Mission Statement

The West Fork Community School District is dedicated to creating successful learners, citizens, and leaders.

Vision Statement

West Fork students will be proud of their educational experience and confident in their ability to succeed in a complex global environment.
The 2018-19 school year is off to a great start! Our West Fork students and staff enjoyed a fun-filled homecoming celebration kicked off by a first-ever Booster Club rally held the Sunday before homecoming week. In addition, our students partnered with local businesses to decorate storefronts along with filling our own buildings with school spirit by decorating lockers and halls. Although the week was generally rainy, the skies cleared so we could bring the preschool thru grade 12 Warhawks together for a parade and pep rally. The energy in the gymnasium on this day is something you have to experience to believe.

During professional learning time this year, our staff has been working on breaking down the Iowa Core Curriculum to identify the essential skills students need to be successful. Through this work, we are establishing new ways to identify the essential curricular components, methods of instruction and the appropriate assessment to monitor student growth. Our district has also created an intervention system (MTSS- Multi –Tiered System of Support) that we are utilizing during our “Warhawk Time / WIN Time” which is scheduled into every school day. During this time, many students are getting support on the specific skills they may need to create that solid educational foundation. This instructional work coupled with the support of our district-wide Teacher Leadership Program has paved the way for rising achievement levels for all learners. An additional piece has been added for our professional learning time this year. The district has provided all teachers and para-educators with a copy of the book “Help for Billy” by Heather T. Forbes, LCSW. Staff members will be reading the book throughout the year and once per month they will take time to process the content of the book utilizing the study guide to support the learning. It is our goal to have this work help staff understand the social and emotional needs of children and how to best understand student needs so all students can perform at high levels.

As the fall season begins to wind down, West Fork CSD encourages students and parents to get involved and take an active role in the education process. The 21st Century is upon us and preparing students to be successful in all endeavors requires a team approach. Let’s make the 2018-19 school year the best one yet and show our Warhawk Pride!

Yours in Education,
Darrin Strike
Superintendent
High School Counseling

ACT Information:
The remaining 2018-2019 ACT registration deadlines and tests dates are as follows:

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline</th>
<th>Late Registration (Late Fee Required)</th>
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<tr>
<td>December 8, 2018</td>
<td>November 2, 2018</td>
<td>November 19, 2018</td>
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<tr>
<td>February 9, 2019</td>
<td>January 11, 2019</td>
<td>January 18, 2019</td>
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<td>April 13, 2019</td>
<td>March 8, 2019</td>
<td>March 25, 2019</td>
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<td>June 8, 2019</td>
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<td>July 13, 2019</td>
<td>June 14, 2019</td>
<td>June 24, 2019</td>
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Students and their parents are able to sign up to take the test on act.org. The cost to take the ACT is $50.50 unless you are eligible for free and reduced lunch and the test fee can be waived. Please contact me if you are in need of a waiver or if you have additional questions.

NIACC Classes:
A NIACC Representative will be at the school on Monday, October 29, to register students for spring semester courses. A CareerLink brochure that lists courses offered will be available for students to pick up beforehand to review. The NIACC Representative will also be available on Thursday, November 8, from 4:00 - 8:00 to answer questions during conferences.

FAFSA:
The Free Application for Federal Student Aid is now available online at https://studentaid.ed.gov/sa/fafsa. This should be completed for graduating seniors planning to attend college next year.

A Financial Management Advisor/Enrollment Specialist, also from NIACC, will be available on Monday, November 5, from 4:00 - 8:00 in the computer lab to help students and their parents complete their FAFSA. No appointment is necessary and you do not need to be attending NIACC to receive assistance with the process. If you are unable to attend during this time, you can set up a free, private appointment on the NIACC campus.

If you have additional questions regarding the FAFSA or need help setting up an appointment at NIACC, please let me know.
Preschool News

By Mrs. Sturges

We are having a lot of fun in preschool! The students have done a great job learning the routines of school and are very busy with fall activities. The 4 year olds worked hard on fall tree paintings using tempera paints. Students learned a lot about the colors leaves change. This class also has worked hard on learning patterns, and they created an AABB pattern during homecoming week with jersey, jersey, football, football. The 3 year olds have been working hard on developing their fine motor skills. They have been tearing paper and recently began cutting with scissors. They created orange pumpkins with the paper they tore. We recently had a visit for the Farm Bureau where 3 year old students learned about animals that live on a farm and animals that live at a zoo. The 4 year olds learned about sounds on a farm. We are off to a great start and are excited to continue learning in preschool!
Sheffield Preschool
By Andrea Engh and Alexis Hansen

The preschoolers in Sheffield have been busy learning the routines and rules of school. We've started learning about apples and fall changes. We have painted with apples, tasted red, yellow, and green apples, and made patterns with apples. We are going to be learning all about fire safety and pumpkins coming up in October. We are looking forward to a fantastic year of learning and growing!

Pre-Kindergarten with Mrs. Determan

Pre-Kindergarten is off to a great start. We had fun celebrating Johnny Appleseed the week of September 24-28. We cut up apples and counted the seeds in one of the apples then drew the amount of seeds onto an outlined apple.

After learning more about who Johnny Appleseed, or John Chapman, was, we made pot hats to wear on our heads like Johnny Appleseed did during his apple-seed planting travels throughout the United States.

We are looking forward to many new learning adventures like this one throughout the 2018-2019 school year in Mrs. Determan's class at West Fork Elementary School in Sheffield.

ELEMENTARY NEWS

Our year is off to a great start with our 37 lovable and energetic kindergarteners! We started our first day with a fun little story. After reading *The Kissing Hand*, the main character Chester the Raccoon jumped out the book and led us on a hunt through the school. During our search for him, the students were introduced to many of the classrooms and places that they will spend time learning in this year. Chester left us clues in the art room, gymnasiums, library, cafeteria and the main office. We finally ended our hunt when we found a treat that he had left for us right before he hopped back into the book! This year we are continuing to use the Workshop Model in reading and writing. The students are off to a great start with their early reading and writing. In math they have been working on positional words and 2 & 3-D shapes.

We are excited for a fun year of reading, playing and learning together!

-Mrs. Ditsworth & Mrs. Chyle
(The Kindergarten class of 2018-2019.)

(Mrs. Willms reading one of Chester’s clues to a group of Kindergarten students.)

(Students following Chester’s footprints.)
Sheffield Elementary Music
By Katy Wilson

In 1st grade music, we have been preparing spooky Halloween songs for our field trip to the Sheffield Care Center and Assisted Living on October 26th. While practicing these songs, we have learned how to spell the word “halloween,” how to dance the “boogaloo,” and even how to sing scat (jazz).

In Kindergarten music, we have been learning about sol, mi, and la. We have learned that these notes can be used in different patterns to make songs. We have also worked on hearing the difference between high and low sounds. We have sung, danced, and even played instruments as well.

In Pre-Kindergarten music, we have been marching and clapping to a steady beat, singing classic children’s songs like “Twinkle Twinkle” and “If You’re Happy and You Know It,” inventing dance moves to go with our songs, and playing instruments like the triangle, drums, and claves.

Elementary PE

For grades 3,4,5 we have been preparing to run our half mile and mile runs. We have also been reviewing rules of kickball. 2nd grade has been busy playing Grab the Bacon and Zoo Keeper the last couple of weeks. If your students haven’t brought a pair of tennis shoes to school to leave for PE please do so as soon as possible. They do not have to be new just a pair with clean bottoms that your student can change into for class.

2nd Grade

The second grade classes are learning about Life Cycles. The students brought in many monarch caterpillars and we watched as they progressed through the stages of metamorphosis. Todd from the Lime Creek Nature Center came to teach us more about butterflies and their migration. He taught us how to tag our butterflies so we could track their journey south.

In Math the second grade is working on fluently adding and subtracting to 20. We have discussed the doubles, near doubles, and making 10 strategies in hopes of memorizing these facts. We use objects, drawings, acting, and verbal explanations to help us in the memorizing process.

Third Grade News
-Mrs. Fischer, Mrs. Schulz, Mrs. Twedt

The third graders are off to a great start to the school year! We have had a lot of special days with many fun activities. On September 26, we celebrated “Apple Day”. We weighed apples,
we did an apple taste test (Honeycrisp was our favorite), we compared and contrasted Johnny Appleseed with another character in the story, and we made homemade applesauce!!

Ag in the Classroom came to visit the third graders this fall. We learned that foods are all somehow connected to farms. They used a Tootsie Roll as an example to show us this.

The best news from third grade, is that we welcomed Mrs. Sara Fischer as a new third grade teacher. We are excited to have her join our West Fork staff!

Fourth Grade News
By: Mrs. Markwardt and Ms. Klein

Our fabulous fourth graders already have been on an adventure! At the end of September, we traveled to the Rockford Fossil Park where students hiked around the prairie, discovered fossils and learned about the history of Iowa. We all had a great time and the students said this has been the best field trip yet!

As always, we enjoyed having Agriculture in the Classroom teaching us where our food comes from. The students were very shocked that everything they eat comes from a farm. They then mapped out various commodities around the United States. The students enjoyed having their rice krispie treat realizing it all started from the farm.
Fifth Grade News

On October 4th, the fifth graders had a great time going to the Living History Farms in Des Moines. We were able to tour a replica town from 1875 and learned more about the different features of the town. The class explored a blacksmith shop, general store, bank, broom shop, and much more. We all learned a lot and had a great time.

We also enjoyed having Agriculture in Classroom come to our class to teach us about how ethanol is made. We also did a fun experiment using an animal cracker and yeast to show us how ethanol is made.

Words Their Way

West Fork has implemented a new phonics, vocabulary and spelling program called Words Their Way this year in the elementary. The first grade classrooms have been using this hands-on approach to help students look closely at words, to discover the spelling patterns, syllable structures, and spelling-meaning connections that are needed for reading and writing. This is a differentiated program that is helping to strengthen our reading foundational skills.

-Mrs. Dickman
NED visits the Rockwell Campus

On Friday, October 5th the NED program was presented by Haley and enjoyed by our 2nd - 5th grade students on the Rockwell Campus. NED is a loveable cartoon character whose name is an acronym for Never give up, Encourage others, and Do your best. Teachers love that NED is simple, relatable and kid-focused. After the assembly, educators have access to NED’s extensive collection of resources.

In addition yo-yo tricks are used during the performance. This bit of old-fashioned fun helps us be entertaining and unforgettable in the mind of a child as we share how “NED” learns to never give up, encourage others and do his best.

We also share that while yo-yoing is cool and simple, it’s not always easy. Everyone who learns to yo will make mistakes along the way. Students are told that if they try yo-yoing, it’s important to learn from mistakes and never give up. Teachers and parents often see children practice persistence and find great fulfillment in doing their personal best as they learn to yo with NED. Best of all, this “NED mindset” is infinitely transferable to school subjects! Information was sent home with each student about the possibility of purchasing a Yo-Yo.

Rockwell Campus Library Changing

Makerspace is more than a space itself, it is a mindset that can and should be taught (Gerstein, 2014). We have a student culture of children who have learned to consume technology. With a makerspace, we can move beyond consumption to creation! There is a strong advocacy for this type of teaching and learning and it is critical for policy makers to understand as we develop frameworks that move away from consumption, towards creation in our educational settings (Alberta Education, 2011;

The Rockwell Campus Library will still hold our library collection, but will now also serve as our maker space. In the marker space portion of the library we are working to create a place where students can create and easily collaborate with each other. Please come visit during Parent-Teacher Conferences in November.

Sheffield Campus

INVITATION TO JOIN YOUR CHILD FOR TURKEY DINNER
ON THURSDAY, NOVEMBER 6, 2018

Parents, you are welcome to join your child at the school on Tuesday, November 6, for our Thanksgiving meal. Please RSVP by returning the bottom portion of this sheet to school by Thursday, October 25th.

You must RSVP by Nov. 4th in order for our kitchen staff to prepare enough food to feed everyone. Please send a check for your meal/s and this form back to school with your child.

PreK will be eating at 10:35, Kindergarten at 10:50 and First Grade at 11:05.

Each child may invite no more than 2 guests to come to the meal. Cost for adults is $3.75, children $2.50.

_________________________ will be having ___________ guests at
(student’s name) (circle one)
the Thanksgiving Meal on Tuesday, November 6, 2018.
Welcome back!

After the summer, it is hard for kids to get back to a routine of getting up earlier, eating meals instead of snacking, and going to bed earlier each night.

To help your child stay healthy, especially during the upcoming flu season, here are some of our favorite tips to keep in mind. These are often the things we ask students when we see them in our office not feeling well.

DID YOU EAT BREAKFAST?

So many kids say they don’t eat breakfast because they are just not hungry. Just like a car needs fuel to run, our brains need fuel to work well too! Try to encourage them to get in the habit of having something for their “brain” to help them get a kick start to learning for the day.

DID YOU SLEEP WELL LAST NIGHT?

SHUT OFF SCREEN TIME 2 hours before bedtime. Our brain needs time to rest and it is hard to wind down after looking at our screens, TV, or video games. Encourage kids to get 8-10 hours of sleep a night. Sleep is so important for our child’s brain to focus on their school work the next day. Also, our bodies do most of their healing during deep sleep, so getting plenty of sleep helps keep our immune systems functioning at their best, therefore helping us to fight off illnesses better!

DID YOU WASH YOUR HANDS?

This is also the time of year when we start seeing an increase in colds and flu! The best defense against illness is frequent, thorough hand washing. Please remind your children often of this very important task. Be a role model and practice this with them at home as well! Also remember to keep your child home for 24 hours following illnesses of vomiting and/or diarrhea caused by the stomach flu and for a fever of 100.5 or higher.

We are looking forward to another great year! If you have any questions, please be sure to let us know.

“You can’t educate a student who isn’t healthy, and you can’t keep children healthy who aren’t educated.”

~To a safe and healthy school year,

Susan A. VanLaere RN  -- West Fork CSD-Rockwell Campus School Nurse
Shelley Sheppard RN  -- West Fork CSD-Sheffield Campus School Nurse
HIGH SCHOOL NEWS

HS PE
By Mr. Thompson

On September 11th, Sgt. Franzen from the Iowa National Guard came to West Fork. He talked to the students about the National Guard and some of the benefits that the Guard could provide for the students. The students then got to have some fun while participating in team jousting on the inflatable pits.

High School Music
By Katy Wilson

In Choir, we have been learning to count rhythms and sing with solfege syllables. We have also been preparing music for our Fall Concert on October 18th at 7:00 pm. The musical selections include such favorites as Danny Boy and Wade in the Water. In addition, two students are preparing for All-State Auditions in Hampton on October 20th.

In Band, we have been practicing major scales and rhythm reading. So far, we have performed at three home football games, with such crowd favorites as The Hey Song, Another One Bites the Dust, and of course, our school song. We are looking forward to the last two games of the season, and will be showcasing several of these songs at the Fall Concert on October 18th at 7:00 pm.

Show Choir is off and running as well. About eight students come in at 7:00 every Thursday morning to sing and dance. We are hoping to perform for the Winter Concert on December 13th at 7:00 pm. We are glad to have members who are not otherwise involved in music at the high school, and it is not too late to join!

Biology News
Mr. Twedt

We have been studying the processes of Life and different ways of understanding the 10 concepts. Everything we will study is based on the processes. We have started Cell Biology(types, parts, mitosis, and meiosis). We will start our first projects soon.
Anatomy & Physiology

We reviewed the Life processes and proceeded into Histology (tissues). We covered the 4 main types and their structure/function. We have 11 systems to cover and have started the Integumentary System. We will have a relevant project for every system.

High School Physics and Chemistry

by Mark Drier

Hello from Mr. Drier and his Core Chemistry, Physics, Chemistry Plus and Physics Plus courses! First off, I would like to thank students, staff, and parents for making me feel welcome to the West Fork School district the past few weeks.

Core Chemistry has been discovering trends and relationships found in the periodic table, while Core Physics have been discovering how Newton's Second Law affects objects in motion. Both courses are using a new, on-line curriculum called STEMScopes. It is to be used with Chromebooks, and other technologies.

Chemistry Plus is understanding the history of chemistry, matter and its properties, and just beginning to uncover the elements. Physics Plus is understanding the language of physics and the importance of taking accurate and precise measurements in experiments.

In all courses, we have been doing hands on activities that promote curiosity and desire to learn more about the physical world around us. For example, we have designed rockets and floor skimmers throughout my courses.

Agriculture

The West Fork Ag Department has been busy constructing the area for our soon-to-be school garden. Students helped construct the raised beds and have been cleaning the area around the school. The Intro to Ag Students have also been using STEM based problem solving to learn about why pH is important to our soil and crop, while the Intro to Plant Science students have been learning about the structure of soil.
Drafting Class
by Mr. Kudej

The students have been learning about the fundamentals of Drafting and what it means to be the universal language. One project that the students have done is using the grid method to sketch a car. The concept behind this is to be able to transfer an image by focusing on one square at a time.

Woods II

The students in the shop have been busy working on two different projects. One project is using the lathe to create a bowl out of boards that are stacked on top of each other held by glue. The other project is an end table by using other methods rather than nails to join boards together. I have enjoyed watching the students working to create these projects.

High School Health
By Ashley Sears

Students taking Health 1 this semester have learned about the Circulatory, Respiratory, Nervous, Endocrine, Digestive, and Reproductive systems of the body. During this unit students were responsible for creating presentations to share with their peers. Next, Health 1 students researched the stages of human development. Students were divided into groups to learn about the childhood, adolescent, and adulthood stages of life. Each group collaborated to create a skit about their development stage.

After covering the stages of development, Health 1 students will learn about nutrition and the role different foods play in preventing diseases and cancers. They will track their food intake for 2 weeks and write an analysis based upon their food logs and the research they conduct about ideal food consumption. During the nutrition unit, students will learn how to create a healthy meal and what items to keep on hand in their refrigerators.

Throughout Health 1, students have been practicing mindful breathing and meditation in order to combat stress and prepare their brains to be more focused during the school day. Before the semester is over, students taking Health 1 will learn about physical activity, mental and social health, safety, first aid, and responsible living.
High School Math
By Ashley Sears & Emily Trewin

Geometry:
Students taking geometry have learned how to name and draw points, lines, planes, rays, and segments. They’ve also computed the distance between two points and learned how to find the location of the midpoint. They’ve studied two and three dimensional figures and have applied formulas to find surface area, volume, perimeter, and circumference. In the second unit, students in geometry worked on different reasoning techniques, logic, and proving segment and angle relationships.

Pre-Calculus:
The students in pre-calculus have been working hard to analyze functions. They’ve learned about limits and end behavior of polynomials, extrema and rates of change as well as parent functions and their transformations. Currently, pre-calculus students are learning about finding zeros of rational functions and locating vertical, horizontal, and oblique asymptotes.

Algebra 1A:
Students taking algebra 1a have completed a unit on algebraic connections which included variables, exponents, the order of operations, solving word problems, and creating tables and graphs. After that unit, they started to learn about real number properties. They have added, subtracted, divided, and multiplied integers and are currently learning how to combine like terms.

Contemporary World Issues

This is the first semester that Mr. Nuehring has offered Contemporary World Issues at West Fork High School.

This semester, the students are learning about issues that impact our country throughout the world. Today, we did a brief case study of Indonesia, based upon the earthquake/tsunami that they went through that left almost 1,000 people dead. The students learned about Pancasila(which is in their language) meaning "Five Principles". They also learned about uprisings, the tsunami of 2004 that killed over 200,000 people, and the 2002 bombing at a nightclub in Bali.

The students have been doing biweekly projects to investigate foreign policy, culture, and even how celebrities around the world have impacted American culture. Each student has selected via Random.org, a country and they talk about places to visit, along with United States' foreign relations
with a Middle Eastern country. They present in small groups, then visit with Mr. Nuehring individually about the country.

Ultimately, this class is about empathy, diversity, and compassion for our neighbors around the world. This class is about appreciating other viewpoints, cultures, and also learning about the issues.

It is offered as an elective on a semester basis. Any questions on the course, feel free to speak with Mr. Nuehring.

**Family and Consumer Science**
*By Elisha Payton*

**Housing & Interior Design:** Students have worked on drawing floor plans by measuring different areas of the school. They have also learned about different architectural styles in homes throughout history. Currently, they are combining these skills and creating model homes based on a floor plan and chosen architectural style. Students will also be touring the Stockman House and the Historic Park Inn in Mason City to explore several Frank Lloyd Wright designs. During the 2nd quarter students will focus on Interior Design and will create their own design plans.

**Child Development:** Students have been studying pregnancy and birth and delivery. They researched birth defects and created posters with a QR code with videos so others can learn from their presentation. Students will be studying different Child Development theories as well as typical physical, intellectual and social/emotional development for children from birth to 5 years old. We have partnered with Apple Daycare in Sheffield so students can observe children in their natural setting. By the end of the semester, students will plan and teach a lesson for elementary students.

**Family and Consumer Sciences:** FCS is divided into units that are classes offered at West Fork. Students have explored and researched careers in the Human Services Career Cluster. We had a lot of fun making and watching commercials they made about these careers. Students are making Quillows for the textile unit. They will be hosting a mini carnival for the elementary students for the Child Development unit. For the Design unit, students will use the elements of design to create and glaze a plate. Students research the food groups throughout the semester and then find recipes to make for each. Eventually they will be putting a meal together, including all the food groups.
Foods 1 & 2: Students in Foods 1 have learned about kitchen safety and maintaining a clean and safe kitchen. They are working on the Breakfast Unit currently and will be participating in a Cook-off for their best breakfast dish. In Foods 2, students have been studying other cultures' food customs and preparing dishes from Russia, Mexico, Italy, Australia, India and Africa. They will soon be preparing to start the Take & Bake orders (people can purchase a meal that is already prepared, they just take it home and bake it). Both classes also participated in Cupcake Wars during Homecoming to continue the school spirit in class.

Alternative School
By Will Wold

Three seniors at the Alternative program; Caleb Schissel, Kelly Hayes, and Levi Brood, are taking a Woods class and as part of that class they are making Cornhole Boards. They measured, cut, screwed and hand painted all the boards and they have come out very well done. They plan to donate a set to booster club to raffle or auction off.

Yearbook
By Eric Burt

The yearbook is off to a great start! Our staff is constantly out with cameras trying to capture the moment but we realize that we can’t be everywhere and that is where you can help us out! If you have a picture of your student or their friends please help us by sending photos to Mr. Burt: eric.burt@westforkschool.org. Don’t forget to buy your yearbook! There are 2 options to purchase the yearbook this year. You can print off the form in this newsletter or go to the West Fork CSD Website and purchase online. The link is under the the “Students & Parents” tab. Remember that the cost of the book will go up so buy now to save yourself some money!

Middle School PE

Dodging rain and storms we have been trying to spend as much time outside as possible. The middle school PE groups have played Volleytennis at the tennis courts here in town. Currently we are in the
middle of an Ultimate Football unit. When we get time and the rain seems to give us a break we will be running the mile.

Notes From Mrs. Willms

What an exciting fall it has already been! There are many positive experiences happening at West Fork throughout the grade levels. From Homecoming to changes in academic programming, we have so much to be proud of as Warhawks. Here are some thoughts from the Sheffield Campus.

Elementary School Store

Thank you to all students and families in Preschool-1st grade who have elected to participate in our School Store Fundraiser. So far, we have raised over $3000. Our elementary staff is using part of this to buy new headphones for their classrooms along with new equipment to use during indoor recess. We are so grateful for this opportunity due to your generosity!

If you shop online normally, there is an easy way to participate. Go to schoolstore.com and enter the merchant section. Each merchant will provide a percentage of the sales back to our school.

Learning More About PBIS

If children struggle with behavior, we may worry about them getting in trouble at school. It is well known that schools are successful when they help children grow academically, socially, and emotionally. Some schools have tried to be proactive and encourage good behavior through an approach called Positive Behavioral Interventions and Supports (PBIS). Our staff throughout the district has identified this as something that can be beneficial for our students here at West Fork. We look forward to our first year of learning more about PBIS with two teams. We understand it is imperative to have a safe environment that is supportive and conducive to growth. By setting forth clear social and behavioral expectations, it is our goal to create this atmosphere for learning.

Parent-Teacher Conferences

Conferences will be held on November 5 and 8 from 4:00-8:00 p.m. At the high school level, we are working to have various opportunities for students and parents in addition to having conversations with teachers. FAFSA information, college representatives, student safety information, and a National
Guard recruiter will all be available. We will also be hosting a Self-Defense class. More information will be coming, but please mark these days on your calendar!

DON’T MISS OUT ON THE 2018-19 WEST FORK HIGH SCHOOL YEARBOOK! ORDER NOW TO RECEIVE A $5.00 DISCOUNT!
EDUCATIONAL EQUITY POLICY STATEMENT

It is the policy of the West Fork Schools not to illegally discriminate on the basis of sex, race, color, national origin, creed, age, religion, marital status, disability sexual orientation, gender identity and socioeconomic status in its educational programs, activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Educational Amendments, and Section 504 of the Federal Rehabilitation Act of 1973. It is the policy of this district that the curriculum content and instructional materials utilized reflect the cultural and racial diversity present in the United States and the variety of careers and lifestyles open to women as well as men in our society. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnic origin, religion, and disability. The curriculum should foster respect and appreciation for the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of the pluralistic society. Inquiries regarding compliance may be directed to the Rhiannon Lillquist, Guidance Counselor, at 641-892-4461, or to the Director of the Iowa Civil Rights Commission, Des Moines, Iowa, or the Director of the Region VII Office of Civil Rights, Department of Education, Kansas City, Missouri.

Notification of Student Records
The West Fork CSD collects and maintains records on each student in order to facilitate instruction, guidance, and the educational progress of the student. Parents of students under 18 years of age and students over 18 may exercise the opportunity to review educational records of the student, to obtain copies, and to write a response to material in the records, to challenge the content of the record on grounds of inappropriateness or inaccuracy, or an invasion of privacy, and to have records explained. Parents and students who have complaints regarding the Education Rights and Privacy Act should address correspondence to the Family Education rights and Privacy Act Office at the Department of Education, Washington, D.C.

Notice of Special Education Rights
When your child has been referred for special education services, federal and state laws give you certain rights. Some of these are:

1. The right to be contacted and told what the school plans to do about your child’s educational program. This must be done before your child is tested or placed in a program.
2. You have the right to consent. This means the school must have your permission prior to placing your child in a special education program.
3. The right to a full evaluation of your child’s needs. If you don’t agree with the school’s findings, you may request an outside evaluation.
4. The right to see your child’s records kept at school.
5. The right to privacy of information. With a few exceptions, no one may see your child’s record without your permission, given in writing. Exceptions are people such as your child’s teacher, or other school officials engaged in planning your child’s educational program.
6. The right, as much as possible, to have your child in classes with children who are not in special education programs.
7. The right to be involved in the development of your child’s IEP (Individual Education Program).
8. The right to have someone present to help you in the development of your child’s IEP. This could be another parent, a teacher, a lawyer, or an advocate.
9. The right to appeal decisions made by the school regarding your child’s diagnosis or placement.

If your desire additional information, please contact your child’s principal

**Public Law 94-142**

Public Law 94-142 requires schools to maintain an active program for seeking children with special needs from birth to age 21, and provide them with an appropriate special education program.

If you have a child or know of someone who has a child that may have special needs, there is help readily available. Your public school and the Area Education Agency 267 work together to determine a child’s needs, and find the right service programs to satisfy those needs.

If you have any questions about your child’s development, contact the school at 822-3236 (Rockwell), 892-4159 (Sheffield) or the Area Education Agency 267 at 1-800-392-6640.

**Asbestos (AHERA Information Letter)**

Asbestos has been an issue of concern for many years. The Asbestos Hazard Emergency Response Act of 1986 (referred to as AHERA), was designed to determine the extent of asbestos concerns in the schools and to act as a guide in formulating asbestos management policies for schools. Asbestos has been used as a building material for many years. EPA began action to limit uses of asbestos products in 1973 and most uses of asbestos products as building products were banned in 1978.

Our facilities have been inspected by a certified asbestos inspector, as required by AHERA. The inspector located, sampled, and rated the condition and hazard potential of all materials in our facilities suspected of containing asbestos. The inspection and laboratory analysis records were turned over to a professional, certified to develop asbestos management plans.

The Management Planner has developed an asbestos management plan for our facilities which includes, this information letter, education and training of our employees, and a set of plans and procedures designed to minimize the disturbance of asbestos containing materials, re-inspecting, and for regular surveillance of the asbestos containing materials.

A copy of the Asbestos Management Plan is available for your inspection in the Superintendent’s administrative offices during regular office hours. We have been implementing the Asbestos Management Plan. We are intent on not only complying with, but exceeding federal, state, and local regulations in this area. We plan on taking whatever steps are necessary to insure our students and employees have a healthy, safe environment in which to learn and work.
Open Enrollment Deadlines

Parents and guardians are required to send formal notification, on forms prescribed by the Department of Education, to the receiving district of their intent to enroll a child in another PUBLIC school district. The forms must be filed between July 1 and March 1 of the preceding school year. Parents wishing to transfer students for the 2019-2020 school year must make notification by March 1, 2019. Three "exceptions" to the basic procedure are:

1. An application may be made after the filing date of March 1 preceding and until the third Friday of September of the school year for which the request is made based upon establishment by the parent or guardian of "good cause" for such late application. Good cause is a change in the status of the pupil’s residence (moving out of the district, change in marital status of the pupil’s parent, guardianship proceedings, etc.), of a change in the status of the pupil’s resident district (failure of negotiations for whole grade sharing, reorganization, dissolution agreement or the rejection of a current whole grade sharing agreement or reorganization plan) or similar sets of circumstances.

2. An application may be made at any time a parent or guardian moves out of the district of residence and desires to have their pupil remain in that district under open enrollment with no interruption in the educational program.

3. An application for a pupil to enter school at the kindergarten level under open enrollment may be made any time from July 1 through September 1 of the school year preceding the school year for which the enrollment is to start.

4. Investigations conducted by district administration have identified founded cases of bullying and harassment.

In most cases the parent/guardian is responsible for transporting the pupil without reimbursement to and from a point on a regular school bus route of the receiving school district. However, parents/guardians of open enrolled students whose income falls below 160% of the federal poverty guidelines are eligible for transportation assistance. This may be in the form of actual transportation or in the form of a cash stipend. A provision grants that when the two school districts agree to allow it, a bus from the nonresident district may enter the resident district to pick up the open enrollment student.

A request under this law is for a period of not less than one year. A student who attends a grade in grades ten through twelve in a school district other than the district other than the district of residence is not eligible to participate in interscholastic athletic contests and athletic competition during the first ninety days of enrollment. This provision is designed to stop or slow down athletic recruitment.

If a child, for which a request to transfer has been filed with the receiving district has been suspended or expelled in the district of residence, the receiving district named in the request may refuse the request to transfer until the child has been reinstated in the district of residence. This is designed to keep a student in poor standing from transferring, thus causing a burden on a receiving district.

If you have any questions concerning this law, please contact the Superintendent’s office at 892-4159 in Sheffield or 822-3236 in Rockwell.
Equal Opportunity/Affirmative Action Policy/Notice of Nondiscrimination

It is the policy of the West Fork Schools to provide equal employment opportunity and not to illegally discriminate on the basis of gender, race, national origin, creed, age, marital status, or disability in its employment and personnel practices. The West Fork Schools will affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories where they are under represented. It is also the district's policy to provide a fair and supportive work environment for employees regardless of their gender, race, national origin, creed, age marital status, or disability. Harassment of a sexual nature or with demeaning intent related to race, national origin, gender, disability, age or religion, made by one employee to another is a violation of the policy. Inquiries or grievances related to this policy may be directed to the Guidance Counselor, (641-892-4461); or by writing to the Director of the Iowa Civil Liberties Rights Commission, Des Moines, or by writing to the Director of Region VII Office of Civil Rights, Department of Education, Kansas City, MO.

Inspection of Educational Materials

Parents and other members of the school district community may view the instructional materials used by students in the office. Copies may be obtained according to board policy. Tests and assessment material are only available for inspection with the consent of the superintendent. Persons wishing to view instructional materials or to express concerns about instructional materials should contact the superintendent's office at 641-892-4159 (Sheffield) or 641-822-3236 (Rockwell).

State Licensure Requirements

Parents/Guardians in the West Fork Community School District have the right to learn about the following qualifications of their child’s teacher: State licensure requirements for the grade level and content areas taught, the current licensing status of your child’s teacher, and baccalaureate/graduate certification/degree. You may also request the qualifications of an instructional paraprofessional who serves your student in a Title I program. Parents/Guardians may request this information from the office of the Superintendent by calling 641-892-4159 (Sheffield) or 641-822-3436 (Rockwell) or by sending a letter of request to Office of the Superintendent in Rockwell at PO Box 60, Rockwell.

West Fork Community School District ensures that parents will be notified in writing if their child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not considered highly qualified.

Child Abuse Reporters

Iowa Code 290.17 requires that schools must notify parents/guardians of the procedures to be followed when there is reason to suspect abuse of their child by any school employee. Parents/guardians wishing to request an investigation of suspected child abuse by a school district employee should call the Office of the Superintendent, 641-892-4159 (Sheffield) or 641-822-3236 (Rockwell).
**Iowa School Bus Stop Law**
The most frightening and potentially the most dangerous experience that can happen to the school bus drivers and their passengers is the violation of the Iowa school bus law by motorists. It is of the utmost importance that all motorists be aware of their responsibility when following or approaching a school bus. Section 321.372(3) states:

“The driver of any vehicle when meeting a school bus on which the amber warning lights are flashing shall reduce the speed of said vehicle to not more than 20 miles per hour, and shall bring said vehicle to a complete stop when the school bus stops and stop signal arm is extended and said vehicle shall remain stopped until the stop arm is retracted after which driver may proceed with due caution. The driver of any vehicle overtaking a school bus shall not pass a school bus when red or amber warning signal lights are flashing and shall bring said vehicle to a complete stop no closer than 15 feet of the school bus when it is stopped and stop arm is extended, and shall remain stopped until the stop arm is retracted and school bus resumes motion, or until signaled by the driver to proceed.”

The safety of the district’s and state’s children is important. Please drive safely!

**Child Custody**
From time to time custody issues arise regarding students enrolled in school. If specific custody restrictions apply to your child, it is important to file those official restrictions with the office of the school your child attends. When no restrictions regarding custodial rights are on file, the school assumes equal rights of both parents regarding access to student information, visitation, and picking the student up from school.

**Tobacco Free Environment**
As of July 1, 2008 smoking is prohibited in all public buildings. In addition, the West Fork School Boards have designated a smoke-free environment for all West Fork grounds and vehicles. Effective 24 hours a day, this policy prohibits the use of tobacco products on school grounds and in vehicles. Fans wishing to use tobacco products at school events, (i.e. athletic contests, concerts, etc.) will have to leave school property to do so. Although this may cause an inconvenience for some, the policy promotes a healthy environment for all.

**Chemical Right to Know**
The Chemical Right to Know Law requires that all schools in the nation prepare a list of chemicals that are known to be present in their buildings and to maintain material safety data sheets on them. The law further states that all chemicals are to be appropriately labeled, storage areas are to be posted for the hazardous chemicals, and employees that work with the chemicals are to be trained in the safe handling of these chemicals. The school is also to acquaint the local fire department with the location of hazardous chemicals in the school. If you want to know what chemicals are used in the school and
where they are stored, please contact the Superintendent at 822-3236 (Rockwell) or 892-4159 (Sheffield).

**Athletic/Activity Eligibility**
Each year questions arise concerning the eligibility status of students who participate in athletics and activities. Questions regarding this topic should be directed to the high school office for clarification. Although there is a general acceptance and understanding of our eligibility policy with regard to alcohol, drugs, grooming, behavior, grades and attendance, occasionally students choose to violate the policy and are faced with undesirable consequences. We believe prevention is the best medicine and strongly encourage parents to sit down with their children and review the student handbook. When Students choose to represent West Fork Schools in co-curricular activities they are also choosing to follow the rules and expectations, which have been established. Your support of these policies is essential in helping students enjoy positive experiences throughout the year.

**Water Testing**
The Iowa Department of Public Health requires school districts to conduct testing of all water coolers and fountains for lead-containing sediments. The West Fork Schools have completed the required testing of all district water coolers and fountains. All water dispensers have been identified below 20 ppb (0.020 mg/liter), as required by law. Additional information regarding specific testing results may be obtained by contacting Ryan Krueger, Building & Grounds Director, at 641-892-4159.

**Student Fee Waiver**
The following guidelines apply: Students whose families meet the income guidelines for free and reduced price lunch, the Family Investment Program (FIP), Supplemental Security Income (SSI), transportation assistance under open enrollment, or who are in foster care are eligible to have their student fees waived or partially waived. Students whose families are experiencing a temporary financial difficulty may be eligible for a temporary waiver of student fees. Parents or students who believe they may qualify for temporary financial hardship should contact the building principal at registration time.

**McKinney-Vento**

**If your family lives in any of the following situations:**
- In a shelter, motel, vehicle, or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations, or
- Doubled up with friends or relatives because you cannot find or afford housing

Then, your preschool-aged and school-aged children have certain rights or protections under the McKinney-Vento Homeless Education Assistance Act.

Your children have the right to:
• Go to school, no matter where you live or how long you have lived there. They must be given access to the same public education, including preschool education, provided to other children.
• Continue in the school they attended before you became homeless or the school they last attended, if that is your choice and is feasible. If a school sends your child to a school other than the one you request, the school must provide you with a written explanation and offer you the right to appeal the decision.
• Receive transportation to the school they attended before your family became homeless or the school they last attended, if you or a guardian request such transportation.
• Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
• Enroll in school without giving a permanent address. Schools cannot require proof of residency that might prevent or delay school enrollment.
• Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
• Enroll and attend classes in the school of your choice even while the school and you seek to resolve a dispute over enrolling your children.
• Receive the same special programs and services, if needed, as provided to all other children served in these programs.
• Receive transportation to school and to school programs.

When you move, you should do the following:
• Contact the school district’s local liaison for homeless education (see phone number below) for help in enrolling your child in a new school or arranging for your child to continue in his or her former school. (Or, someone at a shelter, social services office, or the school can direct you to the person you need to contact.)
• Contact the school and provide any information you think will assist the teachers in helping your child adjust to new circumstances.
• Ask the local liaison for homeless education, the shelter provider, or a social worker for assistance with clothing and supplies, if needed.

Local Area Contacts:  Rhiannon Lillquist, Guidance Counselor, 641-892-4461
State Coordinator:  Sandra Johnson, Dept. of Education, Des Moines, IA  50319, 515-281-3965, sandra.johnson@iowa.gov
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 website: www.iowa.gov/educate.

Communication Between Home and School
The administration of West Fork CSD want to know about problems as soon as they occur. The procedure to follow when problems surface is a simple one and necessary one. The steps are:

1. Talk with the teacher or coach
2. If the problem is not resolved, the building principal is the second avenue to the solution.
3. If unresolved at this level, the superintendent becomes involved and renders a decision.
4. If the superintendent’s decision does not resolve the problem, the issue may be appealed to the Board of Education for a final decision.

Video Camera Use
The West Fork CSD Board of Directors has authorized the use of video cameras in school buildings and school buses. The video cameras will be used to monitor student behavior, prevent theft, maintain order, and to promote and maintain a safe environment. Students and parents are hereby notified that the content of the videotapes may be used in a student disciplinary proceeding. The content of the video files are confidential student records and will be retained with other student records. Video files will only be retained if necessary for use in a student disciplinary proceeding or other matters as determined necessary by the administration. Parents may request to view video files of their child if the video files are used in a disciplinary proceeding involving their child.

Race and Ethnicity Federal and State Requirements
Recently, the federal government changed the process for identifying personal race and ethnicity. The changes allow individuals to more accurately identify themselves, and it also matches the race and ethnicity data collections on all other federal reporting such as the Census. Updating our district’s
current race and ethnicity data is required. All schools in Iowa will report student data to the Iowa Department of Education using new categories.

Currently, West Fork CSD ask families to provide information on students’ race and ethnicity at the time of enrollment. We ask all families to update information on their children’s ethnicity and race during the registration process and every three years thereafter. Information will be provided during registration to further explain the selection of your child’s race/ethnicity. The district is required to report this information to the state and federal government; regulations do not permit the district to leave the space blank. For further details contact the superintendent of schools.

Mission Statement

The West Fork Community School District is dedicated to creating successful learners, citizens, and leaders.

Vision Statement

West Fork students will be proud of their educational experience and confident in their ability to succeed in a complex global environment.