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STATEMENT

All policies in Series 500 were reviewed by the Board of Directors on December 8, 1992. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 500 were reviewed by the Board of Directors on February 7, 1995. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 500 were reviewed by the Board of Directors on April 28, 1998. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 500 were reviewed by the Board of Directors on May 14, 2002. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 500 were reviewed by the Board of Directors on June 12, 2007. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 500 were reviewed by the Board of Directors on July 12, 2011. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 500 were reviewed by the Board of Directors on July 9, 2018. If changes were found to be necessary, the revision date was noted on the individual policies.

OBJECTIVES FOR EQUAL EDUCATIONAL OPPORTUNITIES FOR STUDENTS

This series of the board policy manual is devoted to the board's goals and objectives for assisting the students of the school district in obtaining an education. It sets forth the requirements of the students enrolled in the school district.

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students attending school within the school district. Each student attending school will have the opportunity to use it and its education program and services as a means for self-improvement and individual growth. In so doing, the students are expected to conduct themselves in a manner that assures each student the same opportunities.

The board supports the delivery of the education program and services to students free of discrimination on the basis of age, race, creed, color, sex, national origin, religion, sexual orientation, gender identity, disability, marital status, or socioeconomic status. This concept of equal educational opportunity serves as a guide for the board and school district personnel in making decisions relating to school facilities, employment of personnel, selection of educational materials, equipment, curriculum, and regulations affecting students.

In the delivery of the education program, students will treat the employees with respect and students will receive the same in return. Employees have the best interests of the students in mind and will assist them in school-related or personal matters if they are able to do so. Students should feel free to discuss problems, whether school-related or personal, with the guidance counselor or other employees.

Board policies, rules and regulations affect students while they are on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district.

Board policy refers to the term "parents" in many of the policies. The term parents for purposes of this policy manual will mean the legal parents, the legal guardian or custodian of a student and students who have reached the age of majority or are otherwise considered an adult by law.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination:

1. Are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Matt Johnson, Centerville Community School District, Centerville, Iowa, 52544; or by telephoning 641-856-0813; or
2. May also be directed in writing to the Director of the Region VII Office of Civil Rights, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO. 64114 (816) 268-0550 or Iowa Department of Education, Grimes State Office Building, Des Moines, IA. (515) 281-5294 or www.iowa.gov/educate. This inquiry or complaint to the federal or state office may be done instead of, or in addition to, an inquiry or complaint at the local level.

Code No: 500 cont.

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

Date of Adoption: April 25, 1990

Date of Revision: January 23, 2007

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: June 14, 2011

Date of Revision: May 18, 2015

RESIDENT STUDENTS

Children who are residents of the school district community may attend the school district without paying tuition.

The residence of a student means the place, abode, or dwelling of the student. Generally, the legal dwelling of minors is the same as their parents. However, a child may establish a dwelling with someone other than the parents and attend public school in that school district without paying tuition if the primary purpose for residing in the school district is not for obtaining a free public education. Further, emancipated minors or individuals who have reached the age of majority and who are still eligible to attend an Iowa secondary school may declare their residence independent of the residence of the parents. "Parent" in this series shall also include legal guardian if appropriate.

Each case involving the bona fide residence of a student will be decided upon its individual merits by the superintendent. Any part of this policy in conflict with the Open Enrollment law shall be deemed void.

Date of Adoption: April 25, 1990

NON-RESIDENT STUDENTS

Students who are eligible to attend an Iowa public school but who are not legal residents of this district may be admitted to school at the discretion of the superintendent upon application and payment of tuition. The tuition rate shall be the current per-pupil cost of the district as computed by the board secretary and as authorized by the State Department of Education.

Resident students whose families move from the school district after the start of a semester and who wish to complete the semester in the school district may be permitted to attend without the payment of tuition at the discretion of the superintendent. These students, other than students in grades eleven and twelve, must have the recommendation of the principal as well as a contact person who resides in the school district identified for purposes of administration.

Students in grades eleven or twelve who are no longer residents of the school district, but were residents in the preceding school year, may continue to attend school until they graduate without the payment of tuition. These students must have a person, who resides in the school district, identified for purposes of administration and contact in case of an emergency.

Non-resident students who are eligible to attend an Iowa public school and who have positive evidence they will become legal residents of the school district prior to the official enrollment date may be allowed to attend without the payment of tuition.

Requests for exemption of tuition in special cases shall be investigated by the Superintendent of Schools and reviewed by the Board of Directors.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: January 11, 1994

Date of Revision: February 7, 1995

Date of Revision: May 14, 2002

Date of Revision: January 23, 2007

FOREIGN EXCHANGE STUDENTS

The Centerville Community School District supports the concept of foreign exchange studies. Local students and visiting students benefit from the opportunity to share and exchange ideas to better understand different cultures. Students from foreign countries can be important to the educational experience at Centerville High school. Foreign students must meet all district entrance requirements including age, place of residence and immunization. A foreign student may attend Centerville High School without tuition or fee charge, when residing within the boundaries of the District and meeting one of the following conditions:

1. The student resides with his/her parents(s) or legal guardian;
2. The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; and is in the district for primary purposes other than to obtain a free education or,
3. The student enrolls upon the recommendation of the American Field Service or the Rotary Club Foreign Exchange Program; or the student enrollment from a similar organization is approved in advance by the administration or the Board of Education.

Applications from students or potential host families through exchange programs other than American Field Service or the Rotary Club Foreign Exchange Program will be considered by the administration if said application is received more than 45 calendar days preceding the desired date of enrollment and if they meet the conditions prescribed in regulations implementing this policy. The Administration may limit the number of foreign exchange students allowed to enroll in any one year.

Date of Adoption: January 11, 1994

Date of Revision: May 14, 2002

FOREIGN EXCHANGE STUDENTS

Students from foreign countries can be important to the educational experience at Centerville High school. A foreign student may attend Centerville High School without tuition or fee charge, when residing within the boundaries of the District and meeting one of the following conditions:

1. The student resides with his/her parents(s) or legal guardian;
2. The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; and is in the district for primary purposes other than to obtain a free education or,
3. The student enrolls upon the recommendation of the American Field Service or the Rotary Club Foreign Exchange Program; or the student enrollment from a similar organization is approved in advance by the administration or the Board of Education.
4. Also, a foreign student may attend Centerville High School without tuition if the student is residing within the District with an adult legal resident of the District who is responsible for the student's care, custody and control, and the adult resident so certifies to the Board of Education, and the Board approves the enrollment in advance.
5. The Centerville High School will allow the maximum of four students to attend in one school year. If more applications are received, then they need to be brought to the board for approval to enter the Centerville High School.

The Centerville Community High School has actively participated in AFS and Rotary Club foreign student exchange programs and wishes to continue to do so. Other foreign exchange students are also welcome if they meet the following conditions.

1. They are sponsored by
 - a. an approved organization or
 - b. an adult legal resident (host family) of the District

either of which will be responsible for the student's care, custody and control, much the same as with an AFS or Rotary club foreign student exchange program and

2. The student's enrollment has been approved in advance by the administration.

Applications from students or potential host families through exchange programs other than American Field Service or the Rotary Club Foreign Exchange Program will be considered by the administration if said application is received more than 45 calendar days preceding the desired date of enrollment. For student exchange programs to sponsor students in the Centerville High School, the following conditions must be complied with:

1. They must be on the approved list of the Council on Standards for International Educational Travel's "Advisory List of International Education Travel and Exchange Programs,"
2. They must provide an in-district or close network of counseling and advising support for the host family and the student, and
3. They must obtain advance approval for enrolling a particular student based upon a complete student profile submitted to the building principal. Said students should demonstrate an acceptable degree of English proficiency.

Situations are to be avoided in which students are not properly sponsored and are therefore in a situation where they have to fend for themselves in a strange culture.

Centerville School District waives all tuition fees and book rental for a student enrolled upon the recommendation of the American Field Service or the Rotary Club foreign exchange student program, or if the student enrolls upon the recommendation of a similar approved organization that complies with the provisions of this regulation.

The student, the sponsoring organization or the host family will be responsible for the following fees:

1. Activity Pass.
2. School yearbook.
3. The cost of the picture used for the yearbook; this is a nominal fee; if the student is a senior, he/she shall have an individual picture taken when either the freshman, sophomore, or junior class pictures are taken.
4. Any other charge related to school functions.

According to federal guidelines, foreign exchange students are not eligible to receive free lunches unless the host family qualifies. Families seeking assistance with payment for school lunches should consult with the Food Service Director.

Date of Adoption: December 14, 1993

Date of Revision: April 23, 2002

Date of Revision: January 23, 2007

Date of Revision: June 14, 2011

COMPULSORY ATTENDANCE

Parents within the school district who have children who are over six and under sixteen years of age by September 15 in proper physical and mental condition to attend school shall have the children attend the school district at the attendance center designated by the board. Students shall attend school the number of days school is in session in accordance with the school calendar and the guidelines presented in Board policy, Code No. 501.10. Exceptions to this policy include children who:

- have completed the requirements for graduation in an accredited school or have obtained a high school equivalency diploma;
- are attending religious services or receiving religious instruction;
- are attending an approved or probationary approved private college preparatory school;
- are attending an accredited nonpublic school; or,
- are receiving competent private instruction from a parent, guardian, or legal custodian.

(Students attending competent private instruction shall attend a minimum of thirty-seven days per quarter and a minimum of one-hundred and forty-eight days per year.)

It is the responsibility of the parent of a child to provide evidence of the child's mental and physical inability to attend school or of the child's qualifications for one of the exceptions listed above.

It shall be the responsibility of the parent to notify the student's attendance center as soon as the parent knows the student will not be attending school that day. The principal may request evidence or written verification of the student's reason for absence.

The proper school official (attendance officer, principal, or other school official) shall investigate the cause for a student's absence(s). If the school official is unable to secure the student's appropriate attendance, the school official shall refer the matter over to the county attorney for students of mandatory age as per board policy.

The school will participate in mediation if requested by the county attorney. The superintendent, or designee, shall represent the school district in mediation. The school district will monitor the student's compliance with the mediation agreement and will report violations of the mediation agreement to the county attorney.

Board policy, Code No. 501.10 "Centerville District Attendance Policy" is a companion policy. Additional details or rules implementing this policy, if needed, may also be found in the building level student handbooks.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: February 7, 1995

Date of Revision: January 9, 1996

Date of Revision: November 24, 1998

Date of Revision: January 23, 2007

ENTRANCE - ADMISSIONS

Children in the school district community will be allowed to enroll in the school district's regular education program beginning at age five. The child must be age five on or prior to September 15 to participate in the school district's kindergarten program. The child must be age six on or prior to September 15 to begin the first grade of the education program. The board reserves the authority to exclude children under age six.

The board shall require evidence of age and residency. Birth certificate or other satisfactory evidence must be presented before the student may enroll in the school district's education program. It shall be within the discretion of the superintendent, in conjunction with the administrative team, to determine what is satisfactory evidence for proof of age and residency.

Prior to enrollment, the parent or guardian shall provide the administration with the student's health and immunization certificate that is current for all immunizations required by law.

Failure to provide this information within the time period set by the superintendent is reason for suspension, expulsion or denying admission to the student.

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

Date of Revision: January 23, 2007

Date of Revision: June 14, 2011

ATTENDANCE CENTER ASSIGNMENT

The board shall have complete discretion to determine the boundaries for each attendance center, to assign students to the attendance centers, and to assign students to the classrooms within the attendance center.

It shall be the responsibility of the superintendent to make a recommendation to the board regarding the assigned attendance center boundaries. In making the recommendation, the superintendent shall consider the geographical condition of the district, the condition and location of the school facilities, the location of student population, possible transportation difficulties, the economic situation of the school district and any other factors deemed relevant by the superintendent.

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

STUDENT TRANSFERS IN

Students who transfer into the Centerville School District must meet the immunization and age requirements established for students who initially enroll in the Centerville School District, as established by the District and by the Iowa Department of Education. The school district reserves the right to deny admission to any nonresident unless the student is complying with open enrollment procedures. Students requesting open enrollment, who have been expelled or suspended from their resident district, will only be enrolled after the informed and expressed approval of the board.

Students Transferring From an Accredited Public or Non-Public School

Student transferring into the Centerville School District from an accredited public or accredited non-public school shall be enrolled in the Centerville School District under the following conditions:

1. Acceptable proof of grade level must be provided. A copy of the student's permanent record from the student's prior school district must be requested. If the student cannot offer proof of grade level, the superintendent may make the grade level determination. The superintendent may require testing or other information to determine the grade level.
2. Upon the student's enrollment in the Centerville School District the building principal shall review course work completed and shall assign the student to the proper grade level, as indicated in the student's permanent records.
3. Students enrolling in grades 9-12 shall receive credit for those courses previously completed which lead to graduation from the Centerville High School or which meet the districts time requirements for units. If students have made normal progress towards graduation at the accredited high school they were attending prior to enrolling in the Centerville High School, the district will accept the progress and project graduation requirement from the time of entry forward. Sophomores will meet graduation requirements for the last three years at Centerville; Juniors will meet graduation requirements for the last two years at Centerville; Seniors will meet graduation requirements for the last year at Centerville. Among those requirements will be enrolling in at least the minimum number of five classes plus Physical Education per semester and enrolling in the specific course requirement for the specific year. If similar specific course requirements were completed prior to enrolling in Centerville High School, the high school administration can substitute equivalent classes.

In addition to meeting all graduation requirements, students who transfer into the school district must successfully complete at least one semester of full time enrollment at Centerville High School before they will be eligible to receive a Centerville High School diploma.

The board may deny admission to the student if the student is not willing to provide the board with the required information.

STUDENT TRANSFERS IN

Students Transferring from a Non-Accredited School or From a Home School Setting

Student transferring into the Centerville School District from a non-accredited school, or from a home school program, other than those operated by the district, shall be enrolled in the Centerville School District under the following conditions:

1. The student must provide the District with proof of age, grade level, and a copy of the student's permanent records from the student's prior school program.
2. For a student transfer in grades 1-8, the student may be required to complete competency, or placement tests that will assist in the determination of grade placement. The age of the student will also be considered when determining grade placement.
3. In grades 9-12, the students begin accumulating credits for graduation upon enrollment in the ninth grade. Students transferring into the Centerville School District before the beginning of the first semester of the tenth grade year shall receive credit toward graduation in the same manner as students who have been enrolled in the Centerville School District, or other accredited public or non-public schools. The principal shall review course work completed, and may require the student to complete a competency test to determine accepted credits and/or grade placement.

Credit will not be granted beyond the ninth grade for non-approved school or home school course work without the superintendent's approval. The superintendent shall review course work completed, and shall require the student to complete a competency test to determine accepted credits and/or grade placement. Credits earned in the non-accredited school, or home school, if accepted toward graduation from the Centerville High School, shall not be included when determining the student's grade point average. Courses taken after enrollment in the Centerville School District shall be used to determine grade point average.

The eligibility for awards and honors for students transferring from non-accredited schools or from home schools shall be determined by administrative regulations.

All students transferring into the Centerville School District shall be permitted to participate in extracurricular activities appropriate for students in their same grade, under the guidelines established by the Centerville School District, the Iowa Department of Education, the Iowa High School Athletic Association, and the Iowa Girls' High School Athletic Union.

Date of Adoption: April 25, 1990

Date of Revision: March 15, 1994

Date of Revision: February 7, 1995

Date of Revision: September 12, 1995

Date of Revision: January 23, 2007

STUDENT TRANSFERS OUT

The student/parent shall notify the administration as soon as possible of the student's intended transfer out of the school district. Upon receipt of notice, instructions regarding the return of textbooks, library books, locker equipment, school lunch balance, etc. will be provided.

The official cumulative records of a student will be transferred upon request from the new school district. A copy of official records shall be sent only by mail. Students and parents will not be allowed to carry the official records to the new school district.

If the student/parent wishes to have the student's cumulative record sent to the new school district, the student or the parents shall notify the administration in writing. This notice shall include the name of the school district and the person at the new school district to whom the student's cumulative records should be sent. If the new school district requests the student's cumulative records, the school district will forward the cumulative records and notify the parents the records have been sent. The notice will inform the parents of their right to review the records sent.

If the student is of compulsory education age and not transferring to another public school district or an accredited non public school, the parents will notify the Superintendent that the student is receiving competent private instruction and file the necessary competent private instruction reports.

Date of Adoption: April 25, 1990

Date of Adoption: February 7, 1995

Date of Revision: May 14, 2002

Date of Revision: January 23, 2007

Date of Revision: June 14, 2011

ATTENDANCE RECORDS

As part of the school district records of students, the daily attendance of each student shall be recorded and maintained on file with the permanent records of the board secretary. Students participating in school sponsored or approved activities will be considered present.

It shall be the responsibility of the principals to ensure that such reports are filed with the board secretary.

Date of Adoption: April 25, 1990

WITHDRAWAL FROM SCHOOL

If the student's parents wish to withdraw their student from school prior to completing and graduating from the education program, they shall notify the administration in writing as soon as possible of the decision to withdraw the student from the education program.

The parents shall notify the building principal stating the student's final day of attendance. If the student is not enrolling in another school district, the school district shall maintain the student's records in the same manner as the records of students who have graduated from the school district.

If the student is of compulsory education age, the superintendent shall make a determination as to whether the student is receiving equivalent instruction.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

CENTERVILLE DISTRICT ATTENDANCE POLICY

The Centerville Community School District attendance policy is based on the fact that something important happens in class every day and that the activity or interaction between teacher and student can never be duplicated.

In order for the Centerville school staff to do the best job of educating the students entrusted to them, the students must be in regular attendance. A successful educational program requires the cooperation of parent, the student to attend regularly and the staff to be involved at all points in the process. One of the most vital points is that of student attendance. The following policy has been developed to encourage good attendance.

Parents are requested to call the school when their student will be absent. If no call is received, the school will attempt to call the parents of the absent student. If no contact is made between the home and the school during the absence, the student should bring a note to school the first day back signed by the parent and explaining the reason for the absence.

TYPES OF ABSENCES

When a student is absent from school, the administrator in charge has sole responsibility for assigning the type of category of that absence. A parent's note or phone call only indicates the parent's knowledge of the absence. School records list total absences that do not distinguish between unexcused and excused absences.

- **EXCUSED ABSENCE:** 1. Personal illness verified by a doctor's statement, 2. Professional appointments, accompanied by an office card indicating the time and date of the appointment. 3. Any other absence the administrator deems documented and reasonable, such as serious family crisis or funeral may be excused due to special circumstances.
- **UNEXCUSED ABSENCE:** 1. All absences that occur when a student leaves school without obtaining permission to leave. 2. Any absence not listed under EXCUSED ABSENCE. 3. Truancy is defined as absence from school without permission of parent or the school. Truancy may carry loss of credit and the staff may require the student to do additional work or make up additional time. In addition, detention or suspension from school may be administered.
- **SCHOOL AUTHORIZED ABSENCE:** 1. Any absence caused when the student attends a school authorized function or event. The student will be responsible for completing all work missed during the absence prior to leaving. School authorized absences will not be included in the student's record.

EXCESSIVE ABSENCES: The Centerville School Board has limited the number of days a student can be absent from school to the equivalent of twelve (12) unexcused for K-6 students and ten (10) unexcused for Secondary students unexcused days during a semester.

Centerville Attendance Policy Procedures

PARENT/GUARDIAN NOTIFICATION OF STUDENT ABSENCE:

Step 1 - Parents or guardians of K-6 students will be notified when a student has missed the equivalent of 6 unexcused days of school in a semester. Parents or guardians of 7-12 students will be notified when a student has missed the equivalent of 5 unexcused days in a semester.

Step 2 - Parents or guardians of K-6 students will again be notified when a student has missed the equivalent of 9 unexcused days of school in a semester. Parents or guardians of 7-12 students will again be notified when a student has missed the equivalent of 8 unexcused days of school in a semester.

Step 3 - Finally, parents or guardians of K-6 students will be notified again when a student has missed the equivalent of 12 unexcused days of school in a semester. Parents or guardians of 7-12 students will be notified again when a student has missed the equivalent of 10 unexcused days of school in a semester.

In addition to these notifications, student attendance profiles will be available when report cards are issued and at parent request.

CENTERVILLE ATTENDANCE POLICY PROCEDURES:

Step 1: The principal, or designee, is responsible for notifying the parent by letter of the student unexcused absences and an explanation of the Centerville Attendance Policy.

Step 2: When a student of mandatory attendance age reaches step 2 (as described in the notification procedure), the principal or designee is responsible for scheduling a joint meeting with the student (if older than 10), the student's parent(s), or legal guardian or actual custodian, and the Attendance Officer. The administrator will use the attendance procedures described below during this conference:

- a. Get the student and parent(s)/legal guardian involved in dialogue on the causes for the lack of attendance. Identify special issues that need to be addressed.
- b. Discuss what the family wants from school.
- c. Determine the consequences of the absences on the student's future, and current problems caused by previous absences.
- d. The family may be asked to sign a release form to allow the School District, County Attorney, Juvenile Probation Officer, and Department of Human Services and/or other pertinent agencies to exchange information that may help provide the family assistance in addressing the attendance problem.
- e. Help the family and the student develop an acceptable plan to make attendance a priority for the remainder of the semester and to correct current problems due to absences. Place the plan in writing. The plan may include changes to be made in the school to respond to student needs.

Step 3: When a student of mandatory attendance age reaches step 3 (as described in the notification procedure), a written summary of past actions is prepared and the matter is referred to the Appanoose County Attorney for prosecution or mediation. If a Mediator is appointed, the following steps will be taken:

- a) The mediator will contact the parent(s) or legal guardian and Attendance Officer to arrange a conference.
- b) The Mediator will review records established to date and shall attempt to ascertain the cause of the child's nonattendance; attempt to cause the parent(s) or legal guardian and child to identify needed changes in the plan developed with the principal that should result in acceptable school attendance; and shall initiate referrals to any agencies or counseling that the mediator believes to be appropriate under the circumstances. If the parent(s) or legal guardian refuse to engage in mediation, the matter is re-directed to the County Attorney.
- c) If he/she deems necessary, the Mediator will schedule a meeting with the school principal, any teachers cited in the family's new proposal, the child, the parent(s) or legal guardian and the Attendance Officer to agree on the mediation agreement, which shall set forth the settlement of the issues and future responsibilities of each party. If the plan is violated by the parent(s) or legal guardian, or a plan agreeable to all parties cannot be concluded, the matter will be referred back to the County Attorney.

- d) Parents may be billed for 50% of the mediator's cost if their child is eligible for free lunches; 75% of the costs if eligible for reduced lunches, and 100% of the costs if they are not currently eligible for free or reduced lunches.

Additional details or rules implementing this policy, if needed, may also be found in the building level student handbooks.

Date of Adoption: April 28, 1992

Date of Revision: June 23, 1992

Date of Revision: June 28, 1994

Date of Revision: September 12, 1995

Date of Revision: November 24, 1998

Date of Revision: May 14, 2002

Date of Revision: June 14, 2005

Date of Revision: January 23, 2007

RELEASE DURING SCHOOL HOURS

Students shall not be allowed to leave the school facilities during school hours without prior authorization from their parents unless the parent appears personally at the student's attendance center to arrange for the release of the student during school hours. Students in grades eleven and twelve may leave the school during their lunch period.

Approved reasons for release of a student during the school day shall include, but not be limited to, illness, family emergencies, medical appointments, classes outside the student's attendance center and others determined by the principal.

A senior and 2nd semester junior, once approval has been obtained from High School Principal, may come to school late or leave early. Late arrival and early release are for periods 1 and 8 only. This is approved by the High School Principal based upon no truancies, less than 9 absences and no suspensions due to misbehavior. Any violation of this will result in a student losing this privilege for up to 3 weeks for each violation. The Principal has the right to revoke this privilege at any time for up to the rest of the school year for serious behavior concerns.

If a student wishes to be released from school during school hours, the student shall have the student's parent or designee personally arrange for the release or shall have written permission from the student's parents, which will be filed with the principal, stating the time and reason for the release. The High School Administration has the authority to allow a student to leave the building when parental permission cannot be obtained.

Student handbooks and rules developed at each building level shall implement the details of this policy.

Date of Adoption: April 25, 1990

Date of Revision: September 1991

Date of Revision: December 8, 1992

Date of Revision: January 9, 1996

Date of Revision: January 23, 2007

Date of Revision: August 13, 2018

STUDENTS OF LEGAL AGE

Students who have attained legal age may continue the education program without payment of tuition as long as they are eligible to attend an Iowa public school and they are residents of the school district.

When "parent" is used in a board policy by the board, the word shall, also, mean a student of legal age unless otherwise noted in the policy or required by law. Parents will only be allowed to see the student's records with written permission from the student unless the student is still a dependent for income tax purposes. In most cases, with the discretion of principal or superintendent, the student will be able to make decisions and sign documents rather than requiring parent's permission or signature.

Date of Adoption: April 25, 1990

Date of Revision: April 28, 1998

HOMELESS CHILDREN AND YOUTH

The Centerville Community School District believes all students should have access to a free, appropriate public education. The district will ensure that homeless children and youth have equal access to the same free, appropriate public education as other children and youth.

The term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. The term includes:

- Children and youth who are:
 - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as “doubled up”);
 - Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
 - Living in emergency or transitional shelters; or
 - Abandoned in hospitals.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- Migratory children who qualify as homeless because they are living in circumstances described above.

To help ensure that homeless children and youth have a full opportunity to enroll, attend, and succeed at school, the board shall:

- Designate the Curriculum Director as the local homeless children and youth liaison;
- Provide training opportunities for staff so staff may help identify and meet the needs of homeless children and youth;
- Remove barriers, including those associated with fees, fines, and absences, to the identification, enrollment, retention, attendance and/or success in school for homeless children and youth;
- Ensure collaboration and coordination with other service providers;
- Ensure transportation is provided in accordance with legal requirements;
- Provide school stability in school assignment according to the child’s best interests;
- Ensure the privacy of student records, as provided by applicable law, including information about a homeless child or youth’s living situation;
- Engage in the dispute resolution process for decisions relating to the educational placement of homeless children and youth as provided by applicable law; and
- Prohibit the segregation of a homeless child or youth from other students enrolled in the district.

The superintendent may develop an administrative process or procedures to implement this policy.

Date of Adoption: April 9, 1991

Date of Revision: January 28, 2003

Date of Revision: August 9, 2005

Date of Revision: January 23, 2007

Date of Revision: July 9, 2018

HOMELESS CHILDREN AND YOUTH

A homeless child is defined as a child or youth between the ages of 5 and 21 who lacks a fixed, regular, and adequate nighttime residence and includes a child or youth who is living on the street, in a car, tent, or abandoned building or some other form of shelter not designed as a permanent home; who is living in a community shelter facility; or who is living with non-nuclear family members or with friends, who may or may not have legal guardianship over the child or youth of school age.

So that enrollment of homeless children and youth of school age may be facilitated, the following policy areas are modified as follows:

School Records: For students transferring out of the district, a copy of records may be provided directly to the student or the student's parents. In addition, students transferring into the district may provide cumulative records directly to the district. The school district will not require that such records be forwarded from another school district before that student may enroll. The school will then request the official records from the previous school.

Immunization Requirements: Homeless students will not be denied enrollment for lack of immunization records if:

- (1) they have a statement signed by a physician stating that immunization would be injurious to the student;
- (2) they provide an affidavit stating such immunization would conflict with their religious beliefs;
- (3) they are in the process of being immunized; or
- (4) they are a transfer student from another school.

The school district will make a reasonable effort to locate immunization records from the information provided or will arrange for the student to receive immunizations.

Waiver of Fees and Charges: Fees and charges, which may present a barrier to the enrollment or transfer of a homeless child or youth, may be waived at the discretion of the superintendent.

Enrollment Requirements/Placement: Enrollment requirements, which may constitute a barrier to the education of the homeless child or youth, may be waived at the discretion of the superintendent. If the school district is unable to determine the grade level of the student because of missing or incomplete records, the district will administer tests or utilize reasonable means to determine the appropriate grade level for the child.

Residency: For purposes of a homeless child or youth, residence for the purpose of attending school is where the child actually resides or the child's school district of origin. A child's school district of origin is the school district where the child was last enrolled. The deciding factor is the welfare of the child. As much as possible, the child will not be required to change attendance centers within the school district every time the child changes residence unless that change results in the child no longer being classified as homeless.

HOMELESS CHILDREN AND YOUTH

Special Services: All services, which are available to resident students, are made available to homeless children or youths enrolled in the school district. Services include special education, talented and gifted programs, vocational education, English as a second language programs, health services and food and nutrition programs.

The contents of this policy will supersede any and all conflicting provisions in board policies dealing with the areas discussed above.

Date of Adoption: August 9, 2005

Date of Revision: January 23, 2007

FULL TIME/PART TIME STUDENTS

Students enrolled in the high school shall normally be enrolled in five full credit classes plus physical education. Part-time enrollment in less than five classes, plus physical education, is not an option for students unless one of the following criteria is met.

1. An identified and weighted Special Education student whose approved Individualized Education Plan (IEP) requires less than full-time enrollment.
2. A student on an approved home instruction program will be allowed to enroll on a part-time basis provided classroom space is available.
3. A student returning to High School for a fifth year who needs less than five courses to graduate may enroll on a part-time basis.
4. A student meeting all graduation requirements may request to enroll part time at the recommendation of the guidance counselor or principal.

The building administrators may recommend to the superintendent, specific students whose enrollment on a part time basis would enhance the possibility of the student successfully completing high school graduation requirements. The superintendent shall only approve exceptions to this policy sparingly as it is the express intent of the Board of Directors that students should be enrolled on a full time basis.

Date of Adoption: May 14, 1991

Date of Revision: February 7, 1995

Date of Revision: June 14, 2011

STUDENT APPEARANCE

The board believes inappropriate student appearance causes material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees and visitors on school property or on property within the jurisdiction of the school district.

Students are expected to adhere to standards of cleanliness and dress that are compatible with the requirements of a good learning environment. The standards will be those generally acceptable to the community as appropriate in a school setting.

Clothing should be worn that is proper and appropriate for school. Student attire which has a potential of causing or actually causes a substantial disruption or material interference with the educational process is not permitted. In addition, students should not wear clothing that displays undergarments. Tops that expose the midriff or large areas of the student's back or front are not acceptable. Pants, shorts, and skirts should not be torn or expose a student's skin beyond a level of decency as defined by the school. When, in the judgment of a principal, a student's appearance or mode of dress disrupts the educational process or constitutes a threat to health or safety, the student may be required to make modifications.

More specific guidelines, if needed, will be in the building level student handbooks.

Date of Adoption: April 25, 1990

Date of Revision: October 11, 1994

Date of Revision: January 9, 1996

Date of Revision: May 14, 2002

Date of Revision: March 13, 2007

CARE OF SCHOOL PROPERTY

Students shall treat school district property with care and respect. Student found to have destroyed or otherwise harmed school property may be subject to discipline and/or may be reported to local law enforcement authorities.

The School District may seek damages from parents as allowed by law for damage to school property by the parents' child(ren).

More specific guidelines, if needed, will be in the building level student handbooks.

Date of Adoption: April 25, 1990

Date of Revision: January 9, 1996

**USE OF BICYCLES, SKATEBOARDS,
ROLLER-SKATES, ROLLER BLADES**

Riding a bicycle to and parking it at the student's attendance center is a privilege. Students who fail to follow the regulations set by the principal of their attendance center or the school district will be subject to withdrawal of their privilege to ride a bicycle to their attendance center or other disciplinary action.

Skateboards, shoe-skates, roller-skates, roller blades, snow-boards, scooters, and similar devices may not be ridden to school and should not be brought into the school building. More specific guidelines, if needed, will be in the building level student handbooks.

Date of Adoption: April 25, 1990
Date of Revision: February 7, 1995
Date of Revision: January 9, 1996
Date of Revision: May 14, 2002
Date of Revision: March 13, 2007

USE OF MOTOR VEHICLES

The board recognizes the convenience to families and students of having students drive to and park at their school attendance center. Driving a motor vehicle to and parking it at the student's attendance center is a privilege.

Students shall only drive to and park at their designated attendance center and may neither loiter around nor be in their vehicle during the day. Nor are they to leave in their vehicle during the school day, except during the student's lunch period, without permission from the principal of their attendance center.

Students who live within one mile of school, and would not otherwise be eligible for a student driving permit, may be eligible for a student driving permit, for driving to and from school and school activities and practices, if the student meets any of the following criteria

1. The student has a physical disability that prevents the student from walking to school. If the disability is temporary, the permit is only approved for the duration of the disability.
2. The student demonstrates participation in a school extracurricular activity in which practice is routinely held at Lakeview, Indian Hills Centerville Campus, the country club, or other approved practice sites.

Students who wish to drive to and park at their school attendance center shall comply with the regulations established by the principal of their attendance center or by the school district. Failure to comply with this policy or the district regulations shall be reason for revocation of school driving and parking privileges as well as other disciplinary action.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: May 14, 2002

Date of Revision: June 14, 2011

Date of Revision: January 14, 2013 - Reinstate language from 5/14/2002

STUDENT FREEDOM OF EXPRESSION

Student expression, other than student expression in student-produced official school publications, made on the school district property premises or under the jurisdiction of the school district or as part of a school-sponsored activity may be attributed to the school district; therefore, student expression must be responsible. Student expression must be appropriate to assure that the students learn and meet the goals of the school activity, and that the potential audience is not exposed to material that may be harmful or inappropriate for their level of maturity.

Students will be allowed to express their viewpoints and opinions as long as the expression is responsible. The expression shall not, in the judgment of the administration, encourage the breaking of laws, cause defamation of persons, be obscene or indecent, or cause a material and substantial disruption to the educational program. The administration, when making this judgment, shall consider whether the activity in which the expression was made is school-sponsored and whether review or prohibition of the students' speech furthers an educational purpose.

Further, the expression must be done in a reasonable time, place, and manner that is not disruptive to the orderly and efficient operation of the school district.

Students who violate this policy may be subject to disciplinary measures. Employees shall be responsible for insuring students' expression is in keeping with this policy.

More specific guidelines, if needed, will be in the building level student handbooks.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: October 11, 1994

Date of Revision: January 9, 1996

STUDENT CONCERNS AND GRIEVANCES

Student concerns and grievances regarding board policy or administrative regulation violations and other matters will follow the same procedure as described in Board Policy 906.2, Citizens Concerns.

It is the goal of the board to resolve student complaints at the lowest organizational level.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: February 7, 1995

Date of Revision: March 13, 2007

STUDENT LOCKERS

Student lockers are the property of the school district. Students shall use the lockers provided to them by the school district for storing their school materials and possibly for keeping personal belongings necessary for attendance at school. It shall be the responsibility of each student to keep the assigned locker clean and undamaged.

To ensure students are properly maintaining their assigned locker, the principal of the building may periodically inspect all or a random selection of lockers. Either the student or another individual will be present during the inspection of lockers. Student lockers may also be searched, at any time and without advance notice, in compliance with board policy regulating search and seizure.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to implement this policy.

Date of Adoption: April 28, 1992

Date of Revision: February 7, 1995

Date of Revision: September 9, 1997

DANGEROUS WEAPONS

The board believes weapons, other dangerous objects and look-a-likes in school district facilities cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees and visitors on the school district premises or property within the jurisdiction of the school district.

School district facilities are not an appropriate place for weapons, other dangerous objects and look-a-likes. Weapons and other dangerous objects and look-a-likes will be taken from students and others who bring them onto the school district property or onto property within the jurisdiction of the school district or from students who are within the control of the school district.

Parents of a student found to possess weapons, dangerous objects or look-a-likes on school property are notified of the incident. Possession or confiscation of weapons or dangerous objects or look-a-likes will be reported to the law enforcement officials, and students will be subject to disciplinary action including suspension or expulsion.

Students bringing a firearm to school or knowingly possessing firearms at school will be expelled for not less than one year. The superintendent has the authority to recommend this expulsion requirement be modified for a student on a case-by-case basis. For purposes of this portion of this policy, the term "firearm" includes, but is not limited to, any weapon which is designed to expel a projectile by the action of an explosive, the frame or receiver (action) of any such weapon, a muffler or silencer for such a weapon, or any explosive, incendiary or poison gas.

Weapons under the control of law enforcement or other individuals specifically authorized by the board are exempt from this policy. The principal may authorize persons to display weapons, other dangerous objects or look-a-likes for educational purposes. Such a display will also be exempt from this policy. It is the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

Date of Adoption: April 28, 1992

Date of Revision: October 11, 1994

Date of Revision: September 12, 1995

Date of Revision: April 28, 1998

Date of Revision: May 14, 2002

Date of Revision: December 10, 2002

Date of Revision: March 13, 2007

Date of Revision: July 9, 2018

DANGEROUS WEAPONS REGULATIONS

School personnel are not trained to handle situations involving guns or other dangerous weapons. It would also be virtually impossible to protect all students and staff in a building if a dangerous weapon is present. Therefore, whenever a building administrator or designee has reason to believe that there is a dangerous weapon on school premises, law enforcement expertise and assistance will be sought immediately.

An effort to inform parents of students involved in weapon-related incidents will be made only after the administrator and law enforcement officials agree that it is safe and appropriate to do so.

1. Whenever allegations of dangerous weapons being present in school are heard, the allegations must be investigated if there is any chance the allegations might be true.
2. The normal investigation process will normally be initiated by the principal/assistant principal or appropriate designee in the absence of the principal/assistant principal.
3. Any teacher or other employee who hears of allegations or actually sees or finds a weapon, must report that to the appropriate principal immediately.

If possible/likely	Evaluate Possibility of the Allegation being True.	If highly unlikely
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1. Call Police.

2. Have your secretary attempt to notify a parent. The purpose is to inform, not seek permission. The search must not be slowed by this process.

3. Follow through on the best information from the allegations.

4. Always, during or after the investigation, inform the student of the allegation and of the search.

5. Notify parents of all results.

1. Have your secretary attempt to notify a parent. The purpose is to inform, not seek permission. The search must not be slowed by this process.

2. Follow through on the best information from the allegations.

3. Always, during or after the investigation, inform the student of the allegation and of the search.

4. Notify parents of all results.

Weapon Found	Results	No Weapon Found
<ol style="list-style-type: none">1. Notify the police and let them handle the criminal law end.2. Suspend Student -provide due process as police remove the student.3. Meet with the student and parent to review due process.4. Refer the student directly to the board with a recommendation for expulsion if the weapon found is illegal and/or dangerous.5. Discuss with the superintendent and call the Board President to select possible hearing dates.6. Ask Board Secretary to call a meeting around the agreed upon dates and times. The board secretary should complete an agenda at this time.		<ol style="list-style-type: none">1. Apologize for the inconvenience. Explain that board policy does not allow you any choice on how to proceed.

Date of Adoption: February 24, 1994

Date of Revision: October 11, 1994

Date of Revision: April 28, 1998

Date of Revision: May 14, 2002

Date of Revision: March 13, 2007

SMOKING - DRINKING - DRUGS

Students shall conduct themselves in accordance with board policy "Student Conduct." The board believes that such illegal, unauthorized, contraband materials or substances that resemble such materials generally cause material and substantial disruption to the school environment or present a threat to the health and safety of students, employees, or visitors on the school premises.

Violation of this policy by students will result in disciplinary action including possible suspension or expulsion. Use or purchase of cigarettes, tobacco, or tobacco products for those under the age of eighteen may be reported to the local law enforcement authorities. Possession or use of beer or alcohol, for those under legal age, and/or of a controlled substance or materials that resemble such substances may be reported to the local law enforcement authorities.

More specific guidelines, if needed, will be in the building level student handbooks.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: February 7, 1995

Date of Revision: July 11, 1995

SEARCH AND SEIZURE

School district property is held in public trust by the board. School authorities may, without a search warrant, search students or protected student areas which include but are not limited to

- a student's body;
- clothing worn or carried by the student; or
- a student's pocketbook, briefcase, duffel bag, book bag, backpack, knapsack or any other container used by a student for holding or carrying personal belongings of any kind and in the possession or immediate proximity of the student based on a reasonable and articulable suspicion that a school district policy, rule, regulation or law has been violated. The search shall be in a manner reasonable in scope, to maintain order and discipline in the schools, promote the educational environment, and protect the safety and welfare of students, employees, and visitors to the school district facilities.

The furnishing of a locker, desk or other facility or space owned by the school and provided as a courtesy to a student, even if the student provides the lock for it, shall not create a protected student area and shall not give rise to an expectation of privacy with respect to the locker, desk, or other facility. Locker or desk inspection is not to be considered a student search.

School authorities may seize any illegal, unauthorized or contraband materials discovered in the search. Items of contraband may include but are not limited to non prescription controlled substances, marijuana, cocaine, amphetamines or barbiturates; apparatus used for controlled substances; beer or alcoholic beverages; tobacco; poisons; weapons, explosives, and stolen property. Such items are not to be possessed by a student while they are on school property or on property within the jurisdiction of the school district: while on school owned and/or operated school or chartered buses; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Possession of such items will be grounds for disciplinary action, including suspension or expulsion and may be reported to local law enforcement officials.

The board believes that illegal, unauthorized or contraband materials may cause material and substantial disruption to the school environment or presents a threat to the health and safety of students, employees, or visitors on the school district premises or property within the jurisdiction of the school district.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: September 26, 1995

Date of Revision: September 9, 1997

SEARCH AND SEIZURE REGULATION

I. Searches, in general.

A. Reasonable and Articulate Suspicion: A search of a student will be justified when there are reasonable grounds for the suspicion that the search will turn up evidence that the student has violated or is violating the law or school district policy, rules, or regulations affecting school order.

Reasonable suspicion may be formed by considering factors such as the following:

- (1) eyewitness observations by employees;
- (2) information received from reliable sources;
- (3) suspicious behavior by the student; or,
- (4) the student's past history and school record although this factor alone is not sufficient to provide the basis for reasonable suspicion.

B. Reasonable Scope: A search will be permissible in its scope or intrusiveness when the measures adopted are reasonably related to the objectives of the search. Reasonableness of scope or intrusiveness may be determined based on factors such as the following:

- (1) the age of the student;
- (2) the sex of the student;
- (3) the nature of the infraction; and,
- (4) the emergency requiring the search without delay

II. Types of Searches

A. Personal Searches

1. A student's person and/or personal effects (e.g., purse, backpack, etc.) may be searched when a school official has reasonable suspicion to believe the student is in possession of illegal or contraband items or has violated school district policies, rules, regulations or the law affecting school order.
2. Personally intrusive searches will require more compelling circumstances to be considered reasonable.
 - (a) **Pat-Down Search:** If a pat-down search or a search of a student's garments (such as jackets, socks, pockets, etc.) is conducted, it will be conducted in private by a school official of the same sex as the student and with another adult witness of the same sex present, when feasible.
 - (b) A more intrusive search, short of a strip search, of the student's person, handbags, book bags, etc., is permissible in emergency situations when the health and safety of students, employees, or visitors are threatened. Such a search may only be conducted in private by a school official of the same sex as the student, with an adult of the same sex present unless the health or safety of students will be endangered by the delay which may be caused by following these procedures.

SEARCH AND SEIZURE REGULATION

B. Locker and Desk Inspections

1. Although school lockers and desks are temporarily assigned to individual students, they remain the property of the school district at all times. The school district has a reasonable and valid interest in insuring the lockers and desks are properly maintained. For this reason, lockers and desks are subject to unannounced inspections and students have no legitimate expectations of privacy in the locker or desk.. Periodic inspections of all or a random selection of lockers or desks may be conducted by school officials in the presence of the student or another individual. Any contraband discovered during such searches shall be confiscated by school officials and may be turned over to law enforcement officials.

The contents of a student's locker or desk (coat, backpack, purse, etc.) may be searched when a school official has reasonable and articulable suspicion that the contents contains illegal or contraband items or evidence of a violation of law or school policy or rule. Such searches should be conducted in the presence of another adult witness when feasible.

- C. Vehicle Searches: Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of the student parking lots. The interior of a student's vehicle on the school premises may be searched if the school official has reasonable and articulable suspicion to believe that illegal, unauthorized or contraband items are contained inside.

Date of Adoption: April 25, 1990

Date of Revision: March 15, 1994

Date of Revision: February 7, 1995

Date of Revision: September 12, 1995

Date of Revision: September 9, 1997

SEARCH AND SEIZURE CHECKLIST

I. What factors caused you to have a reasonable and articulable suspicion that the search of this student or the student's effects or vehicle would turn up evidence that the student has violated or is violating the law, school policy, rules or regulations affecting school order?

A. Eyewitness account.

- 1. By whom: _____
- 2. Date/Time: _____
- 3. Place: _____
- 4. What was seen: _____

B. Information from a reliable source.

- 1. From whom: _____
- 2. Time received: _____
- 3. How information was received: _____
- 4. Who received the information: _____
- 5. Describe information: _____

C. Suspicious behavior? Explain.

D. Student's past history? Explain.

E. Time of search: _____

F. Location of search: _____

G. Student told purpose of search: _____

H. Consent of student requested: _____

SEARCH AND SEIZURE CHECKLIST

II. Was the search you conducted reasonable in terms of scope and intrusiveness?

- A. What were you searching for: _____
- B. Where did you search? _____
- C. Sex of the student: _____
- D. Age of the student: _____
- E. Urgency of the situation: _____
- F. What type of search was being conducted: _____

- G. Who conducted the search: _____
Position: _____ Sex: _____
- H. Witness(s): _____

III. Explanation of Search.

- A. Describe the time and location of the search: _____

- B. Describe exactly what was searched: _____

- C. What did the search yield: _____
- D. What was seized: _____
- E. Were any materials turned over to law enforcement officials: _____

- F. Were parents notified of the search including the reason for it and the scope: _____

Date of Adoption: September 12, 1995

Date of Revision: September 9, 1997

INTERROGATION OF STUDENTS BY OUTSIDE AGENCIES

Generally, students may not be interviewed during the school day or during periods of extracurricular activities by anyone other than parents and school district officials and personnel.

All requests from law enforcement officers and other officials wanting to interview students are made through the principal's office. Upon receiving a request, it is the responsibility of the principal to determine whether the request will be granted. Generally, prior to granting a request, the principal will attempt to contact the parents to inform them of the request and to ask them to be present.

If a child abuse investigator requests an interview with a student, the principal will defer to the investigator's judgment as to whether the student should be interviewed independently from the student's parents, whether the school is the most appropriate setting for the interview, and who will be present during the interview.

Students shall not be taken from school without the consent of the principal and without proper warrant.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: April 28, 1998

Date of Revision: March 13, 2007

DISTRIBUTION OF MATERIALS

The board recognizes that students, employees, parents or citizens may want to distribute materials within the school district that are non-curricular. Non-curricular materials to be distributed must be approved by the building principal and meet certain standards prior to their distribution.

It shall be the responsibility of the superintendent, in conjunction with the building principals to draft administrative regulations regarding this policy.

Date of Adoption: October 11, 1994

DISTRIBUTION OF MATERIALS - REGULATION

I. Guidelines.

Students have the right to exercise freedom of speech. This includes the right to distribute, at reasonable times and places, unofficial written material, petitions, buttons, badges or other insignia, except expression which:

- (a) is obscene to minors;
- (b) is libelous;
- (c) contains indecent, vulgar, profane or lewd language;
- (d) advertises any product or service not permitted to minors by law;
- (e) constitutes insulting or provocative words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, disability, age or ethnic origin);
- (f) presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of material in categories (a) through (d) to any student is prohibited. Distribution on school premises of material in categories (e) and (f) to a substantial number of students is prohibited.

II. Procedures.

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material directly to the building principal at least forty-eight hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting request and, if a student, the homeroom number;
2. Date(s) and time(s) of day of intended display or distribution;
3. Location where material will be displayed or distributed;
4. The grade(s) of students to whom the display or distribution is intended.

Within forty-eight hours of submission, the principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial.

Permission to distribute material does not imply approval of its contents by either the school, the administration, the board or the individual reviewing the material submitted.

If the person submitting the request does not receive a response within twenty-four hours of submission, the person shall contact the building principal's office to verify that the lack of response was not due to an inability to locate the person. If the person has made this verification and there is no response to the request, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

DISTRIBUTION OF MATERIALS - REGULATION

If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three school days of submitting the appeal, the person shall contact the superintendent to verify that the lack of response is not due to an inability to locate the person. If the person has made this verification and there is no response to the appeal, the material may be distributed in accordance with the time, place and manner provisions in subsection III.

At every level of the process the person submitting the request shall have the right to appear and present the reasons, supported by relevant witnesses and material, as to why distribution of the written material is appropriate.

Permission to distribute material does not imply approval of its contents by either the school district, the board, the administration or the individual reviewing the material submitted.

III. Time, place and manner of distribution.

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material shall be limited to a reasonable time, place and manner as follows:

1. The material shall be distributed from a site designated by the principal, which location shall not block the safe flow of traffic or block the corridors or entrance ways, but which shall give reasonable access to students.
2. The material shall be distributed either before and/or after the regular instructional day.
3. No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

IV. Definitions.

The following definitions apply to the following terms used in this policy:

1. "Obscene to minors" is defined as:
 - (a) The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - (b) The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
 - (c) The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. "Minor" means any person under the age of eighteen.

DISTRIBUTION OF MATERIALS - REGULATION

3. "Material and substantial disruption" of a normal school activity is defined as follows:
 - (a) Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - (b) Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

4. "School activities" means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. "Unofficial" written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. "Distribution" means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

V. Disciplinary action.

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

VI. Notice of policy to students.

A copy of this policy will be published in student handbooks.

Date of Adoption: October 11, 1994

Date of Revision: April 28, 1998

Date of Revision: May 14, 2002

STUDENT CONDUCT

The board believes inappropriate student conduct causes material and substantial disruption to the school environment, interferes with the rights of others, or presents a threat to the health and safety of students, employees, and visitors on school premises. Appropriate classroom behavior allows teachers to communicate more effectively with students.

Students shall conduct themselves in a manner fitting to their age level and maturity and with respect and consideration for the rights of others while on school district property or on property within the jurisdiction of the school district; while on school owned and/or operated school or chartered vehicles; while attending or engaged in school activities; and while away from school grounds if misconduct will directly affect the good order, efficient management and welfare of the school district. Consequences for the misconduct will be fair and developmentally appropriate in light of the circumstances.

Students who fail to abide by this policy and the administrative regulations supporting it may be disciplined for conduct which disrupts or interferes with the education program; conduct which disrupts the orderly and efficient operation of the school district or school activity; conduct which disrupts the rights of other students to participate in or obtain their education; conduct that is violent or destructive; or conduct which interrupts the maintenance of a disciplined atmosphere. Disciplinary measures include, but are not limited to, removal from the classroom, detention, suspension, probation, and expulsion.

A student who commits an assault against an employee on school district property or on property within the jurisdiction of the school district; while on school-owned or school-operated chartered vehicles; while attending or engaged in school district activities will be suspended by the principal. Notice of the suspension is sent to the board president. The board will review the suspension and decide whether to hold a disciplinary hearing to determine whether to impose further sanctions against the student which may include expulsion. In making its decision, the board shall consider the best interests of the school district, which shall include what is best to protect and ensure the safety of the school employees and students from the student committing the assault. Assault for purposes of this section of this policy is defined as when, without justification, a student does any of the following:

- * an act which is intended to cause pain or injury to, or which is intended to result in physical contact which will be insulting or offensive to another, coupled with the apparent ability to execute the act; or
- * any act which is intended to place another in fear of immediate physical contact which will be painful, injurious, insulting or offensive, coupled with the apparent ability to execute the act; or
- * intentionally points any firearm toward another or displays in a threatening manner any dangerous weapon toward another.

The act is not an assault when the person doing any of the above and the other person are voluntary participants in a sport, social or other activity, not in itself criminal, when the act is a reasonably foreseeable incident of such sport or activity, and does not create an unreasonable risk of serious injury or breach of the peace.

Removal from the classroom means a student is sent to the principal's office or other designated room. It is within the discretion of the person in charge of the classroom to remove the student. Each building will establish due process and notification procedures in student and parent handbooks.

STUDENT CONDUCT

Detention means the student's presence is required during non-school hours for disciplinary purposes. The student can be required to appear prior to the beginning of the school day, after school has been dismissed for the day, or on a non-school day. Whether a student will serve detention, and the length of the detention, is within the discretion of the building principal or the licensed employee disciplining the student.

Suspension means: either an in-school suspension, an out-of-school suspension, a restriction from activities or loss of eligibility or a Saturday suspension. An in-school suspension means the student will attend school but will be temporarily isolated from one or more classes while under supervision. An in-school suspension will not exceed ten consecutive school days. An out-of-school suspension means the student is removed from the school environment, which includes school classes and activities. An out-of-school suspension will not exceed ten days. A restriction from school activities means a student will attend school and classes and practice but will not participate in school activities.

Probation means a student is given a conditional suspension or a penalty for a definite period of time in addition to being reprimanded. The conditional suspension will mean the student must meet the conditions and terms for the suspension of the penalty. Failure of the student to meet these conditions and terms will result in immediate reinstatement of the penalty.

Expulsion means an action by the board to remove a student from the school environment, which includes, but is not limited to, classes and activities, for a period of time set by the board.

Following the suspension of a special education student, an informal evaluation of the student's placement will take place. The Individual Education Program (IEP) is evaluated to determine whether it needs to be changed or modified in response to the behavior that led to the suspension.

If a special education student's suspensions, either in or out of school, equal ten days on a cumulative basis, a staffing team shall meet to determine whether the IEP is appropriate and to have a manifestation determination meeting.

Student handbooks and rules developed at each building level shall implement the details of this policy.

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: October 11, 1994

Date of Revision: September 12, 1995

Date of Revision: January 9, 1996

Date of Revision: May 14, 2002

Date of Revision: December 10, 2002

Date of Revision: July 12, 2011

Date of Revision: July 9, 2018

STUDENT SUSPENSION

Administrative Action

A. Probation

1. Probation is conditional suspension of a penalty for a set period of time. Probation may be imposed by the principal for infractions of school rules which do not warrant the necessity of removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposition of probation. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. Written notice and reasons for the probation will be sent to the parents.

B. In-School Suspension

1. In-school suspension is the temporary isolation of a student from one or more classes while under administrative supervision. In-school suspensions may be imposed by the principal for infractions of school rules, which are serious but which do not warrant the necessity of removal from school.
2. The principal will conduct an investigation of the allegations against the student prior to imposition of an in-school suspension. The investigation will include, but not be limited to, written or oral notice to the student of the allegations against the student and an opportunity to respond. In-school suspension will not be imposed for more than ten school days. Notice for the suspension will be sent to the student's parents.

C. Out-of-School Suspension

1. Out-of-school suspension is the removal of a student from the school environment for periods of short duration. Out-of-school suspension is to be used when other available school resources are unable to constructively remedy student misconduct.
2. A student may be suspended out of school for up to ten school days by a principal for a commission of gross or repeated infractions of school rules, regulations, policy or the law, or when the presence of the student will cause interference with the maintenance of the educational environment or the operation of the school. The principal may suspend students after conducting an investigation of the charges against the student, giving the student:
 - a. Parents will be notified of the allegations against the student and,
 - b. The opportunity to respond to those charges.At the principal's discretion, the student may be allowed to confront witnesses against the student or present witnesses on behalf of the student.
3. Notice of the out-of-school suspension will be mailed no later than the end of the school day following the suspension to the student's parents and the superintendent. A reasonable effort is made to personally notify the student's parents and such effort is documented by the person making or attempting to make the contact. Parents will be notified of the circumstances which led to the suspension and a copy of the board policy and rules pertaining to the suspension.

D. Suspensions and Special Education Students

1. Students who have been identified as special education students may be referred for a review of the student's Individual Education Program (IEP). The IEP may be revised to include a continuum of intervention strategies and programming to change the behavior.

2. Students who have not been identified as special education students may be referred for evaluation after the student's suspension to determine whether the student has a disability and is in need of special education.

Date of Adoption: July 12, 2011

EXPULSION

Expulsion is the removal of a student from the school environment, which includes, but is not limited to, classes and activities. The Board of Directors may, by a majority vote, expel any student from school:

1. for any violation of rules and regulations approved by the Board or;
2. when the presence of the student is considered to be detrimental to other students or to the purposes for which school is conducted.

It shall be within the discretion of the board to expel a student for a single offense or for a series of offenses, depending on the nature and the circumstances surrounding the offense(s).

It shall be the responsibility of the superintendent, or a designee, to recommend to the board the expulsion of a student. The superintendent, or other school administrator, responsible for originating the recommendation for expulsion of a student shall have the authority to suspend the student until such time as a meeting of a majority of the members of the Board can be held to hear the charges and make a decision concerning them. The Board may consider, and by majority vote, re-admit any student expelled by Board action at any time and upon any condition it may determine. Except as provided in policy, a student will not be expelled beyond the school year in which the expulsion hearing occurred.

Rules regarding the expulsion of students shall be published on a regular basis in appropriate school publications. Copies of the rules regarding the expulsion of students shall be maintained in each attendance center of the school district and shall be distributed upon request at no cost.

The procedure for the Board hearing on the superintendent's recommendation for expulsion of a student shall be as provided in Board Policy Code No: 503.2R of the regulations promulgated hereunder. A decision of the Board may be appealed, Code of Iowa.

In addition to the Board's records, the principal, or a designee, shall keep records of expulsions.

In addition to these procedures, the following procedures must be provided to a special education student:

1. A staffing team should determine whether the student's behavior is caused by the student's handicap and whether the conduct is the result of inappropriate placement. Discussions and conclusions of this meeting should be recorded.
2. If the handicapped student conduct is not caused by the handicap, the student may be expelled or suspended for a long-term period, following written notice to the parent and pursuant to the district's expulsion hearing procedures, subject to the requirements of law regarding special education students.
3. If the misconduct is caused by the handicap and a change in placement is recommended, the change must be made pursuant to the placement procedures used by the school district.

If a change in placement is not recommended, a determination must be made regarding the appropriate action to be taken in the event of future misconduct, including the amendment of the Individual Education Program to include a continuum of interventions to change the behavior.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: February 7, 1995

Date of Revision: September 26, 1995

Date of Revision: April 28, 1998

Date of Revision: May 14, 2002

STUDENT EXPULSION HEARING PROCEDURE

The procedure for conducting Board hearings on a recommendation to expel a student from school shall be as follows:

1. Notice of Hearing

- a. When a student is recommended for expulsion, the student shall be provided with a written notice of the date, time, and place of the hearing sent by certified mail or personally delivered to the student, if an adult, or otherwise to the student's parents or legal guardians, prior to the hearing. This provision may be waived by agreement of the parties.
- b. If an adult student, or the parents or legal guardians of a minor student, cannot be notified or cannot be present at the hearing because of extenuating circumstances, and request a postponement, the Board may postpone the hearing until the adult student, or the parents or legal guardians, are notified and available. Such request for postponement must be made at least twenty-four (24) hours prior to the scheduled hearing time. Student or parent initiated postponements or delays in the hearing will not change the status of the student and will not count as part of the ten days suspension administrators are authorized to issue.
- c. If the student has reached the age 18 at the time the conduct alleged to justify expulsion took place, the student is mentally competent and the student shows that he or she is no longer dependent upon, or residing with, his or her parents and does not want them notified, no notification will be given to the student's parents. The student may at any time elect to be advised by the parents, at which time the parents will be notified of the expulsion proceedings.
- d. If the student, the student's parents, guardian, or representatives do not request postponement for cause, and are not present at the time and place scheduled in the hearing notice, the hearing shall proceed without them. In such an event, the record by the Board will show that sufficient and proper notice was given the parties and no postponement was requested.

2. Notice of Grounds for Expulsion and Names of Witnesses.

- a. Along with the notice for hearing, or at a reasonable time thereafter, but in no event less than forty-eight (48) hours before the hearing, a written statement of the grounds for the proposed expulsion by the Board shall be mailed or personally delivered to the student, the student's parents, or legal guardians. The written statement will include the names of the school officials, teachers, and any other individuals expected to testify at the hearing who have knowledge of the reasons, or the facts underlying the reasons, for the proposed expulsion. The statement shall be accompanied by a copy of the Board policy and regulations pertaining to hearing procedure for Board expulsion of students.

3. Other Pre-hearing Disclosures.

- a. The opportunity will be granted, if requested, prior to the hearing for the student, or a designee, to examine copies of documents to be presented as evidence at the hearing. Permission may also be granted, at the discretion of the principal, or a designee, for the student, and/or a designee, to discuss the facts of the matter with administrators, teachers, or other school officials who will testify at the hearing. Permission for such interviews must be requested by the student, or a designee and must occur at times which will not be disruptive to the school environment.

STUDENT EXPULSION HEARING PROCEDURE

- b. The student or parent should inform the superintendent of the names of those who are authorized by the parent(s) and student to represent the student and parents during pre-hearing activities and at the board hearing no later than 24 hours prior to the Board hearing.
 - c. If the student intends to introduce the testimony of witnesses and/or documentary evidence at the Board hearing, the names of any such witnesses and copies of the documents must be provided to the superintendent no later than 24 hours prior to the Board hearing. If the student fails to comply with this procedure, witnesses or evidence may be excluded from the hearing at the request of the administration or its legal representative.
4. Conduct of Hearing.
- a. The superintendent, or a designee, shall present the evidence in support of the recommendation to expel at the Board hearing. An attorney representing the superintendent may not present evidence on behalf of the recommendation to expel and, at the same time, advise the Board concerning the matter.
 - b. Witnesses at the hearing, or persons whose testimony has been submitted in written form, if available, shall be subject to cross-examination.
 - c. The opportunity will be granted for the student or the student's representative, if any, to present the student's version or refutation of the allegations through documents and witnesses.
 - d. The Board's decision will be based solely upon evidence introduced at the hearing.
 - e. A verbatim record of the hearing shall be made by mechanized means. Such record shall be kept by the district for a minimum of one year. A record of the hearing, but not the board deliberation on the hearing or the recommendation, shall be made available to the student or a representative upon request and at a reasonable cost.
5. Decision of the Board.
- a. Within ten (10) calendar days of the hearing the Board will mail to the student, the student's parents or legal guardians, or the student's counsel, if any, a written statement of the Board's decision and the factual basis for it.

Date of Adoption: September 12, 1995

FINES - FEES - CHARGES

The board believes that students should respect the property of the school district and assist in its preservation for future use by others. Students may be assessed fines, charges, or fees for the materials needed in a course, for overdue school materials, for participating in activities, or for misuse of school property.

The superintendent shall inform the board of the dollar amount to be charged to students or others for fines, charges, or fees annually. Parents of students meeting specific financial eligibility standards will be eligible for a waiver of student fees or a reduction of student fees based upon the request of the parent. It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

Date of Adoption: April 28, 1992

Date of Revision: August 13, 1996

Student Fee Waiver and Reduction Procedures

The board recognizes that while certain fees charged students are appropriate and authorized, certain students and their families are not financially able to pay the fees. The school district will grant either full waivers, partial waivers or temporary waivers depending upon the circumstances and the student or student's parents' ability to meet the financial criteria.

- A. Waivers -
 1. Full Waivers - a student will be granted a full waiver of fees charged by the school district if the student or student's parents meet the financial eligibility criteria for free meals under the Child Nutrition program, Family Investment Program, Supplemental Security Income guidelines, or transportation assistance under open enrollment. Students in foster care and are homeless are also eligible for full waivers.
 2. Partial Waivers - a student will be granted a partial waiver of fees charged by the school district if the student or the student's parents meet the financial eligibility criteria for reduced price meals offered under the Child Nutrition program. The reduction percentage will be 50% percent.
 3. Temporary Waivers - a student may be eligible for a temporary waiver of fees charged by the district in the event the student's parents are facing financial difficulty. Temporary waivers may be applied for at any time throughout the school year and shall not extend beyond the end of the school year.
- B. Application - Parents or students eligible for a fee waiver shall make an application on the form provided by the school district. Applications may be made at any time but must be renewed annually.
- C. Confidentiality - The school district will treat the application and application process as any other student record and student confidentiality and access provisions will be followed.
- D. Appeals - Denials of a waiver may be appealed to the superintendent of schools.
- E. Fines or charges assessed for damage or loss to school property are not fees and will not be waived.
- F. Notice - the school district will annually notify parents and students of the waiver. The following information will be included in registration materials and printed in the parent handbook.

Once the family has paid the fees, they will not be refunded even if the family qualifies for a fee waiver.

Date of Adoption: August 13, 1996

Date of Revision: April 23, 2002

Date of Revision: July 12, 2011

Standard Fee Waiver Application

Date _____

School year _____

All information provided in connection with this application will be kept confidential.

Student's First Name Last Name Grade in School School

Student's First Name Last Name Grade in School School

Student's First Name Last Name Grade in School School

Student's First Name Last Name Grade in School School

Name of parent, guardian: _____ or legal or
actual custodian Address Telephone No.

Please check type of waiver desired:

Full waiver _____ Partial waiver _____ Temporary waiver _____

Please check if the student or the student's family meets the financial eligibility criteria or is involved in one of the following programs:

Full waiver

- Free meals offered under the Children Nutrition Program
- The Family Investment Program (FIP)
- Supplemental Security Income (SSI)
- Transportation assistance under open enrollment
- Foster care

Partial waiver

- Reduced priced meals offered under the Children Nutrition Program

Temporary waiver

If none of the above apply, but you wish to apply for a temporary waiver of school fees because of serious financial problems, please state the reason for the request:

Signature of parent, guardian: _____
or legal or actual custodian

Note: Your signature is required for the release of information regarding the student or the student's family financial eligibility for the programs checked above.

Student Fee Refunds and Late Entry Charges

Textbook/workbook fees and for music instrument rental fees

In the event students leave the district before the end of the school year; the following refund regulations and late entry charges apply for textbook/workbook fees and for music instrument rental fees. Unusual wear and tear on the rented books will be assessed according to board regulation.

If the student leaves:

- a. Before the end of the first quarter of the school year, 75% of the book rental fee will be refunded.
- b. After the first quarter, but before the end of the first semester, 50% of the book rental fee will be refunded.
- c. After the start of the second semester, but before the end of the third quarter, 25% of the book rental fee will be refunded.
- d. After the end of the third quarter, book rental fees will not be refunded.

If the student enters:

- a. Before the end of the first quarter, 100% of the book rental fee will be charged.
- b. During the second quarter, 75% of the book rental fee will be charged.
- c. After the start of the second semester, 50% of the book rental fee will be charged.

Student Materials Fees

District regulations apply to refunds for classes in which the fee purchases materials for individual projects or classroom projects. Since the student supply fee pays such a small portion of the consumable supplies in a classroom, refunds will not be provided unless the student submits a completed "Request of Student Supply Fees Refund" form to the building office. The form is included as Code No. 503.3R2 E-1. The classroom teacher is to estimate the percentage of the fee for school provided materials that have already been consumed by the student. That estimate will determine the refund for student materials, if any.

Yearly Fees

If the student enters:

- a. Before the end of the first quarter, 100% of the student supply fee will be charged.
- b. During the second quarter, 75% of the student supply fee will be charged.
- c. After the start of the second semester, 50% of the student supply fee will be charged.

Semester Fees

If the student enters:

- a. Before the end of the quarter, 100% of the student supply fee will be charged.
- b. During the second quarter, 75% of the student supply fee will be charged.

Date Approved: January 10, 1967

Date Revised: May 27, 1997

Date Revised: April 23, 2002

Date Revised: March 13, 2007

Lost Textbook Replacement Fee Schedule

The following charge for lost and damaged beyond use textbooks and workbooks will be uniformly applied to all grade levels. The year refers to the years of use and the percentages are of the replacement purchase cost.

1st Year	100%	2nd Year	100%	3rd Year	100%
4th Year and subsequent years	75%				

Because textbooks and workbooks are useful for a limited time period, replacement fee assessments will be refunded in full if the book is returned prior to the start of the next school year. For books returned after the start of the next school year, building principals will determine if replacements have been ordered and if the book should be repurchased by the district. Re-purchased books will be processed as a lost textbook fee refund. The refund will be a pro-rata portion of the original lost textbook fee and will be dependent upon the remaining useful life of the textbook or workbook.

Replacement fees will not be assessed after the use of the series has been discontinued. If the textbook is returned after the series is no longer used by the district, no refund will be made.

Date Adopted: May 27, 1997

Date of Revision: May 14, 2002

Date of Revision: March 13, 2007

PROBATION

Students may be given a conditional suspension of a penalty for a definite period of time, in addition to being warned and/or punished for an offense. The conditional suspension shall mean the student is on probation, and the student must meet the conditions set for the suspension of the penalty. If the student's behavior is not corrected during the probationary period, the penalty will take effect.

It shall be within the discretion of the superintendent or the building principal to place the student on probation for disciplinary purposes based on the nature of the offense and the circumstances surrounding the offense. The principal shall keep a record of discipline problems and probations as well as provide the student with appropriate due process.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

Date of Adoption: April 28, 1992

Date of Revision: December 8, 1992

Date of Revision: May 14, 2002

GOOD CONDUCT RULE

Participation in school activities is a privilege. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year whether at or away from school. Student who wish to have the privilege of participating in school extracurricular activities and other school sponsored activities must conduct themselves in accordance with board policy, "Student Conduct" throughout the calendar year.

Students disciplined under the good conduct rule shall receive appropriate due process given the nature of the misconduct. It shall be the responsibility of the principal to maintain a record of violations of the good conduct policy and supporting administrative regulations.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding conduct for each school activity.

Date of Adoption: April 28, 1992

Date of Revision: February 7, 1995

Date of Revision: January 9, 1996

GOOD CONDUCT POLICY/EXTRA-CURRICULAR ACTIVITIES

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for a lifetime. Students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students who wish to have the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities which are illegal or inappropriate. Students who fail to abide by this policy and the administrative regulations supporting it may be subject to disciplinary measures. The principal or designee shall keep records of violations of the good conduct rule.

It shall be the responsibility of the superintendent to develop rules and regulations for school activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

STUDENT ELIGIBILITY FOR EXTRACURRICULAR ACTIVITIES

The Board of Directors of the Centerville Community School District offers a variety of voluntary activities designed to enhance the classroom education of its students. Students who participate in extracurricular activities serve as ambassadors of the school throughout the calendar year, whether away from or at school. Students who wish to exercise the privilege of participating in extracurricular activities must conduct themselves in accordance with board policy and must refrain from activities that are illegal or inappropriate. Participation in these activities is a privilege, conditioned upon meeting the eligibility criteria established by the board, administration, and individual activity coaches and sponsors. The principal or designee shall keep records of violations of the Good Conduct Rule.

The following activities are covered by the board's policy and these rules:

Athletics, instrumental and vocal music performances, drama productions, speech contests, FFA, FCCLA, FBLA, National Honor Society, all co-curricular clubs (e.g., Art Club, Spanish Club), all honorary and elected offices (e.g., Homecoming and Prom King/Queen/court, class officer, student government officer or representative), graduation speakers, cheerleading and drill team, mock trial, Academic Quiz Bowl, or any other activity where the student represents the school outside the classroom.

Good Conduct Rule

To retain eligibility for participation in Centerville School District extracurricular and co-curricular activities, students must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an activity are expected to serve as good role models to other students and to the members of the community.

Administrators will make reasonable and timely attempts to reach parents before the Good Conduct Rule hearing. Any student who, after a hearing at which the student shall be confronted with the allegation, the basis of the allegation, and given an opportunity to tell the student's side, is found to have violated the school's Good Conduct Rule will be deemed ineligible for a period of time, as described below. A student may lose eligibility under the Good Conduct Rule for any of the following behaviors:

- possession, use, or purchase of tobacco products, regardless of the student's age;
- possession, use, or purchase of alcoholic beverages, including beer and wine (having the odor of alcohol on one's breath is evidence of "use");
- being in attendance at a function or party where the student knows or has reason to know that alcohol or other drugs are being consumed illegally by minors or others and failing to leave despite having a reasonable opportunity to do so (mere presence rule);
- possession, use, purchase, or attempted sale/purchase of illegal drugs, or the unauthorized possession, use, purchase, or attempted sale/purchase of otherwise lawful drugs;

- engaging in any act that would be grounds for arrest or citation in the criminal or juvenile court system (excluding minor offenses such as traffic or hunting/fishing, violations), regardless of whether the student was cited, arrested, convicted, or adjudicated for the act(s);
- inappropriate or offensive conduct such as assaulting staff or students, gross insubordination (talking back or refusing to cooperate with authorities), hazing or harassment of others. Such harassment does not have to rise to the level of violating the school's anti-bullying/harassment policy, but rather may include inappropriate and/or disparaging comments to or about others, whether made verbally, in writing, or by electronic means (e.g., text messages, electronic mail, or posting on social networking sites). Examples of such harassment includes, but is not limited to: threats; inappropriate comments about the traits of an individual or group; creating parodies to make fun of others; posting or otherwise sharing potentially embarrassing photographs, drawings, video, or depictions of others without permission. NOTE: This could include group conduct.

Any student declared ineligible under a prior school district's Good Conduct Rule without having completed the full period of ineligibility at that school and transfers to Centerville High School, will not be eligible at Centerville High School until the full period of ineligibility has been completed.

Once the time period of ineligibility has been completed, the student is then eligible in accordance with the Centerville High School Good Conduct Policy.

Consequences

Any student who, after a hearing before the administration, is found to have violated the Good Conduct Rule, during the school year or summer, is subject to a loss of eligibility as follows:

The following list has been established to give guidance to properly delegated administrative personnel or activities director when administering the sanctions set forth in the Good Conduct Rule. However, it should be noted that the Board of Directors or its delegates may exercise their discretion in assessing more severe or less severe penalties when they have assessed the seriousness of the violation, its circumstances and any mitigating factors. (For "mere presence" violations, see item 2 under "Reduction in Penalty.")

First Offense - Up to 25% of the current, next season or combination of seasons.

Second Offense - Up to 50% of the next season or combination of seasons.

Third or More Offense Within 12 months-0 Up to twelve (12) calendar months of ineligibility.

1. The period of ineligibility attaches immediately upon a finding of a violation if the student is eligible for and currently engaged in an extracurricular activity and, if not, or if not completed during the current activity, is begun or carried over to the time the student seeks to go out for the next activity or contest.
2. However, if the period of time between a violation and an activity is twelve calendar months or more, the student shall not serve an ineligibility period for the violation and it will not be taken into account in determining the level of offense.
3. An ineligible student shall attend all practices or rehearsals but will not "suit up" nor perform/participate.
4. If a student drops out of an activity prior to completion of the ineligibility period, the full penalty or the remainder of the penalty, at the administration's discretion, will attach when the student next seeks to go out for an activity, subject to the 12-month limitation above.
5. If a student violates the Good Conduct Rule while ineligible due to an earlier violation, the penalty for the subsequent offense will attach at the completion of the earlier penalty.

CONTEST SUSPENSION GUIDELINES:

- Students will be suspended from the level of competition in which they are involved. For instance, a varsity athlete cannot count a junior varsity contest toward his/her suspension.
- Students must continue to attend practice during the time of suspension. Withdrawing from the activity does not satisfy the terms of the suspension.
- The Good Conduct Rule starts to apply in 7th grade and continues through high school eligibility.

The following are the number of contest/events/date that will serve as a guide when approximately 25% of scheduled contest/events/dates:

Band (non graded)	3 contests/events	Soccer	3 contests/events
Speech	1 contest/event	Track	3 contests/events
Vocal Music (non graded)	2 contests/events	Swimming	3 contests/events
Swing Choir	3 contests/events	Golf	2 contests/events
FFA	3 contests/events	Softball	5 dates
Academic Camp	1 camp/event	Cross Country	2 contests/events
Student Council	1 event	Volleyball	4 dates
Tennis	3 contests/events	Wrestling	4 dates
Managers	sport specific	Baseball	5 dates
Cheerleaders	Sport specific	Basketball	5 contests/events
Football	2 contests/events	Drill/Dance Team	4 contests/events

Reduction in Penalty:

1. Admission Prior to Determination: If a student comes forward to a coach, administrator, or activity sponsor prior to being contacted by Administration about a potential violation and finding of guilt to admit (self-report) a violation of the Good Conduct Rule (no longer than 48 hours after committing the violation), the student's penalty may be reduced by one quarter of contests/events for a first violation, and one-fourth of contests/events for a second violation.
2. A student who violates the "mere presence" provision of this policy shall serve no more than one-half of the established penalty for the first, second, or third/subsequent violation. The punishment may be reduced by an administrator or designee based on the preponderance of evidence to indicate a student was not knowingly participating in activities that violate the Good Conduct Code Rules. (To find a student violation of the Good Conduct Code by the use of "Mere Presence" there must be some evidence that the student knew the drugs/alcohol were present and being used illegally, and the student must have failed to leave [after discovery of the drugs/alcohol/illegal activity] within a reasonable time, assuming the student had an opportunity to leave.) If a student finds himself/herself in a situation where alcohol or other drugs are being consumed illegally by minors, the student options are:
 1. Leave immediately or at the first reasonable opportunity.
 2. Apply "reverse peer pressure" to convince the persons responsible for bringing the offending substances to leave the party and take the offending items with them.
 3. Otherwise get rid of the offending items. (Flush or pour, but Do Not consume)

Violations Occurring During Ineligibility:

If a student is ineligible at the time of a violation of the Good Conduct Rule, the penalty for the violation will not begin until the student regains eligibility. Example: A student academically ineligible for a quarter [or "semester"] is found to have been in possession of tobacco, a Good Conduct Rule violation. When the student is again academically eligible, the penalty attaches. Example: A student violates the

Good Conduct Rule and is ruled ineligible for 5 dates. While ineligible, the student again violates the Good Conduct Rule. The second penalty starts only when the first penalty is completed.

Academic Consequences:

There will be no academic consequences for the violation (e.g., detention, suspension, expulsion from school, unless the violation of the Good Conduct Rule also constitutes a violation of general school discipline rules.

Letters and Awards:

Students who are ineligible at the conclusion of an activity are at risk of not receiving a letter and will forfeit all individual post season honors/awards involving District participation or recommendation.

APPEALS

Any student who is found by administration to have violated the Good Conduct Rule may appeal this determination to the superintendent. The appeal must be made by contacting the superintendent in writing within three (3) calendar days Monday through Friday after receiving written notification of the finding of violation and imposition of sanctions. The sanction will remain in effect pending the superintendent's decision.

If the student or family chooses, he or she may appeal the Superintendent's decision to the school board by notifying the Board secretary in writing within three calendar days(Monday through Friday) of receipt of the Superintendent's decision. The Board will schedule the appeal hearing. The review by the board will be in closed session unless the student's parents(s) or the student, if the student is 18 years old, requests an open session. The grounds for appeal to the school board are limited to the following:

1. The student did not violate the Good Conduct Rule;
2. And/or the student was not given due process during the investigation process;
3. And/or the sanction is in violation of the Handbook or Board Policy.

The sanction will remain in effect pending the outcome of the meeting with the Board.

If the school board reverses the decision of administration, the student shall be immediately eligible and shall have the record of the ineligibility period and violation deleted from the student's record. If the school board modifies the decision of administration, the student's eligibility and record will be modified to accurately reflect the decision of the board.

Date of Adoption: April 28, 1992

Date of Revision: March 23, 1993

Date of Revision: June 8, 1993

Date of Revision: December 12, 1995

Date of Revision: April 28, 1998

Date of Revision: June 13, 2000

Date of Revision: June 12, 2001

Date of Revision: July 14, 2014

GOOD CONDUCT POLICY/APPLICATION

The basic premise of the Centerville Community School District's Student Conduct Policy is that participation in extra and co-curricular activities is very beneficial to the student participant. Maintaining the privilege of participating in extracurricular activities carries a higher minimum standard of conduct than for being a member of the student body as a whole.

Centerville Community School District Policy defines extracurricular activities to include but not necessarily be limited to the following: football, volleyball, cross country, basketball, wrestling, track, baseball, golf, tennis, softball, soccer, plays, musicals, variety shows, speech, drama, FFA, National Honor Society, student council, cheerleaders, art club, class officers, Spanish club, FBLA, FCCLA, and other school sponsored activities and honors which shall include serving as Homecoming Royalty or Prom Royalty.

Board policy clearly defines the minimum academic standards, the requirements for compliance with state and federal law requirements, the consequence for theft, vandalism or unauthorized possession of school property, the consequence for suspension from school, and the prohibition on the use of tobacco, alcohol and other controlled substances.

The following rule attempts to provide guidance on those activities where it is more difficult to draw a distinction between the activity being a required extension of classroom activities and being extra or co-curricular. Students found in violation of the good conduct rules will not be allowed to participate in activities outside the school day or off school premises, with the exception of field trips solely for educational purposes. Grades will not be impacted because a student is prohibited from participating in extra activities because of a violation of good conduct rules.

Date of Adoption: April 28, 1992

Date of Revision: December 14, 1993

Date of Revision: December 12, 1995

Date of Revision: June 12, 2001

Date of Revision: April 23, 2002

Date of Revision: July 12, 2011

EXTRA-CURRICULAR ACTIVITIES/ACADEMIC ELIGIBILITY

A student shall be passing all coursework for which credit is given. A minimum of four credited courses per grading period are required. Those who fail to pass all credited courses in the previous grading period will be ineligible to participate. The grade used will be the cumulative course grade through the semester.

A student who becomes ineligible cannot perform in any activity but will be allowed to practice.

Any student who fails to pass all credited coursework for any semester will be required to serve an ineligibility period of 30 calendar days during the next extra-curricular activity that he or she is involved in. The Iowa High School Athletic Association and the Iowa Girls High School Athletic Union will set the start and end dates for the ineligibility period for athletics. For all non-athletic activities the ineligibility period will be 30 days and will start immediately after grades are posted. Athletic and non-athletic activities are treated separately by this policy.

Students with incomplete grades will be allowed ten school days to complete course work. Successful completion of incomplete work will mean immediate reinstatement. The ten-day period begins when report cards are issued. The period of ineligibility begins on the eleventh day after the distribution of report cards.

2. Middle School Policy – A student’s eligibility will be monitored at the mid-term of each quarter (23 days). The following day will be the beginning of the student’s ineligibility, until the grade/grades that caused the ineligibility are brought back to a passing grade. A failing grade is determined as an “F” (Failing).

The eligibility standard is that if a student is receiving two or more “failing” cumulative quarter grades on the eligibility date, they become ineligible until the grade/grades are brought back up to “passing” or until a new quarter begins. Students are eligible when they have zero or only one failing grade. The grade used is the cumulative quarter grade throughout the quarter.

A student who becomes ineligible cannot perform in any activity, but will be expected to go to practice, and stay in good standing with the team to complete the eligibility process.

The eligibility standard is that if a student is receiving two or more failing grades on the eligibility date they become ineligible through the next eligibility date. Students with incomplete grades can correct the incompletes as soon as the work has met classroom expectations. Students are eligible when they have zero or one failing grade or incomplete grade. The grade used is the cumulative grade through the quarter.

A student who becomes ineligible cannot perform in any activity but will be allowed to practice.

- Date of Adoption: April 28, 1992
- Date of Revision: June 12, 2001
- Date of Revision: April 23, 2002
- Date of Revision: March 27, 2007
- Date of Revision: July 12, 2011
- Date of Revision: December 10, 2018

EXTRA-CURRICULAR ACTIVITIES/ATTENDANCE REQUIREMENTS

A student who is going to miss a class for a performance, scheduled contest, program or trip should turn in assignments to the involved teacher in advance or make special arrangements for such assignments with the involved teacher.

A student should be in school the entire day of a performance, scheduled contest, program or trip if the student expects to participate. Any exception should be cleared through the administration.

Date of Adoption: April 28, 1992

Date of Revision: June 12, 2001

Date of Revision: May 14, 2002

CORPORAL PUNISHMENT

An employee of the Centerville Community School District shall not inflict or cause to be inflicted, corporal punishment upon a student. Corporal punishment is defined as the intentional physical punishment of a student. It includes the use of unreasonable or unnecessary physical force or physical contact made with the intent to harm or cause pain. Nothing in this policy should be interpreted as preventing the use of reasonable force as defined and as authorized below.

No employee is prohibited from:

- A. Using reasonable and necessary force, not designed or intended to cause pain, in order to accomplish any of the following
 1. To quell a disturbance or prevent an act that threatens physical harm to any person.
 2. To obtain possession of a weapon or other dangerous object within a pupil's control.
 3. For the purposes of self-defense or defense of others as provided for in Iowa Code section 704.3.
 4. For the protection of property as provided for in Iowa Code section 704.4 or 704.5.
 5. To remove a disruptive pupil from class or any area of school premises, or from school-sponsored activities off school premises.
 6. To protect a student from the self-infliction of harm
 7. To protect the safety of others.

- B. Using incidental, minor, or reasonable physical contact to maintain order and control. Reasonable physical force should be commensurate with the circumstances of the situation. The following factors should be considered in using reasonable physical force for the reasons stated in this policy:
 1. The size and physical, mental, and psychological condition of the student;
 2. The nature of the student's behavior or misconduct provoking the use of physical force;
 3. The means used in applying the physical force;
 4. The extent and nature of resulting injury to the student, if any;
 5. The motivation of the school employee using physical force.

School employees' ability to restrain or confine and detain any student is limited. There are limits on 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 notice to the child's parent.

Staff handbooks at both the district and building level will be used to implement the provisions of this policy.

Date of Adoption: April 25, 1990

Date of Revision: October 12, 1992

Date of Revision: January 9, 1996

Date of Revision: May 14, 2002

Date of Revision: May 14, 2009

Centerville Physical Confinement and Restraint Log

Code No. 503.6 E1

Date:	Student: IEP? Y N	Time Beginning:	Time Ending:
Employees Involved:			
If Time Out is longer than a typical class period or 60 minutes, administrative approval for additional period of confinement given by:			
Actions of Student (before, during and after incident):			
Actions of Employees (before, during and after incident- including student and staff debriefing):			
Alternatives to restraint or confinement attempted (if any):			
Description of any injuries or property damage:			
Description of student and staff debriefing			
Parent Notification(or attempt)(must be day of incident): By Who? When? Method**:			
Date of Written Notice*: / / How was written notice delivered? Mail, email, fax** *(must be postmarked w/in 3 school days of occurrence) ** (e-mail and fax notification allowed only with written consent of parent)			

Code No. 503.7

Anti-Bullying/Harassment - Students

Harassment and bullying of students is against federal, state and local policy, and are not tolerated by the board. The board is committed to providing all students with a safe and civil school environment in which all members of the school community are treated with dignity and respect. 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 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

This policy is in effect while students 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 up to, and including, suspension and expulsion.

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

- Places the student in reasonable fear of harm to the student's person or property;
- Has a substantially detrimental effect on the student's physical or mental health;
- Has the effect of substantially interfering with the student's academic performance; or
- Has the effect of substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

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

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

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

Code No. 503.7 (Continued)

Anti-Bullying/Harassment - Students

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;
- Submission to or rejection of the conduct by a school employee is used as the basis for academic decisions affecting that student; or
- The conduct has the purpose or effect of substantially interfering with the student's academic performance by creating an intimidating, hostile, or offensive education environment.

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

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

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.

The school or school district will promptly and reasonably investigate allegations of bullying or harassment. The principal will be responsible for handling all complaints by students alleging bullying or harassment.

It also is the responsibility of the principal to develop procedures regarding this policy. The principal also is responsible for organizing training programs for 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 principal will annually publish this policy. The policy may be publicized by the following means:

- Inclusion in the student 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: October 11, 1994

Date of Revision: January 3, 2006

Date of Revision: March 13, 2007

Date of Revision: August 14, 2007

Student Anti-bullying/Harassment -- Investigation Procedures

Students 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 harasser said or did, either at the time or later;
 - how the student felt; and
 - how the harasser responded.

COMPLAINT PROCEDURE

Students who believe they have been harassed shall notify their principal. The alternate investigator is Andy Hotek. The principal may request that the student complete the Harassment Complaint form and turn over evidence if available of the harassment, including, but not limited to, letters, tapes, or pictures. Information received during the investigation shall be kept confidential to the extent possible.

The principal has the authority to initiate a harassment investigation in the absence of a written complaint.

INVESTIGATION PROCEDURE

The principal shall reasonably and promptly commence the investigation upon receipt of the complaint. The principal shall interview the complainant and the alleged harasser. The alleged harasser may file a written statement refuting or explaining the behavior outlined in the complaint. The principal may also interview witnesses as deemed appropriate. Upon completion of the investigation, the principal shall make written findings and conclusions as to each allegation of harassment and report the findings and conclusions to the appropriate people.

RESOLUTION OF THE COMPLAINT

Prior to the determination of the appropriate remedial action, the principal may, at the his/her discretion, interview the complainant and the alleged harasser. The principal shall 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 and the alleged harasser shall be informed of the conclusions of the investigation.

Student Anti-bullying/Harassment -- Investigation 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 principal is a witness to the incident, the designated investigator will be assigned the complaint.

Date of Adoption: October 11, 1994

Date of Revision: January 3, 2006

Date of Revision: August 14, 2007

Procedures for Reporting Harassment- Students

Students shall follow these procedures when reporting harassment:

Step 1: Communicate to the harasser that you expect the behavior to stop. May do so verbally or in writing. If this is too difficult to do alone, seek help from a teacher, counselor, or principal.

Step 2: If the behavior is repeated, do all of the following:

- a. Tell a teacher, counselor, or principal.
- b. Documentation includes: exactly what happened and keep a copy for yourself and give one to the teacher, counselor, or principal.

What happened.

What you said/did.

When it happened.

How you felt.

Where it happened.

How harasser responded.

Who harassed.

Note exactly what was said.

List witnesses' names.

- c. Write a letter to the harasser telling him/her what to stop. Keep a copy for yourself and give one to the teacher, counselor, or principal you contacted.

Step 3: If the behavior is repeated, go to a higher authority (i.e., Building Principal, Central Office Administrators).

Date of Adoption: October 11, 1994

Date of Revision: May 14, 2002

**STUDENT ANTI-BULLYING/HARASSMENT COMPLAINT FORM
(Principal)**

Name of person filing complaint:

Position of complainant:

Date of complaint:

Name of alleged harasser:

Date and place of incident or incidents:

Description of misconduct:

Name of witnesses (if any):

Evidence of harassment, i.e., letters, photos, etc. (attach evidence if possible):

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:

You may contact an administrator or counselor if needing help in completing this form.

**ANTI-BULLYING/HARASSMENT WITNESS DISCLOSURE FORM
(Principal)**

Name of witness:

Position of witness:

Date of testimony, interview:

Description of instance 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:

STUDENT GOVERNMENT

Student government as the representative group of the entire student body, is designed to promote harmony in school activities. It will provide a channel of communication between the students and all certified personnel.

The principal, in conjunction with the students and certified personnel, shall set forth the guidelines for the student government's elections, operations, and other elements of the government.

Date of Adoption: April 25, 1990

STUDENT ORGANIZATIONS

Secondary school student-initiated, non-curricular-related groups, upon receiving permission from the principal, may use school facilities during non-instructional times.

Non-instructional times shall mean time before the first period in the day and after the last period of the day in which any student attends class. Meetings shall not interfere with the orderly conduct of the education program or other school district operations. It shall be within the discretion of the principal to determine whether the meetings will interfere with the orderly conduct of the education program or other school district operations. Activities relating to and part of the education program shall have priority over the activities of any other organization. It shall also be the responsibility of the principal to determine whether a group is curriculum-related.

Curriculum-Related Organizations

It will also be the responsibility of the principal to determine whether a student group is curriculum-related. One or more of the following questions will be answered affirmatively if the group is curriculum-related:

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

Secondary school curriculum-related student organizations may use the school district facilities for meetings and other purposes before and after the instructional school day. Employees are assigned to monitor approved meetings and may interact with curriculum-related organizations.

Non-Curriculum-Related Groups

Only students may attend and participate in meetings of non-curriculum-related groups. Such attendance shall be voluntary and student-initiated. Parental consent may be required for the student to attend the meetings.

Student-initiated, non-curriculum-related groups are provided meeting space in school facilities. They will not use the school name. The use of school equipment will be subject to the discretion of the principal.

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

Date of Adoption: April 25, 1990

Date of Revision: April 24, 2007

Date of Revision: July 12, 2011

STUDENT PUBLICATIONS

Students may produce official school publications as part of the curriculum under the supervision of a faculty advisory and the principal. Official school publications include material produced in the journalism, newspaper, yearbook, or writing classes and distributed to the student body either free or for a fee.

Any expressions made by students in the exercise of free speech, including student expression in official school publications, is not an expression of official school policy. The school district, the board, and the school district employees or officials are not liable in any civil or criminal action for any student expression made or published by students, unless the school district employees or officials have interfered with or altered the content of the student speech or expression. The liability, if any, is only to the extent of the interference or alteration of the speech or expression.

Official school publications are free from prior restraint by school district employees or officials except as provided by law. A faculty advisory shall supervise student writers to maintain professional standards of English and journalism and to comply with the law including, but limited to, the restrictions against unlawful speech. The production of official school publications shall be guided by the law and by the ethical standards adopted by professional associations of societies of journalism.

Persons, other than students, who believe they have been aggrieved by student expression in a student produced official school publication shall also follow the grievance procedure outlined in board policy 906.2. Students who believe their freedom of expression in a student produced official school publication has been restricted shall follow the grievance procedure outlined in board policy 906.2.

The superintendent shall be responsible for developing a student publications code. This code shall include, but not be limited to reasonable rules including time, place, and manner restrictions. The superintendent shall also be responsible for distributing this policy and the student publications code to the students and their parents.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: May 14, 2002

STUDENT PUBLICATIONS CODE

A. Official school publications defined.

An "official school publication" is material produced by students in the journalism, newspaper, yearbook, or writing classes and distributed to students either free or for a fee.

B. Expression in an official school publication.

1. No student shall express, publish, or distribute in an official school publication material which is:
 - a. obscene;
 - b. libelous;
 - c. slanderous; or
 - d. encourage student to:
 - 1) commit unlawful acts;
 - 2) violate school rules;
 - 3) cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - 4) disrupt or interfere with the educational program;
 - 5) interrupt the maintenance of a disciplined atmosphere; or
 - 6) infringe on the rights of others.
2. The official school publication shall be produced under the supervision of a faculty advisor.

C. Responsibilities of students.

1. Students writing or editing official school publications shall assign and edit the news, editorial, and feature contents of the official school publications subject to the limitations of the student publications code and the law.
2. Students shall strive to achieve professional standards of accuracy, fairness, objectivity and thoroughness in each and every aspect of official school publications.
3. Students shall strive to achieve professional standards of grammar, usage, punctuation and spelling, for clarity and accuracy of official school publications.

D. Responsibilities of faculty advisors.

Faculty advisors shall supervise student writers to maintain professional standards of English and journalism and to comply with the law, including, but not limited to, the restrictions against unlawful speech.

E. Liability.

Student expression in an official school publication shall not be deemed to be an expression

STUDENT PUBLICATIONS CODE

of the school district. The school district, the board, and the school district employees or officials are not liable in any civil or criminal action for any student expression made or published by students, unless the school district employees or officials have interfered with or altered the content of the student expression. The liability, if any, is only to the extent of interference or alteration of the speech or expression.

F. Appeal procedure.

1. Students who believe they have been unreasonably restricted in their exercise of expression in an official student publication shall seek review of the decision through the student grievance procedure, under board policy 906.2.
2. Persons who believe they have been aggrieved by a student produced official student publication shall file their complaint through the citizen grievance procedure, under board policy 906.2.

G. Time, place and manner restrictions on official school publications.

1. Official student publications may be distributed in a reasonable manner, on or off school premises.
2. Distribution in a reasonable manner shall not encourage students to:
 - a. commit unlawful acts;
 - b. violate school rules;
 - c. cause the material and substantial disruption of the orderly and efficient operation of the school or school activity;
 - d. disrupt or interfere with the educational program;
 - e. interrupt the maintenance of a disciplined atmosphere; or
 - f. infringe on the rights of others.

SCHOOL-SPONSORED SOCIAL EVENTS

School-sponsored social events shall be approved by the building principal. School-sponsored social events shall be under the control and supervision of school personnel. The hours and activities of the event shall be reasonable and in keeping with board policy.

The behavior of students and school personnel shall be in keeping with the behavior required during regular school hours.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: April 23, 2002

STUDENT ACTIVITY PROGRAM

The Board of Education recognizes the value of extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside of the traditional classroom.

Participants and responsible adults involved in Board-approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice and competitions as is expected in the classroom. The Board further encourages the development and promotion of sportsmanship, ethics, and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the student.

Student activity events must be approved by the superintendent or designee, unless it involves unusual travel and expense, in which case, the board will take action. The events should not disrupt the education program or other school district operations.

A high school student who participates in school sponsored athletics may participate in a non-school sponsored sport during the same season with the approval of the athletic director and superintendent or designee.

It shall be the responsibility of the superintendent, in conjunction with the administrative team to develop administrative regulations for each school activity. These regulations shall include when physical examinations will be required, how and when parents will be informed about the risk of the activity, what forms and procedures for a waiver of liability from the parent and student are to be submitted, and what proof of insurance will be required. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: March 15, 1994

Date of Revision: October 28, 1997

Date of Revision: May 14, 2002

Date of Revision: April 24, 2007

STUDENT ACTIVITY PROGRAM/FAN BEHAVIOR RULES

The Board of Education recognizes the value of extracurricular activities in the educational process and the values that young people develop when they have the opportunity to participate in an organized activity outside the traditional classroom.

Participants and responsible adults involved in Board-approved extracurricular activities are expected to demonstrate the same level of responsibility and behavior at practice and competitions as is expected in the classroom. The Board further encourages the development and promotion of sportsmanship, ethics, and integrity in all phases of the educational process and in all segments of the community, including administrators, participants, adult supervisors, parents, fans, spirit groups, and support/booster groups.

To further the intent of the board's policy and to emphasize the importance of sportsmanship at all school sponsored events, the following administrative rules shall provide guidance for working with fans whose behavior has not matched the ideals espoused through board policy.

1. If fan behavior is inappropriate but not disruptive to the event, the administration may discuss the behavior with the individual fan. If inappropriate behavior is repeated, sanctions such as those described below, will be applied.
2. If fan behavior is inappropriate and is disruptive to the event, the fan shall be removed from school premises. The individual will be banned from attending all extra curricular activities sponsored or hosted by the Centerville Community School District. This ban can be lifted if the provisions in Section 3 are met. "Disruptive to the event" for this rule includes throwing materials onto the playing area that stops the contest for clean up or repair, or being removed from the gym or game field by order of the sport referee or umpire.
3. Before any fan who has been removed can start attending events again, the fan must serve an appropriate suspension time and also meet with the appropriate athletic director and principal to demonstrate the willingness to act in an appropriate manner at school sponsored events. In determining an appropriate suspension time, the athletic director and building principal shall consider the following:
 - A. If the fan was abusive toward school personnel enforcing these rules.
 - B. The nature of the inappropriate behavior.
 - C. Previous incidents.
 - D. Sincerity of fan's desire to model appropriate behavior.
4. If the spectator disobeys the school official or district's order, law enforcement authorities may be contacted and asked to remove the spectator. If a spectator has been notified of exclusion and thereafter attends a sponsored or approved activity, the spectator shall be advised that his/her attendance will result in prosecution. The school district may obtain a court order for permanent exclusion from future school sponsored or approved activities.

Adopted: May 23, 1995

Revised: September 12, 2000

FUND RAISING

Students, identifying themselves as Centerville School students, may raise funds for school-sponsored events with the approval of their principal. The principal may set a maximum number of fund raising events to be held each school year. Fund raising by students, identifying themselves as Centerville School students, for events other than school-sponsored events is not allowed unless approved by the principal and clearly identified as a non-sponsored event.

Date of Adoption: April 25, 1990

Date of Revision: Aprli 24, 2007

STUDENT VOLUNTEERS

Students may be excused from school to volunteer their time and services to the school district and to community betterment in the school district community.

No student will be released to do volunteer work during school free time without the permission of the principal and the student's parents. In approving students to provide volunteer services the principal shall consider the nature and risk to the student's health of the services. The student's age, past behavior, academic achievement and any other relevant factors shall be considered by the principal.

If students are expected to be exposed to others' bodily fluids as part of their volunteer work, the principal shall assure that the student is covered by the site's Bloodborne Pathogen Program before supporting the volunteer work.

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

WORK AND/OR PROGRAMS FOR STUDENTS

Coordination of educational programs with local businesses can benefit the district and the community. When mutually acceptable arrangements can be facilitated, secondary students may work for a local business to obtain school credit.

Such programs must be compatible with the educational program and have the approval of the board.

If students are expected to be exposed to others' bodily fluids as part of their volunteer work, the principal shall assure that the student is covered by the site's Bloodborne Pathogen Program before entering the work arrangement.

Date of Adoption: April 25, 1990

Date of Revision: April 28, 1998

ASSIGNMENT TO COURSES

Students shall take a predetermined number of and types of courses to graduate. Where students have a choice in course offerings, the school district will attempt to allow students to take the courses of their choice. Students who need specific courses for graduation will be given the first priority in being assigned to classes.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop the course offerings for each year for all grades.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

STUDENT PROGRESS REPORTS AND CONFERENCES

Students shall receive a progress report at the end of each quarter. Students, who are doing poorly, and their parents shall be notified prior to the end of each quarter in order to have an opportunity to improve their grade. Progress reports may be mailed home or distributed to parents. The board encourages the practice of also recognizing students whose work has improved significantly.

Parent-teacher conferences about student progress will be held twice during the school year. The conferences in the junior and senior high school are not individually scheduled.

Parent, teachers, or principals may request a conference for students in all grades in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Student handbooks should provide parental information on progress reports and conferences.

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

Date of Revision: April 28, 1998

Date of Revision: October 12, 1999

Date of Revision: July 12, 2011

STUDENT PROMOTION, RETENTION, ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The district shall adhere to the following:

- **Retention/Promotion in kindergarten – eighth grade:** The retention of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Retention/Promotion in ninth – twelfth grade:** Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed.
- **Acceleration in kindergarten – twelfth grade:** Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.
- **Retention or Acceleration in kindergarten – twelfth grade** may also occur in additional instances as provided by law.

Any student or parent who is not satisfied with the decision of the district's professional staff may seek recourse through policy 502.6 – Student Complaints and Grievances.

Date of Adoption: April 25, 1990

Date of Revision: January 9, 1996

Date of Revision: April 10, 2001

Date of Revision: April 24, 2007

Date of Revision: July 9, 2018

THIRD GRADE PROMOTION STANDARDS

The promotion standards listed below will be in effect for all third grade students unless a student has a Special Education IEP goal that establishes a different promotion standard in reading, math, or written language.

Reading/Language Arts Standards (6 of the 9 following indicators must be met):

- Iowa Tests of Basic Skills (ITBS) reading comprehension score at or above the 30th percentile, based on national norms
- ITBS Language Arts total scores at or above the 30th percentile, based on national norms
- CCC current reading level at or above a CCC scaled score of 3.5 at 65% correct or more
- Reading second semester grade at or above a 70% based on tests and daily assignments
- Language Arts second semester grade at or above a 70% based on tests and daily assignments
- Mastery of 80% of the third grade basic reading objectives on unit tests
- Mastery of 80% of the third grade basic language arts objectives on unit tests
- Score at or above 80% on the end of the year third grade reading assessment covering all third grade basic reading objectives
- Score at or above 70% on the end of the year third grade Houghton Mifflin Integrated Theme Test 5

Mathematics Standards (3 of the 5 following indicators must be met):

- ITBS math total scores at or above the 30th percentile, based on national norms
- CCC current math level at or above a CCC scaled score of 3.2 at 65% correct or more
- Math second semester grade at or above a 70% based on tests and daily assignments
- Mastery of 80% of the third grade basic math objectives on unit tests
- Score at or above 80% on the end of the year third grade math assessment covering all third grade basic math objectives

Parents and students will receive mid-quarter progress reports and quarterly report cards to indicate academic progress. CCC reports will be included in all quarterly report cards. The following information will also be made available:

- First quarter conferences - Promotion standards will be shared with parents
- Third quarter conferences - Each student's progress toward promotion standards will be updated with parents

Student achievement of the above standards will determine promotion.

It is very important to note: Students who are not promoted at the end of the regular school year may be given the opportunity to earn promotion during summer school.

Date of Adoption: May 14, 2002

LAKEVIEW PROMOTION STANDARDS

The promotion standards listed below will be in effect for all Lakeview students unless a student has a Special Education IEP goal that establishes a different promotion standard in reading, math, or written language.

Promotion Standards for Reading and Language Arts	Possible
1. ITBS Reading Comprehension (National percentile rank)	99
2. ITBS Language Total (National percentile rank)	99
3. CCC (Growth in scaled score in one year X 100)	102
4. Grades (Grade Per Cent for 2 semesters)	200
5. Objectives Mastered (Per Cent of Objectives Mastered)	100
6. Assignment completion (Per Cent of Assignment Completed per Semester)	200
7. End of the Year Test (Per Cent correct on the exam)	100
8. Attendance (Per Cent of days attended)	100
Total Points	1000

To be promoted the student would have to earn 600 points.

Promotion Standards for Mathematics including ITBS Science Score	Possible
1. ITBS Math Total (National percentile rank)	99
2. ITBS Science Total (National percentile rank)	99
3. CCC (Growth in scaled score in one year X 100)	102
4. Grades (Grade per Cent for 2 semesters)	200
5. Objectives Mastered (Per Cent of Objectives Mastered)	100
6. Assignment completion (Per Cent of Assignment Completed per Semester)	200
7. End of the Year Test (Per Cent earned on the exam)	100
8. Attendance (Per Cent of days attended)	100
Total Points	1000

To be promoted the student would have to earn 600 points.

Parents and students will receive mid-quarter progress reports and quarterly report cards to indicate academic progress. CCC reports will be included in all quarterly report cards. The following information will also be made available:

- First quarter conferences – Student progress on promotion standards will be shared with parents
- Second quarter – Promotion standards will be detailed for parents and student progress on those standards will be shared.
- Third quarter conferences - Student progress toward meeting promotion standards will be provided to parents and students.

Student achievement of the above standards will determine promotion.

It is very important to note: Students who are not promoted at the end of the regular school year may be given the opportunity to earn promotion during summer school.

Date of Adoption: May 14, 2002 Date of Revision: May 8, 2007

Code No.: 505.3 R(3)

HOWAR MIDDLE SCHOOL PROMOTION STANDARDS

The promotion standards listed below will be in effect for all Howar Middle School students unless a student has a Special Education IEP goal that establishes a different promotion standard in reading, math, or written language.

Promotion Standards for Reading and Language Arts		Possible
1.	ITBS Reading Comprehension (National percentile rank)	99
2.	ITBS Language Total (National percentile rank)	99
3.	CCC (Growth in scaled score in one year X 100)	102
4.	Grades (Grade Per Cent for 2 semesters)	200
5.	Objectives Mastered (Per Cent of Objectives Mastered)	100
6.	Assignment completion (Per Cent of Assignment Completed per Semester)	200
7.	End of the Year Test (Per Cent correct on the exam)	100
8.	Attendance (Per Cent of days attended)	100
Total Points		1000

To be promoted the student would have to earn 600 points.

Promotion Standards for Mathematics including ITBS Science Score		Possible
1.	ITBS Math Total (National percentile rank)	99
2.	ITBS Science Total (National percentile rank)	99
3.	CCC (Growth in scaled score in one year X 100)	102
4.	Grades (Grade per Cent for 2 semesters)	200
5.	Objectives Mastered (Per Cent of Objectives Mastered)	100
6.	Assignment completion (Per Cent of Assignment Completed per Semester)	200
7.	End of the Year Test (Per Cent earned on the exam)	100
8.	Attendance (Per Cent of days attended)	100
Total Points		1000

To be promoted the student would have to earn 600 points.

Parents and students will receive mid-quarter progress reports and quarterly report cards to indicate academic progress. CCC reports will be included in all quarterly report cards. The following information will also be made available:

- First quarter conferences – Student progress on promotion standards will be shared with parents
- Second quarter – Promotion standards will be detailed for parents and student progress on those standards will be shared.
- Third quarter conferences - Student progress toward meeting promotion standards will be provided to parents and students.

Student achievement of the above standards will determine promotion.

It is very important to note: Students who are not promoted at the end of the regular school year may be given the opportunity to earn promotion during summer school.

Date of Adoption: May 14, 2002
 Date of Revision: May 8, 2007
 Date of Revision: May 14, 2018

HONORS AND AWARDS

The school district shall provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist students in setting goals. Students shall be made aware of honors and awards and the action necessary on the part of the student to achieve them. Students who have not attended the school district for their entire education or have not attended an accredited public or private school may not be eligible for honors and awards.

It shall be the responsibility of the administration to develop the administrative regulations regarding this policy.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: April 28, 1998

Honors and Awards

The following regulations apply to the honors and awards listed. Any honors and awards not listed here or that may be added later will be addressed by the administrative team when a question arises.

HONOR ROLL - Students who are enrolled in five or more classes at a Centerville Public School, exclusive of P.E., will be eligible for recognition if they meet the established criteria.

PRESIDENTIAL ACADEMIC FITNESS AWARD - Students who are enrolled in five or more classes each semester in a Centerville public school, exclusive of P.E., will be eligible for recognition if they meet the established criteria.

CHS ACADEMIC LETTERS - Students who are enrolled in five or more classes each semester at the secondary level, exclusive of P.E., will be eligible for recognition if they meet the established criteria.

CLASS RANK - Students who are projected to graduate from Centerville High School will be included in computing class rank.

CHS TOP 5% OF SENIOR CLASS - Students who are projected to graduate from Centerville High School will be included in computing the Top 5% of Senior Class. The top 5% is determined by RAI (Regents Admissions Index).

NATIONAL HONOR SOCIETY - Students who are making normal progress towards graduation will be considered for membership if they meet the established district and national National Honor Society criteria. In addition, students considered for membership must have completed three semesters of full-time enrollment in an approved school with at least the preceding semester's enrollment being in Centerville High School.

SCHOLARSHIPS - Students who are projected to graduate from Centerville High School will be eligible to apply for scholarships for which selection committees are made up of school personnel.

DEPARTMENT/DISCIPLINE AWARDS - Students enrolled in courses within a department or discipline are eligible for all department/discipline honors and awards if they meet established criteria.

Date of Adoption: January 11, 1994

Date of Adoption: July 12, 2011

TESTING PROGRAM

A comprehensive testing program is established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student is required, as part of any applicable program, funded by the United States Department of Education, to submit to a survey, analysis or evaluation which reveals information concerning:

- political affiliations or beliefs of the student or student's parent;
- mental and psychological problems of the student or the student's family;
- sex behavior and attitudes;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's parent; or
- Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an un-emancipated minor, without the prior written consent of the parent.

It is the responsibility of the superintendent, in conjunction with the administrative team, to develop administrative regulations regarding this policy.

It is the responsibility of the board to review and approve the evaluation and testing program.

Date of Adoption: April 25, 1990
Date of Revision: October 11, 1994
Date of Revision: April 28, 1998
Date of Revision: May 14, 2002
Date of Revision: December 10, 2002
Date of Revision: July 9, 2018

PERFORMANCE TESTING FOR CLASSROOM CREDIT

In meeting the needs of the students, the board may grant credit by performance testing for course work which is ordinarily included in the school curriculum. Students wishing to receive credit by testing shall have the approval of the superintendent prior to taking the test. Testing for credit may only be used prior to the offering of a course. Once the course has begun students must attend the class and complete the required work for credit.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

GRADUATION REQUIREMENTS

Under State law and regulations, the Board of Directors has the responsibility to formulate policies, consistent with the Code and the standards set by the Department of Education, that students must meet to be eligible for high school graduation. The educational standards and minimum requirements set by law and the Department of Education will be strictly observed. Students must successfully complete the courses required by the board for graduation. Students must successfully complete each grade level, grade one through grade twelve, and complete all the required courses of study prior to graduation as determined by the State Department of Education and the board.

To receive a high school diploma from this school district, a student must have earned a total of 48 credits in grades 9 through 12; credits are given for the successful completion of a semester of work in a full-credit class. It shall be the responsibility of the Superintendent to ensure that students complete grades one through twelve and that high school students complete 48 credits prior to graduation. A student will not be allowed to graduate with fewer than 48 credits without the approval of the board. Special education students may meet individual graduation requirements as stated in their individual education plan. The board shall have complete discretion to determine extraordinary circumstances.

The graduation requirements approved by the Board of Directors are as follows:

- | | | | |
|-----------------------|------------------|-----------------------|------------|
| 1. Language Arts | 8 credits | 2. Social Studies | 6 credits |
| 3. Science | 6 credits | 4. Mathematics | 6 credits |
| 5. Physical Education | 4 credits | 6. Electives | 17 credits |
| 7. Concentrations | 2 concentrations | 8. Financial Literacy | 1 credit |

Courses in the areas of math, language arts, social studies and science taken beyond the requirement are counted as part of the electives credits. All students are required to carry a full load of classes. Generally, this means each student carries at least six full credit classes, plus physical education.

Prior to graduation, the district will advise students on how to successfully complete the free application for federal student aid.

SPECIAL EDUCATION STUDENTS: Beginning with the class of 2022 requirements for students in special education to earn a diploma will include successful completion of four years of English, three years of math, three years of science, three years of social studies, and the completion of the district's physical education requirements.

TRANSFER STUDENTS: If students transfer from another school that does not require as many credits as our district's high school, and if those students would thereby be in danger of not graduating at the regular time, individual consideration will be given pro-rating the number of credits needed for graduation according to the amount of time the student spent in the other school.

CONCENTRATIONS: The Administrative Team shall develop rules to implement this policy including specific course requirements and concentration requirements. Said rules shall be approved by the board of directors prior to implementation.

The required courses of study will be reviewed by the board every five years.

HIGH SCHOOL GRADUATION

Starting with the Graduating Class of 2023

Students must complete content required by the Iowa Department of Education and reflected in courses required by the Centerville Community School District Board of Education to receive a diploma signifying graduation from Centerville Community School District. The content and courses are specific to preparing students for college, career, and citizenship. Students must have attended Centerville High School for at least one semester immediately prior to graduation. It shall be the responsibility of the High School principal to ensure that students who have completed the district graduation requirements are recommended to the Superintendent for graduation.

CCSD recognizes a three-tiered approach for completing graduation requirements. The *Standard Diploma* is the path the majority of students will follow. The *Honors Diploma* reflects a more rigorous path that includes advanced courses. The *Core Diploma* reflects an alternative choice for students who need to meet graduation requirements in a differentiated manner.

Students will be informed of multiple diploma options and requirements at appropriate stages of their high school career, including during initial enrollment and course registration. A student's diploma pathway should be determined by the first semester or later of their third year of high school.

The *Core Diploma* requires a four-year (or more) high school course of study.

I. STANDARD DIPLOMA CREDIT REQUIREMENTS

	Credits
<u>English</u>	8
English 9	
English 10	
English 11	
+2 Semesters	
<u>Mathematics</u>	6
<u>Science</u>	6
Integrated Science	
Biology	
+2 Semesters	
<u>Social Studies</u>	
US History I and II	2
World History I	1
Psychology or Sociology	1
Economics	1
Government	1
<u>Physical Education</u>	4
<u>Financial Literacy</u>	1
<u>Electives</u>	17

Standard Diploma Credits for Graduation

48

II. HONORS DIPLOMA CREDIT REQUIREMENT

	Credits
<u>English</u>	8
English 9	
English 10	
English 11	
English 12 or Comp I and II	
<u>Mathematics</u>	8
Must include Algebra II	
<u>Science</u>	8
Integrated Science	
Biology	
<i>Additional Science Courses Must Come from the Following Choices:</i>	
- Chemistry	
- Physics	
- Advanced Biology	
- Anatomy and Physiology	
- Approved College Level Science Course	
<u>Social Studies</u>	
US History I and II	2
World History I	1
Psychology or Sociology	1
Economics	1
Government	1
2 Social Studies Electives	2
 <u>Physical Education</u>	 4
<u>Financial Literacy</u>	1
<u>Electives</u>	17
 Honors Diploma Credits for Graduation	 54

Additionally, to earn an Honors Diploma, students must maintain a 3.0 cumulative G.P.A. or higher and successfully complete at least 15 credit hours of concurrent enrollment courses, which can include CTE (Career and Technical Education courses).

II. CORE DIPLOMA CREDIT REQUIREMENTS

	Credits
<u>English</u> (must include English 9, 10, 11, +2 semesters)	8
<u>Mathematics</u>	6
<u>Science</u> (must include Integrated Science and Biology)	6
<u>Social Studies</u>	
US History I and II	2
World History I	1
Psychology or Sociology	1
Economics	1
Government	1
<u>Physical Education</u>	4
<u>Financial Literacy</u>	1
<u>Electives</u>	9
Core Diploma Credits for Graduation	40

STUDENTS WITH INDIVIDUALIZED EDUCATION PLANS

Graduation requirements for students in special education to earn a regular high school diploma will include successful completion of four years of English, three years of math, three years of science, three years of social studies, and the completion of the district's physical education requirements.

Legal Reference: Iowa Code §§ 256.7, 11, .41; 279.8; 279.61; 280.3, .14.
281 I.A.C. 12.3(5); 12.5

Date of Adoption: April 25, 1990
Date of Revision: March 23, 1992
Date of Revision: February 7, 1995
Date of Revision: September 10, 1996
Date of Revision: May 14, 2002
Date of Revision: October 14, 2003
Date of Revision: May 8, 2007
Date of Revision: January 27, 2009
Date of Revision: July 12, 2011
Date of Revision: July 12, 2021
Date of Revision: August 8, 2022

Required Courses and Concentrations

Specific Required Courses for Graduation

- 1. Language Arts** (eight credit minimum): English 9 (2), English 10 (2), and English 11 (2) are required.
- 2. Social Studies** (six credit minimum): 1) required U.S. History, 2) required U.S. History II, 3) required World History, 4) Psychology or Sociology, 5) required Economics, 6) required Government.
- 3. Physical Education** (four credit minimum): Most students take PE each semester either two or three days per week. Students can take PE every day in a given semester to allow them to take an additional course in the preceding or following semester or to make up PE credits.
- 4. Science** (six credit minimum): Required Biology and Integrated Science.
- 5. Mathematics** (six credit minimum): No specific required courses.
- 6. Electives** (17 credit minimum): Any course offered at CHS, identified post-secondary option offering, or other pre-approved course will count as an elective.

Concentrations

Beginning with the class of 1997, graduates of Centerville High School will need to complete at least two "concentrations" to meet graduation requirements. The concept of concentrations was adopted to encourage students to take a challenging set of courses in at least two areas. Students who take all offered courses in certain academic and vocational areas will be better prepared for their post-secondary plans. Concentration is defined as a minimum number of courses from one department or a combination of courses from one department and cross over courses that have a relationship to the department discipline.

Students will be required to have at least two concentrations to graduate with a regular diploma, and three concentrations to graduate With Distinction. To graduate With Distinction or With Honors also requires a minimum grade point average, minimum scores on ITED tests, and additional elective courses.

Specific Concentrations

The following areas require a minimum of eight semester credits to earn a concentration: Language Arts, Mathematics, Science, Social Studies, and Music (either Instrumental or Vocal, but not both).

Required Courses and Concentrations

The following areas require a minimum of six semester credits to earn a concentration: Spanish, Art, Business, Metals, and Drafting.

A special Vocational Concentration requires a minimum of ten credits from specific courses and electives from three different vocational areas.

Some courses are designated as "cross over" courses. These can count toward a concentration in more than one area. For example, Family Studies will count toward both a Family & Consumer Sciences concentration and a Social Studies concentration. The guidance office will keep an updated list of cross over courses and their limitations.

Concentration requirements can be waived for students moving into the district if the requirements would keep them from graduating with their class. A waiver requires a recommendation from the Guidance Office and administration approval.

Date of Adoption: December 12, 1995

Date of Revision: September 12, 2000

Date of Revision: December 12, 2000

Date of Revision: January 23, 2007

Date of Revision: July 12, 2011

Date of Revision: July 12, 2021

Required Courses and Concentrations

Specific Required Courses for Graduation

- 1. Language Arts** (eight credit minimum): English 9 (2), English 10 (2), and English 11 (2) are required.
- 2. Social Studies** (six credit minimum): 1) required U.S. History, 2) required U.S. History II, 3) required World History I, 4) one of the following: Psychology, Sociology or Econ., and 5) required Government.
- 3. Physical Education** (four credit minimum): Most students take PE each semester either two or three days per week. Students can take PE every day in a given semester to allow them to take an additional course in the preceding or following semester or to make up PE credits.
- 4. Science** (six credit minimum): Required Biology and Integrated Science.
- 5. Mathematics** (six credit minimum): No specific required courses.
- 6. Electives** (17 credit minimum): Any course offered at CHS, identified post-secondary option offering, or other pre-approved course will count as an elective.

Concentrations

Beginning with the class of 1997, graduates of Centerville High School will need to complete at least two "concentrations" to meet graduation requirements. The concept of concentrations was adopted to encourage students to take a challenging set of courses in at least two areas. Students who take all offered courses in certain academic and vocational areas will be better prepared for their post-secondary plans. Concentration is defined as a minimum number of courses from one department or a combination of courses from one department and cross over courses that have a relationship to the department discipline.

Students will be required to have at least two concentrations to graduate with a regular diploma, and three concentrations to graduate With Distinction. To graduate With Distinction or With Honors also requires a minimum grade point average, minimum scores on ITED tests, and additional elective courses.

Specific Concentrations

The following areas require a minimum of eight semester credits to earn a concentration: Language Arts, Mathematics, Science, Social Studies, and Music (either Instrumental or Vocal, but not both).

Required Courses and Concentrations

The following areas require a minimum of six semester credits to earn a concentration: Spanish, Art, Business, Metals, and Drafting.

A special Vocational Concentration requires a minimum of ten credits from specific courses and electives from three different vocational areas.

Some courses are designated as "cross over" courses. These can count toward a concentration in more than one area. For example, Family Studies will count toward both a *Family & Consumer Sciences* concentration and a Social Studies concentration. The guidance office will keep an updated list of cross over courses and their limitations.

Concentration requirements can be waived for students moving into the district if the requirements would keep them from graduating with their class. A waiver requires a recommendation from the Guidance Office and administration approval.

Date of Adoption: December 12, 1995

Revision: September 12, 2000

Revision: December 12, 2000

Revision: January 23, 2007

Revision: July 12, 2021

Multiple Diploma Requirements

Consistent with its obligations to set standards students must meet to be eligible for high school graduation, the Board of Directors hereby establishes a system of multiple diplomas to encourage educational excellence and to encourage completing course work beyond the minimum requirements.

To receive a "core" high school diploma from this school district, a student will need to earn a total of 40 credits in grades 9-12. Students earning a "core" diploma will not have to meet the "concentration" requirement. All credits needed to earn this diploma will be the same as a "standard" diploma less eight elective credits. In order to qualify for a "core" diploma, a student must be accepted and enrolled in our alternative high school.

To receive the "standard" high school diploma from this school district, a student must have earned a total of 48 credits in grades 9 through 12. Students will be required to have at least two "concentrations" as defined and explained in board policy Code No. 505.7 "Graduation Requirements".

To receive the "With Distinction" diploma students must earn 51 credits, maintain a grade point average equal to or exceeding a 3.0. Students will be required to have at least three "concentrations".

To receive the "With Honors" diploma, students must earn 54 credits, and maintain a grade point average equal to or exceeding a 3.50. Students will be required to take and pass 15 graded college credits and/or 4 years of English including either College Composition, College English or an equivalent college level Language Arts course, 4 years of math including College Math or an equivalent college level math course, 3 years of science including either Chemistry, Physics or an equivalent college level Science course and 3 years of Social Studies. Only three college level courses may be taken on a Pass/Fail basis and count toward "With Honors" distinction.

Students will be informed of the multiple diploma options and requirements at appropriate stages of their high school career, including initial enrollment and course registration.

Date of Adoption: April 9, 1991

Date of Revision: January 9, 1996

Date of Revision: January 9, 2001

Date of Revision: July 12, 2011

Date of Revision: May 12, 2015

Date of Revision: January 8, 2018

EARLY GRADUATION

Students may graduate from high school early if complying with the administrative regulations governing early graduation.

Regulations for early graduation include:

1. Early graduation forms must be completed and submitted by December 1 of the graduating year.
2. The course work required for graduation under board policy "Graduation Requirements" must be fulfilled. The PE requirement may be waived.
3. All financial and other obligations to the schools must be completed before the early graduation request can be approved. This includes but is not limited to the payment of fees and the returning of all classroom and library books.

Other provisions governing students who choose to graduate early include:

1. Early graduates may participate in prom, senior week, and graduation ceremonies.
2. Early graduates are not eligible for extra curricular activities including baseball and softball the summer after graduation.

If late requests for early graduation are submitted, the student must have the recommendation of the superintendent and the principal and the approval of the board.

Date of Adoption: January 10, 1995

Date of Revision: February 7, 1995

Date of Revision: November 10, 2009

COMMENCEMENT

Students who have met the graduation requirements will be allowed to participate in the commencement proceedings, provided they will abide by the proceedings agreed upon between the students and administration. It shall be the responsibility of the administration to meet with each graduating class to determine the proceedings for their commencement.

Failure of a student to participate in commencement will not be reason for withholding the student's final progress report or diploma certifying the student's completion of high school.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

CREDIT FOR OTHER COURSES

Students in grades eleven and twelve are allowed to take courses other than those taught by certified personnel of the school district at an accredited post secondary institution. The student may receive credit toward the student's graduation requirements for the course.

It shall be the responsibility of the board to determine the number of school district credits it will award for courses taken at accredited post secondary institutions.

It shall be the responsibility of the principal to bring these opportunities to the students' attention and to make recommendations about these opportunities. In making these recommendations the principal shall consider the benefit to the students, the budget of the school district, and any other considerations deemed relevant by the principal.

Students taking contracted college credit classes will have the option of taking the class on a Satisfactory/Pass or Unsatisfactory/Fail basis. The decision to take the course Satisfactory/Pass or Unsatisfactory/Fail must be made prior to the beginning of the following CHS semester or graduation whichever comes sooner. An unsatisfactory/fail grade will still effect a student's eligibility. Postsecondary enrollment classes must legally still be required to have high school course grades recorded as given by the college institution. Only three college level courses may be taken on a Pass/Fail basis during a typical 4 year high school career. For pass/fail options, a grade of C-/70% or higher will be coded as passing. Any grade below a C-/70% will be coded as fail.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: February 7, 1995

Date of Revision: July 12, 2011

Date of Revision: May 12, 2015

PARENTAL INVOLVEMENT

Parent and family engagement is an important component in a student's success in school. The board encourages parents to become involved in their child's education to ensure the child's academic success. The board will:

- (1) Provide the opportunity to involve parents in the development of the Title I plan, review of the plan, and process for improvement of the plan;
- (2) Provide the coordination, technical assistance and other support necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance;
- (3) To the extent feasible, coordinate and integrate parent and family engagement strategies under Title I with parent and family engagement strategies outlined in other relevant Federal, State, and local laws and programs;
- (4) Conduct with the involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the school served including identifying barriers to greater participation by parents in Title I activities (with particular attention to low-income parents, Limited English Proficient (LEP) parents, parents of any racial or ethnic minority, parents with disabilities and parents with limited literacy);
- (5) Use the findings of the annual evaluation to design strategies for more effective parent and family involvement and to revise, as necessary, the parent and family involvement policies; and;
- (6) Involve parents and families in Title I activities.

The board will review this policy annually. The superintendent is responsible for notifying parents of this policy annually or within a reasonable time after it has been amended during the school year. It is the responsibility of the superintendent and the administrative team to develop administrative regulations regarding this policy.

Date of Adoption: January 28, 2003

Date of Revision: July 9, 2018

Code 505.11R1

PARENTAL INVOLVEMENT

At the district level, it is the policy of Centerville Community Schools that parents of all participating children have the opportunity to be involved in the joint development of the district Title I plan and in the district's review process for the purpose of school improvement. The district provides coordination, technical assistance and other necessary support in the planning and implementation of parent involvement activities. The district encourages parent involvement and supports the partnership between home/school/community by providing understandable information about standards and assessments; providing training and materials for parents to help their children and to involve other parents; educating school personnel about involving parents and the value of parent contributions; and developing meaningful roles for community organizations and businesses to work with parents and schools.

1. This jointly developed, written plan is distributed to parents of participating Title I children and all parents in Schoolwide buildings via the Parent Handbook which is distributed to every family at the time of registration.
2. An annual meeting is held, for all parents of participating children, both public and private. Additional parent meetings with flexible meeting times may be held throughout the year as determined by parent interest and suggestions. All Centerville elementary buildings shall hold two annual meetings, one in the fall and one in the spring. Parents will be notified of such meetings via the building newsletter. Each Title I teacher has solicited parents to serve on a Title I Advisory Committee.
3. Parents are given assistance in understanding the requirements of the Title I law, standards, and assessments via the annual meetings and parent-teacher conferences.
4. Parents receive an explanation of the school's performance profile, expected proficiency levels for students and their student's assessment results via the Annual Progress Report and individual reports to parents at conferences and through report cards.
5. In targeted assistance buildings parents are informed of the reasons for their children's participation, the curriculum, and the instructional objectives and methods of the program. This information will be delivered through the building newsletter, conferences, and annual meetings.
6. Parents receive timely responses to all parent recommendations. Verbal or written responses will be delivered to all recommendations.

PARENTAL INVOLVEMENT

7. A jointly developed school/parent compact outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which the school and parents continue to build and develop partnerships to help children achieve the local high standards. This compact will be distributed in the parent handbooks and will be reviewed at the annual meetings.
8. The Title I or schoolwide program provides opportunities for parents to become partners with the school in promoting the education of their children at home and at school. Parents are given help monitoring their student's progress. The school provides assistance to parents on how they can participate in decisions related to their student's education. The school provides reasonable support for parental involvement activities as requested by parents. Parents are encouraged to participate as volunteers in the school setting. Individual conferences will be held as requested. A reading library, which reports on educational issues, will be available to all interested parents at Lakeview Elementary.
9. The school will coordinate and integrate parent involvement programs and activities with other programs as appropriate. A relationship with these programs will be developed to discuss a common vision, sharing options, and transition into the public school system. Transitional information for students moving from the third grade to the fourth grade will be provided to parents at Lakeview Elementary at the spring annual meeting.
10. An annual evaluation of this parental involvement policy shall be conducted to determine the effectiveness of this policy and the barriers of this policy for increasing parent involvement. Policy evaluation findings shall be used in designing strategies for school improvement and revising parent policies. The annual spring meetings will serve as a venue for the discussion of program adjustments. All comments will be sent to the Title I coordinator.
11. Title I staff and parents work closely together to analyze data, design interventions, and/or evaluate results when working together in a solution focused intervention team. (SAT)
12. Family activity nights may be provided in areas such as reading and/or math. Grade level subject area objectives along with strategies could be provided along with the sharing of parent ideas and concerns.

Date of Adoption: January 14, 2003

EDUCATION RECORDS ACCESS

The board recognizes the importance of maintaining education records and preserving their confidentiality. Education records containing personally identifiable information are kept confidential at collection, storage, disclosure and destruction stages. The board secretary is the custodian of education records. Education records may be maintained in the central administration office or administrative office of the student's attendance center.

Definitions

For the purposes of this policy, the defined words have the following meaning:

- “Education Record” means those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution.
- “Eligible Student” means a student who has reached eighteen years or attends a postsecondary institution. Parents of an eligible student are provided access to education records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student.

An education record may contain information on more than one student. Parents will have the right to access the information relating to their student or to be informed of the information. Eligible students will also have the right to access the information relating to themselves, or be informed of the information.

Parents, ~~and~~ eligible students and other individuals authorized in accordance with law will have access to the student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. Parents of an eligible student are provided access to the student records only with the written permission of the eligible student unless the eligible student is defined as a dependent by the Internal Revenue Code. In that case, the parents may be provided access without the written permission of the student. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's student records. Parents, other than parents of an eligible student, may be denied access to a student's records if the school district has a court order stating such or when the district has been advised under the appropriate laws that the parents may not access the student records. Parents may inspect an instrument used for the purpose of collection of student personal information prior to the instrument's use.

Parents, eligible students, and other individuals in accordance with law will have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. Parents, an eligible student, or an authorized representative of the parents will have the right to access the student's records prior to an Individual Education Program (IEP) meeting or hearing.

Copies of education records will be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the education records. Fees for copies of the records are

waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from education records.

Upon the request of parents or an eligible student, the school district will provide an explanation and interpretation of the education records and a list of the types and locations of education records collected, maintained or used by the school district.

If the parents or an eligible student believes the information in the education records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the education records. The school district will decide whether to amend the education records within a reasonable time after receipt of the request. If the school district determines an amendment is made to the education record, the school district will make the amendment and inform the parents or the eligible student of the decision in writing.

If the school district determines that amendment of the student's record is not appropriate, it will inform the parents or the eligible student of their right to a hearing before the superintendent provided by the school district. If the parents' and the eligible student's request to amend the student record is further denied following the hearing, the parents or the eligible student are informed that they have a right to place an explanatory letter in the student record commenting on the school district's decision or setting forth the reasoning for disagreeing with the school district. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parents will also be disclosed.

Education records may be disclosed in limited circumstances without parental or eligible student's written permission. This disclosure is made on the condition that the education record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be:

- to school officials within the school district and AEA personnel whom the superintendent has determined have a legitimate educational interest, including, but not limited to, board members, employees, school attorney, auditor, health professionals, and individuals serving on official school committees;
- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records the annual notification includes a provision that records will automatically be transferred to new school districts;
- to the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education or state and local educational authorities;
- In connection with a student's application for, or receipt of, financial aid;
- To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests,

administering student aid programs, and improving instruction, if such studies are conducted in such a manner as will not permit the personal identification of students and their parents by persons other than representatives of such organizations and such information will be destroyed when no longer needed for the purpose for which it was conducted;

- To accrediting organizations;
 - to accrediting organizations;
 - to parents of a dependent student as defined in the Internal Revenue Code;
 - to comply with a court order or judicially issued subpoena;
 - [Consistent with an interagency agreement between the school district and juvenile justice agencies];
 - in connection with a health or safety emergency; or,
 - as directory information; or
 - In additional instances as provided by law.

The superintendent will keep a list of the individuals and their positions who are authorized to view a special education student's records without the permission of the parents or the eligible student. Individuals not listed are not allowed access without parental or an eligible student's written permission. This list must be current and available for public inspection and updated as changes occur.

The superintendent will also keep a list of individuals, agencies and organizations that have requested or obtained access to a student's education records, the date access was given and their legitimate educational interest or purpose for which they are authorized to view the records. The superintendent, however, does not need to keep a list of the parents, authorized educational employees, officers and agencies of the school district who have accessed the student's records. This list for an education record may be accessed by the parents, the eligible student and the custodian of education records.

Permanent education records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed may be maintained without time limitation. Permanent student records will be kept in a fire-safe vault or they may be maintained electronically with a secure backup file.

When personally identifiable information, other than permanent education records, no longer needs to be maintained by the school district to provide educational services to a special education student, the parents or eligible student are notified. This notice is normally given after a student graduates or otherwise leaves the school district. If the parents or Code No. 506.1 eligible student request that the personally identifiable information be destroyed, the school district will destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student the records may be needed by the parents or eligible student for social security benefits or other purposes. In the absence of parents or eligible student's request to destroy the records, the school district should maintain the records for at least three years after an individual is determined to be no longer eligible for special education.

The school district will cooperate with the juvenile justice system in sharing information contained in permanent student records regarding students who have become involved with the juvenile justice system. The school district will enter into an interagency agreement with the juvenile justice agencies (agencies) involved.

- The purpose of the agreement is to allow for the sharing of information prior to a student's adjudication in order to promote and collaborate between the school district and the agencies to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

- The school district may share any information with the agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to

effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the school district to the agencies after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

- Confidential information shared between the school district and the agencies shall remain confidential and shall not be shared with any other person, unless otherwise provided by law. Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian. The school district may discontinue information sharing with an agency if the school district determines that the agency has violated the intent or letter of the agreement.

- Agencies will contact the principal of the attendance center where the student is currently or was enrolled. The principal will then forward copies of the records within a reasonable time following receipt of the request.

The school district will provide training or instruction to employees about parents' and eligible students' rights under this policy. Employees will also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the superintendent to annually notify parents and eligible students that they have the right to:

- (1) Inspect and review the student's education records;
- (2) Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- (3) Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the law authorizes disclosure without consent; and
- (4) File a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the law.

The notice shall be given in a parents' or eligible student's native language. Should the school collect personal information from students for the purposes of marketing or selling that information, the school district will annually notify parents of such activity.

The notice will include a statement that the parents have a right to file a complaint alleging the school district failed to comply with this policy. Complaints are forwarded to Family Policy and Regulations Office, U.S. Department of Education, 400 Maryland Avenue, Washington, DC. 20202-8520.

Date of Adoption: April 25, 1990
Date of Revision: February 9, 1992
Date of Revision: November 8, 1994
Date of Revision: September 10, 1996
Date of Revision: April 28, 1998
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Date of Revision: September 11, 2001
Date of Revision: May 14, 2002
Date of Revision: January 14, 2003
Date of Revision: April 24, 2007
Date of Revision: July 9, 2018

USE OF STUDENT RECORDS REGULATION

Parents and eligible students will have a right to access a student's education records upon request without unnecessary delay and in no instance more than forty-five calendar days after the request is made. The intent of this regulation is to establish procedures for granting requests from eligible students and parents to access a student's education records.

Education records mean those records that contain information directly related to a student and which are maintained by an education agency or institution or by a party acting for the agency or institution. These may include, but are not necessarily limited to: dates of attendance; academic work completed; level of achievement (grades, standardized test scores); attendance data; scores on standardized intelligence, aptitude, and psychological tests; interest inventory results; health data; family background information; teacher or counselor ratings and observations; and verified reports of serious or recurrent behavior patterns.

The intent of this regulation is to establish procedures for granting requests of parents for access to their child's records, use of the data, and procedures for its transmittal within forty-five calendar days.

A. Access to Records

1. The parent or legal guardian of a student will have access to these records upon written request to the board secretary.

The parent or legal guardian will, upon written request to board secretary, have the opportunity to receive an interpretation of the records, have the right to question the data, and if a difference of opinion is noted, shall be permitted to file a letter in the cumulative folder stating the dissenting person's position. If further challenge is made to the record, the normal appeal procedures established by school policy will be followed.

A student, eighteen years or older, has the right to determine who, outside the school system, has access to the records. Parents of students who are 18 years or older but still dependents for income tax purposes may access the student's records without prior permission of the student.

2. School officials having access to student records are defined as having a legitimate educational interest. A school official is a person employed by the school district as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school district has contracted to perform a special task (such as an attorney, auditor, AEA employee, medical consultant, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

B. Release of Information Outside the School

1. To release student records to other school(s) in which the student intends to enroll, the parents, legal guardian, or student of majority age must be notified of the transfer and the kinds of information being released unless the school district annually notifies parents that the records will be sent automatically.

They will receive a copy of such information if it is requested, in writing, and shall have the opportunity to challenge the records as described above.

USE OF STUDENT RECORDS REGULATION

2. Student records may be released to official education and other government agencies only if allowed by state or federal law.
3. To release student records to other persons or agencies, written consent is given by the parent, legal guardian, or a student of majority age. This consent form will state which records are released, to whom they are released, and the reason for the release. A copy of the specific records being released will be made available to the person signing the release form if requested.
4. Before furnishing student records in compliance with judicial orders or pursuant to any lawfully issued subpoena, the school district will make a reasonable attempt to notify in advance the parents, legal guardian, or eligible student.
5. Student records may be shared with juvenile justice agencies with which the school district has an interagency agreement. This information is shared without prior parental consent. The agreement is a public document available for inspection.

Hearing Procedures

1. Upon parental request, the school district will hold a hearing regarding the content of a student's records which the parent believes to be inaccurate, misleading, or in violation of the privacy rights of students.
2. The hearing will be held within a reasonable time after receipt of the parent or eligible student's request. The parent or eligible student will receive reasonable advance notice of date, time and place of the hearing.
3. The hearing officer may be an employee of the school district so long as the employee does not have a direct interest in the outcome of the hearing.
4. The parents or eligible student will be given a full and fair opportunity to present evidence relevant to the issues. The parent or eligible student may be represented by an individual at their choice at their own expense.
5. The hearing officer will render a written decision within a reasonable period after the hearing. The decision will be based upon evidence presented at the hearing and must include a summary of the evidence and the reasons for the decision.
6. The parents may appeal the hearing officer's decision to the superintendent within seven days if the superintendent does not have a direct interest in the outcome of the hearing.
7. The parents may appeal the superintendent's decision, or the hearing officer's decision if the superintendent was unable to hear the appeal, to the board within seven days. It is within the discretion of the board to hear the appeal.

Date of Adoption: April 25, 1990

Date of Revision: November 8, 1994

Date of Revision: August 8, 2000

Date of Revision: August 14, 2001

Date of Revision: July 9, 2018

STUDENT RECORDS CHECKLIST

	Copy to Parent Upon Request	Parent Sig. Required**	User Must Sub. Written Request*	No Parent Sig. Required	Parent Notify in Advance	Parent Notify of Release	Req. Made Part of Stud. Rec.	
Subpoena or Judicial Order				•	•			Lawfully Issued
Student Financial Aid				•				Written Request
School or Staff in Same School System				•				No Written Request Necessary
Other School System Where Student Plans to Enroll	•		•	•		•	•	506.1E2
United States Comptroller General			•	•			•	506.1E2
United States Attorney General			•	•			•	506.1E2
Dept. of Health, Education and Welfare Secretary			•	•			•	506.1E2
National Institute of Education			•	•			•	506.1E2
Iowa Dept. of Education Official			•	•			•	506.1E2
Parent Inspection of Student Educational Records	•	•						506.1E5
Parent Request for Hearing to Challenge Record		•						506.1E4
Parent Authorization for School to Release Information	•	•						506.1.E3
Notification of Transfer of Student Records	•			•				506.1E6

*Such written request is available for inspection by the parent or student and the school official responsible for record maintenance.

**When a student has attained the age of 18 years or is attending an institution of post-secondary education, the permission or consent required of the rights accorded the parent of the student will thereafter be required of and accorded only to the student.

REQUEST OF NON-PARENT FOR EXAMINATION AND/OR COPIES OF STUDENT RECORDS

The undersigned hereby requests permission to examine the Community School District's official student records of:

(Legal Name of Student) (Date of Birth)

The undersigned ----- requests copies of the following official student records of the above student:

The undersigned certifies that they are (check one):

- (a) An official of another school system in which the student intends to enroll. ()
- (b) An authorized representative of the Comptroller General of the United States. ()
- (c) An authorized representative of the Secretary of the U.S. Department of Education or U.S. Attorney General ()
- (d) An administrative head of an education agency as defined in Section 408 of the Education Amendments of 1974. ()
- (e) An official of the Iowa Department of Education. ()
- (f) A person connected with the student's application for, or receipt of, financial aid. ()
- [(g) A representative of a juvenile justice agency with which the school district has an interagency agreement.] ()

The undersigned agrees that the information obtained will only be redisclosed consistent with state or federal law without the written permission of the parents of the student, or the student if the student is of majority age.

(Signature)

(Title)

(Agency)

APPROVED:

Signature: _____
Title: _____
Dated: _____

Date: _____
Address: _____
City: _____
State: _____ ZIP: _____
Phone Number: _____

AUTHORIZATION FOR RELEASE OF STUDENT RECORDS

The undersigned hereby authorizes _____

School District to release copies of the following official student records:

concerning _____ (Full Legal Name of Student) _____ (Date of Birth)

_____ (Name of Last School Attended) from 20__ to 20__ (Year(s) of Attend.)

The reason for this request is: _____

My relationship to the child is: _____

Copies of the records to be released are to be furnished to:

- the undersigned
- the student
- other (please specify) _____

(Signature)

Date: _____

Address: _____

City: _____

State: _____ ZIP _____

Phone Number: _____

Student records are reviewed and inappropriate material removed periodically and at a minimum whenever the student moves from one attendance center to another and when the student transfers out of the district.

Anyone requesting a student record must receive the file from the building secretary or the principal. The student's record review log will be filled out by the secretary or the principal and will be retained by the secretary or the principal until the student record is to be replaced.

REQUEST FOR HEARING ON CORRECTION OF STUDENT RECORDS

To: _____ Address: _____
Board Secretary (Custodian)

I believe certain official student records of my child, _____, (full legal name of student), _____ (school name), are inaccurate, misleading or in violation of privacy rights of my child.

The official education records which I believe are inaccurate, misleading or in violation of the privacy or other rights of my child are:

The reason I believe such records are inaccurate, misleading or in violation of the privacy or other rights of my child is:

My relationship to the child is: _____

I understand that I will be notified in writing of the time and place of the hearing; that I will be notified in writing of the decision; and I have the right to appeal the decision by so notifying the hearing officer in writing within ten days after my receipt of the decision or a right to place a statement in my child's record stating I disagree with the decision and why.

(Signature)

Date: _____

Address: _____

City: _____

State: _____ ZIP _____

Phone Number: _____

PARENTAL REQUEST FOR EXAMINATION OF STUDENT RECORDS

To: _____ Address: _____
Board Secretary (Custodian)

The undersigned desires to examine the following official education records.

of _____ , _____ (Date of Birth) _____ (Grade)
(Full Legal Name of Student)

(Name of School)

My relationship to the student is: _____

(check one)

_____ I do
_____ I do not

desire a copy of such records. I understand that a reasonable charge may be made for the copies.

(Parent's Signature)

APPROVED:

Signature: _____

Title: _____

Dated: _____

Date: _____

Address: _____

City: _____

State: _____ ZIP _____

Phone Number: _____

NOTIFICATION OF TRANSFER OF STUDENT RECORDS

To: _____ Date: _____
Parent/or Guardian
Street Address: _____
City/State _____ ZIP: _____

Please be notified that copies of the _____ Community School District's official student records concerning _____, (full legal name of student) have been transferred to:

School District Name Address

upon the written statement that the student intends to enroll in said school system.

If you desire a copy of such records furnished, please check here and return this form to the undersigned. A reasonable charge will be made for the copies.

If you believe such records transferred are inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, you have the right to a hearing to challenge the contents of such records.

(Name)

(Title)

LETTER TO PARENT REGARDING RECEIPT OF A SUBPOENA

Date

Dear (Parent):

This letter is to notify you that the ___ Community School District has received a (subpoena or court order) requesting copies of your child's permanent records. The specific records requested are _____.

The school district has until (date on subpoena or court order) to deliver the documents to (requesting party on subpoena or court order). If you have any questions, please do not hesitate to contact me at (phone #).

Sincerely,

(Principal or Superintendent)

JUVENILE JUSTICE AGENCY INFORMATION SHARING AGREEMENT

Statement of Purpose: The purpose of this Agreement is to allow for the sharing of information among the School District and the Agencies prior to a student's adjudication in order to promote and collaborate to improve school safety, reduce alcohol and illegal drug use, reduce truancy, reduce in-school and out-of-school suspensions, and to support alternatives to in-school and out-of-school suspensions and expulsions which provide structured and well supervised educational programs supplemented by coordinated and appropriate services designed to correct behaviors that lead to truancy, suspension, and expulsions and to support students in successfully completing their education.

Identification of Agencies: This agreement is between the Centerville Community School District (hereinafter "School District") and (agencies listed) (hereinafter "Agencies").

Statutory Authority: This agreement implements Iowa Code § 280.25 and is consistent with 34 C.F.R. 99.38 (1999).

Parameters of Information Exchange:

1. The School District may share any information with the Agencies contained in a student's permanent record which is directly related to the juvenile justice system's ability to effectively serve the student.
2. Prior to adjudication information contained in the permanent record may be disclosed by the school district to the Agencies without parental consent or court order.
3. Information contained in a student's permanent record may be disclosed by the School District to the Agencies after adjudication only with parental consent or a court order.
4. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family.
5. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.
6. Information obtained by the school from other juvenile justice agencies may not be used as the basis for disciplinary action of the student.
7. This agreement only governs a school district's ability to share information and the purposes for which that information can be used. Other agencies are bound by their own respective confidentiality policies.

Records' Transmission: The individual requesting the information should contact the principal of the building in which the student is currently enrolled or was enrolled. The principal will forward the records within a reasonable time following receipt of the request.

Confidentiality: Confidential information shared between the Agencies and the school district will remain confidential and will not be shared with any other person, unless otherwise provided by law. Information shared under the agreement is not admissible in any court proceedings which take place prior to a disposition hearing, unless written consent is obtained from a student's parent. Agencies or individuals violating the terms of this agreement subject their entity represented and themselves personally to legal action pursuant to federal and state law.

JUVENILE JUSTICE AGENCY INFORMATION SHARING AGREEMENT

Amendments: This agreement constitutes the entire agreement among the agencies with respect to information sharing. Agencies may be added to this agreement at the discretion of the school district.

Term: This agreement is effective from (September 1, 2001 or other date) .

Termination: The School District may discontinue information sharing with an Agency if the School District determines that the Agency has violated the intent or letter of this Agreement.

APPROVED:

Signature: _____ Address: _____
Title: _____ City: _____
Agency: _____ State: _____ ZIP _____
Dated: _____ Phone Number: _____

Signature: _____ Address: _____
Title: _____ City: _____
Agency: _____ State: _____ ZIP _____
Dated: _____ Phone Number: _____

Signature: _____ Address: _____
Title: _____ City: _____
Agency: _____ State: _____ ZIP _____
Dated: _____ Phone Number: _____

Signature: _____ Address: _____
Title: _____ City: _____
Agency: _____ State: _____ ZIP _____
Dated: _____ Phone Number: _____

ANNUAL NOTICE

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. They are:

- (1) The right to inspect and review the student's education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

- (2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading or in violation of the student's privacy rights *under FERPA*.

Parents or eligible students may ask the school district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, AEA employees, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee or student assistance team, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- (4) The right to inform the school district that the parent does not want directory information, as defined below, to be released. Directory information can be released without prior parental consent. Any student over the age of eighteen or parent not wanting this information released to the public must make objection in

ANNUAL NOTICE

writing by _____ to the principal. The objection needs to be renewed annually.

NAME, ADDRESS, TELEPHONE LISTING, DATE AND PLACE OF BIRTH, GRADE LEVEL, ENROLLMENT STATUS, MAJOR FIELD OF STUDY, PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS, WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS, DATES OF ATTENDANCE, DEGREES AND AWARDS RECEIVED, THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT, PHOTOGRAPH AND LIKENESS AND OTHER SIMILAR INFORMATION.

If the district provides access to students by postsecondary institutions and/or potential employers, then access will also be provided to military recruiters.

- (5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office, U.S. Department of Education,
400 Maryland Ave., SW, Washington, DC, 20202-4605.

The School District may share any information with the Parties contained in a student's permanent record, which is directly related to the juvenile justice system's ability to effectively serve the student. Prior to adjudication information contained in the permanent record may be disclosed by the School District to the Parties without parental consent or court order. Information contained in a student's permanent record may be disclosed by the School District to the Parties after adjudication only with parental consent or a court order. Information shared pursuant to the agreement is used solely for determining the programs and services appropriate to the needs of the student or student's family or coordinating the delivery of programs and services to the student or student's family. Information shared under the agreement is not admissible in any court proceedings, which take place prior to a disposition hearing, unless written consent is obtained from a student's parent, guardian, or legal or actual custodian.

Information obtained from others shall not be used for the basis of disciplinary action of the student. This agreement only governs a school district's ability to share information and the purposes for which that information can be used.

Date of Adoption: January 14, 2003

Date of Revision: July 9, 2018

STUDENT DIRECTORY INFORMATION

Student directory information is designed to be used internally within the school district. Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The district may disclose "directory information" to third parties without consent if it has given public notice of the types of information which it has designated as "directory information," the parent's or eligible student's right to restrict the disclosure of such information, and the period of time within which a parent or eligible student has to notify the school in writing that he or she does not want any or all of those types of information designated as "directory information." The district has designated the following as "directory information":

- Student's name
- Address
- Telephone number
- Date and place of birth
- E-mail address
- Grade level
- Enrollment status
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance
- Degrees and awards received
- The most recent previous educational agency or institution attended by the student
- Photograph and other likeness
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)
- Other similar information.

Prior to developing a student directory or to giving general information to the public, parents (including parents of students open enrolled out of the school district and parents of children home schooled in the school district) will be given notice annually of the intent to develop a directory or to give out general information and have the opportunity to deny the inclusion of their child's information in the directory or in the general information distributed about the students.

It shall be the responsibility of the superintendent to provide notice and to determine the method of notice that will inform parents.

Date of Adoption: April 25, 1990

Date of Revision: September 11, 2001

Date of Revision: April 24, 2007

Date of Revision: July 9, 2018

AUTHORIZATION FOR WITHHOLDING STUDENT DIRECTORY INFORMATION

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

This law requires the school district to designate as "directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information: student's name; address and telephone number; electronic mail address; date and place of birth; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; grade level; degrees honors and awards received; and the most recent previous educational institution attended by the student; photograph and other likeness and other similar information; student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN, in whole or in part, cannot be used for this purpose.). You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than _____, 20____ of this school year. If you desire to make such a refusal, please complete and return the slip attached to this notice.

If you have no objection to the use of student information, you do not need to take any action.

RETURN THIS FORM

Parental Directions to Withhold Student/Directory Information for Education Purposes, for 20_ - 20_ school year.

Student Name: _____ Date of Birth _____

School: _____ Grade: _____

(Signature of Parent/Legal Guardian/Custodian of Child)

(Date)

This form must be returned to your child's school no later than _____, 20__.
Additional forms are available at your child's school.

The student handbook or similar publication given to each student which contains general information about the school will contain the following statement which is published at least annually in a prominent place or in a newspaper of general circulation in the school district:

The following information may be released to the public in regard to any individual student of the school district as needed. Any student over the age of eighteen or parent not wanting this information released to the public must make objection in writing by September 5 to the principal. The objection needs to be renewed annually.

NAME; ADDRESS; TELEPHONE LISTING; DATE AND PLACE OF BIRTH; E-MAIL ADDRESS; GRADE LEVEL; ENROLLMENT STATUS; MAJOR FIELD OF STUDY; PARTICIPATION IN OFFICIALLY RECOGNIZED ACTIVITIES AND SPORTS; WEIGHT AND HEIGHT OF MEMBERS OF ATHLETIC TEAMS; DATES OF ATTENDANCE; DEGREES AND AWARDS RECEIVED; THE MOST RECENT PREVIOUS SCHOOL OR INSTITUTION ATTENDED BY THE STUDENT; PHOTOGRAPH AND LIKENESS AND OTHER SIMILAR INFORMATION.
DATED _____, 20_.

PARENTAL AUTHORIZATION FOR RELEASING STUDENT DIRECTORY INFORMATION
The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Centerville CSD, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Centerville CSD may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Centerville CSD to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and,
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

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

This law requires the school district to designate as "directory information" any personally identifiable information taken from a student's educational records prior to making such information available to the public.

The school district has designated the following information as directory information: student's name, address and telephone number; date and place of birth; major field of study, participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance, degrees and awards received; and the most recent previous educational institution attended by the student and other similar information. You have the right to refuse the designation of any or all of the categories of personally identifiable information as directory information with respect to your student provided that you notify the school district in writing not later than September 5 of this school year. If you desire to make such a refusal, please complete and return the slip attached to this notice.

If you have no objection to the use of student information for the educational purposes described here, you do not need to take any action.

RETURN THIS FORM

Centerville Community School District Parental Directions to Withhold Student/Directory Information for Education Purposes, for 20 ____ - 20 ____ school year.

Student Name: _____

Date of Birth: _____

School: _____

Grade: _____

(Signature of Parent/Legal Guardian/Custodian of Child)

(Date)

This form must be returned to your child's school no later than September 5. Additional forms are available at your child's school.

Student Recruitment Opt-Out

The Every Student Succeeds Act (E.S.S.A.) requires that high schools must provide military recruiters access to student names, addresses and telephone listings. Parents or students may request that this information not be provided without written parental/guardian consent and districts must comply with all such requests.

The completion and return of this form serves as your request to withhold release of the student's private information to Military Recruiters.

STUDENT MILITARY OPT OUT FORM

Regarding the
RELEASE OF NAME, ADDRESS, AND TELEPHONE NUMBER

Student Name _____ Date of Birth _____ Date _____

____ I request that this student's name, address, and telephone number not be released to Armed Forces and Military Recruiters, or Military Schools.

Signature of parent or guardian _____

Or

____ I am 18 years old and request my own name, address, and telephone number and school records not be released to the Armed Forces, Military Recruiters, or Military Schools.

Signature of student _____

Date _____

As a student you have the right to request that your private information is not released to military recruiters and others. Complete this Opt-Out form and give it to your Principal's office by September 5.

Date of Adoption: August 14, 2001

Date of Revision: August 15, 2006

Date of Revision: July 9, 2018

Code No: 506.3

PHOTOGRAPHS

The board will permit student "portrait" photographs to be taken on school premises by a commercial photographer as a service to the students and their families.

Parents will be notified prior to any pictures being taken by a commercial photographer and will have the opportunity to request that no picture be taken of their child. In no case will students be required to have their picture taken or be pressured to purchase pictures.

Pictures of willing students can be taken for such things as the yearbook, student newspaper, district website and class portraits.

Date of Adoption: April 25, 1990

Date of Revision: April 24, 2007

Date of Revision: July 12, 2011

STUDENT LIBRARY CIRCULATION RECORDS

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents. Parents may not access records without the student's permission if the student is an eligible student. An eligible student is a student who has reached eighteen years of age or is attending an institution of post secondary education at the post high school level. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student. Parents of an eligible student, who is defined by the Internal Revenue Code as a dependent student, may be provided access without the written permission of the student.

The teacher-librarian, as the person maintaining the student library circulation records, shall approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying may be charged.

Date of Adoption: December 8, 1992

Date of Revision: January 23, 1996

Date of Revision: May 14, 2002

Date of Revision: January 22, 2008

HEALTH AND IMMUNIZATION CERTIFICATES

Students desiring to participate in athletic extracurricular activities shall have a physical examination by a licensed professional and provide proof of such an examination to the school district. Each student shall submit an up-to-date certificate of health upon the request of the superintendent. Students who do not provide this certificate prior to the first practice will not be able to participate.

Students enrolling for the first time in the district shall also submit a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and other immunizations required by the school district. The student may be admitted conditionally to the attendance center, if the student has not yet completed the immunization process but is in the process of doing so. Failure to meet the immunization requirement will be grounds for expulsion or denial of enrollment. Upon recommendation of the Iowa Department of Education and Iowa Department of Public Health, students entering the district for the first time may be required to pass a TB test prior to admission. The school district may conduct TB tests of current students.

Exemptions from the immunization requirement in this policy will be allowed only for medical or religious reasons recognized under the law. The student must provide, upon the request of the administration, a valid Iowa State Department of Health Certificate of Immunization Exemption to be exempt from this policy.

Date of Adoption: April 25, 1990

Date of Revision: October 11, 1994

Date of Revision: May 14, 2002

ADMINISTRATION OF MEDICATION TO STUDENTS

The board is committed to the inclusion of all students in the education program and recognizes that some students may need prescription and nonprescription medication to participate in their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration and the medication is in the original, labeled container, either as dispensed or in the manufacturer's container.

When administration of the medication requires ongoing professional health judgment, an individual health plan shall be developed by an authorized practitioner with the student and the student's parent. Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma, airway constricting diseases, respiratory distress, or students at risk of anaphylaxis who use epinephrine auto-injectors may self-administer their medication upon the written approval of the student's parents and prescribing licensed health care professional regardless of competency.

Persons administering medication shall include authorized practitioners, such as licensed registered nurses and physician, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course). A medication administration course and periodic update shall be conducted by a registered nurse or licensed pharmacist, and a record of course completion shall be maintained by the school.

A written medication administration record shall be on file including:

- date;
- student's name;
- prescriber or person authorizing administration;
- medication;
- medication dosage;
- administration time;
- administration method;
- signature and title of the person administering medication; and
- any unusual circumstances, actions, or omissions.

Medication shall be stored in a secured area unless an alternate provision is documented. Emergency protocols for medication-related reactions shall be posted. Medication information shall be confidential information as provided by law

Disposal of unused, discontinued/recalled, or expired medication shall be in compliance with federal and state law. Prior to disposal school personnel shall make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications needs to be picked up. If medication is not picked up by the date specified, disposal shall be in accordance with the disposal procedures for the specific category of medication.

Legal Reference: Disposing on Behalf of Ultimate Users, 79 Fed. Reg. 53520, 53546 (Sept. 9, 2014).

Iowa Code §§124.101(1); 147.107; 152.1; 155A.4(2); 280.16; 280.23.

655 IAC §6.2(152).

Date of Adoption: April 25, 1990

Date of Revision: February 9, 1993

Date of Revision: November 8, 1994

Date of Revision: September 10, 1996

Date of Revision: January 13, 2005

Date of Revision: January 27, 2009

Date of Revision: August 8, 2022

**AUTHORIZATION – ASTHMA, AIRWAY CONSTRICTING OR RESPIRATORY DISTRESS DISEASE
MEDICATION ADMINISTRATION CONSENT FORM**

_____/_____/_____
Student's Name (Last), (First) (Middle) Birthday School Date

The following must occur for a student to self-administer asthma medication, bronchodilator canisters or spacers, or other airway constricting disease medication or for a student with a risk of anaphylaxis to self-administer an epinephrine auto-injector:

- Parent/guardian provides signed, dated authorization for student medication self-administration.
- Parent/guardian provides a written statement from the student's licensed health care professional (A person licensed under chapter 148 to practice medicine and surgery or osteopathic medicine and surgery, an advanced registered nurse practitioner licensed under chapter 152 or 152E and registered with the board of nursing, or a physician assistant licensed to practice under the supervision of a physician as authorized in chapters 147 and 148C) containing the following:
 - o Name and purpose of the medication,
 - o Prescribed dosage, and
 - o Times or special circumstances under which the medication or epinephrine auto-injector is to be administered.
- The medication is in the original, labeled container as dispensed or the manufacturer's labeled container containing the student name, name of the medication, directions for use, and date.
- Authorization shall be renewed annually. In addition, if any changes occur in the medication, dosage or time of administration, the parent is to notify school officials immediately. The authorization shall be reviewed as soon as practical.

Provided the above requirements are fulfilled, the school shall permit the self-administration of medication by a student with asthma, respiratory distress, or other airway constricting disease or the use of an epinephrine auto-injector by a student with a risk of anaphylaxis while in school, at school-sponsored activities, under the supervision of school personnel, and before or after normal school activities, such as while in before-school or after-school care on school-operated property. If the student abuses the self-administration policy, the ability to self-administer may be withdrawn by the school or discipline may be imposed, after notification is provided to the student's parent.

Pursuant to state law, the school district or and its employees are to incur no liability, except for gross negligence, as a result of any injury arising from self-administration of medication or use of an epinephrine auto-injector by the student. The parent or guardian of the student shall sign a statement acknowledging that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or an epinephrine auto-injector by the student as provided by law.

AUTHORIZATION-ASTHMA, AIRWAY CONSTRICTING, OR RESPIRATORY DISTRESS MEDICATION
SELF-ADMINISTRATION CONSENT FORM

Medication	Dosage	Route	Time
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Purpose of Medication & Administration /Instructions

Special Circumstances	Discontinue/Re-Evaluate/ Follow-up Date
-----------------------	--

Prescriber's Signature	Date
------------------------	------

Prescriber's Address	Emergency Phone
----------------------	-----------------

- I request the above-named student possess and self-administer asthma medication, bronchodilators canisters or spacers, or other airway constricting disease medication(s) and/or an epinephrine auto-injector at school and in school activities according to the authorization and instructions.
- I understand the school district and its employees acting reasonably and in good faith shall incur no liability for any improper use of medication or an epinephrine auto-injector or for supervising, monitoring, or interfering with a student's self-administration of medication or use of an epinephrine auto-injector. I acknowledge that the school district is to incur no liability, except for gross negligence, as a result of self-administration of medication or use of an epinephrine auto-injector by the student.
- I agree to coordinate and work with school personnel and notify them when questions arise or relevant conditions change.
- I agree to provide safe delivery of medication and equipment to and from school and to pick up remaining medication and equipment.
- I agree the information is shared with school personnel in accordance with the Family Education Rights and Privacy Act (FERPA) and any other applicable laws.
- I agree to provide the school with back-up medication approved in this form.
- Student maintains self-administration record.

Parent/Guardian Signature (agreed to above statement)	Date
--	------

Parent/Guardian Address	Home Phone
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Business Phone

Self-Administration Authorization Additional Information

COMMUNICABLE DISEASES - STUDENTS

Students with a communicable disease will be allowed to attend school provided their presence does not create a substantial risk of illness or transmission to other students or employees. The term "communicable disease" shall mean an infectious or contagious disease spread from person to person, or animal to person, or as defined by law.

Prevention and control of communicable diseases shall be included in the school district's blood borne pathogens exposure control plan. The procedures shall include scope and application, definitions, exposure control, methods of compliance, universal precautions, vaccination, post-exposure evaluation, follow-up, communication of hazards to employees and record keeping. This plan shall be reviewed annually by the superintendent and school nurse.

The health risk to immune-depressed students shall be determined by their personal physician. The health risk to others in the school district environment from the presence of a student with a communicable disease shall be determined on a case-by-case basis by the student's personal physician, a physician chosen by the school district or public health officials.

A student who is at school and who has a communicable disease which creates a substantial risk of harm to other students, employees, or others at school shall report the condition to the Superintendent any time the student is aware that the disease actively creates such risk.

It shall be the responsibility of the superintendent, in conjunction with the school nurse, to develop administrative regulations stating the procedures for dealing with students with a communicable disease. Student and staff handbooks may be used as the most appropriate method of explaining most of the requirements necessary for implementing this policy.

For more information on communicable disease charts and reporting forms, go to the Iowa Department of Public Health website: <http://www.idph.state.ia.us>

Date of Adoption: April 25, 1990

Date of Revision: October 11, 1994

Date of Revision: January 9, 1996

Date of Revision: November 10, 1998

Date of Revision: July 12, 2011

COMMUNICABLE DISEASE CHART

CONCISE DESCRIPTIONS AND RECOMMENDATIONS FOR EXCLUSION OF CASES FROM SCHOOL

DISEASE *Immunization is available	Usual Interval between Exposure and First Symptoms of Disease	MAIN SYMPTOMS	Minimum Exclusion From School
CHICKENPOX	13 to 17 days	Mild symptoms and fever. Pocks are "blustery." Develop scabs, most on covered parts of body.	7 days from onset of pocks or until pocks become dry.
CONJUNCTIVITIS (PINK EYE)	24 to 72 hours	Tearing, redness and puffy lids, eye discharge.	Until treatment begins or physician approves re-admission.
ERYTHEMIA INFECTIOSUM (5TH DISEASE)	4 to 20 days	Usual age 5 to 14 years - unusual. in adults. Brief period of low-grade fever followed by Erythema (slapped cheek) appearance on cheeks, lace-like rash on extremities lasting a few days to 3 weeks. Rash seems to recur.	After diagnosis no exclusion from school.
GERMAN MEASLES* (RUBELLA)	14 to 23 days	Usually mild. Enlarged glands in neck and behind ears. Brief red rash.	7 days from onset of rash. Keep away from pregnant women.
HAEMOPHILUS MENINGITIS	2 to 4 days	Fever, vomiting, lethargy, stiff neck neck and back.	Until physician permits return
HEPATITIS A	Variable -15 to 50 (average 28 to 30 days)	Abdominal pain, nausea, usually fever. Skin and eyes may or may not turn yellow.	14 days from onset of clinical disease and at least 7 days from onset of jaundice.
IMPETIGO	1 to 3 days	Inflamed sores, with pus.	48 hours after antibiotic therapy started or until physician permits return.
MEASLES*	10 days to fever; 14 days to rash	Begins with fever, conjunctivitis, runny nose cough, then blotchy red rash.	4 days from onset of rash.
MENINGOCOCCAL MENINGITIS	2 to 10 (commonly 3 to 4) days	Headache, nausea, stiff neck, fever.	Until physician permits return.

COMMUNICABLE DISEASE CHART

MUMPS*	12 to 25 (commonly 18) days	Fever, swelling and tenderness of glands at angle of jaw.	9 days after onset of swollen glands or until swelling disappears.
RINGWORM OF SCALP	10 to 14 days	Scaly patch, usually ring shaped	No exclusion from school. Exclude from gymnasium, swimming pools, contact sports.
SCABIES	2 to 6 weeks inertial exposure; 1 to 4 days re exposure	Tiny burrows in skin caused by mites	Until 24 Hours after treatment.
SCARLET FEVER SCARLATINA	1 to 3 days	Sudden onset, vomiting, sore throat, fever, later fine rash (not on face). Rash usually only with first infection.	24 Hours after antibiotics started and no fever.
STREP THROAT			
WHOOPIING COUGH* (PERTUSSIS)	7 to 10 days	Head cold, slight fever, cough, characteristic whoop after about 2 weeks	5 days after start of antibiotic treatment.

Re-admission to School; It is advisable that school authorities require written permission from the health officer, school physician or attending physician before any pupil is re-admitted to class following any disease which requires exclusion, not mere absence, from school.

REPORTABLE INFECTIOUS DISEASES

The following infectious diseases are required to be reported to the state and local public health offices:

Acquired Immune Deficiency Syndrome (AIDS)	Leprosy	Rubella (German measles)
Amebiasis	Leptospirosis	Rubella (measles)
Anthrax	Lyme disease	Salmonellosis
Botulism	Malaria	Shigellosis
Brucellosis	Meningitis (bacterial or viral)	Tetanus
Campylobacteriosis	Mumps	Toxic Shock Syndrome
Chlamydia trachomatis	Parvovirus B 19 infection (fifth disease and other complications)	Trichinosis
Cholera	Pertussis (whooping cough)	Tuberculosis
Diphtheria	Plague	Tularemia
E. Coli 0157:h7	Poliomyelitis	Typhoid fever
Encephalitis	Psittacosis	Typhus fever
Giardiasis	Rabies	Venereal disease
Hepatitis, viral (A,B, Non A-Non-B, Unspecified)	Reye's Syndrome	Chancroid
Histoplasmosis	Rheumatic fever	Gonorrhea
Human Immunodeficiency Virus (HIV) infection other than AIDS	Rocky Mountain spotted fever	Granuloma Inguinale
Influenza	Rubella (congenital syndrome)	Lymphogranuloma Venereum
Legionellosis		Syphilis
		Yellow fever

Any other disease which is unusual in incidence, occurs in unusual numbers of circumstances, or appears to be of public health concern, e.g., epidemic diarrhea, food or water borne outbreaks, acute respiratory illness.

NOTE: Be sure to mail the appropriate copies to both the state and local public health offices.

**REPORTABLE INFECTIOUS DISEASES
REPORTING FORM**

REPORT THE FOLLOWING DISEASES IMMEDIATELY BY TELEPHONE (1-800-362-2736)

Botulism	Poliomyelitis	Yellow Fever
Cholera	Rabies (Human)	Disease outbreaks of
Diphtheria	Rubella	any public health concern
Plague	Rubella (Measles)	

REPORT ALL OTHER DISEASES BELOW. WEEK ENDING _____

See Code no. 507.4 E 2 for list of reportable infectious diseases.

Name _____ Parent (if applicable) _____
 Address _____
 Attending Physician _____
 Birth Date _____ Sex _____

Name _____ Parent (if applicable) _____
 Address _____
 Attending Physician _____
 Birth Date _____ Sex _____

Name _____ Parent (if applicable) _____
 Address _____
 Attending Physician _____
 Birth Date _____ Sex _____

Name _____ Parent (if applicable) _____
 Address _____
 Attending Physician _____
 Birth Date _____ Sex _____

Reporting Physician, Hospital, or Other Authorized Person _____

Address _____

Remarks: _____

FOR SCHOOLS ONLY: Report over 10% absent only. Total enrollment:

No.	Monday	Tuesday	Wednesday	Thursday	Friday
Absent					
% of Enrollment					

**REPORTABLE INFECTIOUS DISEASES
REPORTING FORM**

REPORT NUMBER OF CASES ONLY

_____ Chicken pox

_____ Gastroenteritis

_____ Erythema infectiosum (5th Disease)

_____ Influenza -like illness (URI)

___ Check here if more report forms are needed. Iowa Department of Public Health will mail.

MAILING INSTRUCTIONS

1. Detach top stub.
2. Fold yellow copy, insert in envelope, seal and mail. (No postage necessary.)
3. Send pink copy to local health office.
4. Keep the white copy for your own file.

REPORTER'S COPY

Administrative Procedures for Head Lice

1. Identification of students to be examined will be made based upon observable signs and symptoms by teacher or secretary or at the request of parent or guardian.
2. The nurse or trained school personnel will perform a head lice assessment on each referred child. Each confirmed instance of a student having head lice will be recorded. Records will be kept according to confirmed head-lice instances by day, month, classroom, and building. Said records will be periodically monitored to determine the status of the head lice problem.
3. Identification of live head lice or nits close to scalp (less than ½") is necessary before treatment can be recommended.
4. Effort will be made to contact parent or guardian to take the child home and to commence treatment.
5. If unable to locate parent, child will be separated from other students but will be allowed to continue school work. Students may stay in class with other students but should be monitored to avoid head-to-head contact.
6. Parent(s) or guardian(s) of affected student will be given printed instructions and specific instructions for treatment. Recommendations will be given regarding treatment of family, home environment, and other persons who may have had recent exposure to the student or home.
7. If one case of head lice is found in a class, effort will be made for school nurse or other trained personnel to check classmates located closest to affected student, siblings, and other students closely associated with affected student.
8. If 10% or more cases are found in one class within 14 consecutive calendar days, all children in that class will be examined as soon as possible. Notes will be sent home to all parents of students in that school building identifying the concern and giving recommendations for follow up by parents.
9. Preventative information will be sent home to parents in the form of newsletters according to need as identified by school nurse. In addition, the school nurse will be responsible for ongoing community education in regards to identification and treatment of head lice infestations.
10. Students will be readmitted to school as soon as verification or proof of pesticidal or other approved treatment program is provided to the school. Student will be rechecked in 7-10 days by school nurse or other trained school personnel. If adult lice are noted the parent will again be contacted for treatment re-education.

Date of Adoption: November 28, 1995

Date of Revision: November 10, 1998

Date of Revision: April 13, 1999

STUDENT ILLNESS OR INJURY AT SCHOOL

When a student becomes ill or is injured at school, the student's parents shall be notified as soon as possible.

The school district, while not responsible for medical treatment of an ill or injured student, will have authorized school personnel present administer emergency or minor first aid when needed. An ill or injured child will be turned over to the care of the parents, the parents designee, or qualified medical personnel as quickly as possible. If the family doctor cannot be reached, a doctor on call at the hospital can give medical treatment.

Employees shall be responsible for filing of an accident report with the superintendent or designee within 48 hours after the student is injured at school. An accident report file shall be maintained in the principal's building.

Annually parents shall be required to complete a medical emergency authorization form indicating the procedures to be followed, if possible, in an emergency involving their child. It shall be the responsibility of the parents to provide the school district with updated information on the medical authorization form.

Student and parent handbooks at both the district and building level may be used to implement the provisions of this policy as will the district's "Crisis Communication Manual".

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

Date of Revision: January 9, 1996

Date of Revision: July 12, 2011

EMERGENCY DRILLS

Students will be informed of the action to take in an emergency. Emergency drills for fire, weather, and other disasters shall be done at least four times each academic school year. Fire and tornado drills shall be each conducted regularly during the academic school year with a minimum of two before December 31st and two after January 1st.

Each attendance center shall develop and maintain a written plan containing emergency and disaster procedures. The plan will be communicated to and reviewed with employees. The emergency plan shall include:

- assignment of employees to specific tasks and responsibilities;
- instructions relating to the use of alarm systems and signals. If combination visual and auditory warning devices do not exist, the plan shall include specific provisions for warning individuals with hearing impairments;
- information concerning methods of fire containment;
- systems for notification of appropriate persons and agencies;
- information concerning the location and use of fire fighting equipment;
- specification of evacuation routes and procedures;
- posting of plans and procedures at suitable locations throughout the facility;
- evacuation drills which include the actual evacuation of individuals to safe areas;
- an evaluation for each evacuation drill.

School district personnel shall participate in emergency drills. Licensed employees shall be responsible for instructing the proper techniques to be followed in the drill.

It shall be the responsibility of the administration to enforce this policy. Certified personnel shall be responsible for instructing the proper techniques to be followed in the drill.

Date of Adoption: April 25, 1990

Date of Revision: September 10, 1996

Date of Revision: April 28, 1998

Date of Revision: April 24, 2007

EMERGENCY SCHOOL CLOSING

Closing of the schools may be necessary during the academic year. It shall be the responsibility of the superintendent to determine when school should be closed, dismissed early or kept open beyond the regular school day because of inclement weather or other reasons.

If the required closings or early dismissals are such that the number of school days is reduced beyond the minimum required by law, the number of days necessary to meet the minimum requirement shall be made up. On any day when school is forced to close early, the portion of the day school was in session shall be defined as a day of school. It shall be within the discretion of the superintendent to schedule make-up days.

Date of Adoption: April 25, 1990

STUDENT HEALTH INSURANCE

Students participating in intramural or extracurricular athletics shall be required to have health insurance. The student may bring written proof of such insurance or participate in the insurance program selected by the school district. Written proof shall include the insurance company's name.

Students, whether they are or are not participating in intramural or extracurricular athletics, shall have the opportunity to participate in the health insurance plan selected by the school district.

The cost of the insurance plan shall be born by the student. Participation in the insurance plan is not a contract with the school district, but rather, a contract between the insurance company and the student.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

CUSTODY AND PARENTAL RIGHTS

Disagreements among family members are not the responsibility of the school district. The school district will not take the "side" of one family member over another in a disagreement about custody or parental rights. Court orders that have been issued shall be followed by the school district whether the parent or student agrees or disagrees with the order. It shall be the responsibility of the party requesting action to inform the school district and provide a copy of the court order allowing such action.

This policy does not forbid school district personnel to listen to a student's problems and concerns.

It shall be the responsibility of the superintendent to ensure that school district personnel remain neutral in family disagreements, other than child abuse situations.

Date of Adoption: April 25, 1990

Date of Revision: April 28, 1998

STUDENT SPECIAL HEALTH SERVICES

The board recognizes that some students need special health services during the school day. These students shall receive special health services in conjunction with their individualized education program or other plan.

The superintendent, in conjunction with licensed health personnel, shall establish administrative regulations for the implementation of this policy.

Date of Adoption: August 13, 1996

Date of Revision: September 10, 1996

Date of Revision: April 28, 1998

SPECIAL HEALTH SERVICES REGULATION

Some students require special health services in order to participate in the educational program. These students shall receive special health services in accordance with their individualized educational program or other plan.

A. Definitions

"Assignment and delegation" - occurs when licensed health personnel, in collaboration with the education team, determine the special health services to be provided and the qualifications of individuals performing the health services. Primary consideration is given to the recommendation of the licensed health personnel. Each designation considers the student's special health service. The rationale for the designation is documented. If the designation decision of the team differs from the licensed health professional, team members may file a dissenting opinion.

"Co-administration" - the eligible student's participation in the planning, management and implementation of the student's special health service and demonstration of proficiency to licensed health personnel.

"Educational program" - includes all school curricular programs and activities both on and off school grounds.

"Education team" - may include the eligible student, the student's parent, administrator, teacher, licensed health personnel, and others involved in the student's educational program.

"Health assessment" - health data collection, observation, analysis, and interpretation relating to the eligible student's educational program.

"Health instruction" - education by licensed health personnel to prepare qualified designated personnel to deliver and perform special health services contained in the eligible student's health plan. Documentation of education and periodic updates shall be on file at school.

"Individual health plan" - the confidential, written, preplanned and ongoing special health service in the educational program. It includes assessment, planning, implementation, documentation, evaluation and a plan for emergencies. The plan is updated as needed and at least annually. Licensed health personnel develop this written plan with the education team.

"Licensed health personnel" - includes licensed registered nurse, licensed physician, and other licensed health personnel legally authorized to provide special health services and medications.

"Prescriber" - licensed health personnel legally authorized to prescribe special health services and medications.

"Qualified designated personnel" - persons instructed, supervised and competent in implementing the eligible student's health plan.

SPECIAL HEALTH SERVICES REGULATION

"Special health services" - includes, but is not limited to, services for eligible students whose health status (stable or unstable) requires:

- Interpretation or intervention,
- Administration of health procedures and health care, or
- Use of a health device to compensate for the reduction or loss of a body function.

"Supervision" - the assessment, delegation, evaluation and documentation of special health services by licensed health personnel. Levels of supervision include situations in which licensed health personnel are:

- physically present.
- available at the same site.
- available on call.

- B. Licensed health personnel shall provide special health services under the auspices of the school. Duties of the licensed personnel include the duty to:
- Participate as a member of the education team.
 - Provide the health assessment.
 - Plan, implement and evaluate the written individual health plan.
 - Plan, implement and evaluate special emergency health services.
 - Serve as liaison and encourage participation and communication with health service agencies and individuals providing health care.
 - Provide health consultation, counseling and instruction with the eligible student, the student's parent and the staff in cooperation and conjunction with the prescriber.
 - Maintain a record of special health services. The documentation includes the eligible student's name, special health service, prescriber or person authorizing, date and time, signature and title of the person providing the special health service and any unusual circumstances in the provision of such services.
 - Report unusual circumstances to the parent, school administration, and prescriber.
 - Assign and delegate to, instruct, provide technical assistance and supervise qualified designated personnel.
 - Update knowledge and skills to meet special health service needs.
- C. Prior to the provision of special health services the following shall be on file:
- Written statement by the prescriber detailing the specific method and schedule of the special health service, when indicated.
 - Written statement by the student's parent requesting the provision of the special health service.
 - Written report of the preplanning staffing or meeting of the education team.
 - Written individual health plan available in the health record and integrated into the IEP or IFSP.
- D. Licensed health personnel, in collaboration with the education team, shall determine the special health services to be provided and the qualifications of individuals performing the special health services. The documented rationale shall include the following:
- Analysis and interpretation of the special health service needs, health status stability, complexity of the service, predictability of the service outcome and risk of improperly performed service.

SPECIAL HEALTH SERVICES REGULATION

- Determination that the special health service, task, procedure or function is part of the person's job description.
 - Determination of the assignment and delegation based on the student's needs.
 - Review of the designated person's competency.
 - Determination of initial and ongoing level of supervision required to ensure quality services.
- E. Licensed health personnel shall supervise the special health services, define the level of supervision and document the supervision.
- F. Licensed health personnel shall instruct qualified designated personnel to deliver and perform special health services contained in the eligible individual health plan. Documentation of instruction and periodic updates shall be on file at school.
- G. Parents shall provide the usual equipment, supplies and necessary maintenance for such. The equipment shall be stored in a secure area. The personnel responsible for the equipment shall be designated in the individual health plan. The individual health plan shall designate the role of the school, parents, and others in the provision, supply, storage and maintenance of necessary equipment.

Date of Adoption: July 9, 1996

Date of Revision: September 10, 1996

Date of Revision: April 28, 1998

Date of Revision: August 8, 2000

WELLNESS POLICY

The Centerville School Board of Education is committed to the optimal development of every student. The board believes for students to have the opportunity to achieve personal, academic, developmental, and social success, there needs to be a positive, safe, and health-promoting learning environment at every level, in every setting.

The school district provides a comprehensive learning environment for developing and practicing lifelong wellness behaviors. The entire school environment, not just the classroom, shall be aligned with healthy school district goals to positively influence a student's understanding, beliefs and habits as they relate to good nutrition and regular physical activity. In accordance with law and this belief, the board commits to the following:

The school district will identify at least one goal in each of the following areas:

- **Nutrition Education and Promotion:** Schools will provide nutrition education and engage in nutrition promotion that helps students develop lifelong healthy eating behaviors.
- **Physical Activity:** Schools will provide students with age and grade appropriate opportunities to engage in physical activity that meet the Iowa Healthy Kids Act.
- **Other School Based Activities that Promote Wellness:** As appropriate, schools will support students, staff, and parents' efforts to maintain a healthy lifestyle.

The following nutritional guidelines for food available on school campuses will be adhered to:

- Meals served through the National School Lunch and School Breakfast Program will be appealing and meet, at a minimum, nutrition requirements established by state and federal law;
- Schools providing access to healthy foods outside the reimbursable meal programs before school, during school and thirty minutes after school shall meet the United States Department of Agriculture ("USDA") Smart Snacks in Schools nutrition standards, at a minimum. This includes such items as those sold through a la carte lines, vending machines, student run stores, and fundraising activities;
- Snacks provided to students during the school day without charge (e.g., class parties) will meet standards set by the district in accordance law. The district will provide parents a list of foods and beverages that meet nutrition standards for classroom snacks and celebrations; and
- Schools will only allow marketing and advertising of foods and beverages that meet the Smart Snacks in school nutritional standards on campus during the school day.

The superintendent or superintendent's designee shall implement and ensure compliance with the policy by:

- Reviewing the policy at least every three years and recommending updates as appropriate for board approval;
- Implementing a process for permitting parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, administrators and the public to participate in the development, implementation, and periodic review and update of the policy;
- Making the policy and updated assessment of the implementation available to the public (e.g., posting on the website, newsletters, etc). This information shall include the extent to

which the schools are in compliance with policy and a description of the progress being made in attaining the goals of the policy; and
Developing administrative regulations, which shall include specific wellness goals and indicators for measurement of progress consistent with law and district policy.

Date Approved: May 16, 2006

Date Revised: August 10, 2010

Date Revised: June 10, 2017

Date of Revision: July 9, 2018

NUTRITION EDUCATION AND PROMOTION

The school district will provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level to provide students with the knowledge and skills necessary to promote and protect their health;
- promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, healthy food preparation methods and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and physical activity; and,
- links with meal programs, other foods and nutrition-related community services.

PHYSICAL ACTIVITY

Physical Education

The school district will provide physical education that:

- is for all students in grades K-12 for the entire school year;
- is taught by a certified physical education teacher;
- includes students with disabilities', and,
- engages students in moderate to vigorous activity during at least 50 percent of physical education class time.

Daily Recess

Elementary schools should provide recess for students that:

- is at least 20 minutes a day;
- is preferably outdoors;
- encourages moderate to vigorous physical activity through the provision of space and equipment.
- Discourages extended periods of inactivity.

Physical Activity

- PK-5 students will not have less than 30 minutes per day.
- 6-12 students will not have less than 120 minutes per week.
- Agreements detailing acceptable outside activities may be developed and recorded.
- Should not be used as punishment – participation or with holding.

Date of Revision: September 8, 2009

NUTRITION GUIDELINES FOR ALL FOODS AVAILABLE ON CAMPUS

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;
- meet, at a minimum, nutrition requirements established by local, state and federal law;
- offer a variety of fruits and vegetables;
- serve only fat-free milk; and,
- attempt that half of the served grains are whole grain, as available.

Schools should:

- Share information about the nutritional content of meals with parents and students. (The information could be made available on menus, a web site, on cafeteria menu boards, placards other point-of-purchase materials.)

To encourage that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn, schools will:

- Operate the breakfast program, to the extent possible;
- Notify parents and students of the availability of the School Breakfast Program, where available; and,
- Encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials or other means.

Free and Reduced-Priced Meals

The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price meals. Toward this end, the school district may:

- Utilize electronic identification and payment systems; (Lunch Cashier System)
- Promote the availability of meals to all students

Meal Times and Scheduling

The school district:

- Will provide students with adequate time to eat after sitting down for breakfast and sitting down for lunch;
- To the extent possible, schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.; should not schedule tutoring, club or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and,
- Should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualification of Food Service Staff

Qualified nutrition professionals will administer the meal programs. As part of the school district's responsibility to operate a food service program, the school district will:

- Participate in continuing professional development for all nutrition professionals; and,
- Participate in staff development programs that include appropriate certification and/or training programs for child nutrition directors, nutrition managers and cafeteria workers, according to their levels of responsibility.

The school district discourages students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children's diets.

Code No. 507.13R3 (Continued)

NUTRITION GUIDELINES FOR ALL FOODS AVAILABLE ON CAMPUS

Food Sold Outside the Meal (e.g. vending, fundraising sales)

Will be decided by and at the discretion of the building principal and include healthy choices.

FOODS OF MINIMAL NUTRITIONAL VALUE (FMNV)

Federal regulations prohibit the sale of certain foods, determined to be of minimal nutritional value, in the foodservice area during meal periods.

A. Restricted Foods

Foods and beverages that are restricted from sale to students are classified in the following four categories:

1. **Soda Water:** Any carbonated beverage. No product shall be excluded from this definition because it contains discrete nutrients added to the food such as vitamins, minerals and protein.
2. **Water Ices:** Any frozen, sweetened water such as "...sicles" and flavored ice with the exception of products that contain fruit or fruit juice.
3. **Chewing Gum:** Any flavored products from natural or synthetic gums and other ingredients that form an insoluble mass for chewing.
4. **Certain Candies:** Any processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients that characterize the following types: hard candy, jellies and gums, marshmallow candies, fondant, licorice, spun candy, candy coated popcorn.

Note: USDA has approved exceptions for certain products included in the above categories. See TDA, Food and Nutrition Division, Administrators Reference Manual, for the current list of these exemptions.

This policy does not restrict what parents may provide for their own child's lunch, but encourages healthy choices. All classroom snacks must be prepared and factory sealed with ingredients list and nutritional information (no homemade treats permitted.).

Portion Size

Centerville Community School District uses the Enhanced Food-based meal planning approach. The Enhanced Food-based menu planning approach requires specific food group components in specific amounts. There are different established age/grade groups. And, there are increased servings of vegetables/fruits and grains. This approach uses meal patterns designed to:

Provide 1/3 of the RDA for key nutrients as well as 1/3 of caloric needs for specific age/grade groups for lunch.

Provide ¼ of the RDA for key nutrients as well as ¼ of the caloric needs for specific age/grade groups for breakfast

Helps ensure consistency with the Dietary Guidelines

Dietary Guidelines include:

1. Eat a variety of foods.
2. Balance the foods you eat with physical activity-maintain or improve your weight.
3. Choose a diet with plenty of grain products, vegetables & fruits.
4. Choose a diet low in fat, saturated fat and cholesterol.
5. Choose a diet moderate in sugars.
6. Choose a diet moderate in salt & sodium.
7. This school programs that encourage students to choose a drug-free and alcohol-free lifestyle.

It is important to remember that dietary guidelines are meant to be applied over a period of time, not to one food or meal. They call for moderation and the avoidance of extreme in the diet.

NUTRITION GUIDELINES FOR ALL FOODS AVAILABLE ON CAMPUS

Fundraising Activities

To be decided by building principal

To support children's health and school nutrition-education efforts, school fundraising activities will include healthy choices. The school district encourages fundraising activities that promote physical activity.

Celebrations

To be monitored by building principal

Food Safety

- All foods made available on campus adhere to food safety and security guidelines.
- All foods made available on campus comply with the state and local food safety and sanitation regulations. Hazard Analysis and Critical Control Points (HACCP) plans and guidelines are implemented to prevent food illness in schools.
- For the safety and security of the food and facility, access to the food service operations are limited to child nutrition staff and authorized personnel.
- All classroom snacks must be prepared and factory sealed with ingredients list and nutritional information (no homemade treats permitted.).

Nut Aware

The purpose of the guidelines for "Nut Aware" is to reduce the risk of accidental exposure for students who possess an allergy to peanut and/or tree nut products. The following is a list of shared responsibilities that should be followed:

School's responsibility-

- Create an environment where children with food allergies will be safe.
- Use prevention and avoidance strategies
- Be prepared to handle an allergic reaction
- Encourage and allow time for proper handwashing
- Address teasing-bullying
-

The family's responsibility:

- Notify school of the child's allergies (food service and nursing)
- Provide written medical documentation, instructions, and medications as directed by physician. Using the Diet Modification form update annually
- Provide properly labeled and current medications.
- Provide emergency contact information
- Encourage and educate their child on proper handwashing

The Student's responsibility:

- Wash hands before and after meals
- No food trading
- Don't eat anything with unknown ingredients or a food known to contain allergens
- Be proactive in managing his/her own food allergy depending on their developmental level
- Notify an adult immediately if something is eaten that may contain an allergen

Summary: Our school is not "peanut free", but we do provide a safe environment for students with known peanut/tree nut allergies and other food allergies and provide our staff with education and information on preventive measures and treatment in case of a reaction.

Physical Activity Contract

In 2008, the Iowa Legislature enacted “the Healthy Kids Act,” requiring that all students in grades 6 – 12 engage in physical activity for a minimum of 120 minutes per week in which there are at least five days of school. The law also requires that we monitor how students fulfill this requirement.

Please fill out the items below, sign (both student and parent/guardian), and return to the school by September 15th.

If you have any questions, contact the building principal.

Name of Student: _____ Grade _____

School activities that student will be involved in during the 2009-10 school year (include estimate of minutes per week):

FALL	WINTER	SPRING
Cross country _____	Basketball _____	Track _____
Football _____	Wrestling _____	Golf _____
Volleyball _____	Show choir _____	Tennis _____
Marching band _____	Cheerleading _____	Soccer _____
Cheerleading _____	_____	Baseball _____
Trapshooting _____	_____	Softball _____

Other* (what, when, how many minutes per week):

* Non-school activities (may include non-school sport teams, gymnastics, dance, individualized exercise program, etc.) that student will be involved in during the school year.

<u>Activity</u>	<u>Minutes Per Week</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

Signature of Student: _____ Date Signed: _____

Signature of Parent/Guardian: _____

Signature of Building Principal: _____

PLAN FOR MEASURING IMPLEMENTATION

Monitoring

The superintendent will ensure compliance with established school district-wide nutrition and physical activity wellness policies.

In each school:

- the principal will ensure compliance with those policies in the school and will report on the school's compliance to the superintendent; and,
- food service staff, at the school or school district level, will ensure compliance with nutrition policies within food service areas and will report on this matter to the superintendent or principal.

In the school district:

- the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the school district has not received a SMI review from the state agency within the past five years, the school district will request from the state agency that a SMI review be scheduled as soon as possible;
- the superintendent will develop a summary report every three years on school district-wide compliance with the school district's established nutrition and physical activity wellness policies, based on input from schools within the school district; and,
- the report will be provided to the school board and also distributed to all school wellness committees, parent/teacher organizations, principals and health services personnel in the school district.

Policy Review

To help with the initial development of the school district's wellness policies, each school in the school district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and practices. The results of those school-by-school assessments will be compiled at the school district level to identify and prioritize needs.

Assessments will be repeated every 6 years (Health Curriculum Cycle) to help review policy compliance, assess progress and determine areas in need of improvement. As part of that review, the school district will review the nutrition and physical activity policies and practices and the provision of an environment that supports healthy eating and physical activity. The school district, and individual schools within the school district will, revise the wellness policies and develop work plans to facilitate their implementation.

CLASS OR GROUP GIFTS

The board welcomes gifts to the school district from a class or student group. Gifts to the school district, other than class gifts from the graduating class to the school district from a class or group of students must be approved by the superintendent. The board does encourage the graduating class to consult with the board or certified personnel prior to making its final decision on a gift to the school.

Date of Adoption: April 25, 1990

ACTIVITY FREE TIMES

In keeping with good community relations, student school activities will not be scheduled on Sunday mornings, Sunday evening, or, whenever possible, on Wednesday night. Wednesday night activities will be concluded by 6:00 P.M. It shall be the responsibility of the administration to oversee the scheduling of school activities for compliance with this policy.

Sunday Activity Policy:

No rehearsals, practices, team meetings, open gyms, or any other activity that is sponsored by the school district can be held on Sunday mornings or Sunday evenings without prior authorization from the building principal.

Any required practice on Sunday must be approved by the Athletic Director or appropriate building principal. Such practice as a general rule will be allowed only when tournament play is scheduled for Monday or Tuesday.

Any athletic activity scheduled for Sunday afternoon must be an "open gym" concept. It must be clearly understood that any athlete not in attendance at a Sunday open gym will not find his/her position on the team or playing time reduced as a result of this absence.

Date of Adoption: April 25, 1990

Date of Revision: February 9, 1993

Date of Revision: December 14, 1993

Date of Revision: July 12, 2011

VISITORS AND GUESTS

The board encourages adult visitors at the schools. Generally, students will not be allowed to have guests or visitors the same or about the same age as the student attend school with them during the school day. Students wishing or expecting to have a visitor or guest must have express permission from their principal.

Guests and visitors must report to the principal's office or a designated certificated employee near the entrance.

Date of Adoption: April 25, 1990

STUDENT TELEPHONE CALLS

Students may, with permission, receive or make telephone calls during study hall and lunch periods. Students may, with permission, receive or make an emergency telephone call at any time.

The students may use a telephone for local telephone calls with permission. Students may, with the approval of the principal, make other calls and charge them to the student's home telephone number.

It shall be the responsibility of the principal to ensure this policy is not abused by any student.

Date of Adoption: April 25, 1990
Date of Revision: December 8, 1992
Date of Revision: February 7, 1995
Date of Revision: May 14, 2002

SUPERVISION OF SCHOOL FACILITIES AT SCHOOL EVENTS

An employee or designee will supervise any school event for the district including while students wait at the school building after a school activity.

It shall be the responsibility of the supervisor to ensure that the students and other individuals in the school building have a valid and clear purpose for being in the facility at that time. If there is no valid and clear purpose for the student or other individual to be in the building, the supervisor shall require them to leave the school building and/or grounds at once.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to develop regulations regarding this policy.

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

Date of Revision: June 12, 2007

OPEN ENROLLMENT TRANSFERS—PROCEDURES AS A SENDING DISTRICT

The school district will participate in open enrollment as a sending district. As a sending district, the board will allow resident students who meet the requirements to open enroll to another public school district.

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district in accordance with district practice. The notice is made on forms provided by the Iowa Department of Education. The forms are available at the central administration office.

Parents of children who will begin kindergarten and prekindergarten children enrolled in special education programs and included in the district's basic enrollment will file in the same manner set forth above.

The receiving district will approve or deny open enrollment requests according to the timelines established by law. The parents may withdraw the open enrollment request prior to board's approval of the application. The receiving district's superintendent will notify the parents and sending school district by mail within five days of the school district's action to approve or deny the open enrollment request.

The board will not approve a student's request to allow the receiving district to enter the school district for the purposes of transportation.

An open enrollment request out of the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factor for approval of such an open enrollment request will be whether the special education program available in the receiving school district is appropriate for the student's needs. The area education agency director of special education serving the receiving district will determine whether the program is appropriate. The special education student will remain in the school district until the final determination is made.

It is the responsibility of the superintendent to maintain open enrollment request applications and notice forms. It will also be the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1. 281 I.A.C. 17.

Date of Adoption: April 25, 1990

Date of Revision: June 11, 1991

Date of Revision: October 11, 1994

Date of Revision: August 13, 1996

Date of Revision: April 28, 1998

Date of Revision: September 12, 2000

Date of Revision: February 10, 2004

Date of Revision: August 9, 2005

Date of Revision: August 8, 2022

OPEN ENROLLMENT TRANSFERS--PROCEDURES AS A RECEIVING DISTRICT

The school district will participate in open enrollment as a receiving district. As a receiving district, the board will allow nonresident students, who meet the legal requirements, to open enroll into the school district. The board will have complete discretion to determine the attendance center of the students attending the school district under open enrollment.

The superintendent will approve within 30 days; incoming kindergarten applications; good cause application; or continuation of an educational program application.

The superintendent will notify the sending school district and parents within five days of the school district's action to approve or deny the open enrollment request. Open enrollment requests into the school district will not be approved if insufficient classroom space exists.

Open enrollment requests into the school district will also not be approved for students who have been suspended or expelled by the administration or the board of the school district the student is or was attending until the student has been reinstated into the school district from which the student was suspended or expelled. Once the student is reinstated, the student's open enrollment request will be considered in the same manner as other open enrollment requests provided the required timelines are met.

Open enrollment requests into the school district that, if denied, would result in students from the same nuclear family being enrolled in different school districts, will be given highest priority. The board, in its discretion, may waive the insufficient classroom space reason for denial for students of the same nuclear family to prevent the division of a nuclear family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

Students in grades nine through twelve open enrolling into the school district will be eligible for participation in interscholastic athletics, at the varsity level, in accordance with applicable law.

Parents of students whose open enrollment requests are approved by the superintendent are responsible for providing transportation to and from the receiving school district without reimbursement. The board will not approve transportation into the sending district.

An open enrollment request into the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factors for approval of such an open enrollment request will be whether the special education program available in the school district is appropriate for the student's needs and whether the enrollment of the special education student will cause the class size to exceed the maximum allowed. The area education agency director of special education serving the school district will determine whether the program is appropriate. The special education student will remain in the sending district until the final determination is made. For children requiring special education, the receiving district will complete and provide to the resident district the documentation needed to seek Medicaid reimbursement for eligible services.

The policies of the school district will apply to students attending the school district under open enrollment.

It is the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1.
281 I.A.C. 17.

Date of Adoption: April 25, 1990

Date of Revision: June 11, 1991

Date of Revision: August 13, 1996

Date of Revision: September 12, 2000

Date of Revision: February 10, 2004

Date of Revision: August 9, 2005

Date of Revision: July 12, 2011

Date of Revision: August 8, 2022

INSUFFICIENT CLASSROOM SPACE

Insufficient classroom space exists when conditions adversely affect the implementation of the educational philosophy and program of the board. The board shall determine insufficient classroom space on a case-by-case basis. Criteria to be used by the board in its determination may include, but not be limited to, available personnel, grade level, educational program, instructional method, physical space, equipment and materials available, finances available, facilities either being planned or currently under construction, sharing agreements in force, bargaining agreements in force, and district goals and objectives.

The board is not required to hire additional instructional staff to accommodate open enrollment students. Ratios shall be maintained as required by law, for special education students.

Date of Adoption: April 25, 1990

Date of Revision: February 7, 1995

CLASS SIZE-GROUPING...OPEN ENROLLMENT

It shall be within the sole discretion of the board to determine the size of classes and to determine whether class grouping shall take place. The board shall review the class sizes annually.

It shall be the responsibility of the superintendent, in conjunction with the administrative team, to make a recommendation to the board regarding class size based upon the budget of the school district, the qualifications of and number of certificated personnel, and other factors relevant to the board.

Date of Adoption: April 25, 1990