



Roosevelt HIGH SCHOOL

2018-2019

4419 Center Street
Des Moines, IA 50312-2299
Phone: 515-242-7272 FAX: 515-242-7350

Success for Every Student!

Kevin Biggs, Principal

Joseph Blazeovich, Vice Principal

Doug Calaway, Vice Principal

Jessie Van De Walle, School Improvement Leader

Mindy Euken, School Improvement Leader

Todd Gordon, Activities Administrator

, Building Manager

Nicole Cable, Nurse

Sherida Kuehler, Bookkeeper

Dona Adcock, Executive Secretary

WELCOME

Roosevelt Roughriders, welcome to the 2018-2019 School Year!
For more than 90 years, Roosevelt High School has built a tradition of excellence – in academics, fine and applied arts, athletics and activities. You are now a part of this tradition, and we not only believe in you, but will assist you in achieving your full potential. Do not settle for anything less!

Follow the RIDER WAY:

We R punctual, prepared, and ready to learn

We R respectful to others, property and ourselves

We R flexible, open-minded, and cooperative

We R honest and trustworthy

We R accountable

Mr. Kevin Biggs, Principal

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<u>Equity Statement</u>	

It is the policy of the Des Moines 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 believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Dr. Thomas Harper at 2323 Grand Avenue, Des Moines, IA 50312, (515) 242-7911 or thomas.harper@dmschools.org.

ROOSEVELT FIGHT SONG

T. R H.S.! T.R.H.S.! T.R.H.S!
ROOSEVELT! ROOSEVELT! ROOSEVELT!
Stand us and cheer for dear old Roosevelt!
Unfurl her banners to the sky;
and when our team goes smashing down the field,
they'll keep the blue and white on high- Rah! Rah!
For in our name lies fame and glory great,
The challenge of a fighting team
and we will fight our way to victory
FOR BLUE AND WHITE! FIGHT! FIGHT!

ROOSEVELT SCHOOL SONG

For Roosevelt, we will give of our bet,
For the cause of the Blue and the White;
For Roosevelt, we will fight hard to win
Every victory there is in sight;
For Roosevelt, whether victory or not,
We're for you, we're true blue to the end.
We're sure you're right, lots of fight
For the Blue and the White,
Roosevelt, we're for you, Roosevelt.

THEODORE ROOSEVELT HIGH SCHOOL

Mission Statement

Theodore Roosevelt High School is a learning community challenging each of us to achieve our full potential.

SCHOOL HOURS DAILY SCHEDULE

Most students arrive at school around 7:30 a.m. and block 1/5 begins promptly at 7:40 a.m. The complete daily schedule is shown below. All teachers are available before and after school to work with students who need extra help. The school day ends following block 4, A day, and block 8, B days, at 2:40 p.m. unless the student is detained for special help. The school's main office is open from 7:30 a.m. to 3:30 p.m.

There are 5 minutes between classes for passing time. Students need to move directly to their classes to avoid being tardy.

There are two basic schedules for each building, Roosevelt and Central Campus/Academy as shown:

Roosevelt Daily Schedule:

Block 1/5	8:25 a.m. – 9:50 a.m.
Block 2/6	9:55 a.m. – 11:15 a.m.
Rider Time	11:20 a.m. – 11:55 a.m.
Lunch	
Block 3/7	12:40 p.m. – 2:00 p.m.
Block 4/8	2:05 p.m. – 3:25 p.m.

Compressed Schedule

Roosevelt Wednesday Dismissal:

Block 1/5	8:25 a.m.	9:30 a.m.
Block 2/6	9:35 a.m.	10:40 a.m.
Advisory	10:45 a.m.	11:20 a.m.
Block 3/7	11:25 a.m.	12:30 p.m.
Block 4/8	12:35 p.m.	1:40 p.m.
Lunch	1:40 p.m.	2:10 p.m.

Central Academy & Campus Daily Schedule:

Block 1/5	8:40 a.m. – 10:05 a.m.
Block 2/6	10:10 a.m. – 11:35 a.m.
CA Lunch	11:35 a.m. – 12:10 p.m.
CA 3/7	12:10 p.m. – 1:35 p.m.
CC 3/7	11:40 p.m. – 1:05 p.m.
CC Lunch	1:05 p.m. – 1:40 p.m.
Block 4/8	1:40 p.m. – 3:05 p.m.

Central Campus Bus Schedule:

RHS to CC	Depart 7:20 a.m. arrive CC 7:45 a.m.
RHS to CC	Depart 9:05 a.m. arrive CC at 9:20 a.m.
RHS to CC	Depart 10:35 a.m. arrive CC at 10:55 a.m.
CC to RHS	Arrive 11:20 a.m. depart CC 11:00 a.m.
CC to RHS	Arrive 1:20 p.m. depart CC 1:00 p.m.
CC to RHS	Arrive 2:45 p.m. depart CC 2:25 p.m.

Central Campus Compressed Schedule, Wednesday:

Block 1/5	8:50 a.m. – 9:55 a.m.
Block 2/6	10:00 a.m. – 11:05 a.m.
Block 3/7	11:10 a.m. – 12:15 p.m.
Block 4/8	12:20 p.m. – 1:25 p.m.
Lunch	1:25 p.m. – 1:50 p.m.

Central Campus Compressed Bus Schedule (approximate):

RHS to CC	Depart 7:20 (arrive CC 7:45)
RHS to CC	Depart 8:45 (arrive CC 9:00)
RHS to CC	Depart 9:50 (arrive CC 10:05)
CC to RHS	Arrive 10:35 (depart CC 10:15)
CC to RHS	Arrive 11:45 (depart CC 1:25)
CC to RHS	Arrive 1:10 (depart CC 12:50)

SCHOOL RESOURCE OFFICER (SRO)

Each of the five comprehensive high schools and Scavo has a school resource officer (SRO). The SRO is a Des Moines Police Officer who is assigned to work in the schools. This program provides an opportunity for students to build positive relationships with the community police department. The SRO visits classrooms, making presentations on a wide range of topics of student interests, is visible in the hallways and school grounds throughout the school day, assists at various evening events, and works with the administration as a resource. The SRO office is located on first floor in room 1350 and may be reached by phone at 242-7337.

STUDENT SUPPORT CENTER

When students or parents have questions about school, discipline, or procedures, they should contact the student support leader at 515-242-7278.

ADMINISTRATORS

Vice Principals

Douglas Calaway, 12th Grade

Joseph Blazeovich, 11th grade

School Improvement Leaders

Jessie Van De Walle, 10th Grade

Mindy Euken, 9th Grade

Student Support Leader

Erik Link, Grades 9-12

Behavior Coach

Jacob Burke, Grades 9-12

Student Support Center

Phone 515-242-7278

The Student Support Center, formally the counseling office, is located on the first floor next to the library in the south hallway, room 1110. Students who wish to see a counselor must get a pass from the counseling assistant. Students are expected to sign in/out for attendance verification. The counselors are here to help you with personal/social, academic, or career/college planning issues. Student are assigned a counselor by last name. Their counselor will do individual and personal counseling.

Counselors Grades 9-12

Haylie Evers A-D

Stacey Haylett E-K

Brenna Stoffa L-Q

Ryan Williamson R-Z

PROJECTED CREDITS EARNED TO GRADUATE IN FOUR YEARS

Graduation Requirements for 2018-2019

A total of 23 units of credit will be required for graduation, including physical education. These graduation requirements will apply to the graduating class of 2017-2018. For the class of 2018. All requirements listed below, plus Health and Financial Literacy course requirements.

Social Science	3 credits (3 years) History (1yr), U.S. History (1yr), Government (0.5 yr), Economics (0.5yr)
English	4 credits
Mathematics	3 credits (3 years)
Science	3 credits (3 years)
Applied/ Fine Arts	1.5 credits/3 semesters
Physical Education	1 semester each year
Electives	7.5 credits
Total	23 credits

With our current four-block day, student have the opportunity to select from a wide range of over 150 course offerings. A complete listing of our courses offered at TRHS and Central Campus/Academy is available in the student Support center. See your school counselor for advice. All other previous academic requirements will remain the same.

School Dances

It is hoped that students will participate in planned school dances, as these activities provide great opportunities for students to have fun and to get to know each other. **Dance tickets will be sold only at school to Roosevelt students who have a current Roosevelt ID's.**

Students may bring a guest if they have purchased a guest ticket and registered their guest in the vice principals' office. To register guests and purchase guest tickets, students must complete and submit a "Dance Guest Request Form" to the vice-principals' office no later than 3:00 p.m. the Thursday prior to the dance. The form is available in the vice principals' office, and may be picked up from the secretary. Guests must accompany the Roosevelt student who registered them for the dance and have a photo ID along with their ticket. **Guests may not be middle school students, nor may they exceed the age of 21, for any school dance, including senior prom.**

Student Attendance Procedures

Attendance is the foundation for learning and achievement. If children do not show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good

attendance that will carry them into post-secondary opportunities. Excused and unexcused absences count toward a student's total absence minutes.

Parents should make every attempt to notify the school in a timely manner when their child will be gone from school.

Teachers will take attendance within the first 20 minutes of class. High School and Middle School teachers will update attendance at the end of each class.

ABSENCES

Whenever a student is going to be, absent from school for any reason, a parent or guardian is to call the attendance office at (515-242-7273) within 24 hours to verify the absence. (An answering machine will be on 24/7.)

Excused Absences

Excused absences are defined as:

- Medical appointment (notes are encouraged)
- Medical injury
- Illness excused by parent/guardian
- Illness excused by health care provider
- Other than medical/illness. Examples: a religious holiday; court; death or illness in immediate family; other as approved by school administrator, such as college visits, weather related incidents
- In-school suspension
- Out-of-school suspension

Unexcused Absences

- Unexcused absences are defined as all other absences. Examples include skipping school, babysitting, family vacations, gone without contact.
- When a student reaches 10 days absent (excused and unexcused) during a school year, for any reason, a school may request, in writing, that a parent provide medical excusal documentation for further absences. Medical excusals may be provided by the school nurse or doctor's office. If the student continues to be absent without medical excusal, the absences will be considered unexcused. Schools must provide this request in writing using the 10 day letter.

Tardy to school/Early leave. Tardy to class

Elementary/Middle School –

- Students who arrive to school up to 60 minutes after the first bell will be considered tardy.
- Students who arrive more than 61 minutes after the first bell will be considered absent, the number of minutes will accumulate to an overall total minutes absent.
- Students who leave school before the last bell of the day will be considered absent for the time missed, the number of minutes will accumulate to an overall total minutes absent.

High Schools-

- Students who arrive to class before the end of the period will be considered tardy.
- Students who have missed an entire class period will be considered absent for the entire period.
- Students who leave school before the last bell of the day will be considered absent for the time missed, the number of minutes will accumulate to an overall total minutes absent.

When a student is tardy to class, teachers will mark them tardy and in the comments section, enter the appropriate tardy code T1, T2 or T3.

- T1 = student arrives in the first 10 minutes of class
- T2 = the student arrives more than 10 minutes late and more than 30 minutes from the end of class
- T3 = student arrives in the last 30 minutes of class.

Schools will determine their response to tardiness. Examples include loss of privileges, attendance contracts, detention, etc.

Excessive and Consecutive Absences

Excessive absences are defined as five or more absences (excused and/or unexcused) in a semester. Building-based teams will review student attendance data on all students who have excessive absences and provide appropriate intervention as needed.

Consecutive absences are defined as full days in a row and are unexcused.

Schools will determine their response to absences. Examples include loss of privileges, attendance contracts, detention, etc.

Parents/Guardians will be formally notified of absences (including excused and unexcused) within each semester in the following manner:

Protocol for Response to Absences per semester (Elementary & Middle School)	
Daily/unexcused	Office Manager/Attendance Clerk calls/emails
Daily/unexcused	Automated Dialer calls
5 days excessive /consecutive	Teacher will make contact with parents-phone call home/email/messenger
7 days excessive /consecutive	Tier 2 team will review for interventions
10 days excessive /consecutive	Schools will send out letters, at team’s discretion upon review of attendance, to indicate further action required which may include, parent meeting request, required excusal by a health care provider, truancy court filing
11 days consecutive	Student will be unenrolled K-6, dropped 7-8

Protocol for Response to Excessive Absences per semester (High School)	
Daily/unexcused	Automated Dialer calls AM or PM
5 days excessive /consecutive	Teacher will make contact with parents-phone call home/email/messenger
7 days excessive /consecutive	Tier 2 team will review for interventions
10 days excessive /consecutive	Schools will send out letters, at team's discretion upon review of attendance to indicate further action is required which may include: parent meeting request, required excusal by a health care provider, truancy court filing.

Protocol for Notification of Consecutive Unexcused day absences (High School)	
Daily	Automated Dialer Am or Pm
7 days	JCSL phone call
8 days	JCSL phone call
9 days	JCSL phone call
10 days	JCSL phone call
11 days	Student will be dropped

Absences from Academic Classes

Schoolwork missed because of absence must be made up. Students will be given two days for each day missed to make up work. Make up time may not exceed six school days following the students return. The time allowed for makeup work may be extended at the discretion of the classroom teacher. Full credit will be given for schoolwork made up because of absences. A grade in a course may be negatively impacted due to excessive absences. Alternate assignments, quizzes, and tests may be given by the teacher as make up work.

Attendance for Classes that Meet Daily

If a student is scheduled for a class that meets every day, the student must attend both classes. For attendance purposes, an absence in one of these classes will also count as an absence for the other class. This is because the two classes are considered to be a single class.

ROOSEVELT DRESS CODE

While the primary responsibility of appearance rests with the parent/guardian, all school staff retains the right to use their discretion to determine what is appropriate for the educational environment.

Students are expected to adhere to reasonable levels of modesty. Students are expected to wear clothing that does not disrupt the school or educational environment. Clothing must be worn for its intended purpose. Specifically, students are not to wear, carry or display:

- Midriff shirts

- Tube tops/strapless
- Visible sports bras
- Clothing that reveals undergarments
- Gang-related apparel or paraphernalia
- Clothes and jewelry advertising or promoting alcohol, tobacco or drugs
- Clothing and jewelry displaying obscenities, profanity, vulgarity, racial or sexual innuendos, or a reference which may be offensive to others
- Non – religious head coverings which include hats, bandanas, scarves (these items must be out of sight in a backpack or locker inside the school)
- Picks and combs (for safety and sanitary reasons)
- Sunglasses
- Clothing that does not adequately cover the body

Any inappropriate student dress that may cause disruption to the school environment. Any clothing or other items that may present a threat to the health and safety of students, employees, visitors, or school properties are not permissible. Any violation of the Roosevelt dress code may result in disciplinary action up to and including suspension.

STUDENT ID'S

As per District policy, all DMPS high school students must wear their ID's, be able to show ID upon request, and for entry/exit to the school.

Replacement cost for a permanent ID is \$5.00. Daily temporary ID badges are \$1.00 and will be added to student fees in Infinite Campus.

Equity/Non-Discrimination Policy

It is the policy of the Des Moines 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 believe you have (or your child has) been discriminated against or treated unjustly at school, please contact the Dr. Anne Sullivan at 2323 Grand Avenue, Des Moines, IA 50312, (515) 242-7911, anne.sullivan@dmschools.org.

STUDENT DISCIPLINE CODE & PROCEEDURES

Notice: Corporal Punishment, Restraint, and Physical Confinement and Detention State law forbids school employees from using corporal punishment against any student. Certain actions by school employees are not considered corporal punishment additionally, school employees may use, "reasonable and necessary force, not designed or intended to cause pain" to do certain things, such as prevent harm to persons or property.

State law also places limits on school employees' abilities to restrain or confine and detain any student. The law limits why, how, where, and for how long a school employee may restrain or confine and detain a child. If a child is restrained or confined and detained the school must maintain documentation and must provide certain types of notice to the child's parent

If you have any questions about this state law, please contact your school. The complete text of the law and additional information is available on the Iowa Department of Education's web site: www.iowagove/educate.com

Philosophy for Discipline: Discipline in the Des Moines, Public Schools is a joint responsibility that should be shared by school staff, student, and their families. It is designed to promote behavior that will enable students to function successfully in their educational and social environments. The *District Discipline Code* is to be applied consistently and uniformly throughout the District so that students are treated fairly and equitably. The *District Discipline Code* is developed to help students understand their obligations to others in the school setting and is reflective of the concern for the dignity and growth potential of each student as well as the commitment to the safety interests of all students, staff and the community.

STUDENT MISCONDUCT

The District Discipline Code provides a description of a broad range of behaviors considered student misconduct. The behavior described should be viewed as representative of the misconduct that most frequently causes a disruption to the orderly educational process.

The acts of misconduct listed in levels; I, II, III, IV are not inclusive. The student who commits an act of misconduct that may be classified into any of the four levels will be subject to disciplinary action by the classroom teacher, student support leader, vice principal, or principal. Des Moines Public Schools administration reserves the right to make final decisions regarding disciplinary consequences.

General Discipline Guidelines

The district may impose disciplinary consequences for conduct that interferes with the educational environment. When administering discipline, district personnel shall adhere to the following general guidelines:

1. Discipline shall be administered when necessary to protect students, school employees or property and to maintain essential order and discipline.
2. Student shall be treated fairly and equitably. Discipline shall be based on a careful assessment of circumstances of each case. factors that will be considered in the administration of student discipline and factors that will be considered in determining the length of any suspension alternate education placement, or expulsion may include but are not limited to:

- a. Seriousness of offense
 - b. Student's age and intent or lack of intent at the time the student engaged in the conduct
 - c. Student's disciplinary history
 - d. Student's attitude
 - e. Potential effect of the misconduct on the school environment
 - f. State law requirements for certain disciplinary consequences
 - g. Whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assignment of the punishment
 - h. Wrongfulness of the student's conduct.
3. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom, DMPS transportation, the school, or any school-related activity and may include persistent misbehavior of Level II or higher misconduct. An administrator may find, on the basis of the facts and circumstances of the case, that a Level III offense constitutes a serious offense. Finally, a finding that a student has engaged in any offense listed as an offense under Level III or Level IV constitutes a finding that the student has engaged in serious misbehavior.

Definitions:

1. **AEP (alternate Educational Placement):** Students are placed in an educational setting determined by the District for a period not to exceed two academic semesters. However, if it is determined that the student is a threat to the safety of other student or a threat to District employees and it is determined that placement is in the best interest of the student, then the student's placement may be for a longer duration. In that situation, there is no limitation on the length of placement of a student in an AEP. Students are placed on a behavior improvement contract during their period of alternate educational placement. Serious violations of the discipline policy by students during the period of placement may result in a recommendation for expulsion.
2. **Expulsion:** The Board of Directors for the District may, by a majority vote expel a student from school for a violation of the regulations or rules established by the Board, or when the presence of the student is detrimental to the best interest of the school. When a student is expelled, he/she is not eligible to receive educational services from the District. The period of expulsion will not exceed two academic semester.
3. **Persistent:** More than one instance of similar type misconduct.
4. **Possession:** Actual care, custody, control, or management. A student shall be considered to be in possession of any substance or object prohibited or regulated by the Discipline Policy if the substance of object is (1) on the student's person or in the student's personal property such as the student's clothing, purse, book bag, or backpack. (2) in any private vehicle used by the student for transportation to or from

- school or school-related activities, such as an automobile, truck, motorcycle, or bicycle; or (3) in any school property used by the student, such as a locker or desk.
5. **Serious Offenses:** Substantial disruption or material interference with the orderly process in the classroom or school building.

General Procedures for Resolving School Problems

School problems can best be resolved at the campus level, where problems start. In order to resolve problems, parents, guardians, or students can meet with a teacher at appropriate times to discuss existing problems. If the parents, guardians, or students are dissatisfied with the teacher's decision or explanation, they can meet with the student support leader to review the area of concern. If further assistance is needed then parent, guardians, or students can meet with the grade level administrator. Parents, guardians, and student who wish to appeal the Alternate Educational Placement or who wish to appeal an expulsion should refer to the section of the Code relating to procedures for appropriate guidance.

Rights and Responsibilities in Discipline:

PARENTS/GUARDIANS *have a responsibility to:*

1. Assist school staff by sharing ideas for improving your child's learning and preventing or resolving student discipline problems.
2. Provide supervision for the child's health, physical and emotional well-being, and ensure prompt and regular attendance.
3. Provide the school with documentation for absences or tardiness.
4. Help enforce student compliance with school rules and expectations.
5. Attend parent conferences.
6. Provide appropriate supervision of students before and after school.
7. Review and discuss these documents with students, as well as other similar materials such as school handbooks.

Have a right to:

1. Receive regular official reports of the child's academic progress and attendance.
2. Make recommendations and give ideas for educational planning.
3. Participate in conferences with teachers and/or the administration.
4. Receive explanations from teachers for child's grades.
5. Read all school records pertaining to their child, within appropriate guidelines.
6. Obtain further clarification, upon request, on any rights referred to in this handbook.
7. Whenever possible, receive information in a language they can understand.

STUDENTS *Have a responsibility to:*

1. Attend school regularly, arrive on time, bring appropriate materials and be prepared to participate in class.
2. Do homework.

3. Strive for academic growth.
4. Respect the rights, feeling, and property of fellow students, parents/guardians, school personnel, visitors, guests, and school neighbors.
5. Conduct themselves properly on school grounds, school buses, at bus stops, at any school-related activities, and in the classroom so as not to interfere with the rights of others.
6. Follow discipline guidelines adopted by the school and the District.
7. Read and understand the *District Discipline Code and Procedures*.
8. Report violations of school rules.
9. Report any incidents of verbal or physical threats, bullying or abuse.

Have a right to:

1. Discuss educational concern with teachers and other school staff.
2. Receive a copy of the District Discipline Code and Procedures.
3. Receive fair discipline without discrimination.
4. Access their own records within appropriate guidelines.
5. Receive information in a language they can understand.

SCHOOLS Have the responsibility to:

1. Educate all students.
2. Treat all students with respect.
3. Provide a safe and orderly environment for learning.
4. Administer appropriate discipline procedures when student behavior prohibits learning or causes an unsafe and/or disorderly environment.
5. Provide due process to students and families in the administration of the discipline procedures.
6. Invite and welcome community members into the school.

Have a right to:

1. Take the necessary steps to ensure a safe, orderly, and supportive environment.
2. Assign students to particular school programs and activities.
3. Engage parents in problem solving throughout the three stages (preventive, supportive instruction, corrective action) of student discipline.

BULLYING, HARASSMENT AND HAZING PROHIBITED

The Board directs the Superintendent to implement appropriate procedures and regulations to maintain an academic environment that is free from harassment, including sexual harassment, and bullying. The District will take action to halt any bullying and harassment and will take appropriate corrective actions, including disciplinary measures, to remedy all violations of this policy. It is a violation of this policy for any student, staff member, volunteer, parent or business associate of the District to harass or bully any student on the basis of race, color, creed, religion, national origin, sex, gender, gender identity, age, marital status, sexual orientation, physical attributes, physical or mental ability

or disability, ancestry, political party preference, political belief, military affiliation, socioeconomic status, familial status, or any other trait or characteristic, on or in school property or vehicles, and at any school function or school-sponsored activity, regardless of the activity's location. Harassment and bullying are prohibited by the State of Iowa and this school policy. Violations of this policy or procedure will be cause for disciplinary action up to and including expulsion. The level of discipline for each incident will be determined after considering the severity of the incident and any prior incidents. The Board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect.

This policy is in effect while students or employees are on property within the jurisdiction of the District, including District-owned or chartered vehicles, and while away from school grounds if bullying, harassment, hazing, or any other victimization of students directly affects the good order, efficient management, and welfare of the District.

If, after an investigation, any student, staff member, volunteer, parent or business associate of the District found to be in violation of this policy may be disciplined by appropriate measures, which may include expulsion and termination.

Definitions. Harassment and bullying shall be construed to mean 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 and which creates an objectively hostile school environment that meets one or more of the following conditions:

1. Places the student in reasonable fear of harm to the student's person or property.
2. Has a substantially detrimental effect on the student's physical or mental health.
3. Has the effect of substantially interfering with a student's academic performance.
4. 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.

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 electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.

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. **REPORTING:** All Des Moines Public Schools stakeholders have the ability and responsibility to report any act in violation of Policy 507 to school staff and/or district staff. This report can be written, made verbally or electronically

and should be given to school administration or designee. An electronic complaint form is available via the Des Moines Public School website. The report will be logged in the reporting student's communication log. Upon receiving the report, communication must be immediately made to the building-level bullying and harassment investigator.

Investigation. Once a report is received by the District (building-level bullying and harassment investigator), an investigation will begin immediately. Investigators will consider the totality of circumstances presented in determining whether conduct objectively constitutes harassment or bullying. If the reporting student's perception of the acts matches Iowa Code 280.28, an investigation is required and must be completed as promptly as possible by the building-level investigator. All investigations must begin and finish at the building level. Building-level investigators may consult with District Administration for guidance and compliance. Investigators will ensure safety and confidentiality during the investigation. In addition, investigators will collect formal statements from the complainant, accused and can collect formal statements from witnesses, students, staff and adults. Complainants and accused students and guardians will receive a written summary notifying them of the findings of the investigation and next steps outlined by the school.

No Retaliation or False Accusation. No person shall retaliate against a student or other person because the student or other person has filed a discrimination or harassment complaint, assisted or participated in an investigation, or has opposed language or conduct that violates this policy, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension and/or expulsion.

Notification. Notice of this policy shall be communicated to staff, students, and parents of the District and to the District community. It shall be included in handbooks including those for students, staff, and volunteers; posted on the District's website; and published in any such manner as deemed appropriate.

Training. The District shall educate staff, parents, and students about harassment and bullying, effective methods of prevention, and what to do in the event of such actions. Each building will appoint, at a minimum, one staff member to be the building-level bullying and harassment investigator. The District shall participate in assessments of the effectiveness of this policy and education programs and shall make reports as required.

Other Agencies. Students, parents, and employees may also contact the Iowa Civil Rights Commission; the Des Moines Human Rights Commission; the Region VII Office for Civil Rights within the United States Department of Education in Chicago, Illinois; or the United States Equal Employment Opportunity Commission in Chicago, Illinois for assistance.

Complaint Procedures: Any person alleging a violation of these procedures may file a complaint using the *Complaint Procedures* of Series 400, Code 407, which is also described in the Employee Handbook. Employees who are aware of harassment or bullying shall file a written complaint or shall report the conduct to a principal or to the

District Investigations Specialist at 242-7841. The complainant may bypass any step of the complaint procedure where the person against whom the complaint is to be lodged is the alleged perpetrator. Series 400, Code 407 shall govern the investigation of alleged cases of physical or sexual abuse, including sexual harassment, of students by staff members.

The complainant may be required to complete a written form and to turn over copies of evidence of discrimination, harassment, or bullying including, but not limited to letters, e-mails, tapes, signs, and pictures. The investigator shall promptly begin an investigation and proceed to completion. Both the complainant and alleged perpetrator will be given an opportunity to give a statement. , parents, and volunteers shall fully and fairly cooperate in the investigation. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded, or inconclusive, will be forwarded to the complainant, to the parent or guardian, and to the alleged perpetrator. The investigator will consider the totality of the circumstances presented in determining whether the conduct objectively constitutes discrimination or harassment. The right to confidentiality, of both the complainant and the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate the allegations of misconduct and to take corrective action when this conduct has occurred.

ANTI-HAZING PROCEDURE

Hazing Prohibited: Certain forms of hazing are illegal and subject to criminal sanctions in state of Iowa. All forms of hazing are prohibited by the District both on and off District property. Hazing is a practice that diminishes the integrity of individuals and their teams, activities, and organizations. Hazing has no place in our society, particularly in an educational environment. The District is committed to emphasizing that all teams, activities, and organizations be made safe, educational, and constructive. Therefore, in support of the District's commitment to the mental, emotional and physical well-being of every student, hazing in any form is prohibited, and its practices in any manner are condemned.

Hazing Defined: Hazing occurs when an action is taken against a person for the purpose of initiation or admission into, or affiliation with any organization, team, or activity operating in connection with the District, and the action either results in or is reasonably likely to have the effect of endangering the physical or mental health of the person, or humiliating, intimidating, or demeaning the person. Hazing includes, but is not limited to;

Any type of physical brutality such as whipping, beating, striking, branding, placing a harmful substance on or in the body; any physical activity such as sleep deprivation, exposure to the elements or confinement in a particular space; any activity involving consumption of food, liquid, alcoholic beverage, drug, or other substance that subjects a student to an unreasonable risk of harm; wearing of public apparel that is conspicuous or intended to embarrass or humiliate by drawing undue attention; or any activity that induces, causes, or requires a student to perform a duty or task that involves the

commission of a crime.

Hazing shall not include any activity or conduct that furthers the legitimate curricular or extracurricular goals in a manner that is appropriate and customary for similar school programs.

Complaint Procedures: Any person alleging a violation of this *Procedure* may file a complaint using the *Complaint Procedures* of Series 400, Code 407, which is also described in the Employee Handbook. Employees who are aware of hazing shall file a written complaint or shall report the conduct to a principal or to the District Investigations Specialist at 242-7841. The complainant may bypass any step of the complaint procedure where the person against whom the complaint is to be lodged is the alleged perpetrator. The investigator shall promptly begin an investigation and proceed to completion. Both the complainant and alleged perpetrator(s) will be given an opportunity to give a statement. District employees, students, parents, and volunteers shall fully and fairly cooperate in the investigation. A written investigation report shall be completed, and a summary of the report, including a finding that the complaint was founded, unfounded or inconclusive will be forwarded to the complainant, to the parent or guardian, and to the alleged perpetrator. The investigator will consider the totality of the circumstances presented in determining whether the conduct objectively constitutes hazing.

The right to confidentiality, of both the complainant and the accused, will be respected consistent with the District's legal obligations, and with the necessity to investigate the allegations of misconduct and to take corrective action when this conduct has occurred.

No Retaliation: No person shall retaliate against a student or other person because the student or other person has filed a hazing complaint, assisted or participated in an investigation, as long as the participation or action was done in good faith. Persons who engage in retaliation or who knowingly file false complaints or give false statements in an investigation shall be subject to discipline up to and including suspension, expulsion, or termination of employment.

Corrective Action: The District will take action to halt any hazing and will take other appropriate measures which may include for student disciplinary actions including but not limited to suspension from school, removal or suspension from participation in athletic events or extracurricular activities, or referral to an appropriate law enforcement agency. Should a staff member participate in, or condone, or fail to take reasonable measures to halt hazing activity of which he or she is aware, or about which he or she should have known; disciplinary measures will be taken up to and including termination.

Notification: Notice of this procedure shall be communicated to staff, students, and parents of the District and to the District community. It shall be included in handbooks including those for student, parents, and staff, on the District's Web site, and shall be

published in any such manner as deemed appropriate.

LEVELS OF STUDENT MISCONDUCT AND INTERVENTION OPTIONS

Level I - Violation of Classroom or Transportation Rules

Each teacher or staff member establishes the rules for the classroom and for school-related activities. Much behavior can be managed by the classroom teacher. The teacher may use any of the disciplinary options listed below in maintaining classroom discipline.

Level I - Acts of Misconduct May Include but Are Not Limited to:

- 1. Violations of rules** or procedures established by the teacher
- 2. Refusal to participate in classroom activities**
- 3. Unexcused tardiness** to class
- 4. Failure to be prepared** by bringing required classroom materials or assigned work to class or failure to return written communications between home and school
- 5. Cheating, plagiarism,** or copying the work of other students
- 6. General misbehavior,** such as eating in class, horseplay, making excessive noise, or violating campus dress codes
- 7. Disruptive or non-compliant behavior** on a school bus or at a school bus stop
- 8. Failure to protect or use of other student's passwords** regarding computer accounts
- 9. Any other act that disrupts** the classroom or interrupts the operation of the class

Intervention Options/Responses:

- Verbal correction
- Teacher-student conference
- Parent contact: confirm actual contact has been made with parent either via phone call or in writing
- Student-counselor conference
- Detention (maintained by teacher) before or after school
- Other appropriate in class disciplinary actions
- Restriction of school bus privileges by the bus operator

Procedures:

1. Any staff member who observes a student violating class rules may correct the student.
2. A record of the offenses and disciplinary actions should be maintained by the teacher or staff member.
3. The teacher should discuss the misbehavior with the parent, student support leader, or support personnel.
4. Level I appeal may be made to the building administrator. The decision of the student support leader is final regarding Level I appeals.

Level II Administrator Intervention

Some infractions will result in a referral to an administrator. The disciplinary Response depends on the offense committed, the student's previous actions, and the seriousness of the misbehavior. Level II acts of misconduct include those student acts that interfere with the orderly educational process in the classroom, on school property, or at a school sponsored event. A teacher who observes a student engaged in Level II or higher misconduct will complete a discipline/referral form for the principal or other appropriate administrator. The student support leader, appropriate administrator or principal will forward a report to the parent or guardian.

Level II Acts of Misconduct May Include, But Not Limited to:

- 1. Repeated Level I violations**
- 2. Leaving without permission** including classroom or school grounds
- 3. Unexcused absences** including cutting class
- 4. Possession of matches or other flammable materials**
- 5. Smoking/Tobacco/E-Cigarettes/Vapor Products** – using, or possessing tobacco or tobacco products
- 6. Forgery** – Changing school record or documents or signing a parent's name on school documents.
- 7. Selling or soliciting unauthorized merchandise** on school campus without the authorization of the building principal
- 8. Profanity**, vulgar language, or obscene gestures.
- 9. Inappropriate display of affection**
- 10. Posting or distributing unauthorized materials** on school grounds
- 11. Failure to abide by rules and regulations** at extracurricular activities or at co-curricular activities such as field trips.
- 12. Loitering** in unauthorized areas
- 13. Use or operation of electronic communication systems** (i.e. cell phones, or any other type of electronic communication system) or iPods, Mp3 players, personal radios or personal music devices on school campuses or at functions during school hours with the final determination of the limits made at the individual campus level
- 14. Cafeteria disturbance**
- 15. Refusal to comply with a school's mandatory dress code policy**
- 16. Minor physical contact**
- 17. Disruptive behavior** on a school bus or at a school bus stop
- 18. Violation of the district's acceptable use policy**
- 19. Sending or forwarding inappropriate e-mail**, including e-mail containing offensive language, untruthful statements, junk e-mail, chain letter, or jokes that results in a disruption to the educational environment
- 20. Other acts interfering with the orderly educational process** in the classroom or the school

Intervention Options/Responses:

- Parental contact by phone and written or oral notification to parent or guardian
- Required student support leader/student/parental conference
- Detention
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Removal of school transportation privileges
- “Behavior” or “conduct” contracts
- Suspension of transportation privileges
- Suspension for up to three school days per occurrence
- Revocation of within-District open enrollment status for the following school year
- Any other appropriate disciplinary actions determined by the administration

Procedures:

1. Referral to student support leader.
2. Student support leader confers with student and/or teacher to establish appropriate action.
3. Written or oral notification of action is sent to parent. Notification is sent to the teacher indicating action taken.
4. Discipline Referral is retained by the student support leader
5. Level II behavior violations and intervention option/responses are not limited to those provided.
6. Repeated violations shall result in a more severe response and/or referral to Level III
7. A Level II appeal may be made to the grade level administrator. The decision of the grade level administrator is final regarding Level II appeals.

Level III – Suspension and/or Optional Recommendation for Alternate Educational Placement (AEP):

Level III acts include misconduct for which a student support leader or administrator may suspend the student, place the student into in-school suspension, or, if the student support leader or administration finds the Level III misconduct to be serious or persistent as defined in this Discipline Code, refer the student to a district level alternate educational placement (AEP). The principal or other appropriate administrator/designee makes the disciplinary determination on the basis of the severity of the misconduct.

Level III – Acts of Misconduct May include, but are not limited to:

1. **Chronic or repeated level and/or Level II offenses.**
2. **Fighting**, which is defined as two or more students mutually engaging in offensive physical contact.
3. **Assault** which is defined as an act intended to result in physical contact that will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act. *** An assault that results in bodily injury is considered a more serious Level III offense and may result in a more severe consequence up to a recommendation for expulsion.**

4. **Gambling**
5. **Stealing/theft** of property in an amount under \$500.
6. **Truancy** including but not limited to repeated instances of cutting class
7. **Weapons/Ammunition possession** including but not limited to:
 - a. knife, which includes razor blades, utility knives, X-ACTO knives, or other objects that are designed to cut
 - b. fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device that may be used to disrupt the educational process
 - c. live ammunition or bullets
 - d. BB guns, pellet guns, or air rifles, electric stun guns or other protective devices designed to administer an electric shock
 - e. Replica of a gun that is sufficiently similar in appearance to a real gun such that if pointed or shown to another person, a reasonable person may believe the student to be in possession of a firearm
8. **Persistent disruptive behavior** on a school bus
9. **Interfering with school authorities**, failing to comply with reasonable requests of school personnel, defiance of the authority of school personnel, and/or display of disrespect toward school personnel or campus visitors
10. **Disruptive demonstration** that substantially disrupts or materially interfere with school activities. This includes such act as boycotts, sit-ins, trespassing, and walkouts.
11. **Behavior contract violations**
12. **Harassment/Indecent exposure/unsolicited sexual proposal**

Harassment includes threatening to cause harm or bodily injury to another Student engaging in sexually intimidating conduct or causing unwanted sexual advances, causing physical damage to the property of another student subjecting another student to physical confinement or restraint or maliciously taking any action that substantially harms another student’s physical or emotional health such that it has the purpose or effect of substantially interfering with a student’s education by creating an intimidating hostile or offensive educational environment
13. **Participation in illegal organization** or other criminal combination prohibited by law that is defined as an organization composed at least in part of student and that seeks to perpetuate itself by recruiting members from the students enrolled in school on the basis of the decision of its membership rather than on the free choice of a student in the school who is qualified by the rules of the school to fill the special aims of the organization,. Participation includes indirect participation such as recruiting and indirect guidance or leadership of the activities, wearing dress or attire or possession of paraphernalia of such illegal organizations.
14. **Intimidation, extortion or bullying**, which includes any communication Toward a student including electronic, telephonic, written or verbal communication, or any physical act or conduct 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.
15. **Hazing**, which includes any action taken against a person for the purpose of initiation or admission into, or affiliation with any organization, team, or activity operating in connection with the District, and the action either results in or is reasonably likely to have

- the effect of endangering the physical or mental health of the person, or humiliating, intimidating, or demeaning the person.
16. **Vandalism** resulting in the destruction or defacing of any district property such as graffiti. This includes but is not limited to rendering computers or related equipment inoperable or damaging them by erasing data with magnets; intentionally introducing viruses, worms, or Trojans; or tampering with programs or data without authority.
 17. **Continued violation of the District's Acceptable use Policy**
 18. **Possession or use of any prescription or nonprescription drug**, medicine, vitamins or other chemical in violation of the Guidelines for Dispensing Medication at School.
 19. **Possessing alcohol or controlled substance or drug paraphernalia**
 20. **Under the influence of alcohol or a controlled substance**
 21. **Distribution of alcohol**
 22. **Possession of inhalant** Engaging in conduct that contains the elements of an offense relating to an amusable or volatile chemical or possession of inhalant paraphernalia
 23. **Burglary** of a DMPS facility or committing burglary on DMPS property.
 24. **False report against a staff member** knowingly made and that is later determined to be unsubstantiated at the conclusion of any investigation initiated as a result of the report
 25. **False alarm or report, or terroristic threat** Terroristic threat is defined as threatening to commit violence or harm to any person or property with intent to cause an emergency response or that places any person in fear of imminent serious bodily injury or interrupting the occupation or use of a building, room, place of assembly or place to which the public has access by threats of violence or other means, or causing impairment or interruption of public communications, public transportation, the public water, gas, or power supply, or other public service.
 26. **Making a "hit list,"** in which a student makes a list of people to be harmed by means of a firearm, a knife, or any other object to be used with the intent to cause bodily harm.
 27. **Retaliation against any school employee** such as intentionally or knowingly threatening to harm another by unlawful act in retaliation for that person's performance of his or her official duties, unless the student engages in conduct punishable as a felony in retaliation against a person, in which case the student may be expelled under Level IV.
 28. **Felony conduct** There are two instances of felony conduct for which a student must be referred to an AEP. The placement made in accordance with this section shall be for any period considered necessary on the basis of the circumstances and facts known; however, the student shall still receive a review of the placement after the time designated by the behavior improvement contract. The circumstances include:
 - a. Engaging in any conduct punishable as a felony while on campus, at a school-related function or activity.
 - b. While enrolled in DMPS and regardless of the location of the offense, receiving deferred judgement or a finding by a court or jury of delinquent conduct, or the reasonable belief of the principal that the student has committed one of the following felony crimes: murder, manslaughter, voluntary manslaughter, false imprisonment, kidnapping, aggravated kidnapping, indecency with a child, any degree of sexual assault, injury to a child, elderly individual, abandoning or endangering a child, terroristic threat, or tampering with a consumer product,

regardless of where the offense occurs.

29. Assisting (directly or indirectly) with the promotion of any prohibited behavior under this Discipline Code.

30. Other acts of serious misconduct that disrupt the school environment in the classroom and/or school.

The terms of a placement in an Alternate Educational Placement (AEP) under this required placement section, as well as under Level III prohibit the student from attending or participating in any school activities.

Intervention Options/Responses:

- Required student support leader/student/parent conference
- Restitution or restoration, as applicable, for vandalism to property
- Exclusion from extracurricular activities, such as field trips, and commencement exercises/award ceremonies
- Placement of the student into in-school suspension
- Revocation of within-District open enrollment status for the following school year
- Suspension for up to three school day per occurrence
- Removal of transportation services for up to one year
- Restriction or removal of computer-use privileges for up to one year
- Referral for placement in Alternate Education Placement (AEP) (suspension not to exceed 10 school days)
- Referral for counseling service regarding substance abuse assessment
- Any other appropriate disciplinary actions determined by the administration

Procedures:

1. Referral to student support leader/administrator
2. Student support leader/administrator confers with student and parent about the misconduct. The student is given an opportunity to explain the incident. The administrator determines misconduct.
3. Repeated violations shall result in a more severe response and/or referral to Level IV.
4. Student support leader/administrator determines whether the student engaged in Level III misconduct that is serious in nature that warrants a referral for an AEP. If a student support leader/administrator determines that the student engaged in a serious offense, then the student support leader/administrator contacts the central office administration to start AEP referral process. When the student is recommended for an AEP, the parent shall be given a letter stating the reasons for the placement. In determining the length of the placement the student support leader/administrator shall consider such factors as seriousness of the offense, student's age, frequency of misconduct, on the school environments, state law, requirements for certain disciplinary consequences and whether the facts of the case warrant consideration of self-defense as a mitigating factor in the assessment of any punishment.
5. Special Education students may not be placed in an alternate educational

placement unless the IEP Committee determines that it is educationally appropriate and that the student has engaged in conduct for which referral to an alternate educational placement is authorized.

6. Administrative representatives from sending and receiving schools meet with parent or guardian to review AEP and student behavior improvement contract.
7. A Level III appeal may be made within five day in writing to the District Office. Parent/Guardian will received decision of district administration within three business days of receiving the appeal. The decision of the district administration is final regarding Level III appeals.
8. District administration will review student progress with schools to determine student placement following completion of AEP. After assessing the student's progress, those in attendance may decide that the student (1) remain in the AEP; (2) be removed from the AEP and placed in a non-disciplinary alternate educational program to more appropriately address the student's needs; or (3) may return to the sending campus or the campus to which the student is presently zoned.

Level IV – Required Alternate Education Placement or Recommendation for Expulsion for Serious Offenses:

Level IV acts of misconduct include serious misbehavior and/or illegal acts that threaten to impair the educational efficiency of the school or that most seriously disrupt the orderly educational process in the classroom and/or the school.

Students may be expelled for any violation listed under this section. Expulsion may occur if the Level IV act of misbehavior occurs on school property or at a school-sponsored or school related activity on or off of school property. Students receiving Special Education services that commit a Level IV offense shall be recommended for alternate educational placement pursuant to the procedures set forth in the preceding section.

Level IV - Acts of Misconduct Include the Following Acts That May Result in Required Alternate Education Placement or Recommendation for Expulsion:

1. Threat with a weapon This involves the display or use of a weapon (including but not limited to replica guns) with the perceived intent to inflict harm or injury to another person while on school property, at a school-sponsored event, or while away from school grounds if such conduct directly affects students or staff.

2. Firearm/Dangerous weapons A dangerous weapon includes any instrument designed primarily to use in inflicting death or injury upon a human being or animal, and which is capable of inflicting death upon a human being when used in the manner for that it was designed. This also includes any instrument of any sort whatsoever which is actually used in such a manner as to indicate that the person using it intends to inflict death or serious injury upon another, and which is capable of inflicting death upon a human being. Dangerous weapons include, but are not limited to, any dangerous weapon as described in Iowa Code Section 702.7 (2007), pistol, revolver, or other firearm, dagger, razor, stiletto, switchblade knife, knife having a blade exceeding five (5) inches in length, or any portable device or

weapon directing an electric current, impulse, wave, or beam that produces a high-voltage pulse designed to immobilize a person.

3. Distribution of a controlled substance. The sale or dissemination of a controlled substance while on school property or at a school sponsored event.

4. Possession with intent to distribute Possession of a specified amount of a controlled substance as identified in Iowa Code Chapter 124. The District shall rely on the School Resource Officers or other investigating police officer to advise if the amount of a controlled substance in the student's possession meets the "intent to distribute" standard.

5. Arson Causing a fire or explosion, or placing any burning or combustible material, or any incendiary or explosive device or material, in or near any property with the intent to destroy or damage such property, or with the knowledge that such property will probably be destroyed or damaged, is arson, whether or not any such property is actually destroyed or damaged.

6. Assault of Staff Member resulting in bodily injury. Engaging in an assault as defined under Level III.

7. Sexual Assault. Any sex act between persons if the act is done by force or against the will of the other. If the consent is obtained by threats of violence or if the act is done while the other is under the influence of a drug inducing sleep or the person is in a state of unconsciousness, the act is done against the will of the other.

8. Habitual Disruptive Behavior. Continued serious and persistent violations of Level III offenses.

Expulsion Procedures:

1. Referral to administrator.
2. Administrator confers with student and parent about the misconduct. The student is given an opportunity to explain the incident.
3. The administrator determines misconduct.
4. Administrator determines whether the student engaged in Level IV misconduct that is serious in nature that warrants a recommendation for expulsion. If administrator determines that the student engaged in violation of a Level IV offence, then administrator contacts district administration and general counsel to start the expulsion referral process.
5. When a student is recommended for expulsion, the social worker from the school will be assigned to assist the student and his or her family throughout the expulsion process and will also be present at the expulsion hearing. The student and his or her parent/guardian will be notified of the time and place of the hearing and shall be given a packet of information at least 48 hours before the expulsion hearing that contains the supporting documentation as to why the administration is recommending the student be expelled.
6. A panel comprised of at least four members of the Board of Directors shall make the determination whether or not to expel a student from school. The Board of Directors is provided with the same packet of information regarding the documentation supporting the administration's recommendation for expulsion as the student and his or her parent/guardian.

7. The panel of Board of Directors shall meet to conduct a hearing regarding the recommendation for expulsion and the hearing shall occur within ten (10) school days after the student's suspension from school.
8. At the hearing, an administrator will present the information to the Board that supports the administration's recommendation for expulsion.
9. The student's family or representative will have a chance to provide information that rebuts the information provided by the administration or to present new information that either demonstrates the student did not engage in the conduct for which he or she is accused, or any mitigating information. Student witnesses are not allowed to be present at the hearing on behalf of either the student or the district.
10. After the panel of the Board of Directors receives information on behalf of the district administration and on behalf of the student, the panel will meet in an executive closed session to discuss the evidence. The panel will then reconvene in open session to act on the recommendation of expulsion.
11. The student and his or her family will be notified of the decision in a timely manner.
12. If the Board acts to deny the expulsion the student will be placed in a school by district administration.
13. If the Board acts to expel, the student will be required to follow all recommendations of the expulsion.
14. At the conclusion of the expulsion period, district administration will ensure that the conditions of reinstatement have been met and determine appropriate school placement.
15. Iowa law provides for the appeal of a school board determination to expel a student to the Iowa State Department of Education. The phone number is (515) 281-8661

Search and Seizure

Search by school Staff Relating to Student, Protected Student Areas, Lockers, Desks, and Other School Facilities or Spaces. (Code 519)

I. Searches of a student or protected student area.

A. A school official may search an individual student and a protected student area if:

1. The official has reasonable grounds for suspecting that the search will produce evidence that a student has violated or is violating either the law, or a school rule or regulation, or any other reasonable expectation of student conduct.
2. The search is conducted in a manner which is reasonably related to the objectives of the search and which is not excessively intrusive in light of the age and gender of the student and the nature of the infraction.

B. All searches of students or protected student areas must be reasonably

related in scope to the circumstances which gave rise to the need for the search and based upon consideration of relevant factors which include, but are not limited to, the following:

1. The nature of the violation for which the search is being instituted.
2. The age and gender of the student who may be searched, and
3. The objectives to be accomplished by the search.

C. If a student is not or will not be present at the time a search of a protected student area is conducted, the student shall be informed of the search either prior to or as soon as is reasonably practicable after the search is conducted.

II. Inspections of lockers, school desk and other provided spaces.

A. School Officials may conduct periodic inspections of all, or a randomly selected number of, school lockers, desks, and other facilities or spaces owned by the school and provided as a courtesy to students. Periodic inspections of school lockers, desks, or other facilities or spaces owned by the school and provided as a courtesy to a student, may be conducted by a drug/contraband sniffing animal.

B. The furnishing of a school locker, desk, or other facility or space owned by the school and provided as a courtesy to a student shall not create a protected student area, and shall not give rise to an expectation of privacy on a student's part with respect to that locker, desk, facility, or space. Allowing a student to use a separate lock on a locker, desk, or other facility or space owned by the school and provided to the student shall not give rise to an expectation of privacy on a student's part with respect to that locker, desk, facility, or space.

C. Students are permitted to park on school premises as a matter of privilege, not a right and parking provided as a courtesy to students. The interior of a student's automobile on the school premises may be searched without a search warrant if there is reasonable suspicion that a student has violated or is violating the law, or has illegal, unauthorized, or contraband items contained inside.

D. Each year when school begins, all district schools shall provide written notice to all students and the students' parents, guardians, or legal custodians, informing them that school officials may conduct periodic inspections of school locker, desks, and other facilities or spaces owned by the school and provided as a courtesy to student without prior notice. An inspection under this policy shall either occur in the presence of the student who's locker is being inspected or in the presence of at least one other person.

III. Prohibited Searches

A. School officials shall not conduct a search, which involves:

1. A strip search.
2. A body cavity search.
3. The use of a drug/contraband sniffing animal to search a student's body.
4. The search of a student by a school official not of the same sex as the student.

IV. Definitions

- A. "Protected student area" includes, but is not limited to:
1. A student's body.
 2. Clothing worn or carried by a student.
 3. A student's pocketbook, briefcase, duffel bag, book bag, backpack, knapsack, or any other container used by a student for holding or carrying personal belongings of any kind and in the possession or immediate proximity of the student.
- B. "School official" means licensed school employees, including, but not limited to, principals, vice principals, student improvement leaders, administration, teachers, counselors social workers, and also means unlicensed school employees employed for security or supervision purposes such as campus monitors.

Student Conduct Violations.

Learning can be effective in a school only when the school environment operates within a safe and orderly atmosphere. Disruptive conduct anywhere on the school grounds will be cause for disciplinary action.

Acceptable Student Conduct.

All student are expected to conduct themselves in a courteous and appropriate manner at Roosevelt High School and events associated with Roosevelt.

If a teacher or staff member finds it necessary to send a student from class because of disruptive or uncooperative behavior, the student will be sent to the appropriate administrator or student support leader.

The ladder of consequences for student misconduct will include the following:

Behavior	Automatic Intervention
<p>1. Level I Documented Pattern of Behavior <i>Documented pattern of behavior refers to a series of actions redirected within the classroom in accordance with the classroom rules.)</i></p> <p><u>Examples:</u></p> <ol style="list-style-type: none"> a. Violation of classroom rules b. Refusal to participate c. Unexcused tardies, up to 4 d. Minor disruptive or minor noncompliant behavior e. Use of another student's passwords 	<p>May include but Are Not Limited to:</p> <ul style="list-style-type: none"> • Teacher instruction on correct behavior • Parent contact by phone or e-mail by teacher • Detention • Conference with student • Move seat

<p>2. Level II</p> <p><u>Examples:</u></p> <p>a. Chronic or serious disruption of classroom rules</p>	<p>May include but Are Not Limited to:</p> <ul style="list-style-type: none"> • Contact by teacher to parent by end of school day • Conference with student • Parent contact
<p>b. Chronic refusal to participate refusal to serve detention for tardies.</p> <p>d. Chronic disruptive or noncompliant behavior</p> <p>e. Leaving without permission</p> <p>f. Unexcused absences</p> <p>g. Possession of matches/lighters or other flammable materials</p> <p>h. Smoking/tobacco/vapor products</p> <p>i. Forgery</p> <p>j. Selling or soliciting unauthorized merchandise</p> <p>k. Profanity</p> <p>l. Inappropriate display of affection</p> <p>m. Posting or distributing unauthorized materials</p> <p>n. Failure to abide by rules and regulations (extracurricular events/field trips)</p> <p>o. Loitering</p> <p>p. Cafeteria disturbance</p> <p>q. Refusal to comply with school's mandatory dress code policy</p> <p>r. Disruptive behavior on bus/or bus</p>	<ul style="list-style-type: none"> • Held out of class for up to 45 minutes • Two (2) 30-minute detentions • Instructional lunch • Community Service • Counseling • Conflict resolution • Activity suspension • Out-of-school suspension • Restitution • Other interventions may be utilized as deemed appropriate

<p>3) Level III</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> a. Chronic or Repeated Level II b. Fighting c. Assault d. Gambling e. Stealing/Theft f. Truancy g. Weapons/Ammunition possession h. Persistent disrupted behavior i. Interfering with School Authorities j. Disruptive demonstration k. Behavior Contract violations l. Harassment/indecent exposure/ unsolicited sexual proposal m. Participation in an illegal organization n. Intimidation, extortion or bullying o. Hazing p. Vandalism q. Continued District's Acceptable Use Policy violation 	<p>May include but Are Not Limited to:</p> <ul style="list-style-type: none"> • Investigation • Witness statements • Searches • Escort from building • Police case or other police actions • Nurse evaluation • Confiscation of contraband • One (1) week activity suspension • Code of Conduct violation • Parent conference prior to re- engagement • Schedule changes • Counseling interventions • Conflict mediation • Restitution • Passing time restrictions • Internet restrictions and/or revocations
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<ul style="list-style-type: none"> r. Possession or use of any prescription or nonprescription drug s. Possessing alcohol or a controlled substance or drug paraphernalia t. Under the influence of alcohol or a controlled substance u. Distribution of alcohol v. Possession of inhalant w. Burglary x. False Report Against a staff member y. False alarm or report, or terroristic threat 	<ul style="list-style-type: none"> • Out-of-school suspension • Recommendation for revocation of OE • Recommendation for alternative placement
<p>4) Level IV</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> a. Threat with a weapon b. Firearm/dangerous weapon c. Distribution of a controlled substance d. Possession with intent to distribute e. Arson f. Assault of staff member resulting in bodily injury g. Sexual assault h. Habitual disruptive behavior 	<p>May include but Are Not Limited to:</p> <ul style="list-style-type: none"> • Out-of-school suspension with recommendation for expulsion • Police case

NOTE: If multiple infractions occur simultaneously, the most severe infraction takes precedence.

LOCKERS AND LOCKS

Students are assigned lockers with partners, by a teacher or Operations personnel. Student may store their coats, hats, backpacks, and necessary school supplies in their lockers. Students may not place their own padlock on a locker.

In addition, physical education lockers and padlocks will be available for purchase or loan to all Roosevelt students upon request. Student may purchase their own lock. It is each student's responsibility to secure their belongings while in PE class. The school is not liable for lost or stolen property. Students will receive specific information from the physical education instructors in gym class regarding the issuing of lockers.

PLEASE DO NOT SHARE YOUR LOCK OR COMBINATION.

The school does not assume any responsibility for lost or stolen articles. It is the student's responsibility to make sure their lock are secure. At the end of each school year, student clean out their lockers and do not use lockers during the last two days of school. **THE SCHOOL IS NOT RESPONSIBLE FOR ANY ITEMS LEFT IN LOCKERS AFTER THE FINAL CLEAN OUT DAY.**

If school administrators have reasonable cause to believe that a search of a student lockers will disclose violation of lawful or valid rules and regulations of the school (relating to discipline or health of student), they will conduct a search. The school does reserve the right to open lockers for repair, cleaning, and inspection.

LUNCH REGULATIONS

The school administration is concerned about the possibility of traffic accidents by students hurrying to lunch some distance from school, however, parents may allow students (grades 10-12) to leave the campus during his/her lunch period. Students who remain in the buildings during lunch will be in the cafeteria, commons, or the hallways directly outside of the cafeteria.

During lunch, students will:

- Stay in designated areas
- Show respect to self and others
- Consume all food and drink in the cafeteria
- Be mannerly and orderly in lunch line and tables
- Leave tables and chairs in place
- Clean up after themselves
- Return trays to kitchen window
- Trays must remain in the cafeteria

Breakfast may be purchased from 7:00 – 7:30 a.m. in the school cafeteria. Several food choices are available including many ala carte items. Free and

reduced lunches are also available. Online applications are available during fall registration and throughout the school year on the DMPS website in the school lunch tab. The online form must be completed yearly and expires at the end of each school year.

PARKING AND VEHICLE REGISTRATION.

Parking at Roosevelt may be difficult for everyone. Please read this section carefully and refer any questions to your appropriate administrator.

Parking Lot Expectations

TRHS campus and parking lots will be safe, clean, and congestion free.

Students will:

- Place litter in containers
- Drive safely on and around school property
- Keep vehicle noise levels appropriate (i.e. music, mufflers)
- Park in the lots only if issued a parking permit (grades 11 & 12)
- Display current parking permit in lots or on street.
- Be in the parking lot only when arriving or being dismissed from school
- Park in designated student lots, south lots, or on the street.

Registering a Vehicle.

All student vehicles must be registered with the vice principals' office. A limited number of parking permits will be issued to 11th and 12th grade students for a fee of \$20 on a first come first serve basis. The parking permit will authorize students to park in the posted student parking lots on the south side of the building. Students from 11th and 12th grades will be eligible for the parking permit only if all past school debt has been cleared. Freshmen and sophomores who drive to school will have street parking only. Displaying a parking permit allows easy identification of a student vehicle, when necessary, by school officials and the police department.

Parking permits will be available for purchase at registration and throughout the year in the vice principal's office as long as they are available. The parking permit must be displayed properly in your car. Failure to display a parking permit may result in consequences that may include the vehicle being towed without notice. When driving a vehicle without a permit, for whatever reason (i.e. when you drive a different vehicle than registered), write your parking registration number on a piece of paper and display it on the dashboard on the driver's side. If you change cars permanently during the school year, update the information in the vice principals' office asap. See the vice principals' secretary for replacement parking permit procedures.

Parking permit Violations

Juniors and seniors who fail to register their vehicle or do not display the parking permit when parking in the school lot will receive the following consequences:

- 1st Offense – Subject to citation

Legal Parking

Junior and senior students with a parking permit may use the south parking lots. Parking between two yellow parallel lines in the parking lot is considered legal parking.

Parking Violations defined.

Students who drive to school accept the responsibilities for parking and operating their vehicle appropriately. No verbal warnings are given for violations, and the City of Des Moines citations will be issued for violations. Illegal parking includes, but is not limited to the following:

- Parking in the triangle marked spaces at the end of rows.
- Parking in the middle of the lots or on sidewalks.
- Blocking Rider Drive.
- Blocking the sides of the driveways.
- Parking in marked staff handicapped, and visitor parking areas.
- Blocking cars in.
- Parking on the grass.

Violations also included are reckless driving in school lots and driving on the grass. Students may receive a City of Des Moines citation for illegal parking on private property.

Illegal Parking Violations

Cars parked illegally may result in a \$40 ticket and/or the following consequences:

- 1st Offense – Subject to citation or towing, depending on offense.

Tow Away Zones on Center Street

Students are reminded of the yellow NO Parking zones on Center Street directly across from Rider Drive, which is monitored by the campus monitors, school resource officer, and the Des Moines, Police Department.

NOTE: The Des Moines Police Department may ticket and/or tow a vehicle without notice to the school or driver if a vehicle is parked in the yellow NO parking zone on a city street or during snow ordinance.

Tow Away Zones

(Towed without notice to student)

- Receiving area
- Rider Drive
- Yellow **NO Parking zones** in school lot
- Student vehicles in staff lot on north side of building.
- Student vehicle in Visitor, Handicapped, or specifically identified spaces

- Freshmen or sophomore cars parked in any parking lot

Additional Information

Students who operate their cars in an unsafe manner will have their parking privileges suspended. Students will not be allowed to loiter in the parking lots/streets during school hours or at lunch times. Students are encouraged to car pool, as all parking is limited at TRHS. Parents are encouraged to drop student off at the commons south entrance, which is also the bus drop-off. For handicapped access, Rider Drive on the west side of our building is reserved for handicap and bus drop off traffic only. Students must have their ID's ready for checking in upon entering the building at these locations.

SNOW ORDINANCE

The Waveland Neighborhood is now a "snow ordinance" area. This means student **will not** be able to park on streets surrounding Roosevelt until they are plowed after 2" of snow. If it is snowing and cars are parked on the streets, they will be issued a \$40.00

Ticket by the City of Des Moines. We strongly urge students to carpool or get rides on snow ordinance days.

TIPS FOR BEING SUCCESSFUL AT THEODORE ROOSEVELT HIGH SCHOOL

1. Decide to be a student and learner.
2. Be aware of and work towards the learning standards for each class.
3. Ask questions or go in for help if you are having difficulty.
4. Have a quiet place at home in which you spend the same time studying and going over your class work each night.
5. When you get an assignment, start on it as soon as possible and get it done ahead of time.
6. Budget your time wisely.
7. Be organized and keep your studies in a 3-ring notebook with subject dividers, paper and necessary supplies.
8. Come to class and be on time each day. If you are absent, check with the teacher to see what you missed.
9. Get to know people and call them by name.
10. Be positive and upbeat – smile and the world smiles back.
11. Get involved, join in school activities.
12. Go to the games and function- you will only get one chance in your life to go through high school and enjoy these social events.
13. Appreciate others for who they are; everyone has good things about them.
14. Reason with your head and heart... don't depend upon total emotions to guide your path.
15. Use good judgement in all that you do and say – think about it.
16. Be thankful you are going to a school with a diverse population – the real world is full of diversity.
17. Every day, think about what you want to be in your adult life.

