the device is not damaged by other contents, i.e. liquid.
- Students who accidentally leave their Chromebook at home may check out a temporary loaner for that day.

Charging of the Chromebook

- It is the student’s responsibility to have their Chromebook charged each day when they come to school.
- It is the student’s responsibility to maintain the power adapter and cord and protect them from damage.
- The Chromebook should only be charged using a District issued charger unless told otherwise by District staff.

- Unless special circumstances require it, the chargers should not come to school with the Chromebook. They should be left at home, and students should charge their devices overnight. A fully-charged Chromebook with a properly-functioning battery has sufficient battery life to last a school day.

Loss or Theft of the Chromebook

- Chromebook items that are lost, stolen, or vandalized need to be reported to the school’s main office or media center immediately. In addition, the District may require the parent and/or student to report the stolen or vandalized Chromebook to the police.
- Students are required to keep the Chromebook in a secure location when not in physical possession or within line-of-sight.
- The Chromebook should never be used in locker rooms, bathrooms, or other changing areas.
- The Chromebook is not allowed near food or drink.

Downloading Programs & Personalizing the Chromebook

- No student may download, install, or use any software in violation of applicable copyrights and license agreements.
- Approved applications will be installed on the student’s Chromebook by the UCSD Information Systems department or will be made available for student download. Students shall not attempt to install unapproved software.
- Students will be able to personalize their Chromebook. All items must be appropriate and not violate any UCSD policy or rule.
- Stickers and other markings on the

outside of the Chromebook will not be allowed. Each Chromebook is easily identified by a label that is placed on the Chromebook by the Information Systems department and may NOT be removed.

Computers from Home

- Students are not allowed to bring their own computers from home to use in lieu of their UCSD-provided Chromebook.
- All UCSD-provided Chromebooks are provisioned with the same basic apps, settings, and security.

Earbuds/Headphones

- The use of ear buds/headphones in class and/or during study times are at the teacher/supervisor's discretion.
- Earbuds/headphones will not be provided by UCSD. Students are encouraged to bring their own earbuds/headphones.

Student Printer Use

- Students may have access to designated printers in the building, at the discretion of building administration.
- UCSD expects that the need to print materials on paper will be minimal as a result of students' ability to send assignments and other materials to their teachers through their Chromebook.

Legal Issues and Jurisdiction

- Any illegal use of network resources is prohibited. All content created, sent, accessed or downloaded using any part of UCSD network resources is subject to the rules stated in this policy. UCSD monitors its network and may investigate electronic incidents even if they happen after school hours

and outside of school.

- UCSD reserves the right, if needed, and at its sole discretion, to remotely access, open, examine, and/or delete electronic files that violate this or any other District Policy.

Part Two: Chromebook Damages and Consequences

Chromebook Damages

If the Chromebook is damaged (either accidental or intentional), the school must be notified immediately. UCSD administration will determine if the damages were due to accidental or intentional conduct as well as the severity of the incident. Negligence may be considered intentional conduct. Examples of negligence include but are not limited to the following:

- Leaving equipment unattended and/or unlocked. This includes damage or loss resulting from an unattended and/or unlocked Chromebook while at school.
- Lending equipment to others - other than one's parents/or legal guardians.
- Using equipment in an unsafe environment.
- Using equipment in an unsafe manner.
- Not adhering to the care reminders listed in Part III of this handbook.

A student whose Chromebook is being repaired will have access to a loaner Chromebook, in most cases. If it is determined that the Chromebook was damaged intentionally, the student will NOT be able to take the loaner Chromebook home. If the student leaves the school district and does not return the Chromebook, UCSD will make a

reasonable effort to obtain the Chromebook. If those efforts are unsuccessful, UCSD will issue an invoice for its replacement. Failure to pay the invoice will result in the debt being taken to collections. Further failure to either pay for the device or return it will cause the District to consider the Chromebook stolen and notify the appropriate authorities.

Students are NOT to share their Chromebook or lend their Chromebook to another student. The responsibility for the condition of the Chromebook belongs to the one issued the device.

Repair/replacement costs:

Replacement: \$300
Logic Board: \$150
Display: \$150
Chassis: \$50
Battery: \$50
Keyboard: \$30
AC Adapter: \$20
Trackpad: \$15
USB/Volume Circuit Board: \$25
Webcam: \$10

Discipline

Any student who violates the rules and expectations relative to this Handbook and/or Acceptable Use Policies will be subject to disciplinary action. If there is evidence that a violation has occurred, a building administrator or their designee will decide appropriate consequences in accordance with school policy and the law. Disciplinary action could include but is not limited to:

- verbal warnings or
- loss of technology privileges or
- suspension or expulsion from school.

In addition, inappropriate use of the Chromebook may result in the user losing

their right to use the Chromebook, and/or to take it home, and/or being assessed a fine/fines due to accidental or intentional damage.

The school will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school's electronic system or Chromebook. The interpretation, application, and modification of this policy are within the sole discretion of UCSD. Any questions or issues regarding this policy should be directed to the building principal.

**Part Three: Chromebook Care
Reminders**

Students are expected to follow all the specific guidelines listed in this document and take any additional common sense precautions to protect their assigned Chromebook. Loss or damage resulting from failure to abide by the guidelines below may result in limited use of a Chromebook.

General Care

- Treat this equipment with as much care as you would your own property.
- Do not attempt to remove or change the physical structure of the Chromebook, including the keys, screen cover or plastic casing.
- Do not remove or interfere with the serial number or any identification placed on the Chromebook.
- Keep the equipment clean.
- Do not eat or drink while using the Chromebook.
- Do not do anything to the Chromebook that will permanently alter it in any way.
- Back up your data onto your Google Drive. Never consider any electronic information safe when only stored on the Chromebook.

- Do not put stickers or use any type of markers on the Chromebook.
- Close the lid of the computer when it is not in use, in order to save battery life and protect the screen.
- NEVER walk from one location to another with an open computer. This is applicable at school and at home.

Keep The Chromebook in a Safe Place

- It is required to keep the Chromebook in a secure location at all times when not in physical possession or within line-of-sight.
- The Chromebook should not be left on the floor where it might be stepped on, or within reach of small children or pets.
- The Chromebook should not be left in a car or anywhere it might be exposed to extreme temperatures.
- A Chromebook left in bags in unattended or unsecured classrooms or other areas will be considered “unattended” and may be confiscated by faculty or staff as a protection against theft. If confiscated, the student will receive a warning before getting the Chromebook back. If the Chromebook is confiscated a second time, the student may be subject to consequences detailed in “Consequences for Damages.”
- Unattended and unlocked equipment, if stolen – including at school – will be the student’s responsibility.
- If a student participates on an athletic team and/or other school sponsored activity, the Chromebook should never be left in school vehicles, in the gym, in a locker room, on or near a playing field, or in other areas where it could be damaged or stolen.
- Avoid storing the Chromebook in a car other than in a locked trunk. The locked trunk of a car would be an

acceptable storage place as long as the weather is not excessively hot or cold.

Chromebook Covers

- Students may be given a protective cover that they are required to use to carry their Chromebook in during the school day and outside of school.
- If provided, the Chromebook should remain in the cover at all times, even when in use.
- It is important to keep the cover clean, and take time to remove any items like paper clips that can scratch the exterior of your Chromebook.
- Whether a cover is provided or not will be at the discretion of the Information Systems department, and will be based on the model of Chromebook, degree of extra protection that may or may not be required, and the availability and cost of covers that would provide that extra protection.

Keep The Chromebook Away from Liquids and Smoke

- Exposure to liquids will severely damage the Chromebook and result in high repair costs. Water, pop, juice, power drinks, coffee, etc. can all ruin your Chromebook completely. Open cans of pop and cups of coffee (even those with lids) are especially dangerous. Do not put a bottle of water/pop/etc. in your bag with your Chromebook—even if it is sealed. Even excessive amounts of sanitizer solution can cause damage.
- Students should make every effort to keep the Chromebook away from cigar or cigarette smoke, since the tar in the smoke will form a sticky layer within the device and cause malfunctions.

Chromebook Problems

- If the Chromebook is not working properly the student needs to first talk to the teacher in class to determine if some minor troubleshooting will take care of the problem. If the problem still exists, the student or teacher must take the Chromebook to the appointed technical support location as soon as possible after discovery of the problem. If the Chromebook cannot be fixed immediately, the student may be issued a loaner Chromebook to use on a temporary basis.
- Even though response may not be immediate, District personnel capable of finding a solution will be notified and the problem taken care of in as timely a manner as possible.
- Do not attempt to remove or change the physical structure of the computer, including keys, screen cover or plastic/aluminum casing.
- When in doubt, ask for help.

Only One User

NEVER allow anyone else to use your Chromebook. Parents or guardians may utilize the Chromebook for the sole purpose of monitoring a student's use or classwork; personal or business use of the Chromebook by a parent or guardian is prohibited.

Cleaning the Chromebook

- Chromebook screens show fingerprints and smudges easily, but be sure to follow proper cleaning procedures to keep your screen looking new. Never use a chemical to clean the screen. Use a soft, dry, lint-free cloth in most cases when cleaning the Chromebook.
- If a dry cloth is not sufficient, lightly spray a microfiber or cotton cloth with water or rubbing alcohol to clean dirty surfaces. Do not use window cleaners.

Never spray the device directly.

- If you are not able to completely clean the machine using the above methods please contact UCSD Information Systems and they can assist with cleaning. Do not attempt to clean inside the device.

Carrying the Chromebook

- The Chromebook should remain in the protective cover at all times, if one was provided.
- Do not sandwich anything (e.g., cords, papers or disks) in the area between the screen and keyboard as this may damage the screen.
- Remember to fully zip your backpack or carrying bag when your Chromebook is inside.
- No books should be placed on your Chromebook.
- Never carry your Chromebook by the screen.



Thank You