

**Expo Alternative**



**Learning Center**

**1410 Independence Avenue**

**Waterloo, Iowa 50703**

**Phone: 319-433-1930**

**Fax: 319-433-1933**

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

2021 – 2022

PARENT/STUDENT HANDBOOK

**Alternative Education Programs**

**Cary Wieland – Principal**

**Henry Shepherd – Assistant Principal**

**Expo Alternative Learning Center**

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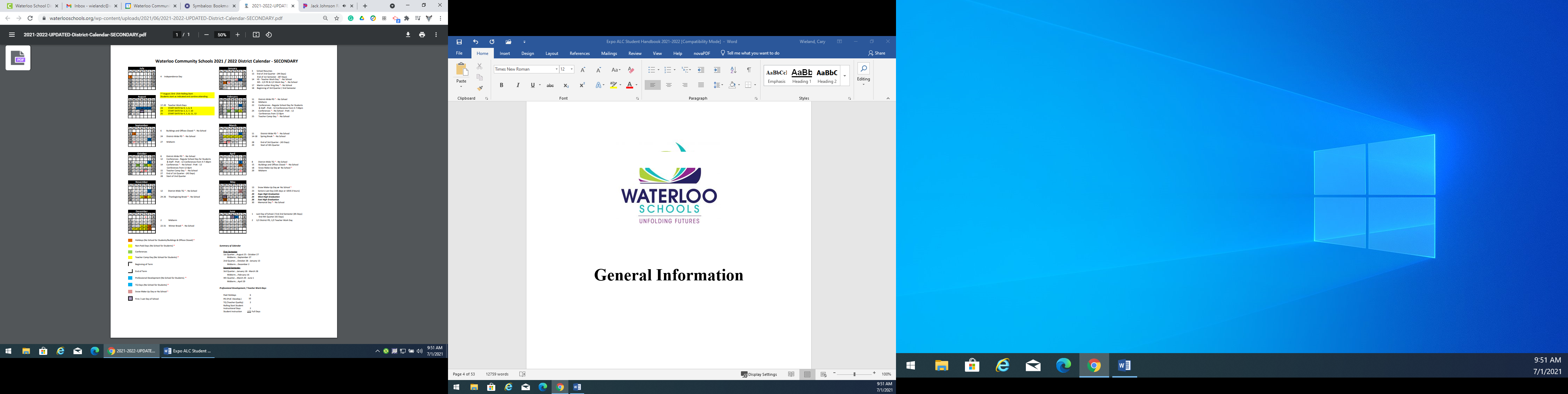
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**General Information**



**Waterloo Community Schools**

**Mission Statement**

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

**Waterloo Community School District**

**School Board Members**

|  |  |
| --- | --- |
|  |  |
| STA_STA_MC_NALLY_SHANLEE  STA_STA_FLYNN_SUE | **Shanlee McNally, President**  At Large Term Expires: Nov. 2021  **Sue Flynn, Vice President**  District 2 Term Expires: Nov. 2023 |
| STA_STA_KNIGHT_JESSE | **Jesse Knight**  District 3 Term Expires: Nov. 2023 |
| http://www.waterlooschools.org/board/files/2018/03/noid1q01113.jpg | **Astor Williams**District 1 Term Expires: Nov. 2021 |
| noid1y01128 | **Lyle Schmitt**  At Large Term Expires: Nov. 2023 |
| http://www.waterlooschools.org/board/files/2018/03/noid1q01109.jpg | **Stacie Mills**  At-Large Term Expires: Nov. 2023  **Endya Johnson**  District 4  Term Expires: Nov. 2021 |
| http://www.waterlooschools.org/board/files/2018/05/191841.jpg | **Superintendent** Dr. Jane Lindaman |
| 254932 | **Board Secretary** Pam Arndorfer |
| 256129 | **Board Treasurer** Michael Coughlin |

**WCSD Equal Educational Opportunity**

WCSD Policy 104.0

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

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

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

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

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

Affirmative Action Coordinator/Equity Officer (Kingsley Botchway)

Handicapped Compliance Officer (Dr. Sandy Schmitz)

1516 Washington Street

Waterloo, IA, 50702, 433-1800

Waterloo Human Rights Commission

Iowa Civil Rights Commission

Director of the Region VII Office of Civil Rights

U.S. Department of Education

8930 Ward Parkway, Suite 2037

Kansas City, MO 64114 (816) 268-0550

Iowa Department of Education

Grimes State Office Building

Des Moines, IA 50319 (515) 281-5294

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

**Expulsion**

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

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

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

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

**Student Rights**

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

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

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

**Non-Discrimination**

**Nondiscrimination Policy 103.0-R**

The Waterloo Community School District offers career and technical programs in the  
following service areas:  
• Business Education  
• Health Occupations Education  
• Family and Consumer Sciences Education  
• Industrial Education

It is the policy of the Waterloo Community School District not to illegally discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity, and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact:

District Equity/Affirmative Action Officer  
Kingsley Botchway II, Chief Officer of Human Resources/Equity  
1516 Washington Street  
319-433-1800  
[botchwayk@waterlooschools.org](mailto:botchwayk@waterlooschools.org)

**Equity Grievance Procedure**

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

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

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

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

Discrimination Complaints Should Be Forwarded To:

Equity and Affirmative Action Officer

Handicapped Compliance Officer

Director of Equity

Kingsley Botchway, Chief Officer Human Resources

1516 Washington Street

Waterloo IA 50702

(319)433-1800

**CRI**

**Crisis Situations**

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

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

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

**Crisis Communications**

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

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

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

**Emergency Procedures**

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

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

**Inclement Weather**

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

**Parent and Student Rights**

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

**Positive Behavioral Intervention Support Program**

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

**Directory Information**

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

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

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

**Please check the appropriate box(es):**

I request directory information NOT be released on my student for any reason

I request directory information NOT be released to branches of the Military ONLY

I request my student’s photo NOT be displayed at school or newspaper articles about

school activities

I request my student’s artwork and school work NOT be displayed outside of school

(Partners in Education and/or Administrative Offices)

I DO NOT give permission for my student to be taken on field trips

Student Legal Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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Signature of Parent/Guardian Date

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

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student Date

Note: This request must be renewed each year the student attends the Waterloo CSD.**0**

**RICETHERLOO SCHOOLS**

Top of Form

**Special Note for Families with Children Attending the Following Schools:**

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

***CEP Benefits Everyone!***

***Students:***

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

***Families:***

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

***Schools:***

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

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

**With CEP…Students Win, Principals and Teachers Win, Families Win**

Bottom of Form

**FEES AND WAIVERS**

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

**CONDUCT EXPECTATIONS REVIEW FORM**

**2021-2022**

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

1. Reasonable standards of discipline and the rules of the Waterloo Community School District apply to all students regardless of race, sex, social or economic status. School areas in which the conduct code can apply include:
2. The building itself, the school campus and parking lot as established by the school boundaries.
3. In close proximity to the school campus, close proximity to the school day or away from school grounds or school event if the misconduct directly affects the good order of the school district.
4. While on school operated or chartered buses or while being transported under supervision of school personnel or in close proximity to the school bus stop.
5. While attending school-sponsored or school-related activities in which a district school participates.
6. Any student who shows disrespect to staff will be subject to disciplinary action, which may include suspension from school. Examples include: not attending detention, failure to give correct name, obscenities, racial slurs, gestures, and refusing to cooperate.
7. Any student who brings a weapon to school as defined by Regulation 504.3-R may be recommended to the Director of Student Services for expulsion.
8. Any student involved with a bomb threat, possession of a chemical device or false alarm will be subject to disciplinary action, which may include a recommendation to the Director of Student Services for expulsion.
9. Any student under the influence of or possessing, storing, using, selling, supplying or distributing alcohol, drugs and/or controlled substances will be subject to disciplinary action, which may include recommendation to the Director of Student Services for expulsion.
10. Any student who assaults or fights another student will be subject to disciplinary action which may include, but is not limited to, recommendation to the Director of Student Services for expulsion.
11. Any kind of student harassment, intimidation, or bullying will result in disciplinary action which may include, but is not limited to, recommendation to the Director of Student Services for expulsion, and the student will be subject to arrest.
12. Any student, grade (6-12) who continues to disrupt the school environment may be enrolled in an alternative program, and if the behavior continues, may be recommended to the Director of Student Services for expulsion.
13. Any student who has been suspended from school or expelled by the Board may be referred to the School Resource Officer or to local police for trespassing if found on school grounds during the period of the suspension and/or expulsion.
14. Any student found to have used a photographic (picture) cell phone in any district facility is subject to discipline according to the student conduct code.
15. Any student who does not meet the state guidelines of attending school for a minimum of 148 days a year may be retained or lose credit in a class. If a student in grades 9-12 is scheduled for 5 or fewer classes, he or she may be referred to an alternative education program.
16. Any student who leaves the school building during the school day without first securing permission from a school official is recorded as truant and subject to suspension.

**Homeless Children and Youth**

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

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

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

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

**STANDARDIZED DRESS CODE**

WCSD Policy 504.2

The Waterloo Community School District’s goal is to provide a safe learning environment where students and staff focus on student achievement without distractions. The guidelines for a student dress code align with this purpose. The District Dress Code policy applies to both sexes and is expected to be enforced consistently and fairly by all members of the school staff and may be amended at any time at the discretion of the Waterloo Community School Board and administration. The dress code also applies to any off campus visits (i.e. field trips, College visits).

**Additional, School-Specific Rules**

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

**Academic Courses**

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

**Transfer Students**

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

**Clothing Assistance**

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

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

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

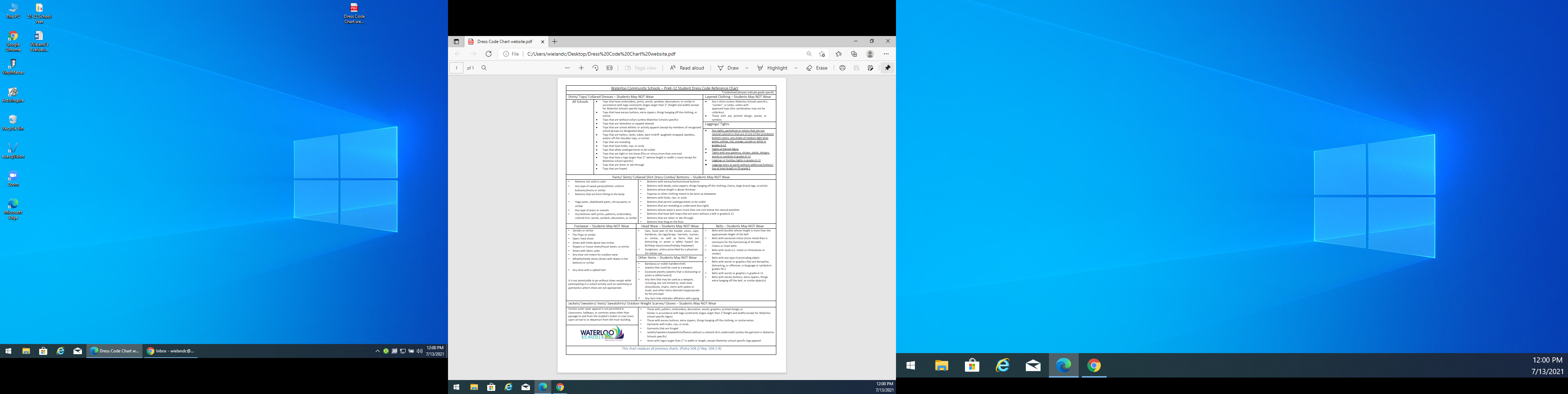
1. Any action deemed appropriate by the building administrator which may achieve discipline or behavior modification and which does not violate school policies and regulations.
2. Limited time away from normal school activities to gain composure or modify behavior.
3. Denial of special privileges which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

**Student Rights**

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

**Exemptions/Appeals**

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





**EXPO ALC**

**EXPO ALTERNATIVE LEARNING CENTER**

**MISSION STATEMENT**

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

Welcome to the Expo Alternative Learning Center!

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

***PROGRAMS:***

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

***STUDENTS:***

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

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

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

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

* Each semester, approximately 20 students are identified by their comprehensive school teams for possible retention. Students are introduced to holistic approaches by utilizing 21st Century strategies provided through computer based and e-learning instruction.
* Focus is placed on fundamental mathematic, reading, and social skills to “Bridge” educational gaps between the eighth and ninth grade instructional years.

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

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

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

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

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

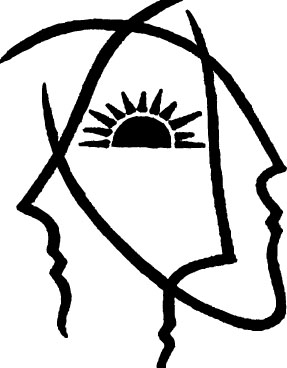
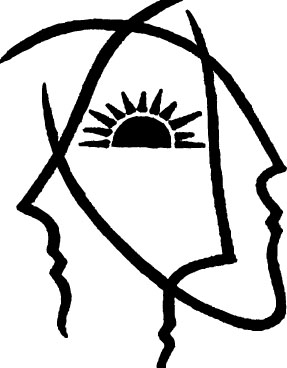
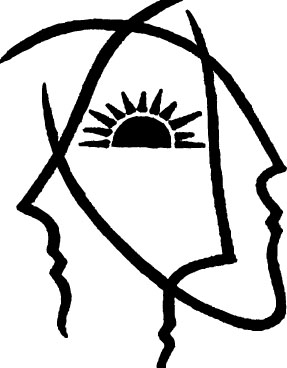
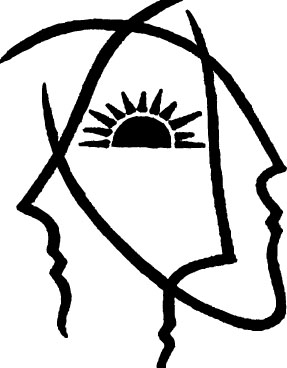
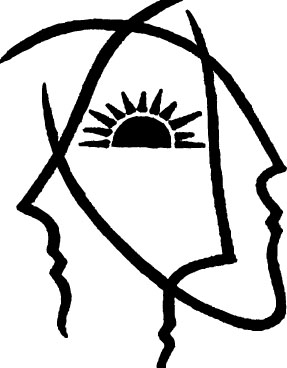
**Graduation Connection (GRAD Connect)** is an individualized credit recovery program for various identified students on a graduation plan who need additional credits in order to graduate. Students apply through their home school counselor/administrator and attend at a designated time, Monday through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

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

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

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

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

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

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

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

**Expo Alternative Learning Center**

**Staff List**

Cary Wieland, Principal

Henry Shepherd, Assistant Principal

**Counseling Department**

Prehm, Shannon A-G Guidance Counselor

Melissa Knight H-O Guidance Counselor

Hamlyn, Bradley P-Z Guidance Counselor

**Specialized Services**

Klein, Nick Case Manager

Roby, Melanie Consultant (AEA 267)

Taylor, Carrie Expanded Learning Program (ELP)

Ryan, Jason Information Technology Support Specialist

Earle, Robin Instructional Strat Coach (Middle School)

Griffin, Rob Instructional Strat Coach (High School)

Timmins, Wade Instructional Math Coach

Barta, Josh Mentor Coach

Oliver, James School Resource Officer (SRO)

**Expo High Teachers**

Beatty, Jessica English

Barkley, Jordan English

Open Position English

Sedgwick, Shelley Math

Fernandez, Jeanine Math

Ernst, Lindsey  Science

Camarata, Randee Science

Wood, Chip Social Studies

Knox, Kyle  Social Studies

Herold, Andrea English Co-Teacher

Decker, Jon Math Co-Teacher

Jacobson, Dylan Science Co-Teacher

Jaramillo-Bean, Maria Social Studies Co-Teacher

Rogers, Kelly Cognitive Classroom

**Career Technical Education Teachers**

Armstrong, Ke’Andre Physical Education/Health

Lund, Britney Physical Education/Health

Kinnetz, Tammy Lab

**High School Educational and Discipline Program (HSEDP) Teachers**

Harbaugh, David HSEDP

Liebsch, Ami HSEDP

**Middle School Educational and Discipline Program (MSEDP) Teachers**

Pippert, Amber MSEDP (Literacy)

Hein, Kennady MSEDP (Social Sciences)

Sales, Jennifer MSEDP (Science)

Schmadeke, Mark MSEDP (Mathematics)

Slack, Paige MSEDP (Instructional Strategist II)

**Graduate with Required Academics and Diploma (GRAD) Connect Teachers**

Benter, Bruce Math

Kohagen. John General Core Content

Mettler, Matthew Instructional Strategist I

**Specialized Teaching**

Ganfield, Trisha Bridges

Wical, Jo Ellen Recovery Room

**Virtual Academy Program**

Borcherding, Emily Virtual Academy 6-12 (Mathematics)

Breitbach, Charnell Virtual Academy 6-12 (Literacy)

Davis, Teri Instructional Strategist I/Virtual Academy 6-12

Rickert, Stewart Virtual Academy 6-12 (Social Studies)

Trettin, Cindy Virtual Academy 6-12 (Science)

Fischer, Edward Instructional Strategist I/Virtual Academy 6-12

Rahnavardi, Ali Instructional Strategist I/Virtual Academy 6-12

Open Position Instructional Strategist I/Virtual Academy 6-12

**Support Staff**

Meinert, Pam Secretary, Principal

Vance, Melissa Secretary

Ricketts, Candace Registrar, Student Records

Bergman, Melanie High School Behavior Intervention Specialist (BIS)

Bevel, Daphne Cognitive Behavior Intervention Specialist (BIS)

Bolden, Chris HSEDP Behavior Intervention Specialist (BIS)

Brown, Sandra CYP Behavior Intervention Specialist (BIS)

Camlin, Jill MSEDP Behavior Intervention Specialist (BIS)

Carr, Patricia MSEDP Behavior Intervention Specialist (BIS)

Dillon, Corrina MSEDP Behavior Intervention Specialist (BIS)

Open Position Bridges Behavior Intervention Specialist (BIS)

Faust, Britney High School Behavior Intervention Specialist (BIS)

Garrison, Amy High School Behavior Intervention Specialist (BIS)

Gilley, Senora High School Behavior Intervention Specialist (BIS)

Lampe, Teresa HSEDP Behavior Intervention Specialist (BIS)

Ortega, Tawni High School Behavior Intervention Specialist (BIS)

Phillips, Martia MSEDP Behavior Intervention Specialist (BIS)

Schmolt, James Bridges Behavior Intervention Specialist (BIS)

Shepherd, Suzie GRAD Connect Behavior Intervention Specialist (BIS)

Smith, Benjamin High School Behavior Intervention Specialist (BIS)

Steiber-Moncada, Theresa Virtual Academy Behavior Intervention Specialist (BIS

Stokes, Kelly MSEDP Behavior Intervention Specialist (BIS)

Turner (Pee Wee), Derick MSEDP/Lead Behavior Intervention Specialist (BIS)

Wilder-Wright, Gloria CYP Behavior Intervention Specialist (BIS)

**TAP**

Open Position Coordinator

Geiger, Cindy Coordinator

Howard, Cindy Specialist

Litzel, Lewis Vocational Rehabilitation Counselor

**Health Staff**

Fritts, Cassidy Nurse

Hibben, Ivy Health Assistant

**Building Specialized Staff**

Dellinger, Russ Head Custodian

Gonzalez, Luis Evening Custodian

Sallis, Deborah Evening Custodian

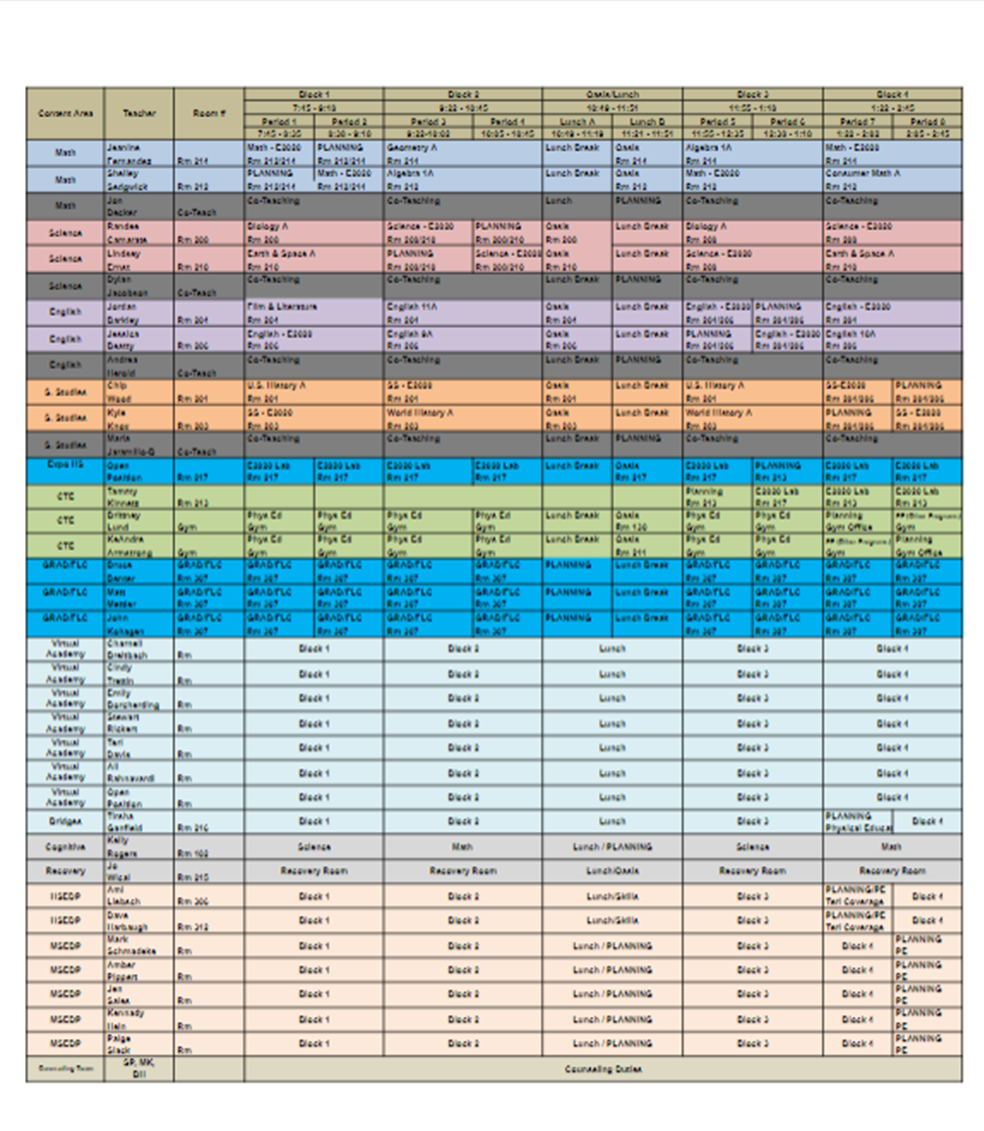
Andreasen, Shantelle Cafeteria

Latic, Vesna Cafeteria

Mitchell, Susan Laundry Services

Powell, Wyome Laundry Services

**2021-2022 Class Schedules**

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**Expo ALC**

**Daily Class Schedule**

**First Bell – 7:40 am**

**Tardy Bell – 7:45 am**

**Additional Planning 7:25 – 7:45 am**

**1st Block: 7:45 – 9:18 am**

**2nd Block: 9:22 – 10:45 am**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Oasis/Lunch**

**1st Lunch 10:49 – 11:19 am**

**2nd Lunch 11:21 – 11:51 am**

**3rd Block: 11:55 – 1:18 pm**

**4th Block: 1:22 – 2:45 pm**

**Additional Planning 2:45 – 2:55 pm**

**Oasis Four Main Purposes:**

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

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

**Expo ALC**

**1 Hour Delay Schedule**

**First Bell – 8:40 am**

**Tardy Bell – 8:45 am**

**Additional Planning 7:25 – 8:45 am**

**1st Block: 8:45 – 9:48 am**

**2nd Block: 9:52 – 10:45 am**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Oasis/Lunch**

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4. To build a family feeling and camaraderie among students at Expo.

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

**Expo ALC**

**2 Hour Delay Schedule (Rotation Schedule)**

**First Bell – 9:40 am**

**Tardy Bell – 9:45 am**

**Additional Planning 7:25 – 9:45 am**

**1st Block: 9:45 – 10:18 am**

**2nd Block: 10:22 – 10:45 am**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Oasis/Lunch**

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

**Mid-Term Reporting Dates**

**Mid-Term for the 1st Quarter**

September 2021 closes @ 4:00 pm

**Mid-Term for the 2nd Quarter**

December 2021 closes @ 4:00 pm

**Mid-Term for the 3rd Quarter**

February 2022 closes @ 4:00 pm

**Mid-Term for the 4th Quarter**

May 2022 closes @ 4:00 pm

**Quarter Report Cards Reporting Dates**

**1st Quarter Ends**

October 2021 closes @ 4:00 pm

**2nd Quarter Ends**

January 2022 closes @ 4:00 pm

**3rd Quarter Ends**

April 2022 closes @ 4:00 pm

**4th Quarter Ends**

June 2022 closes @ 4:00 pm

*Dates may be changed due to weather cancellations*

**Attendance**

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

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

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

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

**Attendance Policy**

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

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

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

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

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

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

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

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

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

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

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

**VI. Absence Reporting/Recording Procedure**  
A note containing **(1)** the student’s name, **(2)** date, **(3)** reason for absence, and **(4)** parent/guardian signature must be presented to the main office when returning to this school following the period of absence. These notes will be filed for future reference and will be of critical importance should the appeal process be initiated by the parent/guardian. Parent/Guardian listed on Infinite Campus will also have the option to communicate through email by contacting Expo Attendance Office staff, [Expo@waterlooschools.org](mailto:Expo@waterlooschools.org).

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

**INCOMPLETE SCHOOL DAY**

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

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

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

**Graduation Requirements**

**(Standard Diploma)**

**COURSES CREDITS**

English 8 (must include English 9, 10, Am. Lit./Comp.)

Mathematics 6 (must include Algebra I or equivalency)

Science

Earth & Space Science 2

Biology 2

**And *One* of the Following Combinations:**

Physical Science A/B 2

Physical Science A & Chemistry A/B 3

Physical Science B & Physics A/B 3

Chemistry A/B & Physics A/B 4

Social Studies

US History 2

World Studies 2 (or satisfied by taking IB World History)

US Government 1

Geography 1 (can be satisfied by taking AP or IB History)

Economics 1 (Econ, JA Econ, Personal Finance, IB Econ, IB World

History)

C3 Foundations 1 (can be earned in 8th gr. Or taking ELP, IB DP, JROTC,

or Strategies)

Health 1

Physical Education 4 (or equivalent exemptions)

CTE/Electives 9-11+

**MINIMUM CREDITS NEEDED 44+**

* In addition to credits earned in any Waterloo Community School, a maximum of four credits may be earned to make up failing grades or to meet graduation requirements at an approved educational institution (i.e. Hawkeye Community College). The outside credits must be taken at an institution approved by the Waterloo Public Schools. Please check with the counselor for approved courses and institutions. **The building principal or counselor must approve courses before the student enrolls in a class.**

**Grade Level Determinations**

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

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

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

**Post-Secondary Enrollment Act**

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

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

**Student Records**

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

**Mid-Term Reports**

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

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

**Grade Points**

**(Pluses and minuses are not computed)**

A = 4 grade points B = 3 grade points

C = 2 grade points D = 1 grade point

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

**Graduation Activities**

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

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

**Commencement Ceremony**

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

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

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

**Driver License Suspension**

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

**Leaving School before Dismissal**

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

**Telephone Calls**

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

**Visitors**

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

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

**INVOLVEMENT**

**Conferences**

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

**Building Lighthouse Team**

The Building Lighthouse Team is made up of parents, students and staff. This is a decision making group that meets frequently.

**Change of Address and Telephone Numbers**

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

**Money and Valuables**

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

**ID Badges**

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

**Smoking Policy**

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

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

* First Violation: Parent Communication/Warning
* Second Violation: Parent Communication/Ticket - Smoking Cessation Course
* Third Violation: Parent Communication/Assigned to Recovery Room
* Fourth Violation: Parent Communication/Referred to School Resource Officer

**Fighting at School**

Disciplinary Procedure for Students Involved in a Verbal Fight

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

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

Disciplinary Procedures for Students Involved In A Physical Altercation/Fight

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

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

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

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

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

**Substance Abuse Procedure**

1. Procedure to follow if student is in possession of alcohol, a controlled substance or drug paraphernalia.

1. Detain student and secure alcohol, substance, and/or paraphernalia if possible.

2. Notify school administrator.

3. Contact Liaison Officer for implementation of relevant legal procedures.

4. Contact parent/guardian.

5. Call probation officer or social worker, if applicable.

6. School disciplinary actions may include the following.

* A recommendation to the School Board that the student be expelled.
* The student suspended from school and referred to an alternate program for a period of time as determined by the Building Principal.
* The student undergoes substance abuse screening and substance abuse counseling (Pathways program), if recommended.
* The student completes thirty or more hours of community service.
* The student/parent signs a contract agreeing he/she will not possess, use or be under the influence of controlled substances while on the school campus or at school events.
* Violations of contract – Suspension and Student Services referral.

1. Procedure for suspected use of alcohol or controlled substance.

1. Detain student if possible.

2. Notify school administrator.

3. Request student to submit to search of his or her personal property such as clothing, bags and vehicle.

4. Immediate urine analysis may be required prior to student returning to school.

5. If search is conducted and yields nothing, contact parent/guardian.

6. If search results in securing controlled substance, drug paraphernalia or alcohol, follow steps and measures appropriate in Procedure A.

7. If search is refused, follow steps 3, 4, 5 in Procedure A and appropriate measures in A6.

1. Procedure for suspected transaction involving a controlled substance.
   * + 1. Follow Procedure B.

**Cell Phones and Electronic Equipment**

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

* Students must keep all phones and personal listening devices in their lockers during instructional time (No cell phones allowed in instructional areas)
* In the event that a student is using any items during classroom time, the staff member will send the student’s cell phone to the main office to be logged in as a violation of our building expectations
* Note: Students non-compliance to this expectation will be dealt with according to district policy 504.3 section 8 (a) Willful Disobedience/Defiance (e) Electronics

**Transportation**

Expo ALC stipulates by what means the student will arrive and leave the building, which is almost always by school bus (Authorized Approval to Drive: Expo High, GRAD Connect, TAP, and Virtual School). The student may use no other mode of transportation unless authorized by the principal or designee. If the child misses the bus, only the parent or parent designee may bring him/her to school. Only the parent or parent designee may pick him/her up after school in lieu of him/her riding the bus. The student may not arrive or leave with another student who is being transported to or from school by the other student’s parent, without written permission of their parent, verified by school personnel.

In the event that the student is removed from the bus which brings him/her to Expo, only the parent or parent designee may bring him/her to school and pick him/her up.  
  
Parents and students are reminded that behavior on the bus is legally held the same as on any school property. Expo student is considered on very strict probation and should be ever mindful of his/her behavior.

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

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

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

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

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

**Driving**

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

**Automobile Searches**

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

**Nursing Services**

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

**Teacher Strategies**

Antecedent (Actions taken prior to student behaviors)

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

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

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

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

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

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

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

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

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

**Student Assigned Interventions**

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

**Behavioral contract:** The student and teacher hammer out a written agreement that outlines: specific positive behaviors that the student is to engage in (or specific negative behaviors that he or she is to avoid), the privileges or rewards that the student will earn for complying with the behavioral contract, and the terms by which the student is to earn the rewards (e.g., staying in his or her seat during independent reading for three consecutive days).  
  
**Ignoring:** When the student displays a problem behavior, the teacher 'ignores' the behavior (that is, the teacher does not give the student attention for the behavior).   
  
**Loss of privileges:** The student is informed in advance that he or she can access a series of privileges (e.g., access to games to play, the opportunity to have 5 minutes of free time) if his or her behavior remains appropriate. The instructor informs the student about what kind and intensity of problem behavior may result in the loss of privileges, and for how long. After this introductory phase, the instructor withdraws privileges as agreed upon whenever the student misbehaves.  
  
**Modeling (Vicarious Learning):** While the target student is observing, the teacher gives specific public praise to students other than the target student when they show appropriate behaviors. When praising these behaviors, the teacher clearly describes the praiseworthy behaviors. When the target child 'imitates' the same or similar appropriate behaviors, the teacher immediately praises him or her.  
  
**Office referral:** The instructor writes up a referral documenting the student's misbehavior and sends both the referral and student to intervention.

**Over-correction:** The student is required repetitively to practice a skill that will 'replace' or improve upon an inappropriate or problem behavior. For example, a student who wanders the halls without permission when taking an unsupervised bathroom break may have to stay after school one afternoon and take multiple 'practice' trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to, and returned from, the bathroom and to give the student feedback about how much this target behavior has improved.  
  
**Parent contact:** The teacher calls, sends a note home to, or e-mails the student's parent(s) regarding the behavioral problems. The parent may be asked for advice on how the teacher can better reach and teach the student at school. The teacher may offer suggestions for appropriate parent involvement (e.g., "You may want to talk with your child about this incident, which we view as serious.").  
  
**Peer Consequences:** If the teacher finds that classmates play (or could play) an important role in influencing a target student's behavior(s), the teacher may try to influence the target student's behaviors indirectly by providing consequences for selected peer behaviors.

**Praise:** When the student engages in a positive behavior that the teacher has selected to increase, the teacher praises the student for that behavior. Along with positive comments (e.g., "Great job!"), the praise statement should give specifics about the behavior the student demonstrated that is being singled out for praise (e.g., "You really kept your attention focused on me during that last question, even when kids around you were talking!").  
  
**Private approach to student:** The instructor quietly approaches the student, points out the problem behavior and how it is interfering with class work or interrupting instruction. The instructor reminds the student of the academic task in which he or she should be engaged. The student is given an opportunity to explain his or her actions. The student is politely offered the choice to improve behavior or accept a negative consequence. Privately approaching a student can help him or her to save face and reduce the likelihood that the student will become defensive or defiant.  
   
**Redirection:** The teacher interrupts problem behavior by calling on the student to answer a question, assigning him or her a task to carry out, or otherwise refocusing the student’s attention.  
  
**Reflective Essay:** The student is required to write and submit to the teacher a brief composition after displaying behaviors. At minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternate, more acceptable manner, and (3) a commitment from the student to show appropriate behaviors in similar situations in the future. NOTE: Teachers can develop and use a pre-printed structured questionnaire containing these three items for the student to complete.  
  
**Reprimand:** In the typical reprimand, the instructor approaches the student, states that the student is misbehaving, and instructs the student to stop the misbehavior immediately. Reprimands should be used sparingly, as students may become defiant if confronted by an angry teacher in a public manner. When used, reprimands should be kept short, to avoid arguments with the student.

**Response Cost:** Usually, response cost programs first award a student a certain number of tokens with no conditions attached. Throughout the monitoring period, the student has a token withdrawn whenever he or she displays a behavior that is inappropriate. (These behaviors would usually have been agreed upon in advance.) The student is permitted to 'cash in' any points that he or she still retains at the end of the monitoring period or may be allowed to 'bank' the points toward a future reward or privilege.  
  
**Restitution:** The student engages in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior had damaged. For example, a student who marks up a wall with graffiti may be required to work after school under supervision of custodial staff to wash the wall and removing the offending markings.

**Rewarding alternative (positive) behaviors:** The instructor calls on the student or provides other positive attention or incentives only during those times that the student is showing appropriate social and academic behaviors. The same positive attention or consequences are withheld during times when the student misbehaves or does not engage in academics.  
  
**Rules review/Re-teaching moment:** The teacher approaches the misbehaving student and (a) has him or her read off the posted class rules, (b) asks the student which of those rules his or her current behavior is violating, and (c) has the student state what positive behavior he or she will engage in instead.  
  
**Timeout/Detention/In-school suspension:** The student is removed from the classroom because of a behavioral infraction. In timeout, the student's exclusion from the classroom may be very short (3-5 minutes). With in-school suspension, the student may be removed from instruction for longer periods (e.g., half a day). Detention may require that the student spend time in a non-rewarding setting but that consequence may be deferred until after school to prevent loss of learning.



**Special Provisions**

**Behavioral Focused Classrooms**

**Length of Stay**

Students sent to the center for disciplinary reasons must remain in the alternative setting as required by school board or deemed by the executive director of student services with recommendation of home school principal. However, the school board has wide discretion and may require a semester or more depending on the severity of the behavior.

**Return to the Home School**

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

1. Academic Achievement - Satisfactorily complete the academic contracts for assigned   
classes. Students must show increase in academic skills while at the alternative school.

2. Attendance - Shall be in accordance with the district policy.

3. School Behavior - Must meet requirements set by Level System.

**Criteria and Privileges for Level System**

**Level 1:**  
Students entering the program will begin on Level 1. They will stay on Level 1 for the first week. Progression to Level 2 will be when students achieve at least 60%, for the week, in their daily behavior report. A student receiving a minor referral at any level will prevent the student from moving to the next level. A major referral will result in the student returning to Level 1.

**Level 2:**

Students completing their initial week at Level 1 and maintaining more than 60% for the week will move to Level 2. Students in Level 2 who drop below 60% will stay at Level 2 until their percentage returns to the specified rating of 79% or above. The students will remain at this level for one week. Students reaching Level 2 will be awarded 3 SOARs slips. Level 2 students will be progressed to Level 3 when they achieve at least 79% for the week.

**Level 3:**  
Students who obtain between 79 - 88 percent will be progressed to Level 3. Level 3 students will be awarded 5 SOARs slips for reaching Level 3. They will be allowed to progress to Level 4 when their weekly percent reach 90 or above. Students who drop below 90% will stay at Level 3 until their percentage allows them to progress to the next level.

**Level 4:**  
Students who have progressed through each level and reach 90% or more will move to Level 4. Level 4 students will be awarded 8 SOARs slips for reaching Level 4. A student reaching/maintaining Level 4 will likely be transitioned out of HSEDP pending administrator approval. Voice of their peers by being able to attend the studentleadership table as well as assist with new student mentoring.

**Communication of Level System**

The following is the existing level system procedure:

**STEP 1**

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

**STEP 2**

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

**STEP 3**

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

**Absentee Policy for Level System**

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

**SPECIAL PROVISION (Administration)**

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

**Criteria for Daily Point System**

The teacher will rate the students on a scale of one to five using these criteria. The ratings are subjective, but the varying personalities and level of tolerance between different staff should negate the effects of bias. The behavioral intervention specialist will tally the total points for the day for all students and will also tally weekly totals to assist in the Student Level determination for the following week.

**POINT 0**  
Severe disruptions, student must be sent to intervention for discipline infractions.

**POINT 1**  
Poor behavior. Works less than 30% of the class period. Constant minor disruptions, firm multiple redirections or hall seat needed. Sleeping or head down.

**POINT 2**  
Needs improvement. Works 40% of the class period with minor disruptions (talking, playing, out of seat). Firm redirection needed for compliance.

**POINT 3**  
Fair behavior. Works at least 60% of the class period, cooperates with teacher, mild disruptions that are redirected easily by teacher.

**POINT 4**  
Good behavior. Works the majority of class period, 80%, cooperates with teacher, mild disruptions that are redirected easily by teacher.

**POINT 5**  
Excellent behavior, completes assignments to best of ability, cooperates with teacher and other students in class. Does not disturb others.

**ALL STUDENTS**

**ARE HELD**

**RESPONSIBLE FOR KNOWING**

**AND**

**ABIDING BY THE REGULATIONS**

**IN THIS**

**STUDENT HANDBOOK**

**THIS HANDBOOK**

**HAS BEEN APPROVED**

**BY THE**

**BOARD OF EDUCATION**