

TABLE OF CONTENTS

100 SERIES

LEGAL STATUS OF THE SCHOOL DISTRICT	Code No. 100
MISSION STATEMENT OF THE SCHOOL DISTRICT	Code No. 101.1
EDUCATIONAL PHILOSOPHY OF SCHOOL DISTRICT	Code No. 101.2
EDUCATIONAL BELIEFS OF THE SCHOOL DISTRICT	Code No. 101.3
EDUCATIONAL VISION OF THE SCHOOL DISTRICT	Code No. 101.4
OPERATIONAL GOALS OF SCHOOL DISTRICT	Code No. 101.5
STUDENT BASIC SKILL GOALS	Code No. 101.6
SCHOOL DISTRICT INSTRUCTIONAL ORGANIZATION	Code No. 102
THE PEOPLE AND THEIR SCHOOL DISTRICT	Code No. 103
EQUAL EDUCATIONAL OPPORTUNITY	Code No. 103.1
NOTICE OF NONDISCRIMINATION	Code No. 103.1 E1
GRIEVANCE PROCEDURE	Code No. 103.2
GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS REQUIRING NON-DISCRIMINATION	Code No. 103.2 E1
GRIEVANCE DOCUMENTATION	Code No. 103.2 E2
SECTION 504	
STUDENT AND PARENTAL RIGHTS NOTIFICATION	Code No. 103.2 E3
LONG-RANGE NEEDS ASSESSMENT	Code No. 104
LONG-RANGE NEEDS ASSESSMENT	Code No. 104R-1
ANTI-BULLYING/HARASSMENT POLICY	Code No. 105
ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES	Code No. 105.R1
ANTI-BULLYING/HARASSMENT INVESTIGATION COMPLAINT FORM	Code No. 105.E1
ANIT-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM	Code No. 105.E2
DISPOSITION OF ANIT-BULLYING/HARASSMENT COMPLAINT FORM	Code No. 105.E3

STATEMENT

All policies in Series 100 were reviewed by the Board of Directors on August 28, 1991. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on October 11, 1993. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on January 14, 1997. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on January 25, 2000. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on October 12, 2004. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on August 14, 2007. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on February 11, 2009. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 100 were reviewed by the Board of Directors on January 13, 2014. If changes were found to be necessary, the revision date was noted on the individual policies.

LEGAL STATUS OF THE SCHOOL DISTRICT

All powers not specifically granted to the federal government are reserved to the states. Iowa's Constitution authorizes the creation of a Common Schools System. As part of this Common Schools System this school district shall be known as the CENTERVILLE COMMUNITY SCHOOL DISTRICT.

This school corporation is located in Appanoose County, and its affairs are conducted by locally elected school officials, the Centerville Community School District Board of Directors. This school corporation has exclusive jurisdiction over school matters in its territory.

Date of Adoption: April 25, 1990

**MISSION STATEMENT
OF THE
CENTERVILLE COMMUNITY SCHOOL DISTRICT**

All students will learn well, become lifelong learners, and contribute positively to society.

Date of Adoption: April 25, 1990

Date of Revision: June 14, 1994

Date of Revision: October 12, 2004

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

The Centerville Community School District will provide an environment where all students acquire excellent academic skills.

Since students learn in many ways, the District will utilize a variety of instructional techniques that feature meaningful work.

The Centerville Community Schools will teach students to develop skills and habits for success in school and life. The District will do this by providing activities that promote skills necessary to work in a team environment. The District will foster an atmosphere that stresses inclusiveness.

We will know that we have accomplished this when successful students

- * recognize and strive to produce quality work.
- * accept responsibility for their own behavior.
- * demonstrate excellence in the essential academic skills.
- * practice habits that will maintain good health and physical well being.
- * are lifelong learners.
- * are responsible, contributing members of our democratic society.

Date of Adoption: April 25, 1990

Date of Revision: September, 1991

Date of Revision: June 14, 1994

EDUCATIONAL BELIEFS OF THE SCHOOL DISTRICT

Our beliefs form the core of what we want to be. Our vision for the future is based on our beliefs.

There are certain beliefs that must become practices if our vision is to be attained.

- 1. We believe all students have talent that should be developed.** The purpose of schools is to identify student's talents and nurture their growth and success.
- 2. We believe a mutually agreed upon mission and district goals should drive decisions.** Our conception of what ought to be propels us and gives us direction as we constantly seek to narrow the gap between where we are and where we want to be. Once agreement has been reached on the mission and goals, the Board of Directors, administrators, teachers, parents, and students must work to align their actions to achieve the vision.
- 3. We believe everyone should be involved in making/implementing decisions.** We believe all employees, community, students, and staff should be involved in making and implementing the decisions that will shape our school. Those involved in shaping the future must also assume responsibility for attaining our goals. People who are involved in shaping their own environment are more likely to make the effort to succeed. We are all responsible for ensuring the district attains its mission. This belief presents an ongoing challenge requiring effective communication and efficient use of group meeting time.
- 4. We believe mutual respect, cooperation, and trust are essential.** These hold the learning community of students, parents, teachers, and administrators together. We are committed to developing non-coercive processes and procedures to build the climate of respect and trust within the school community.
- 5. We believe change is inevitable; planned change is desirable.** We believe in constantly striving to improve. Change is a constant in the life of individuals and organizations. Successful organizations accept change, learn from it, and improve because of it. Our object is to plan and implement change in a thoughtful, efficient, and humane fashion. We believe a research-based problem-solving method will improve our response to change.
- 6. We believe decisions should be based upon solid research, the best available evidence, and validated experiences.** We believe that many excellent educational ideas have succeeded and that many have failed. We must learn from those successes and failures to ensure that we achieve success and do not repeat the failures.
- 7. We believe the basic human needs of all people must be satisfied effectively.** We must develop a uniform psychological base for our decisions. That base helps us understand why and how all human beings function and why all motivation is personal and chosen. We acknowledge the importance of meeting students' physiological needs and their psychological needs for belonging, fun, power, and freedom.

EDUCATIONAL BELIEFS OF THE SCHOOL DISTRICT

8. **We believe the essentials of good teaching, learning, and leadership have been identified.** If we expect all students to learn well, there are certain instructional procedures that must be followed. These will help students see the relevancy to, and connection between, learning. We believe further investigations of how the human brain learns will offer an exciting new vista for our students' learning.
9. **We believe we must provide quality staff development to enable us to attain our mission.** Staff development must be well defined, systematic, and ongoing. Staff should be taught by experts addressing identified needs of the district.
10. **We believe we must maintain a fiscally sound school district.** The district must remain fiscally sound to provide the latitude for long-range, quality decisions.

Date of Adoption: January 25, 2000

EDUCATIONAL VISION OF THE SCHOOL DISTRICT

The Centerville Community School District has developed a picture of what we want, and we are improving our skills in the behaviors that will help us attain our vision. Empowerment is knowledge; with empowerment comes accountability. We must act on our best knowledge and work to hold ourselves accountable.

We are dedicated to serving the needs of students while creating the conditions for success. The school board, administrators, teachers, and parents will align their actions to achieve this vision. Our District Vision and our District Beliefs outline our direction and guide our decision making processes.

Once we achieve our vision:

- 1. Quality will be a constant theme and students will perform high quality work.** We must all take pride in our work and instill a similar pride in the students for their work. Excellence is for every student. Our job is to create opportunities for excellence for all.
- 2. All students will learn well--given appropriate time and quality instruction.** Homework, grading, instructional pacing, testing, re-testing, and discipline are a few classroom practices which must be intentionally managed if we are going to fully implement our vision. Time provided, not learning expectations, should be the variable we adjust. We will seek to provide both increased time outside the regular day and traditional school year to assure quality and competence for all students. We will provide additional opportunities for students to grow and excel where areas of improvement are needed.
- 3. We will provide meaning and purpose in our curriculum and instruction.** A relevant curriculum includes academic education, technical/vocational training, arts, and citizenship preparation taught in a purposeful, motivating environment.
- 4. Students will not move to more difficult tasks until they have mastered the skills necessary to succeed.** We will work to prevent learning problems and failure. We will work to nurture every student's gifts, talents, and creativity. All students have many areas of potential growth that should be developed with good learning and teaching conditions. We believe that all students can learn the essential content well.
- 5. Teachers will utilize a variety of proven instructional techniques.** Students learn in many different ways and teachers must develop and consistently use a wide variety of teaching methods and assessment strategies. Our instructional techniques must be varied to meet the needs of our students.
- 6. We will have clearly identified expectations for students.** These expectations will include what students need to know and be able to demonstrate at each level. These outcomes will be shaped in response to needs identified by a broad base of the community. Once identified, students must master these outcomes before proceeding.
- 7. All students will be successful.** Failure, or fear of failure, causes many students to give up. The role of school is to find ways for students to succeed. We will not reward students falsely, but we will find ways for them to want to succeed. Earned success will promote self-confidence in students.
- 8. Family and community involvement will be prevalent.** The relationship between the home, community and school is critical. Knowledge and support of the learning process by parents/guardians and community significantly increases the probability of student success.

EDUCATIONAL VISION OF THE SCHOOL DISTRICT

9. **The classroom learning climate will be inviting, warm, and needs fulfilling.** We believe in creating an inviting classroom that gives each student meaningful choices, a sense of belonging, a good chance for success, and opportunities for enjoyment. Everyone will be treated with respect in our schools.
10. **Programs will be inclusive.** An inclusive environment supports self-confidence, willingness to work for quality, and active participation. We will encourage students to participate in school activities and courses.
11. **Everyone will be responsible and accountable.** We must emphasize student, parent, and staff responsibility and teach that everyone should behave with responsibility and respect.
12. **Students will be prepared and willing to become lifelong learners.** We believe future success in the workplace requires that students consistently improve and renew their knowledge and skills. Our students need to be able to succeed in several careers during their lifetimes.

Date of Adoption: January 25, 2000

Date of Revision: October 12, 2004

OPERATIONAL GOALS OF SCHOOL DISTRICT

To keep a clear focus on the district mission, goals, beliefs, and research as decisions are made and implemented.

To provide a school climate in which there is the cooperation and commitment of parents, staff, students, and community to providing an educational setting where all students learn. A broad base of people should be involved in making and implementing decisions.

To project and develop a reliable budget and action plans based upon prioritized needs for the future which will insure a quality education within the limits of available resources.

To develop and implement an educational program based on teaching carefully articulated objectives in each course to all students with the expectation that teachers will use instructional practices described in the district beliefs and practices documents and taught in our in-service programs. This program strives to attain both essential outcomes and high quality goals.

To provide meaning and purpose in all instruction. Homework, grading, testing, re-testing, and discipline are a few classroom practices which must be intentionally managed.

To work to prevent learning problems and failures by providing time and quality instruction so all students can learn well. The time provided for learning must vary; learning standards and quality should not.

To develop methods to provide extended school year learning opportunities to students, especially those not meeting district standards.

To develop responsible, accountable students.

To prepare students to become lifelong learners.

To assure that clear relationships among learning goals and student assessments are established and maintained through all classroom activities.

To develop and implement a strong on-going staff development program based on effective school research and practices and closely tied to the curriculum and instructional goals identified by the community and staff.

To welcome and support all students who wish to participate in district courses and activities.

To provide safe, clean, attractive, accessible, and comfortable facilities.

To plan for inevitable change and constantly strive to improve all aspects of the education process.

Date of Adoption: April 25, 1990

Date of Revision: July 12, 1994

Date of Revision: January 9, 1996

Date of Revision: January 14, 1997

STUDENT BASIC SKILL GOALS

These goals were given a high community priority, and will require careful articulation of objectives, planning of course activities, routine delivery of instruction, setting of standards, and development of a monitoring system.

Centerville School District Goals

- Goal 1: All students will achieve at high levels in reading comprehension and shall be prepared for success beyond high school.
- Goal 2: All students will achieve at high levels in mathematics and shall be prepared for success beyond high school.
- Goal 3: All students will achieve at high levels in science and shall be prepared for success beyond high school.
- Goal 4: All students will use technology in developing proficiency in reading, mathematics, and science and general proficiency in using advanced technology.
- Goal 5: All students will feel safe at, and connected to, school.

These goals were given a high community priority, and will require careful articulation of objectives, planning of course activities, and routine delivery of instruction. The community specifically directed the district not to set course achievement standards nor to develop a student performance monitoring system based upon collection of data that could be linked to individual students for these objectives.

- Goal 6: All students will receive preparation for becoming self-motivated, self-confident, responsible and contributing citizens through curriculum designed to promote:
 - A) Skills and habits needed for success in school and in life.
 - B) Knowledge and skills of a literate and able citizen **including an understanding of social studies and the development of societies, governments, and cultures.**
 - C) Skills, knowledge, and habits needed to pursue a career.
 - D) Practice in working as part of a team.
 - E) Skills and habits needed to be healthy and to practice appropriate hygiene.

Date of Adoption: January 11, 1994

Date of Revision: January 14, 1997

Date of Revision: March 13, 2007

SCHOOL DISTRICT INSTRUCTIONAL ORGANIZATION

The Centerville Community School District offers an educational program for grades kindergarten through twelve. The levels of instruction are organized by the following levels:

Preschool located at Centerville Community Preschool Building, 838 S. 18th St., Centerville.

Grades pre-kindergarten through second grade shall attend one of the following:

Lincoln Elementary School located at 603 North Tenth, Centerville.

Garfield Elementary School located at 505 East Walsh, Centerville.

Central Elementary School located at 320 Drake Avenue, Centerville.

Grades three through six shall attend Lakeview Elementary School located 1800 South Eleventh Street, Centerville.

Grades seven through eight shall attend Howar Junior High School located at 850 South Park, Centerville.

Grades nine through twelve shall attend Centerville High School located at 600 CHS Drive, Centerville.

Other educational options include the school operated home schooling program, dual enrollment, alternative high school, education center, and community college programs. Each school building will have a principal responsible for the administration and management of the school building, the school building personnel, and educational program. The principals shall work closely with the superintendent and other administrative team members.

Date of Adoption: April 25, 1990

Date of Revision: January 11, 1994

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: October 12, 2004

Date of Revision: January 13, 2014

THE PEOPLE AND THEIR SCHOOL DISTRICT

The Board recognizes the value of interaction with and participation of the community. The Board also recognizes that it represents one of many organizations and groups that operate in the district.

Whenever possible, the Board will seek to interact and cooperate with individuals, groups, and organizations while carrying out its elected responsibilities.

It shall be the responsibility of the superintendent to keep the Board abreast of opportunities for involvement with the district community.

Date of Adoption: April 25, 1990

Date of Revision: January 11, 1994

Date of Revision: January 14, 1997

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Centerville Community School District to provide equal educational and employment opportunities. The board will not discriminate in its educational activities on the basis of gender, race, religion, national origin, creed, age, marital status, sexual orientation, gender identity, disability or socioeconomic status.

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

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

Inquiries or grievances related to this policy may be directed to the Equity/Affirmative Action Coordinator, Centerville Community School District, 634 North Main, Centerville, Iowa 52544, 641-856-0601.

Date of Adoption: April 25, 1990

Date of Revision: September, 1991

Date of Revision: January 11, 1994

Date of Revision: September 10, 1996

Date of Revision: January 25, 2000

Date of Revision: September 27, 2005

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: May 18, 2015

EQUAL EDUCATIONAL OPPORTUNITY

NOTICE OF NONDISCRIMINATION

Students, parents, employees, and others doing business with or performing services for the Centerville Community School District are hereby notified that this school district does not discriminate on the basis of race, religion, color, creed, age, national origin, sex, sexual orientation, gender identity, marital status, disability or socioeconomic status in admission or access to or treatment in its programs and activities. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Equity/Affirmative Action Coordinator:

Matt Johnson
Centerville High School
600 CHS Drive
Centerville, Iowa 52544

(641) 856-0813

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, § 504 and Iowa Code 280.3.

Date of Adoption: September 10, 1996

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: October 12, 2004

Date of Revision: September 27, 2005

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: January 13, 2014

Date of Revision: May 18, 2015

GRIEVANCE PROCEDURE

Students, parents of students, employees, and applicants for employment in the school district shall have the right to file a formal complaint alleging discrimination under federal or state regulations requiring non-discrimination in programs and employment.

Level One - Principal, Immediate Supervisor, or Personnel Contact Person

Employees with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity, color, creed, disability, marital status or socioeconomic status are encouraged to first discuss it with their immediate supervisor, with the objective of resolving the matter informally. Applicants for employment with a complaint of discrimination based upon their gender, race, national origin, religion, age, sexual orientation, gender identity, color, creed, disability, marital status or socioeconomic status should discuss their concerns with the personnel contact person.

A student, or a parent of a student, with a complaint of discrimination based upon gender, race, national origin, religion, marital status, sexual orientation, gender identity, color, creed, disability or socioeconomic status is encouraged to discuss it with the instructor, counselor, supervisor, building administrator, program administrator, or personnel contact person directly involved.

Level Two - Compliance Officer

If the grievance is not resolved at level one and the grievant wishes to pursue the grievance, the grievant may formalize it by filing a complaint in writing on a Grievance Filing Form, which may be obtained from the Equity/Affirmative Action Coordinator. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at level two must be within 15 working days of the date of the event giving rise to the grievance, or from the date the grievant could reasonably become aware of such occurrence. The grievant may request that a meeting concerning the complaint be held with the Equity/Affirmative Action Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Equity/Affirmative Action Coordinator shall investigate the complaint and attempt to resolve it. A written report from the Equity/Affirmative Action Coordinator regarding action taken will be sent to the involved parties within a reasonable time after receipt of the complaint.

Level Three - Superintendent/Administrator

If the complaint is not resolved at level two, the grievant may appeal it to level three by presenting a written appeal to the superintendent. Within five working days after the grievant receives the report from the Equity/Affirmative Action Coordinator, the grievant may request a meeting with the Superintendent. The superintendent may request a meeting with the grievant to discuss the appeal. A decision will be rendered by the superintendent within a reasonable time after the receipt of the written appeal. If, in cases of disability grievances at the elementary and secondary level, the issue is not resolved through the grievance process, the parents have a right to an impartial hearing to resolve the issue.

This procedure in no way denies the right of the grievant to file formal complaints with the Iowa Civil Rights Commission, the U.S. Department of Education Office for Civil Rights, the Equal Employment Opportunity Commission, or the Iowa Department of Education for mediation or rectification of civil rights grievances, or to seek private counsel for complaints alleging discrimination.

GRIEVANCE PROCEDURE

Level Four - Appeal to Board

If the grievant is not satisfied with the superintendent's decision, the grievant can file an appeal with the board within five working days of the decision. It is within the discretion of the board to determine whether it will hear the appeal.

Less formal concern resolution procedures are identified in policies for staff (Series 400), students (Series 500), and citizens (Series 900). Those procedures may be used to address the concerns also addressed by this procedure.

Equity/Affirmative Action Coordinator:

Matt Johnson
Centerville High School
600 CHS Drive
Centerville, Iowa 52544

(641) 856-0813

Date of Adoption: September 10, 1996

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: October 12, 2004

Date of Revision: September 27, 2005

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: January 13, 2014

Date of Revision: May 18, 2015

**GRIEVANCE FORM FOR COMPLAINTS OF DISCRIMINATION
OR NON-COMPLIANCE WITH FEDERAL OR STATE REGULATIONS
REQUIRING NON-DISCRIMINATION**

I am filing this grievance because

(Attach additional sheets if necessary)

Describe incident or occurrence as accurately as possible:

(Attach additional sheets if necessary)

Signature _____

Address _____

Phone Number _____

If student, name _____ Grade Level _____

Attendance center _____

Date of Adoption: September 10, 1996

Date of Revision: October 12, 2004

GRIEVANCE DOCUMENTATION

Name of Individual Alleging Discrimination or Non-Compliance

Name_____

Grievance Date_____

State the nature of the complaint and the remedy requested.

Indicate Principal's or Supervisor's response or action to above complaint.

Signature of Principal or Supervisor _____

Date of Adoption: September 10, 1996

Date of Revision: October 12, 2004

SECTION 504 STUDENT AND PARENTAL RIGHTS NOTIFICATION

The Centerville Community School District does not discriminate in its educational programs and activities on the basis of a student's disability. It has been determined that your child has a qualifying disability for which accommodations may need to be made to meet his or her individual needs as adequately as the needs of other students. As a parent, you have the right to the following:

- participation of your child in school district programs and activities, including extracurricular programs and activities, to the maximum extent appropriate, free of discrimination based upon the student's disability and at the same level as students without disabilities;
- receipt of free educational services to the extent they are provided students without disabilities;
- receipt of information about your child and your child's educational programs and activities in your native language;
- notice of identification of your child as having a qualifying disability for which accommodations may need to be made and notice prior to evaluation and placement of your child and the right to periodically request a re-evaluation of your child;
- inspect and review your child's educational records, including a right to copy those records for a reasonable fee; you also have a right to ask the school district to amend your child's educational records if you feel the information in the records is misleading or inaccurate; should the school district refuse to amend the records, you have a right to a hearing and to place an explanatory letter in your child's file explaining why you feel the records are misleading or inaccurate;
- hearing before an impartial hearing officer if you disagree with your child's evaluation or placement; you have a right to counsel at the hearing and have the decision of the impartial hearing officer reviewed.

Inquiries concerning the school district's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 should be directed to:

Susan McDanel
Centerville High School
600 CHS Drive
Centerville, Iowa 52544

(641) 856-0813

who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title IX, the ADA, § 504 and Iowa Code 280.3.

Date of Adoption: September 10, 1996

Date of Revision: October 12, 2004

LONG-RANGE NEEDS ASSESSMENT

Long-range needs assessment enables the school district to analyze assessment data, get feedback from the community about its expectations of students and determines how well students are meeting student learning goals. The Board shall conduct an in-depth needs assessment, soliciting information from business, industry, labor, higher education, and community members, regarding their expectations for adequate student preparation and successful wage earners.

In conjunction with the in-depth needs assessment of the school district, the Board shall authorize the appointment of a committee representing school district personnel, parents, students, and community members to make recommendations and assist the Board in determining the priorities of the school district in addition to the basic skills areas of the education program.

The school board will conduct District Wide Advisory Meetings at least annually to present the Annual Progress Report and to solicit suggestions for Annual District Improvement Goals and additions to the Comprehensive School Improvement Plan. In addition, smaller District School Improvement Committee comprised of parents, interested community members, support staff, teachers, board members, and administrators will meet periodically to identify and assist in specific district improvement efforts. The membership on these sub-committees (e.g. the district vocational, technology, or health sub-committees) will be as specified by state rules. The superintendent will convene these sub-committees. The Superintendent's Advisory Committee and the Superintendent's School Improvement Committee will be used for specific feedback tasks. Other opportunities for feedback will be utilized if appropriate and consistent with board policy.

The Board believes that its policies, programs, and goals should reflect the values of the people of the district. It shall be the responsibility of the superintendent to ensure the people of the district are kept informed of the board's plans and actions, and to solicit thoughts, suggestions, and concerns about the operation of the school district from the general population. The superintendent shall report annually to the board about the means used to keep the community informed.

As a result of the board and committee's work, the board shall annually determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

Date of Adoption: April 25, 1990

Date of Revision: January 11, 1994

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: November 28, 2000

LONG-RANGE NEEDS ASSESSMENT

The district's effort at long-range needs assessment may include, but will not necessarily be limited to the following steps:

- I. Collect and use research to guide the modification of district and building philosophy, missions, plans and goals.
 - A. Collect reports from professional organizations, organize, and maintain research files relevant to all district plans and committee assignments.
 - B. As committee proposals or plans are developed, a research paper summarizing and citing relevant research will be developed and presented as part of the plan.
- II. Set research-based standards and goals that encourage high expectations of student and staff performance in all school courses and sponsored activities.
 - A. Review and update standards and goals for group performance on all district-mandated achievement assessments.
 - B. Review and update standards and goals for group performance on all district climate and attitudinal assessments.
 - C. Review and update standards and goals for group performance on all district performance data (i.e. graduation levels, attendance, etc.)
 - D. Develop annual and long-range improvement goals with specific growth targets for important areas assessed by district or state mandated assessment instruments.
- III. Collect and maintain appropriate data from district assessments to guide attainment of the district's goals.
 - A. Collect and maintain appropriate longitudinal data on student achievement as estimated by standardized test instruments.
 - B. Collect and maintain appropriate longitudinal data on student achievement on district created and scored assessments where relevant to district goals.
 - C. Collect and maintain appropriate longitudinal data on student perceptions of building climate and staff instructional methods where relevant to district goals.
 - D. Collect and maintain appropriate longitudinal data on a variety of student behavioral indicators where relevant to district goals.
 - E. Collect and maintain appropriate longitudinal data on a variety of community indicators that affect, or are affected by school performance.
- IV. Analyze assessment data and prepare reports that help detect trends and identify areas of strength and weakness relative to district standards and goals.
 - A. Analyze student achievement data and prepare reports that will enable staff and community to prepare recommendations for actions that should improve performance.

LONG-RANGE NEEDS ASSESSMENT

- B. Analyze and report student achievement data and trends on all student achievement assessment products required by the school district or state.
 - C. Analyze and report building climate and instructional process data from student questionnaires, from graduate follow-up recommendations, and from other sources to identify areas of need and of strength.
 - D. Analyze and report trends in course enrollment, student failure and dropout rates, graduate successes, and student extra-curricular participation to determine areas needing improvement.
- V. Maintain and update the district's Comprehensive School Improvement Plan based upon reviews of data collected to assess local goal attainment and/or in response to state and federal program requirements.
- A. Review and update Board policies and plans to implement a comprehensive needs assessment process.
 - B. Maintain, update, and implement the district's Comprehensive School Improvement Plan, including its mission statement, basic beliefs, and statement of our vision for the future using an advisory committee reflective of the community.
 - C. Maintain, annually update, and implement the district's Assessment plan and coordinate it with all other plans and reporting requirements.
 - D. Work with the Comprehensive School Imp. Committee and all other district committees to systematically review data reports to identify areas of need, and to identify areas of plans or goals in need of modification.
 - E. Maintain, annually update, and implement district's Title I plan to maximize student attainment of the district mission and goals and any required state or local goals.
 - F. Maintain, annually update, and implement the district's Title VI (Drug Free) plan and coordinate it with the At Risk plans.
 - G. Maintain, annually update, and implement the district's Class Size Management plan and coordinate it with the Curriculum Development and Staff Development Plans.
 - H. Identify, seek, and administer competitive grants that could help attain district and/or building goals.
- VI. Identify staff, student, and community behaviors needed to help the district meet its mission.
- A. Identify the desired characteristics of instructional processes, building climates, and extra-curricular activities that support student learning, employability, and life-skills development.
 - B. Review staff plans and proposals in the light of professional recommendations and relevant research literature.
- VII. Identify data to collect to assess staff, student, and community behaviors needed to help the district meet its mission.
- A. Prepare assessment instruments able to determine the frequencies of staff use of desired instructional, building, and extra-curricular processes and activities that support student learning, employability, and life skills development.

LONG-RANGE NEEDS ASSESSMENT

- B. Prepare assessment instruments able to determine the frequencies of student use of the processes and activities that support learning, employability, and life skills development.
 - C. Identify community indicators able to determine the level of community involvement in promoting student behaviors described by the district mission statement.
- VIII. Encourage and support staff, student, and community behaviors needed to help the district meet its mission.
- A. Review data and develop plans to encourage and support staff actions that promote attainment of the district's mission.
 - B. Review data and develop plans to encourage and support student actions that promote attainment of the district's mission.
 - C. Review data and develop plans to encourage and support community actions that promote attainment of the district's mission.
- IX. Provide information to the community concerning school district progress and achievements.
- A. Identify the components and desired formats of the School Improvement Progress Report and Comprehensive School Improvement Plan.
 - B. Identify and use effective methods and materials to communicate district progress and needs to staff and parents, including the annual progress reports.
 - C. Prepare and share with the community statistical trend and anecdotal data relevant to all school district goals.
 - D. Develop a quality brochure touting our school system for use with prospective employers and new families and cooperate with other community boosters where possible.
- X. Maintain, update, and implement a comprehensive achievement assessment plan for standardized achievement assessment instruments.
- A. Identify, attain, and administer needed standardized assessments required of students at specific grades by state or Board actions.
 - B. Identify, attain, and administer diagnostic reading assessments as needed to comply with state early intervention funding requirements.
 - C. For each assessment required by the district, the data to be collected; assessment administration, scoring, analysis, and reporting tasks; report audiences; and timelines shall be identified.
 - D. Work with GPAEA and the Iowa Cooperative Assessment staff to prepare standards, assessment procedures, and appropriate materials to strengthen district assessment materials and strategies.
 - E. On annual basis, evaluative data from all courses shall be reviewed, and needed adjustments in materials, assessments, or instructional practices (if any) shall be recommended to the appropriate district committee(s) for consideration.

LONG-RANGE NEEDS ASSESSMENT

- XI. Maintain, update, and implement a comprehensive achievement assessment plan for district-developed achievement assessment instruments.
- A. On a six-year cycle, identify/develop appropriate district-wide assessment tools; enter them into the district data management and assessment system; print and distribute for use by course teachers.
 - B. On an annual (or as needed) basis, review district-wide assessment tools; modify where needed; enter them into the district data management and assessment system; print and distribute for use by course teachers.
 - C. Develop/adopt alternative assessment tools and procedures for all students who are unable to demonstrate their true levels of knowledge or skill on district assessments given to regular education students.

Date of Adoption: November 14, 2000

Date of Revision: October 12, 2004

Date of Revision: January 13, 2014

ANTI-BULLYING/HARASSMENT POLICY

Harassment and bullying of students and employees/volunteers are against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students, employees and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. To that end, the board has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to deal with incidents of bullying and harassment. Bullying and harassment of students by other students, by school employees, and by volunteers who have direct contact with students will not be tolerated in the school or school district.

The board prohibits harassment, bullying, hazing, or any other victimization, of students, based on any of the following actual or perceived traits or characteristics, including but not limited to, age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Harassment against employees/volunteers based upon the employee's/volunteer's race, color, creed, sex, sexual orientation, gender identity, national origin, religion, age, marital status, socioeconomic status or disability is also prohibited.

This policy is in effect while students or employees/volunteers are on property within the jurisdiction of the board; while on school-owned or school-operated vehicles; while attending or engaged in school-sponsored activities; and while away from school grounds if the misconduct directly affects the good order, efficient management and welfare of the school or school district.

If, after an investigation, a student is found to be in violation of this policy, the student shall be disciplined by appropriate measures which may include suspension or expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures which may include exclusion from school grounds. "Volunteer" means an individual who has regular, significant contact with students.

When looking at the totality of the circumstances harassment and bullying mean any electronic, written, verbal, or physical act or conduct toward a student, employee or volunteer which is based on any actual or perceived trait or characteristic of the student, employee or volunteer and which creates an objectively hostile school environment that meets one or more of the following conditions:

- Places the student, employee or volunteer in reasonable fear of harm to the student's, employee's or volunteer's person or property;
- Has a substantially detrimental effect on the student's, employee's or volunteer's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or employee's or volunteer's job.
- Has the effect of substantially interfering with the student's, employee's or volunteer'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, electronic text messaging or similar technologies.

ANTI-BULLYING/HARASSMENT POLICY

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

- Repeated remarks of a demeaning nature
- Implied or explicit threats concerning one's grades, achievements, property, etc.
- Demeaning jokes, stories, or activities directed at the student or employee/volunteer and/or
- Unreasonable interference with a student's, employee's or volunteer's performance

Sexual harassment means unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made either implicitly or explicitly a term or condition of the student's education or benefits; or the employee/volunteer's job.
- Submission to or rejection of the conduct is used as the basis for academic decisions affecting that student; or job decisions of the employee/volunteer;
- The conduct has the purpose or effect of substantially interfering with the student's academic performance or the employee's/volunteer's job performance by creating an intimidating, hostile, or offensive education environment.

In situations between students, or employees/volunteers and school officials, faculty, staff, or volunteers who have direct contact with students, or employees/volunteers bullying and harassment may also include the following behaviors:

- Requiring that a student submit to bullying or harassment by another student, or employees/volunteers either explicitly or implicitly, as a term or condition of the targeted student's education or participation in school programs or activities; and/or the employee's/volunteer's job
- Requiring submission to or rejection of such conduct as a basis for decisions affecting the student or employee/volunteer.

Any person who promptly, reasonably, and in good faith reports an incident of bullying or harassment under this policy to a school official, shall be immune from civil or criminal liability relating to such report and to the person's participation in any administrative, judicial, or other proceeding relating to the report. Individuals who knowingly file a false complaint may be subject to appropriate disciplinary action.

Retaliation against any person, because the person has filed a bullying or harassment complaint or assisted or participated in a harassment investigation or proceeding, is also prohibited. Individuals who knowingly file false harassment complaints and any person who gives false statements in an investigation shall be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

ANTI-BULLYING/HARASSMENT POLICY

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The **Equity/affirmative action coordinator** or designee will be responsible for handling all unresolved complaints by students and employees/volunteers alleging bullying or harassment.

It also is the responsibility of the superintendent, in conjunction with the investigator and principals, to develop procedures regarding this policy. The superintendent also is responsible for organizing training programs for students, school officials, faculty, staff, and volunteers who have direct contact with students. The training will include how to recognize harassment and what to do in case a student is harassed. It will also include proven effective harassment prevention strategies. The superintendent will also develop a process for evaluating the effectiveness of the policy in reducing bullying and harassment

The board will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student handbook,
- Inclusion in the employee handbook
- Inclusion on the school or school district's web site,

and a copy shall be made to any person at the Building Principal offices.

Date of Adoption: August 14, 2007

Date of Revision: November 27, 2007

Date of Revision: February 10, 2009

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Individuals who feel that they have been harassed should:

- Communicate to the harasser that the individual expects the behavior to stop, if the individual is comfortable doing so. If the individual wants assistance communicating with the harasser, the individual should ask a teacher, counselor or principal to help.
- If the harassment does not stop, or the individual does not feel comfortable confronting the harasser, the individual should:
 - tell a teacher, counselor or principal; and
 - write down exactly what happened, keep a copy and give another copy to the teacher, counselor or principal including;
 - what, when and where it happened;
 - who was involved;
 - exactly what was said or what the harasser did;
 - witnesses to the harassment;
 - what the student said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

An individual who believes that the individual has an unresolved harassment or bullying situation will notify Susan McDanel, the designated investigator. The investigator may request that the individual complete the Harassment/Bullying Complaint form and turn over evidence of the harassment, including, but not limited to, letters, tapes, or pictures. The complainant shall be given a copy of the completed complaint form. Information received during the investigation is kept confidential to the extent possible.

The investigator, with the approval of the superintendent, or the superintendent has the authority to initiate an investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The investigator will reasonably and promptly commence the investigation upon receipt of the complaint. The investigator will interview the complainant and the alleged harasser. The alleged harasser may file a written statement in response to the complaint. The investigator may also interview witnesses as deemed appropriate.

Upon completion of the investigation, the investigator will make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the superintendent. The investigator will provide a copy of the findings of the investigation to the superintendent.

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

RESOLUTION OF THE COMPLAINT

Following receipt of the investigator's report, the superintendent may investigate further, if deemed necessary, and make a determination of any appropriate additional steps which may include discipline.

Prior to the determination of the appropriate remedial action, the superintendent may, at his/her discretion, interview the complainant and the alleged harasser. The supervisor will file a written report closing the case and documenting any disciplinary action taken or any other action taken in response to the complaint. The complainant, the alleged harasser and the investigator will receive notice as to the conclusion of the investigation. The superintendent will maintain a log of information necessary to comply with Iowa Department of Education reporting procedures.

POINTS TO REMEMBER IN THE INVESTIGATION

- Evidence uncovered in the investigation is confidential.
- Complaints must be taken seriously and investigated.
- No retaliation will be taken against individuals involved in the investigation process.
- Retaliators will be disciplined up to and including suspension and expulsion.

CONFLICTS

If the investigator is a witness to the incident, the alternate investigator shall be appointed by the superintendent.

ANTI-BULLYING/ HARASSMENT COMPLAINT FORM
(Designated Investigator)

Name of complainant: _____

Position of complainant: _____

Name of student or employee/volunteer target: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color		
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed		

Description of misconduct: _____

Name of witnesses (if any): _____

ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM
(Designated Investigator)

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: ____ / ____ / ____

DISPOSITION OF ANTI-BULLYING/HARASSMENT COMPLAINT FORM

Name of complainant: _____

Name of student or Employee/volunteer target: _____

Grade and building of student or employee/volunteer: _____

Name and position or grade of alleged perpetrator /respondent: _____

Date of initial complaint: _____

Nature of Discrimination or Harassment Alleged (Check all that apply)

<input type="checkbox"/>	Age	<input type="checkbox"/>	Physical Attribute	<input type="checkbox"/>	Sex
<input type="checkbox"/>	Disability	<input type="checkbox"/>	Physical/Mental Ability	<input type="checkbox"/>	Sexual Orientation
<input type="checkbox"/>	Familial Status	<input type="checkbox"/>	Political Belief	<input type="checkbox"/>	Socio-economic Background
<input type="checkbox"/>	Gender Identity	<input type="checkbox"/>	Political Party Preference	<input type="checkbox"/>	Other – Please Specify:
<input type="checkbox"/>	Marital Status	<input type="checkbox"/>	Race/Color	<input type="checkbox"/>	
<input type="checkbox"/>	National Origin/Ethnic Background/Ancestry	<input type="checkbox"/>	Religion/Creed	<input type="checkbox"/>	

Summary of investigation: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: _____

