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STATEMENT

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

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

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

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

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

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

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

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

All policies in Series 100 were reviewed by the Board of Directors on October 24, 2022. If changes were found to be necessary, the revision date was noted on the individual policies.

LEGAL STATUS OF THE SCHOOL DISTRICT

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

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

Date of Adoption: April 25, 1990

EDUCATIONAL PHILOSOPHY OF THE SCHOOL DISTRICT

As a school corporation of Iowa, the School District, acting through its board of directors, is dedicated to promoting an equal opportunity for a quality public education to its students. The board is also dedicated to providing the opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to, and encourages critical thinking in, the students for a lifetime.

The board endeavors, through the dedication of the school district's resources, to encourage students, who come to the school district from a variety of backgrounds, to look forward to the time when they will have jobs, homes, families, places in the school district community, and attain recognition as individuals. In order to achieve this goal, the board will seek qualified employees dedicated to development of their professional skills for the betterment of the education program and for the expertise for educational productivity.

Instruction and curriculum are the key elements of a public education. Critical thinking and problem solving skills that will assist the students' preparation for life is instructed as part of a sequentially coordinated curriculum. The school district strives to prepare students for employment, to discover and nurture creative talent and to prepare them to meet and cope with social change in an atmosphere conducive to learning.

The support and involvement of the home and the school district community are essential to achieve educational excellence in the school district. The school district strives to maintain an active relationship with the home and the school district community to create within the students an awareness of dignity and worth of the individual, civic responsibility and respect for authority.

Date of Adoption: April 25, 1990

Date of Revision: September, 1991

Date of Revision: June 14, 1994

Date of Revision: October 24, 2022

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

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

VISION:

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

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

Once we achieve our vision:

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

EDUCATIONAL VISION OF THE SCHOOL DISTRICT

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

Date of Adoption: April 25, 1990

Date of Revision: June 14, 1994

Date of Revision: October 12, 2004

Date of Revision: October 24, 2022

EDUCATIONAL BELIEFS OF THE SCHOOL DISTRICT

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

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

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

EDUCATIONAL BELIEFS OF THE SCHOOL DISTRICT

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

Date of Adoption: January 25, 2000

SCHOOL DISTRICT INSTRUCTIONAL ORGANIZATION

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

Preschool located at Centerville Community Preschool Building, 603 N. Tenth St., Centerville.

Grades kindergarten through fifth grade shall attend the following: Lakeview Elementary School located at 1800 South Eleventh Street, Centerville

Grades six through eight shall attend Howar Middle School located at 850 South Park, Centerville.

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

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

Date of Adoption: April 25, 1990

Date of Revision: January 11, 1994

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: October 12, 2004

Date of Revision: January 13, 2014

Date of Revision: May 14, 2018

Date of Revision: October 24, 2022

THE PEOPLE AND THEIR SCHOOL DISTRICT

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

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

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

Date of Adoption: April 25, 1990

Date of Revision: January 11, 1994

Date of Revision: January 14, 1997

Date of Revision: October 24, 2022

EQUAL EDUCATIONAL OPPORTUNITY

It is the goal of the board to develop a healthy social, intellectual, emotional, and physical self-concept in the students enrolled in the school district. Each student attending school will have the opportunity to use 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 educational opportunity.

The Community School District does not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices.

The belief in equal educational opportunity serves as a guide for the board and employees in making decisions relating to school district facilities, employment, selection of educational materials, equipment, curriculum, and regulations affecting students. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Equity Coordinator, 634 N. Main St., Centerville, Iowa, 52544, 641-856-0601.

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.

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

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, are directed to the Affirmative Action Coordinator by writing to the Affirmative Action Coordinator, Centerville Community School District 634 N. Main St., Iowa, 52544; or by telephoning 641-856-0601.

Inquiries by students regarding compliance with equal educational opportunity and affirmative action laws and policies, including but not limited to complaints of discrimination, may also be directed in writing to the Director of the Region VII office of Civil Rights, U.S. Department of Education, John C. Kluczynski Federal Building, 230 S. Dearborn St., 37th Floor, Chicago, IL, 60604 (312) 730-1560, fax (312) 730-1576 OCR.Chicago@ed.gov, the Iowa Civil Rights Commissioner, <https://icrc.iowa.gov>, (515) 281-4121 or the Iowa Dept. of Education, Grimes State Office Bldg., Des Moines, IA 50319. (515) 281-5294. 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.

Legal Reference: 20 U.S.C. §§ 1221 et seq., 20 U.S.C. §§ 1681 et seq., 20 U.S.C. §§ 1701 et seq.
29 U.S.C. § 206 et seq., 29 U.S.C. § 794, 42 U.S.C. §§ 2000d and 2000e.
42 U.S.C. §§ 12101 et seq., 34 C.F.R. Pt. 100., 34 C.F.R. Pt. 104., Iowa Code §§ 216.6; 216.9; 256.11; 280.3., 281 I.A.C. 12., nt.

Date of Adoption: April 25, 1990

Date of Revision: September, 1991

Date of Revision: January 11, 1994

Date of Revision: September 10, 1996

Date of Revision: January 25, 2000

Date of Revision: September 27, 2005

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: May 18, 2015

Date of Revision: October 24, 2022

GRIEVANCE PROCEDURE

It is the policy of the Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Equity Coordinator(s), 634 N. Main St., Centerville, IA 52544; 641-856-0601.

Students, parents of students, employees, and applicants for employment in the school district have the right to file a formal complaint alleging discrimination. The district has policies and procedures in place to identify and investigate complaints alleging discrimination. If appropriate, the district will take steps to prevent the recurrence of discrimination and to correct its discriminatory effects on the Complainant and others.

A Complainant may attempt to resolve the problem informally by discussing the matter with a building principal or a direct supervisor. However, the Complainant has the right to end the informal process at any time and pursue the formal grievance procedures outlined below. Use of the informal or formal grievance procedure is not a prerequisite to the pursuit of other remedies. Please note that informal processes and procedures are not to be used in certain circumstances (e.g., sexual harassment and sexual assault).

Filing a Complaint

A Complainant who wishes to avail himself/herself of this grievance procedure may do so by filing a complaint with the equity coordinator(s). An alternate will be designated in the event it is claimed that the equity coordinator or superintendent committed the alleged discrimination or some other conflict of interest exists. Complaints shall be filed within 180 days of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The equity coordinator(s) shall assist the Complainant as needed.

Investigation

Within 15 working days, the equity coordinator will begin the investigation of the complaint or appoint a qualified person to undertake the investigation (hereinafter "equity coordinator"). If the Complainant is under 18 years of age, the equity coordinator shall notify his or her parent(s)/guardian(s) that they may attend investigatory meetings in which the Complainant is involved. The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. The investigation may include, but is not limited to the following:

- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the individual named in the complaint to provide a written statement;
- A request for witnesses identified during the course of the investigation to provide a written statement;
- Interviews of the Complainant, Respondent, or witnesses;
- An opportunity to present witnesses or other relevant information; and
- Review and collection of documentation or information deemed relevant to the investigation.

Within 60 working days, the equity coordinator shall complete the investigation and issue a report with respect to the findings.

The equity coordinator shall notify the Complainant and Respondent of the decision within 5 working days of completing the written report. Notification shall be by U.S. mail, first class.

Decision and Appeal

The complaint is closed after the equity coordinator has issued the report, unless within 10 working days after

receiving the decision, either party appeals the decision to the superintendent by making a written request detailing why he/she believes the decision should be reconsidered. The equity coordinator shall promptly forward all materials relative to the complaint and appeal to the superintendent. Within 30 working days, the superintendent shall affirm, reverse, amend the decision, or direct the equity coordinator to gather additional information. The superintendent shall notify the Complainant, Respondent, and the equity coordinator of the decision within 5 working days of the decision. Notification shall be by U.S. mail, first class.

The decision of the superintendent shall be final.

The decision of the superintendent in no way prejudices a party from seeking redress through state or federal agencies as provided by in law.

This policy and procedures are to be used for complaints of discrimination, in lieu of any other general complaint policies or procedures that may be available.

If any of the stated timeframes cannot be met by the district, the district will notify the parties and pursue completion as promptly as possible.

Retaliation against any person, because the person has filed a complaint or assisted or participated in an investigation, is prohibited. Persons found to have engaged in retaliation shall be subject to discipline by appropriate measures.

Date of Adoption: September 10, 1996

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: October 12, 2004

Date of Revision: September 27, 2005

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: January 13, 2014

Date of Revision: May 18, 2015

Date of Revision: October 24, 2022

EQUAL EDUCATIONAL OPPORTUNITY

ANNUAL NOTICE OF NONDISCRIMINATION

The Centerville Community School District offers career and technical programs in the following areas of study:

- Agriculture
- Technology
- Foods
- Industrial Technology
- Business
- Engineering
- Health Science
- Industrial Maintenance

It is the policy of the Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Equity Coordinator(s), 634 N. Main St., Centerville, IA 52544, 641-856-0601.

Date of Adoption: September 10, 1996

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: October 12, 2004

Date of Revision: September 27, 2005

Date of Revision: August 14, 2007

Date of Revision: February 10, 2009

Date of Revision: January 13, 2014

Date of Revision: May 18, 2015

Date of Revision: October 24, 2022

EQUAL EDUCATIONAL OPPORTUNITY

CONTINUOUS NOTICE OF NONDISCRIMINATION

It is the policy of the Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Equite Coordinator(s), 634 N. Main St., Centerville, IA 52544, 641-856-0601.

Date of Adoption: October 24, 2022

SECTION 504 STUDENT AND PARENTAL RIGHTS NOTIFICATION

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

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

It is the policy of the Community School District not to discriminate on the basis of race, color, national origin, sex, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact Equity Coordinator(s), 634 N. Main St., Centerville, IA 52544, 641-856-0601.

Date of Adoption: September 10, 1996

Date of Revision: October 12, 2004

Date of Revision: October 24, 2022

DISCRIMINATION COMPLAINT FORM

Date of complaint: _____

Name of Complainant: _____

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?

Date and place of alleged incident(s):

Names of any witnesses (if any):

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary.

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

Signature: _____ Date: _____

Date of Adoption: September 10, 1996

Date of Revision: October 12, 2004

Date of Revision: October 24, 2022

WITNESS DISCLOSURE FORM

Name of Witness: _____

Date of interview: _____

Date of initial complaint: _____

Name of Complainant (include whether the Complainant is a student or employee):

Date and place of alleged incident(s):

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

Description of incident witnessed:

Additional information:

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

Signature: _____ Date: _____

Date of Adoption: September 10, 1996
Date of Revision: October 12, 2004
Date of Revision: October 24, 2022

DISPOSITION OF COMPLAINT FORM

Date: _____

Date of initial complaint: _____

Name of Complainant (include whether the Complainant is a student or employee): _____

Date and place of alleged incident(s): _____

Name of Respondent (include whether the Respondent is a student or employee): _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

Summary of Investigation:

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

Signature: _____ Date: _____

Date of Adoption: October 24, 2022

LONG-RANGE NEEDS ASSESSMENT

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

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

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

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

It is the responsibility of the superintendent to ensure the school district community is informed of students' progress on state and locally determined indicators. The superintendent will report annually to the board about the means used to keep the community informed.

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

Legal Reference: Iowa Code §§ 21; 256.7; 280.12.
281 I.A.C. 12.8(1)(b).

Date of Adoption: April 25, 1990
Date of Revision: January 11, 1994

Date of Revision: January 14, 1997

Date of Revision: January 25, 2000

Date of Revision: November 28, 2000

Date of Revision: October 24, 2022

LONG-RANGE NEEDS ASSESSMENT

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

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

LONG-RANGE NEEDS ASSESSMENT

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

LONG-RANGE NEEDS ASSESSMENT

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

LONG-RANGE NEEDS ASSESSMENT

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

Date of Adoption: November 14, 2000

Date of Revision: October 12, 2004

Date of Revision: January 13, 2014

Date of Revision: October 24, 2022

ANTI-BULLYING/HARASSMENT POLICY

The Community School District is committed to providing all students, employees, and volunteers with a safe and civil school environment in which all members of the school community are treated with dignity and respect. Bullying and/or harassing behavior can seriously disrupt the ability of school employees to maintain a safe and civil environment, and the ability of students to learn and succeed.

Bullying and/or harassment of or by students, employees, and volunteers is against federal, state, and local policy and is not tolerated by the board.

Accordingly, school employees, volunteers, and students shall not engage in bullying or harassing behavior while on school property, while on school-owned or school-operated vehicles, while attending or participating in school-sponsored or sanctioned activities, and while away from school grounds if the conduct materially interferes with the orderly operation of the educational environment or is likely to do so.

Complaints may be filed with the superintendent or superintendent's designee pursuant to the regulation accompanying this policy. Complaints will be investigated within a reasonable time frame.

A school employee, volunteer, or student, or a student's parent or guardian who promptly, reasonably, and in good faith reports an incident of bullying or harassment, in compliance with the procedures in the regulation, to the appropriate school official designated by the school district, shall be immune from civil or criminal liability relating to such report and to participation in any administrative or judicial proceeding resulting from or relating to the report.

Retaliation Prohibited

Individuals who knowingly file false bullying or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures.

Any student found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have violated or retaliated in violation of this policy shall be subject to measures up to, and including, removal from service and exclusion from school grounds.

Definitions

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

- "Electronic" means any communication involving the transmission of information by wire, radio, optic cable, electromagnetic, or other similar means. "Electronic" includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones, and electronic text messaging.
- "Harassment" and "bullying" mean any repeated or potentially repeated electronic, written, verbal, or physical act or other ongoing conduct toward an individual based on any trait or characteristic of the individual which creates an objectively hostile school environment that meets one or more of the following conditions:
 1. Places the individual in reasonable fear of harm to the individual's person or property.

2. Has a substantial detrimental effect on the individual's physical or mental health.
 3. Has the effect of substantially interfering with the individual's academic or career performance.
Has the effect of substantially interfering with the individual's ability to participate in or benefit from the services, activities, or privileges provided by a school.
- "Trait or characteristic of the individual" includes but is 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.
 - "Volunteer" means an individual who has regular, significant contact with students.

Publication of Policy

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

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

Legal Reference: 20 U.S.C. §§ 1221-1234i.
29 U.S.C. § 794.
42 U.S.C. §§ 2000d-2000d-7.
42 U.S.C. §§ 12101 2et. seq.
Iowa Code §§ 216.9; 280.28; 280.3.
281 I.A.C. 12.3(6).
Morse v. Frederick, 551 U.S. 393 (2007)

Date of Adoption: August 14, 2007
Date of Revision: November 27, 2007
Date of Revision: February 10, 2009
Date of Revision: October 24, 2022

ANTI-BULLYING/HARASSMENT INVESTIGATION PROCEDURES

Filing a Complaint

An individual who believes that the individual has been harassed or bullied may file a complaint with the superintendent or superintendent's designee. The complaint form is available at <https://www.centervilleschools.org/anti-bullying-harassment-policy/>. An alternate investigator will be designated in the event it is claimed that the superintendent or superintendent's designee committed the alleged bullying or harassment or some other conflict of interest exists. Complaints shall be filed within *180 days* of the event giving rise to the complaint or from the date the Complainant could reasonably become aware of such occurrence. The Complainant will state the nature of the complaint and the remedy requested. The Complainant shall receive assistance as needed.

Investigation

The school district will promptly and reasonably investigate allegations of bullying or harassment upon receipt of a written complaint. The superintendent or the superintendent's designee (hereinafter "Investigator") will be responsible for handling all complaints alleging bullying or harassment.

The investigation may include, but is not limited to the following:

- Interviews with the Complainant and the individual named in the complaint ("Respondent")
- A request for the Complainant to provide a written statement regarding the nature of the complaint;
- A request for the Respondent to provide a written statement;
- Interviews with witnesses identified during the course of the investigation;
- A request for witnesses identified during the course of the investigation to provide a written statement; and
- Review and collection of documentation or information deemed relevant to the investigation.

The Investigator shall consider the totality of circumstances presented in determining whether conduct objectively constitutes bullying or harassment as defined in Board policy. Upon completion of the investigation, the Investigator shall issue a report with respect to the findings, and provide a copy of the report to the appropriate building principal or Superintendent if the investigation involved the building principal

The complaint and identity of the Complainant, Respondent, or witnesses will only be disclosed as reasonably necessary in connection with the investigation or as required by law or policy. Similarly, evidence uncovered in the investigation shall be kept confidential to the extent reasonably possible.

Additional suggestions for administrative procedures regarding this policy include:

- Organizing training programs for students, school employees, and volunteers regarding how to recognize bullying and harassing behavior and what to do if this behavior is witnessed; and
- Developing a process for evaluating the effectiveness of this policy in reducing bullying and harassing behavior.

Decision

The investigator, building principal or superintendent, depending on the individuals involved, shall inform the Complainant and the accused about the outcome of the investigation. If, after an investigation, a student is found to be in violation of the policy, the student shall be disciplined by appropriate measures, which may include suspension and expulsion. If after an investigation a school employee is found to be in violation of this policy, the employee shall be disciplined by appropriate measures, which may include termination. If after an investigation a school volunteer is found to be in violation of this policy, the volunteer shall be subject to appropriate measures, which may include exclusion from school grounds.

Individuals who knowingly file false bullying and/or harassment complaints and any person who gives false statements in an investigation may be subject to discipline by appropriate measures, as shall any person who is found to have retaliated against another in violation of this policy. Any student found to have retaliated in violation of this policy shall be subject to measures up to, and including, suspension and expulsion. Any school employee found to have retaliated in violation of this policy shall be subject to measures up to, and including, termination of employment. Any school volunteer found to have retaliated in violation of this policy shall be subject to measures up to, and including, exclusion from school grounds.

COMPLAINT FORM
(Discrimination, Anti-Bullying, and Anti-Harassment)

Date of complaint: _____

Name of Complainant: _____

Are you filling out this form for yourself or someone else (please identify the individual if you are submitting on behalf of someone else):

Who or what entity do you believe discriminated against, harassed, or bullied you (or someone else)?

Date and place of alleged incident(s):

Names of any witnesses (if any): _____

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

In the space below, please describe what happened and why you believe that you or someone else has been discriminated against, harassed, or bullied. Please be as specific as possible and attach additional pages if necessary. _____

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

Signature: _____ Date: _____

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

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

Any other information: _____

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

Signature: _____

Date: ____ / ____ / ____

DISPOSITION OF COMPLAINT FORM

Date: _____

Date of initial complaint: _____

Name of Complainant (include whether the Complainant is a student or employee):

Date and place of alleged incident(s):

Name of Respondent (include whether the Respondent is a student or employee):

Nature of discrimination, harassment, or bullying alleged (check all that apply):

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

Summary of Investigation: _____

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

Signature: _____ Date: _____

ASSISTANCE ANIMALS

It is the policy of Centerville Community School District to foster an equal education environment for all students, employees and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs and in some instances miniature horses trained to do work or perform tasks for individuals with disabilities.

Service animals must be current on all required vaccinations. Service animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service. Under control means harnessed, leashed or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Miniature Horses as Service Animals

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service animal, the Superintendent and/or school administrators are permitted to ask the following questions:

"Do you need/require this animal because of a disability?"

If the animal's trained tasks are not readily apparent, the administrator may ask:

"What work or task has the animal been trained to perform?"

Service Animals in training

Assuming the handler and animal are otherwise allowed, individuals who train service animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service animal in training is expected to abide by the same requirements as a service or assistive animal.

Exclusion of Service Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service animal from district property. The Superintendent is permitted to exclude service animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

Date of Adoption: October 24, 2022

TITLE IX – DISCRIMINATION AND HARASSMENT BASED ON SEX PROHIBITED

In accordance with Title IX of the Education Amendments Act of 1972, the Centerville Community School District prohibits sex discrimination, including sexual harassment as defined by the regulations implementing Title IX (34 C.F.R. § 106.30), against any individual participating in any education program or activity of the District. This prohibition on discrimination applies to students, employees, and applicants for employment.

The Board authorizes the Superintendent to adopt procedures for any individual to report sexual harassment to the District's Title IX Coordinator, for the provision of supportive measures to anyone who has been subjected to sexual harassment whether or not they proceed with a formal complaint under those procedures, and for the investigation and resolution of such complaints, as required by Title IX. This Title IX grievance process shall be used to respond to all complaints of sexual harassment that fall within the scope of Title IX. For complaints of sexual harassment that do not fall within the scope of Title IX, the District may still offer supportive measures to the subject of such conduct and shall apply any other policy or procedure applicable to the alleged conduct.

Any individual with questions about the District's Title IX policy and procedures, or who would like to make a report or file a formal complaint of sex discrimination or sexual harassment may contact the District's designated Title Coordinator, Title IX Coordinator, 634 N. Main St., Centerville, IA 52544.

Retaliation against a person who made a report or complaint of sexual harassment, assisted, or participated in any manner in an investigation or resolution of a sexual harassment report or complaint is strictly prohibited. Retaliation includes threats, coercion, discrimination, intimidation, reprisals, and/or adverse actions related to employment or education. Any individual who believed they have been retaliated against in violation of this Policy should immediately contact the District's Title IX Coordinator.

Legal Reference: 20 U.S.C. § 1681 et seq.
34 C.F.R. § 106 et seq.

Date of Adoption: October 24, 2022