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STATEMENT

All policies in Series 600 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 600 were reviewed by the Board of Directors on July 11, 1995. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 600 were reviewed by the Board of Directors on June 9, 1998. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 600 were reviewed by the Board of Directors on April 9, 2002. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 600 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 600 were reviewed by the Board of Directors on February 8, 2011. If changes were found to be necessary, the revision date was noted on the individual policies.

All policies in Series 600 were reviewed by the Board of Directors on February 8, 2016. If changes were found to be necessary, the revision date was noted on the individual policies.

STATEMENT: MISSION/GUIDING PRINCIPLES

It shall be the mission of the Centerville Community School District that "All students will learn well, become life long learners, and contribute positively to society".

The board shall appoint advisory committees, comprised of representatives of the school district community, parents, staff, board, and administrative team, to make recommendations for the goals and objectives of the educational programs as required by the federal, state, or department of education requirements.

The board shall delegate to the instructional staff, under the supervision of the administrative team, the responsibility for developing curricula offerings, course content, and materials consistent with the district mission and goals.

All curricula offerings and course or grade textbook adoptions shall be approved by the board of directors.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

PROGRAM INNOVATIONS

It shall be the policy of the board of directors to encourage improvements and innovations in the educational program, provided such improvements and innovations are the result of thorough study, research, deliberations, and evaluation.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

SCHOOL CALENDAR

The school calendar shall accommodate the education program of the school district. The school calendar shall be for a minimum of 180 days or 1080 hours and include, but not be limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students shall begin no sooner than August 23rd. Employees may be required to report to work at the school district prior to this date.

Special education students may attend school on a school calendar different from that of the regular education program consistent with their Individual Education Program.

As provided by state code, the board may excuse graduating seniors from up to five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It shall be the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually. The superintendent shall seek input from a calendar committee.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's educational program.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3; 299.1 (2).
281 I.A.C. 12.1(7); 41.106.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: October 11, 1994

Date of Revision: July 11, 1995

Date of Revision: November 28, 1995

Date of Revision: February 8, 2016

Date of Revision: November 14, 2022

SCHOOL DAY

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students. The board delegates the curriculum development process to the Superintendent, who will make curriculum development recommendations and submit them to the board for final approval.

A systematic approach to curriculum development (careful research, design, and articulation of the curriculum) serves several purposes:

- Focuses attention on the content standards of each discipline and ensure the identified learnings are rigorous, challenging, and represent the most important learning for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate learning experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

The superintendent is responsible for the curriculum development process and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on prior learning of each level;
- Ensure proposed curriculum complies with applicable laws;
- Align annual improvement goals with needs assessment information.

It is the responsibility of the superintendent to keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h.
34 C.F.R. Pt. 98.
Iowa Code §§ 216.9; 256.7, 279.8; .74; 280.3.
281 I.A.C. 12.5, .8.

Date of Adoption: April 25, 1990
Date of Revision: July 11, 1995
Date of Revision: November 27, 2007
Date of Revision: August 24, 2020
Date of Revision: November 14, 2022

CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students. The board delegates the curriculum development process to the Superintendent, who will make curriculum development recommendations and submit them to the board for final approval.

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- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students and community members in curriculum development decisions;
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level;
- Ensure proposed curriculum complies with applicable laws;
- Align annual improvement goals with needs assessment information.

It is the responsibility of the superintendent to keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to develop administrative regulations for curriculum development including recommendations to the board.

Legal Reference: 20 U.S.C. § 1232h.
 34 C.F.R. Pt. 98.
 Iowa Code §§ 216.9; 256.7, 279.8; .74; 280.3.
 281 I.A.C. 12.5, .8.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992
Date of Revision: July 11, 1995
Date of Revision: June 9, 1998
Date of Revision: November 28, 2000
Date of Revision: April 9, 2002
Date of Revision: November 27, 2007
Date of Revision: December 12, 2022

CURRICULUM ADOPTION/CURRICULUM IMPLEMENTATION

Without careful and continuing attention to implementation, planned changes in curriculum and instruction rarely succeed as intended. How change is put into practice, to a large extent, determines how well it fares.

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observe exemplary demonstrations, have opportunities to practice, and receive coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.

The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Study and identify the best instructional practices and materials to deliver the content
- Describe procedures for the purchase of instructional materials and resources (See Policy 605.1)
- Identify/develop exemplars that demonstrate the learning behaviors, teaching and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students and community members in curriculum implementation decisions;
- Ensure the curriculum framework complies with applicable laws;
- Provide professional development to staff to support effective curriculum implementation.

CURRICULUM ADOPTION/CURRICULUM IMPLEMENTATION

It is the responsibility of the superintendent to keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and to develop administrative regulations for curriculum implementation including recommendations to the board.

**Legal Reference: 20 U.S.C. § 1232h
34 C.F.R. pt. 98
Iowa Code §§ 216.9, 256.7, 279.8, .74 280.3.
281 I.A.C. 12.8.**

Date of Adoption: April 25, 1990
Date of Revision: June 9, 1998
Date of Revision: November 28, 2000
Date of Revision: April 9, 2002
Date of Revision: November 27, 2007
Date of Revision: November 14, 2022
Date of Revision: December 12, 2022

CURRICULUM EVALUATION

Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school district to evaluate (make judgments about) student learning and program effectiveness in each content area.

Curriculum evaluation must be based on information gathered from a comprehensive assessment system that is designed for accountability and committed to the concept that all students will achieve at high levels, is standards-based, and informs decisions which impact significant and sustainable improvements in teaching and student learning.

The superintendent is responsible for curriculum evaluation and for determining the most effective way of ensuring that assessment activities are integrated into instructional practices as part of school improvement with a particular focus on improving teaching and learning. A curriculum framework will describe the procedures that will be followed to establish an evaluation process that can efficiently and effectively evaluate the total curriculum. This framework will, at a minimum, describe the procedures for the following curriculum evaluation activities:

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);
- Identify procedures for using assessment information to determine long-range and annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students and community members in curriculum evaluation;

CURRICULUM EVALUATION

- Ensure participation of eligible students receiving special education services in district-wide assessments;
- Ensure curriculum complies with applicable laws.

It is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: June 9, 1998

Date of Revision: November 28, 2000

Date of Revision: November 27, 2007

Date of Revision: December 12, 2022

EXPERIMENTAL PROGRAMS

Proposals for pilot or experimental projects shall first be reviewed by the superintendent and administrative team. Project recommendations will then be made to the board providing such projects are approved by the state department of education or the U.S. Department of Education for board authorization and approval.

All requests for non-district and/or privately conducted research involving our students and/or staff must be approved by the Centerville Teacher Quality Committee. Individual students who are asked to participate in experimental projects or programs must have written parental consent. The educational materials of a program or project designated as research or experimental for individual students are subject to review and inspection by the parent at any time prior to or during the project.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: June 9, 1998

Date of Revision: April 9, 2002

Date of Revision: November 27, 2007

Experimental Programs

I. District Teacher Quality Committee

One role of this committee is to serve as the guardian against inappropriate use of time for district staff and students. While we, as an educational institution, are interested in supporting involvement in our schools through research, either by district personnel or by external parties, our primary obligation is to ensure that those parties interested in doing research with our district staff and students have planned projects that will 1) answer the questions that are being asked, 2) enhance the educational process in the Centerville Public Schools, and 3) be relatively nonintrusive on staff or students. As such, we evaluate projects and make recommendations based on our view of benefits and costs to the district. All research projects (except those listed below) are required to undergo the review process. Building staff and administrators know that research projects are not to be approved if they have not been approved by the Teacher Quality Committee.

II. Scope of the Review Process

Projects conducted as part of program evaluations are exempt from review. Program supervisors conducting studies for program improvement (within the scope of their responsibilities) are exempt, although it is understood that supervisors should obtain permission of principals of involved buildings. Other projects outside the scope of a supervisor's responsibilities are not exempt from review.

Projects that are teacher initiated and involve one's own classroom or are carried out within one's own building are exempt from review. However, the principal should be informed regarding such projects, and they are subject to the principal's approval. As long as the projects do not detract from the continuity of the educational process within that classroom or building, investigators are generally allowed to proceed. Projects conducted by building principals within their own building are exempt from review although the superintendent should be informed of such projects and the projects are subject to the superintendent's approval. Data collection used to evaluate building objectives are exempt from review.

Projects conducted by persons other than district administrators and involving more than one building require a more formal process, and must be reviewed. A "friendly agreement" between two teachers or buildings does not exempt the project from committee review. Such projects, when submitted, should include a letter of support from building administrators to ensure full consideration.

Sometimes, the district receives requests for participation in studies from federal or state agencies (or their contractors). These studies are generally approved by "executive privilege." Generally, our buildings are asked to cooperate with these agencies to provide the data that they need. Such studies are exempt from review.

III. Procedural Issues

University human subjects review committee approval does not mean that a project will automatically pass our review. Any forms (e.g., consent forms, letters) submitted to them should be submitted for our review, so as to not delay possible approval.

When a research project is rejected, the committee will generally not grant an audience to the investigator. If something is unclear, it is the investigator's responsibility to clear up any ambiguities in writing and resubmit. If the committee wishes to have the investigator appear, it will extend the invitation.

Experimental Programs

Research proposals are approved, conditionally approved, or rejected. Approved projects are allowed to proceed as submitted, but may have some major revisions requested by the committee. Conditionally approved projects generally have one or more areas of deficiency that need to be addressed before approval is granted. Conditionally approved projects changes are reviewed by the committee chair (and possibly other members) before a decision to finally approve is made. These projects are generally approved. Rejection usually results from: 1) Lack of benefit to the district, 2) Taking too much staff or student time, 3) Lack of, or an improper "informed consent" form (or other forms), 4) Application by graduate student not signed by sponsoring professor, 5) Methodological issues (including sampling logistics) that may jeopardize successful completion of the study, or 6) Violation of APA guidelines on ethical conduct of research with human participants.

Date of Revision: March 26, 2002

Date of Revision: November 27, 2007

CENTERVILLE COMMUNITY SCHOOL DISTRICT
634 North Main
Centerville, Iowa 52544-0370

**INSTRUCTIONS FOR REQUESTING APPROVAL TO CONDUCT RESEARCH
IN THE
CENTERVILLE COMMUNITY SCHOOLS**

Definition:

External research that is locally or regionally sponsored, involving students and/or school personnel in at least one school requires prior written approval by the Teacher Quality Committee.

General Considerations:

The Centerville Community Schools receive occasional requests to provide administrative assistance, instructional time, and school records for external research. In order that we may quickly review and determine if the research will enhance the goals of education, these procedures have been established.

Consideration will be given to all research proposals that meet all criteria. The primary responsibility of the school system is education of the students; any cooperation in research must be in that context.

All research proposals should do the following:

1. Indicate careful planning.
2. Enhance education in the Centerville Community Schools
3. Respect prevailing value systems and standards of the school and community.
4. Require no serious interruption of the regular school program. Advance planning with involved building principals is required.
5. Avoid unreasonable demands on students and/or school personnel.
6. Treat information concerning pupils and staff personnel in strictest confidence.
7. Require no expense to the Centerville Community Schools beyond discretionary use of staff or pupil time.

Procedures for Submitting Proposals:

Forms for submitting proposed studies may be secured from.

School Improvement Coordinators
Centerville Community Schools
634 North Main
Centerville, IA 52544-0370

Proposals should be submitted using the standard application form of the Centerville Community Schools.

*Only research to be conducted during the next school year will be considered.

Code No. 602.4 R (continued)

Proposals must be received two weeks prior to a scheduled meeting to be reviewed at that meeting. When requested, the applicant must attend Teacher Quality Committee meeting.

The following items must be included:

1. A copy of all instruments to be used in the study; the proposal will not be reviewed without these.
2. An outline of procedures that will be followed in distribution, administration, and return of any materials, such as a student questionnaire. This is the sole responsibility of the researcher.
3. Copies of all contact letters, consent forms, and IRB approval forms (if applicable).
4. Any letters of endorsement from district administration.
5. The signature of the researcher indicating agreement with, and understanding of, the established conditions.

Procedures for Review, Notification, and Implementation:

The Superintendent has delegated the responsibility of research control in the Centerville Community Schools to a Teacher Quality Committee. The procedures for reviewing requests to conduct research, method of notification, and procedures for implementation are as follows:

1. The Teacher Quality Committee approves or disapproves all research requests.
2. The Chairperson of the Teacher Quality Committee and School Improvement Coordinator send written notification to the research applicant of approval or disapproval, and copies to involved administrators.
3. Upon approval, the researcher is responsible for contacting district personnel to schedule time with involved participants. Contact should be accompanied by a copy of the written authorization.

For Proposals Not Approved. These Are Alternative Courses of Action:

1. Changes in design or procedures as specified and resubmit.
2. Personal interview with the committee.
3. Approval of the request, Subject to specified conditions and limitations.

No alternative course of action may be the vote the committee for some rejected proposals. If this is the case, a letter will so indicate.

Written authorization to pursue a research project in the Centerville Community Schools must be received before the project is initiated.

**APPLICATION FOR PERMISSION TO CONDUCT RESEARCH
IN THE CENTERVILLE COMMUNITY SCHOOLS**

Type or print this form in duplicate and return to the School Improvement Coordinator, Centerville Community Schools, 634 North Main, Centerville, Iowa 52544-0370.

General Information

1. Applicant's Name _____ Phone _____

Address _____ Zip Code _____

Resident of Centerville? ___ Yes ___ No Resident of Iowa ___ Yes ___ No

Centerville Contract Teacher? _____ Yes _____ No Student Teacher ___ Yes ___ No

Sponsoring Institution/Agency _____

2. Your proposed research project must include the following details:

Title of Study .

Purpose for pursuing research (advanced degree work, personal information, etc.) .

Description of problem, including hypothesis and statistical treatment .

Specific data required .

Schools to be surveyed

Number of pupils to be surveyed .

Number of teachers and other staff members to be surveyed .

Dates research will be conducted (if known)

Estimated amount of staff and student time required.

An outline of procedures you will follow in distribution, administration, and collection of instruments requiring staff or student response

PLEASE NOTE:

1. Do not contact individual buildings until so directed by the Teacher Quality Committee.
2. This application must be accompanied by one copy of all instruments, letters, consent forms or other forms used in the research.
3. Allow five weeks for review and evaluation of your request.
4. To avoid conflicts in opening and closing school activities, research must be scheduled between October 1 and April 1.
5. An interview with the applicant may be necessary.

I understand that the granting of permission to pursue this research project in the Centerville Community Schools obligates me to provide two copies of an abstract of findings to the Superintendent or designated representative, and one copy to each principal of the building where the project was carried out. At the request of school officials, I agree to provide them with one complete copy of all findings directly resulting from the study. I further agree to comply with all conditions described in "Instructions for Requesting Approval to Conduct Research in the Centerville Community Schools."

Signature of Applicant _____ Date _____

Signature of Sponsoring Professor _____

PRESCHOOL AND KINDERGARTEN PROGRAMS

The preschool and kindergarten programs shall include experiences designed to develop healthy emotional and social habits and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development. A preschool teacher shall be licensed/certificated for early childhood and kindergarten to teach at that level. A kindergarten teacher shall be licensed/certificated to teach in kindergarten.

Date of Adoption: April 25, 1990
Date of Revision: December 8, 1992
Date of Revision: July 11, 1995
Date of Revision: June 9, 1998
Date of Revision: April 9, 2002
Date of Revision: November 27, 2007

ELEMENTARY (grades 1-6) PROGRAM

The elementary program shall include, but not be limited to, the instruction required for each grade level by the state department of education. All instruction will be from a multicultural gender fair approach. The following areas shall be taught in grades one through six: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

In implementing the elementary program standards, the following general curriculum definitions shall be used.

- a. English-language arts. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including handwriting and spelling; literature; creative dramatics; and reading.
- b. Social studies. Social studies instruction shall include citizenship education, history, and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass geography, history of the United States and Iowa, and cultures of other people and nations. American citizenship, including the study of national, state, and local government; and the awareness of the physical, social, emotional and mental self shall be infused in the instructional program.
- c. Mathematics. Mathematics instruction shall include number sense and numeration; concepts and computational skills with whole numbers, fractions, mixed numbers and decimals; estimation and mental arithmetic; geometry; measurement; statistics and probability; and patterns and relationships. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.
- d. Science. Science instruction shall include life, earth, and physical science and shall incorporate hands-on process skills; scientific knowledge; application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.
- e. Health. Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and non-use, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.
- f. Physical education. Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.

ELEMENTARY (grades 1-6) PROGRAM

- g. Traffic safety. Traffic safety instruction shall include pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; and the application of legal responsibility and risk management to these concepts.
- h. Music. Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.
- i. Visual art. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.

Guidance and counseling services shall be provided to assist in maintaining sound pupil progress, testing, counseling, and parental communications. Other special programs such as special education, at-risk and talented and gifted programs will be available to students who need or qualify for those programs.

The curriculum shall further attempt to foster desirable personal traits of honesty, reliability, responsibility, fairness, sensitivity, self control, leadership and positive self esteem.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

Date of Revision: April 9, 2002

MIDDLE SCHOOL (grades 6-7-8) PROGRAM

The middle school program shall include, but not be limited to, the instruction required for each grade level by the state department of education. All instruction will be from a multicultural gender fair approach. The following areas shall be taught in grades seven and eight: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, and visual art.

In implementing the middle school program standards, the following general curriculum definitions shall be used:

- a. English-language arts. English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The following shall be taught: oral and written composition; communication processes and skills, including spelling; literature; creative dramatics; and reading.
- b. Social studies. Social studies instruction shall include citizenship education, history and social sciences. Democratic beliefs and values, problem-solving skills, and social and political participation skills shall be incorporated. Instruction shall encompass history, economics, geography, government including American citizenship, behavioral sciences, and the cultures of other people and nations. Strategies for continued development of positive self-perceptions shall be infused.
- c. Mathematics. Mathematics instruction shall include number and number relationships including ratio, proportion, and percent; number systems and number theory; estimation and computation; geometry; measurement; statistics and probability; and algebraic concepts of variables, patterns, and functions. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and applications; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.
- d. Science. Science instruction shall include life, earth, and physical science and shall incorporate hands-on process skills; scientific knowledge; application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.
- e. Health. Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance abuse and non-use, encompassing the effects of alcohol, tobacco, drugs, and poisons on the human body; human sexuality, self-esteem, stress management, and interpersonal relationships; emotional and social health; health resources; and prevention and control of disease and the characteristics of communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome.
- f. Physical education. Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength, and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.
- g. Music. Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music as an avocation or vocation; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.

MIDDLE SCHOOL (grades 6-7-8)

- h. Visual art. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; making art; and using visual arts as an avocation or vocation.

Guidance and counseling services shall be provided to assist in maintaining sound pupil cumulative record system, testing, personal counseling, and communicating with parents and staff, providing guidance on aptitudes and courses of study, and assisting in orienting students for senior high school. Other special programs such as special education, at-risk and talented and gifted programs will be available to students who need or qualify for those programs.

The curriculum shall further attempt to foster desirable personal traits of honesty, reliability, responsibility, fairness, sensitivity, self control, leadership and positive self esteem. The benefits of work and study, recreation, safety, contributions of the individual, family and community, and cooperation shall also be emphasized.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

Date of Revision: April 9, 2002

Date of Revision: May 14, 2018

SENIOR HIGH (grades 9-12) PROGRAM

The senior high program shall include, but not be limited to, the instruction required for by the state department of education. All instruction will be from a multicultural gender fair approach.

In grades nine through twelve a unit is a course or equivalent related components or partial units taught throughout the academic year. The following shall be offered and taught as the minimum program; English-language arts, eight credits; social studies, six credits; mathematics, six credits, science, six credits; health, one credit; physical education, two credits; fine arts, optional; foreign language, optional; and vocational education, optional.

In implementing the high school program standards, the following curriculum standards shall be used.

- a. English-language arts (eight credits). English-language arts instruction shall include the following communication processes: speaking; listening; reading; writing; viewing; and visual expression and nonverbal communication. Instruction shall incorporate language learning and creative, logical, and critical thinking. The program shall encompass communication processes and skills; written composition; speech; debate; American, English, and world literature; creative dramatics; and journalism.
- b. Social studies (six credits). Social studies' instruction shall include citizenship education, history, and the social sciences. Instruction shall encompass the history of the United States and the history and cultures of other peoples and nations including the analysis of persons, events, issues, and historical evidence reflecting time, change, and cause and effect; an overview of American government through the study of the United States Constitution, the federal system of government, and the structure and relationship between the national, state, county, and local governments; and voter education including instruction in statutes and procedures, voter registration requirements, the use of paper ballots and voting machines in the election process, and the method of acquiring and casting an absentee ballot. Economics shall include comparative and consumer studies in relation to the market and command economic systems. Geography shall include the earth's physical and cultural features, their spatial arrangement and interrelationships, and the forces that affect them. Sociology, psychology, and anthropology shall include the scientific study of the individual and group behavior(s) reflecting the impact of these behaviors on persons, groups, society, and the major institutions in a society. Democratic beliefs and values, problem-solving skills, and social and political skills shall be incorporated. All students in grades nine through twelve must, as a condition of graduation, complete instruction in American history and the governments of Iowa and the United States.
- c. Mathematics (six credits). Mathematics instruction shall include:
 - (1) Four sequential units which are preparatory to postsecondary educational programs. These units shall include strands in algebra, geometry, trigonometry, statistics, probability, and discrete mathematics. Mathematical concepts, operations, and applications shall be included for each of these strands. These strands shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.

SENIOR HIGH (9-12) PROGRAM

- (2) Two other units of mathematics shall be taught. These units are to accommodate the locally identified needs of the students in the school or school district. This content shall be taught through an emphasis on mathematical problem solving, reasoning, and structure; language and symbolism to communicate mathematical ideas; and connections among mathematical topics and between mathematics and other disciplines. Calculators and computers shall be used in concept development and problem solving.
- d. Science (six credits). Science instruction shall include biological, earth, and physical science, including physics and chemistry. Full units of chemistry and physics shall be taught but may be offered in alternate years. All science instruction shall incorporate hands-on process skills; scientific knowledge; the application of the skills and knowledge to students and society; conservation of natural resources; and environmental awareness.
- e. Health (one credit). Health instruction shall include personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use; emotional and social health; health resources; and prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, current crucial health issues, human sexuality, self-esteem, stress management, and interpersonal relationships.
- f. Physical education (two credits). Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities.
All physically able students shall be required to participate in the program for a minimum of one-eighth unit during each semester they are enrolled except as otherwise provided in this paragraph.
- g. Fine arts (optional). Fine arts instruction shall include at least two of the following:
- (1) Dance. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.
 - (2) Music. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music, listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.
 - (3) Theatre. Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theater to its social context; forming aesthetic judgments; and using theatre as an avocation or vocation.
 - (4) Visual art. Visual art instruction shall include developing concepts and values about natural and created environments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.
- h. Foreign language (optional). The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.
- i. Vocational education --school districts (optional). A minimum of three sequential units of which one may be a core unit, shall be taught in four of the following six service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education.

SENIOR HIGH (9-12) PROGRAM

Guidance and counseling services shall be provided to assist in maintaining sound pupil cumulative record system, testing, personal counseling, communicating with parents and staff, providing guidance on aptitudes and courses of study, and assisting in orienting students for post high school and vocational plans. Other special programs such as special education, at-risk and talented and gifted programs will be available to students who need or qualify for those programs.

The senior high school curriculum shall continue to foster desirable personal traits and shall also be directed towards enabling students to identify special interests, aptitudes and abilities. The curriculum shall be designed so that students may participate in general education, college preparatory, and vocational education programs.

The curriculum shall further attempt to foster desirable personal traits of honesty, reliability, responsibility, fairness, sensitivity, self control, leadership and positive self esteem. The benefits of work and study, recreation, safety, contributions of the individual, family and community, and cooperation shall also be emphasized.

Date of Adoption: April 25, 1990
Date of Revision: December 8, 1992
Date of Revision: July 11, 1995
Date of Revision: April 9, 2002
Date of Revision: February 8, 2016

COURSE OFFERINGS (grades PK-12)

The district will require all students to take certain course offerings, unless exempted for health, religious, or educational reasons, in order to provide a sound foundation for future educational programs. Students enrolled in senior high school may choose elective courses in order to meet their own interests and needs. Students in middle school may have the opportunity to select some elective courses.

A sufficient number of courses shall be offered in each curricula area at each grade level to meet requirements imposed by state statute and the regulations of the Iowa Department of Education for approval or accreditation.

Date of Adoption: April 25, 1990

Date of Revision: February 8, 2016

Date of Revision: May 14, 2018

COURSE OFFERINGS (grades PK-12)

All students will be required to participate in the required curriculum at each grade level unless specifically excused by the building principal. The building principal will excuse students where provided by law such as when parents request exclusion from certain health units based on religious concerns.

The dual purpose of this regulation is to cooperate with parents as much as possible while still exposing the student to a variety of positive educational experiences. Unless specifically provided for by state code, students will not normally be excused from those units or areas of instruction required in board policy and state standards.

When parents request exclusion from those areas of instruction offered by the Centerville Community but not required by state standard, the principal should meet with the teacher and the parents to identify specific areas of concern . The principal should identify parental concerns and explain the program but the basic premise is that parents may excuse their children from the non-required unit. Appropriate substitute activities may be required by the principal.

Date of Adoption: January 11, 1994

Date of Revision: February 8, 2016

GLOBAL EDUCATION

Due to the interdependence of the nations of the world, global education shall be incorporated into the education program for grades Kindergarten through 12. Students shall have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems, including social, cultural, racial, economic, linguistic, technological, and ecological aspects.

Date of Adoption: April 25, 1990

TECHNICAL EDUCATION

Innovative methods and the use of technology in the delivery of the education program shall be encouraged. The board encourages school district personnel to investigate efficient and effective ways to utilize multi-media, computers, and other technological advances as a part of the curriculum.

It shall be the responsibility of the superintendent and administrative team to develop a plan for the use of technology in the curriculum and to incorporate that in the Comprehensive School Improvement Plan.

Date of Adoption: April 25, 1990

Date of Revision: June 9, 1998

Date of Revision: April 9, 2002

Date of Revision: November 27, 2007

SUMMER SCHOOL

The Centerville Community School District recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following.

- Beginning in the summer of 2017, the district shall offer, unless a waiver from this requirement is granted by the Iowa Department of Education, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. The applicable legal requirements for the intensive summer literacy program, including, but not limited to those relating to criteria and notification, shall be followed.
- The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Date of Adoption: April 25, 1990

Date of Revision: February 8, 2016

DRIVER EDUCATION

Driver education shall be offered. The superintendent and administrative team shall determine the number of certified staff necessary, dates, and times of courses, based upon the number of students desiring to enroll annually.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: November 27, 2007

SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board shall provide a free appropriate public educational program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or in accordance with the law. Students requiring special education shall attend regular education classes, participate in extracurricular activities and receive services in a general education, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP). The IEP may state that a special education student's interests are best served by the student attending school on a different school calendar than regular education students.

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. Prior to the student's graduation the IEP team shall determine that the requirements have been met.

Children from birth through age 2 and children age 3 and older with an IEP shall be provided comprehensive special education services within the public education system. The school district shall work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).

Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).

Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).

20 U.S.C. §§1400 *et seq.*

34 C.F.R. Pt. 300 *et seq.*

Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8.

281 I.A.C. 41.109; 41.404

Date of Adoption: April 25, 1990

Date of Revision: February 9, 1993

Date of Revision: November 8, 1994

Date of Revision: July 11, 1995

Date of Revision: September 10, 1996

Date of Revision: June 9, 1998

Date of Revision: September 12, 2000

Date of Revision: November 27, 2007

Date of Revision: December 12, 2022

PROVISION OF SPECIAL EDUCATION

All children with disabilities between birth and twenty-one years of age, as defined by Code of Iowa and Individuals with Disabilities Education Act, shall be provided full educational opportunities in accordance with the Iowa Special Education Rules and Regulations of the Iowa Department of Education. Each child receiving special education shall have an Individualized Education Program developed and carried out in accordance with State and Federal statutes, rules and regulations.

Children receiving special education shall attend general education classes, participate in extracurricular activities, and receive services in a general education setting to the maximum extent possible.

It shall be the responsibility of the area education agency (AEA) Director of Special Education to administer special education programs and services. AEA board policies and procedures pertinent to the provision of special education shall be filed at the AEA. Individual student records may be reviewed by authorized personnel and in accordance with the requirements of the confidentiality of personally identifiable information board policy.

Date of Adoption: May 11, 1993

Date of Revision: November 8, 1994

MULTICULTURAL, GENDER FAIR PROGRAM

All students will have an equal opportunity for a quality public education without discrimination regardless of their race, religion, socioeconomic status, color, creed, sex, marital status, national origin, sexual orientation, gender identity, or disability.

The education program is free of discrimination and provides equal opportunity for students. The education program shall foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Emphasis is placed on Asian-American, African-Americans, Hispanic-Americans and persons with disabilities. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: April 9, 2002

Date of Revision: November 27, 2007

Date of Revision: May 18, 2015

Date of Revision: December 12, 2022

HEALTH EDUCATION

Students in grades K-12 shall receive instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; substance use and non-use, including alcohol and controlled substances, emotional and social health; health resources; disease prevention and control; and communicable diseases. Beginning no later than seventh grade, instruction concerning sexually transmitted diseases shall be included in health education.

Parents who object to health education in human growth and development may file a written request that their child be excused from the instruction. Included with the request must be suggested alternate activity or study acceptable to the administration. The superintendent shall have final authority to determine the alternate activity or study.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

PHYSICAL EDUCATION

Students in grades one through twelve are required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs.

Students in grades 9-12 may also be excused from physical education courses if:

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a [semester or trimester] because the student is actively involved in an athletic program.
- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school.

Students who will not participate in physical education must have a written request or statement from their parents.

Legal Reference: Iowa Code § 256.11
281 I.A.C. 12.5.

Date of Adoption: April 25, 1990
Date of Revision: December 8, 1992
Date of Revision: July 11, 1995
Date of Revision: June 9, 1998
Date of Revision: April 9, 2002
Date of Revision: February 8, 2016
Date of Revision: December 12, 2022

PHYSICAL EDUCATION EXCUSE RULES

All enrolled students, grades 1-12, shall be required to participate in physical education unless they are excused by the principal.

Students will be excused from physical education for reasons identified in School Board Policy Code No. 603.15 "Physical Education." The excuses and/or exemptions provided in that policy are provided in Iowa School Rules or in the Code of Iowa.

The district has the authority to excuse additional high school students from Physical Education. It shall be the policy of the district to allow limited excuses from high school physical education for students in grades 10 through 12 applying the following criteria and guidelines.

1. Students must be enrolled and participating in school classes eight periods every day so that physical education cannot be included in the schedule without dropping other classes.
2. Students must be participating in an official school sponsored interscholastic athletic activity which requires at least as much participation per week as one-eighth unit of physical education (1/2 hour). School sponsored interscholastic athletic activities include football, volleyball, cross-country, basketball, wrestling, track, golf, soccer and tennis. Said participation must be occurring for the time that the student is requesting excuse from physical education.
3. Students in grades ten and eleven may only be excused from physical education one semester per year. Seniors may be excused two semesters if they meet all criteria.
4. To be excused from Physical Education, students need a minimum G.P.A. of 3.00 or they need to use the class time to make up other courses to graduate on time.
5. The request for a full-time schedule and the request for being excused from physical education must be approved in writing by a custodial parent.
6. Juniors and seniors meeting the guidelines will be excused from physical education if they request an excuse from the principal. Sophomores will only be excused upon requesting and receiving the approval of the high school principal and superintendent of schools.
7. Students who receive an athletic excuse must complete the sport or make up physical education.

Date of Adoption: August 10, 1999

Date of Revision: October 26, 1999

Date of Revision: March 26, 2002

Date of Revision: February 8, 2016

CAREER EDUCATION

Career education will be included in the educational program for grades K-12. This education shall include awareness of self in relation to others and needs of society, exploration of career opportunities, decision making skills, work values and work skills.

The board shall ensure that career education is infused in the district's curriculum.

Date of Adoption: April 25, 1990

Date of Revision: June 9, 1998

Date of Revision: April 9, 2002

RELIGION IN THE CURRICULUM

The practice of religion is to be excluded from the school curriculum, but the study of religion history and the role religion has played in the world may be included, provided neither preferential nor derogatory treatment of any single religion occurs.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

ACADEMIC FREEDOM

The board supports academic freedom which provides the opportunity for educators and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom as established in the district's adopted curriculum. The discussion shall be conducted in good taste and dealt with naturally, intellectually, and with emotional control.

It shall be the responsibility of the instructor to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any type. The instructor may express personal opinions providing students are aware it is a personal opinion and students are allowed to reach their own conclusions.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

Date of Revision: June 9, 1998

CITIZENSHIP

Being a citizen of the United States, of Iowa and of the school district community entitles students to special privileges and protections. Citizenship also requires the students to assume civic, economic and social responsibilities and to participate in their country, state and school district community in a manner that entitles them to keep these rights and privileges.

As part of the education program, students shall have an opportunity to learn about their rights, privileges, and responsibilities as citizens of this country, state and school district community. As part of this learning opportunity students shall be instructed in the elements of good citizenship and the role quality citizens play in their country, state, and school district community.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

COMPETENT PRIVATE INSTRUCTION

The Centerville Community School District recognizes that families with students of compulsory attendance age may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

Date of Revision: January 22, 2008

Date of Revision: February 8, 2016

HOME SCHOOL ASSISTANCE PROGRAM

The board recognizes alternatives to education outside the formal public school system and authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian, or legal custodian in the education of the student.

The parent, guardian, or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment as provided by law.

Date of Adoption: April 25, 1990
Date of Revision: December 8, 1992
Date of Revision: July 11, 1995
Date of Revision: January 9, 1996
Date of Revision: April 9, 2002
Date of Revision: January 22, 2008

FOREIGN STUDY

Students who wish to take study programs outside the United States or in a foreign country must have board approval prior to acceptance of the study program. The board's approval is not an assumption of liability, but an approval of credits towards the student's graduation requirements.

The students and school district personnel who travel with the students, shall provide their own personal insurance and liability protection as the school district assumes no liability for the participants.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

TALENTED AND GIFTED PROGRAMS

The district shall provide a talented and gifted program for students in grades K-12. Special instructional programs and supportive services, materials, learning settings, and activities shall be provided. Learning activities shall provide for the development of advanced skills, introduce advanced concepts, and offer students a greater latitude of inquiry.

Students shall be identified for participation in the TAG program by use of systematic and uniform identification and evaluation procedures developed by the administration which shall comply with all regulations of the State of Iowa and the Department of Education.

Individual educational plans shall be developed for each identified student who is served in a gifted and talented program.

It shall be the responsibility of the superintendent to develop administrative regulations for individual students for program evaluation, and for training of school district personnel.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: June 9, 1998

Date of Revision: April 9, 2002

AT-RISK STUDENTS

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board shall provide a program to encourage and provide an opportunity for students at risk to achieve their potential and obtain their high school diploma.

It shall be the responsibility of the superintendent to develop a program for students at risk.

It shall also be the responsibility of the superintendent and administrative team to develop administrative regulations for identifying students, for program evaluation, and for the training of school district personnel.

Date of Adoption: April 25, 1990

RELIGION EXCLUSION REQUEST

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The administration may excuse a child providing it is neither disruptive to the educational process nor infringes on a compelling state or educational interest, nor interferes with other school district operations.

Further, the parents shall provide the notice in writing, state the objection based on religious beliefs, state which activities or studies violate their religious beliefs, state why these activities or studies violate their religious beliefs, and state a proposed alternative activity or study.

The superintendent shall have sole discretion to make this determination. The superintendent shall consider other factors such as staff available to supervise excluded students, space to house the student, number of students wishing to be excluded, available superintendent-approved alternative course of study or activity while the student is excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Any student who is allowed to be excluded due to religious beliefs from a program or activity must complete an alternate supervised activity or study.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: April 9, 2002

Date of Revision: January 22, 2008

INDIVIDUALIZED INSTRUCTION

Arrangements may be made for individualized instruction for students. It shall be within the discretion of the board to offer individualized instruction. Students who wish to have individualized instruction for courses not offered in the school district shall make a written request with the superintendent stating the course desired and the reasons for wanting the course.

The superintendent may make recommendations to the board concerning individualized instruction. Some students may require additional assistance in the basic skills and may receive such instruction in an individualized instruction program.

Date of Adoption: April 25, 1990

Date of Revision: June 9, 1998

INSTRUCTION AT A POST SECONDARY EDUCATIONAL INSTITUTION

Students in grades nine through twelve may receive academic or vocational-technical credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. The student may receive academic or vocational-technical credits through an agreement between a post-secondary educational institution or with the board's approval on a case-by-case basis.

Students in grades nine through twelve who successfully complete courses in post-secondary educational institutions under an agreement between the school district and the post-secondary educational institution shall receive academic and vocational-technical credits in accordance with the agreement.

Students in grades eleven and twelve may enroll in a post-secondary educational institution for academic or vocational-technical credits with the board's approval on a case-by-case basis. Students who intend to enroll in a post-secondary educational institution shall notify the school district during the course scheduling process prior to each semester. Students may attend courses at a post-secondary educational institution only after the school district certifies that the student is eligible to attend under this policy.

Students in grades eleven and twelve who are not enrolled full-time in the school district shall receive academic or vocational-technical credit toward the graduation requirements set out by the board for successful completion of courses at a post-secondary educational institution. Successful completion of the course shall be determined by the post-secondary educational institution. Successful completion of courses shall be determined by the post-secondary educational institution. A student attending credit-bearing courses in a high school for the available hours of instruction is a full-time student. The board shall have complete discretion to determine the academic or vocational-technical credit to be awarded to the student.

Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when school is not in session. Upon successful completion of these summer courses, the students shall receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course shall be determined by the post-secondary educational institution. The board shall have complete discretion to determine the academic credit to be awarded to the student for the summer courses.

The following factors shall be considered in the board's determination of whether a student will receive academic or vocational-technical credit toward post-secondary educational institution;

- * the course is taken from public or accredited private post-secondary educational institution.
- * a comparable course is not offered in the school district. A comparable course is one in which one subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;
- * the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational-technical education, or a course offered in the community college career options program;
- * the course is a credit-bearing course that leads to a degree;
- * the course is not religious or sectarian; and
- * the course meets any other requirements set out by the board.

INSTRUCTION AT A POST SECONDARY EDUCATIONAL INSTITUTION

Students in grades eleven and twelve who take courses, other than courses taken under an agreement between the school district and the post-secondary educational institutions, shall be responsible for transportation without reimbursement to and from the location where the course is being offered.

Ninth and tenth grade talented and gifted students and all students in grades eleven and twelve will be reimbursed for tuition and other costs directly related to the course up to \$250. Students who take courses during the summer months when school is not in session shall be responsible for the costs of attendance for the courses.

Students who fail the course and fail to receive credit shall reimburse the school district for all costs directly related to the course. Prior to registering for the course, students under age eighteen shall have a parent sign a form indicating that the parent is responsible for the costs of the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, may not be responsible for the costs of the course. The school board may waive reimbursement of costs to the school district for the previously listed reasons. Students dissatisfied with a school board's decision shall appeal to the AEA for a waiver of reimbursement.

The administration shall be responsible to annually notify students and parents of the opportunity to take courses at post-secondary educational institutions in accordance with this policy.

Date of Adoption: December 8, 1992

Date of Revision: October 12, 1993

Date of Revision: January 23, 1996

Date of Revision: June 9, 1998

HOMEBOUND INSTRUCTION

Special Education students who are unable to attend school due to long term illness or other circumstances may receive instruction at home. Normally, a student would not be eligible for homebound instruction until absent for 5 consecutive school days. However, anticipated long-term illnesses may constitute immediate homebound instruction.

Students requiring homebound instruction shall make a formal request with the local Special Education Director or building administrator. The building principal shall make a recommendation concerning homebound instruction to the superintendent. The district may consider assistance for other students.

Date of Adoption: April 25, 1990
Date of Revision: December 8, 1992
Date of Revision: July 11, 1995
Date of Revision: January 22, 2008

DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district. The student shall be considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary by September 15 each year on forms provided by the school district. On the form, they shall indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district shall apply to the dual enrollment students in the same manner as the other students enrolled in the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of the fees required for participation.

A dual enrollment student whose parent, guardian, or custodian has chosen standardized testing as the form of the student's annual assessment will not be responsible for the cost of the test or the administration of the test.

The school district shall notify the dual enrollment student of the extracurricular and academic activities in which the student wishes to participate.

Date of Adoption: December 8, 1992

Date of Revision: June 9, 1998

Date of Revision: January 22, 2008

APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, it is imperative that employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Date of Adoption: _____

VIRTUAL/ON-LINE COURSES

The board recognizes that on-line coursework may be a good alternative for students to not only meet graduation requirements but also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of 6 credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning or Centerville PLATO school. Additional credits may be approved at the discretion of the principal. Credit from an on-line or virtual course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;

- The student has been expelled from the regular school setting, but educational services are to be continued;
or
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment
- The student has failed a similar course offered at the high school and is choosing to make it up through an on-line option.

Students applying for permission to take a virtual course shall complete prerequisites, provide a syllabus of the course, and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an on-line learning environment. In addition, the express approval of the principal shall be obtained before a student enrolls in an on-line course. The school must receive an official record of the final grade before credit toward graduation will be recognized.

Provided courses are part of the student's regular school day coursework and within budgetary parameters, the costs for a virtual course, such as textbooks or school supplies, shall be borne by the school district for students enrolled full-time.

Date of Adoption: November 15, 2005

Date of Revision: January 22, 2008

INSTRUCTIONAL MATERIALS AND MEDIA SELECTION

The board has sole discretion to approve instructional materials for the school district. The board delegates this authority to licensed employees to determine which instructional materials, other than textbooks, will be utilized by the school district. The Superintendent will provide licensed employees necessary training to ensure selected instructional materials comply with applicable laws. All instructional materials are available for review upon request and subject to all applicable laws.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, licensed employees will consider the current and future needs of the school district as well as the changes and the trends in education and society. It is the responsibility of the superintendent to report to the board the action taken by licensed employees.

In the case of textbooks, the board will make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials will apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. Textbooks are reviewed as needed and at least every 6 years.

Education materials gifted to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

The superintendent will establish additional criteria to guide the selection of instructional materials through administrative regulation, ensuring alignment with educational goals and compliance with laws.

Legal Reference: Iowa Code §§ 279.8; .74; 280.3, .14; 301.
281 I.A.C. 12.3(12).

Date of Adoption: April 25, 1990

Date of Revision: April 9, 2002

Date of Revision: January 22, 2008

Date of Revision: December 12, 2022

MATERIALS SELECTION OF TEXTBOOKS, INSTRUCTIONAL AND MEDIA

Instructional materials will be defined as the inventoried and catalogued materials necessary for meeting and supporting the needs of the curriculum and individuals within the school in an effective and efficient manner. It is the policy of the Board to require textbook instructional and media center materials selected for the schools to be in accordance with the following:

- a. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
- b. Materials shall be appropriate for the grades, subject area, age, interest level, emotional development, ability level and social development of the students for whom the materials are selected.
- c. Materials shall have aesthetic, literary, social, or informational value.
- d. Current materials shall be chosen to foster respect for women and minority and ethnic groups and shall realistically represent our pluralistic society, along with the roles and life styles open to both women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by both men and women and diverse social and ethnic groups.

Materials shall clarify the multiple historical and contemporary forces with their economic, political, and religious dimensions which have operated to the disadvantage or advantage of men, women, minority groups or ethnic groups.

Materials shall be designed to motivate students and staff to examine their own attitudes and behaviors and to comprehend their own duties, responsibilities, rights and privileges as participating citizens in a pluralistic, non-sexist society.

Materials of historical or recognized literary value shall not be rejected as being in conflict with the above paragraphs.

- e. Materials shall be selected for their strengths rather than rejected for their weaknesses. Materials shall meet high standards of quality in factual content and presentation, and shall be written or developed by competent and qualified authors and producers.
- f. Physical format and appearance of materials shall be suitable for their intended use.
- g. The selection of materials on controversial issues will be directed toward maintaining a balanced collection representing various views.

Date of Adoption: April 25, 1990

Date of Revision: December 8, 1992

Date of Revision: July 11, 1995

Date of Revision: March 26, 2002

SELECTION AND WEEDING OF INSTRUCTIONAL MATERIALS

Selection is an ongoing process which shall include removal of materials no longer appropriate according to the criteria stated and the replacement of lost and worn materials still of educational value.

The teacher-librarian may remove from the library media center materials, equipment and furniture no longer of value to the library media program following general selection and weeding (collection development) guidelines. The materials will then be reviewed by the teacher-librarian to determine their possible intrinsic worth to other groups or individuals.

Teacher committees may remove text materials no longer of value to the instructional program following general selection, replacement and weeding guidelines. The materials will be reviewed to determine their possible intrinsic worth to other groups or individuals.

If items are determined to be of no value, or if no group or individual can utilize them, items may be discarded in keeping with the general procedures for disposing of old or surplus materials.

Parents and other members of the school district community may view the instructional materials used by the students. All instructional materials, including teachers manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis or evaluation as part of any federally funded programs must be available for inspection of parents.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: January 22, 2008

OBJECTIONS TO INSTRUCTIONAL/MEDIA MATERIALS

Members of the school district community may object to the instructional and library materials utilized in the school district and ask for their use to be reconsidered.

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials.

Parents or guardians of students enrolled in the district have the ability to request that their student not be able to check out certain library materials.

Legal Reference: Iowa Code §§ 279.8; 74; 280.3, .14; 301.
281 I.A.C. 12.3(12).

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: January 22, 2008

Date of Revision: December 12, 2022

REQUEST OF RECONSIDERATION

Any resident or employee of the school district may formally challenge materials used in the district's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

Each attendance center and the school district's central office will keep on hand and make available Reconsideration Request Forms. All formal objections to instructional materials must be made on this form.

The Reconsideration Request Form shall not be filed until the material has been reviewed by the complainant in its entirety. The Reconsideration Request Form shall not be filed unless the complainant has answered in the affirmative question number one on the Reconsideration Request form.

Within five business days of the filing of the form, the superintendent or person so designated by the superintendent shall file the material in question with the Reconsideration Committee for reevaluation. The committee shall recommend disposition to the office of the superintendent.

Generally, access to challenged material shall not be restricted during the reconsideration process. However, in unusual circumstances, the material may be removed temporarily by a 2/3 majority vote of the committee.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

RECONSIDERATION COMMITTEE

Membership of the committee:

- a. One teacher-librarian appointed by the media staff.
- b. Two teachers (elementary-secondary) appointed by the Centerville Education Association.
- c. Three parents (High School - Middle School - Elementary) appointed by the Superintendent.
- d. One administrator appointed by the administrative team.
- e. Two students appointed by the high school student council.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: January 22, 2008

Date of Revision: May 14, 2018

RECONSIDERATION REQUEST FORM
 REQUEST FOR REEVALUATION OF PRINTED OR MULTI-MEDIA MATERIAL
 (SUBMIT TO SUPERINTENDENT)

Description (fill in all applicable information)

Author _____

Title _____

Publisher or Producer (if known) _____

Date of Publication or Production _____

Type of Material (book, filmstrip, motion picture, etc. _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

School(s) or class in which material is used _____

1. Did you review the entire material? yes _____ no _____

2. After reviewing the entire material what do you consider to be its main idea? _____

3. To what do you object? (Be specific, cite age level, grade level, maturity level, pages, or frames, etc.) ____

4. In your opinion what harmful effects upon pupils might result from use of this material? ____

5. What instructional value do you perceive in the use of this material? _____

6. List any experts in the field whose opinions will be presented to the committee. _____

7. What action do you recommend the committee take? _____

8. Do you wish to make an oral presentation to the Review Committee?

_____ yes (a) Please call the office of the superintendent (856-0601).

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ no

DATE

SIGNATURE

SELECTION OF OFFICERS RECONSIDERATION COMMITTEE

The selection committee shall select a parent as chairperson and a recording secretary from the school personnel.

The committee shall be established annually during the month of September. The chairperson and recording secretary shall be selected at the first meeting of each year.

Members of this committee shall be selected yearly. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a two-thirds (2/3) vote of the committee.

The calendar of regular meetings and notices of special meetings shall be made public through appropriate student publications and other communications methods.

The committee shall receive all Reconsideration Request Forms from the superintendent or person designated by the superintendent.

The procedure for the first meeting following receipt of a Reconsideration Request Form is as follows:

- a. Distribute copies of the written request form.
- b. Give the complainant an opportunity to talk about and expand on the request form.
- c. Distribute reputable, professionally prepared reviews of material when available.
- d. Distribute for review copies of challenged material.

At a subsequent meeting, interested persons, including the complainant, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

The complainant shall be kept informed by the secretary concerning the status of the complaint through the committee reconsideration process. The complainant and known interested parties shall be given appropriate notice of Reconsideration Committee meetings.

At the second or a subsequent meeting the committee shall make its final recommendation by a majority vote of those present in open session. The committee's final recommendation may be, (1) to take no removal action or (2) to remove the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification shall be forwarded to the board. The final decision made by the board will be forwarded to complainant and the appropriate attendance center.

A recommendation to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.

SELECTION OF OFFICERS RECONSIDERATION COMMITTEE

Requests to reconsider material which have previously been before the committee must receive approval of two-thirds (2/3) of the committee members before the materials will again be reconsidered. Every Reconsideration Request Form shall be acted upon by the committee.

In the event of a severe overload of challenges, the committee may appoint a subcommittee of members or non-members to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.

Committee members directly associated with the selection or use of challenged material shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement shall be of the same general qualifications of that person excused.

Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

Date of Revision: September 14, 2004

RECONSIDERATION REQUEST FORM
REQUEST FOR REEVALUATION OF PRINTED OR AUDIOVISUAL MATERIAL
(SUBMIT TO SUPERINTENDENT)

Description (fill in all applicable information)

Author _____

Title _____

Publisher or Producer (if known) _____

Date of Publication or Production _____

Type of Material (book, filmstrip, motion picture, etc. _____

Request initiated by _____

Telephone _____ Address _____

City _____ Zip _____

School(s) or class in which material is used _____

1. Did you review the entire material? yes _____ no _____

2. After reviewing the entire material what do you consider to be its main idea? _____

3. To what do you object? (Be specific, cite age level, grade level, maturity level, pages, or frames, etc.) _____

4. In your opinion what harmful effects upon pupils might result from use of this material? _____

6. What instructional value do you perceive in the use of this material? _____

6. List any experts in the field whose opinions will be presented to the committee. _____

7. What action do you recommend the committee take? _____

8. Do you wish to make an oral presentation to the Review Committee?

_____ yes (a) Please call the office of the superintendent (856-0601).

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ no

DATE

SIGNATURE

INSTRUCTIONAL MATERIALS DAMAGED/LOST/DUE

Students assume responsibility for district materials and property in their charge. Students who misuse, lose, or fail to return materials when due shall comply with board policy concerning fines, fees, and charges.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

TECHNOLOGY/INSTRUCTIONAL MATERIALS

The board supports and encourages the use of technology in the delivery of educational programs and encourages district personnel to investigate efficient and effective ways to utilize multi-media materials, computers, and other technologies as a part of the curriculum.

The administrative team shall be encouraged to investigate and report to the board recommendations regarding technology development within the curriculum.

It is the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The superintendent will report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Date of Adoption: April 25, 1990

Date of Revision: January 22, 2008

Date of Revision: December 12, 2022

LIBRARY/MEDIA CENTERS

The school district will maintain a school library in each building for use by employees and by students during the school day.

Materials for the libraries will be acquired according to board policy, “Instructional Materials Selection.” The district may provide access to all parents and guardians of students enrolled in the district an online catalog of all books available to students in the school libraries. This access will be displayed on the school district’s website. Any challenges to library materials will be handled following the process for handling challenges to instructional and library materials as established in board policy.

It is the responsibility of the principal of the building in which the school library is located to oversee the use of materials in the library.

It is the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials.

Legal Reference: Iowa Code §§ 256.7(24); 279.8; 280.14; 301.
281 I.A.C. 12.3(11), (12).

Date of Adoption: April 25, 1990

Date of Revision: May 14, 2002

Date of Revision: January 22, 2008

Date of Revision: December 12, 2022

INTERNET SAFETY POLICY

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student may, with the permission of supervising teacher, be permitted to use the address to send and receive mail at school.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information which may not be of educational value. Student Internet records and access records are confidential records treated like other student records. Students' Internet activities will be monitored by the school district to ensure students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are harmful to minors. The school district will use technology protection measures to protect students from inappropriate access, including sites that include obscenity, child pornography or are harmful to minors.

The school district will monitor the online activities of students and will educate students about appropriate online behavior, including interacting on social networking sites and chat rooms. Students will also be educated on cyberbullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school district's commitment to:

- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to:
 - safety on the Internet;
 - appropriate behavior while online, on social networking Web sites, and
 - in chat rooms; and
 - cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations, and that they understand the consequences for violation of the policy or regulations

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children's Internet Protection Act (CIPA) or E-rate.

Legal Reference: 47 C.F.R 54.520
Iowa Code § 279.8

Date of Adoption: March 11, 1997
Date of Revision: May 14, 2002
Date of Revision: February 8, 2011
Date of Revision: September 14, 2015

INTERNET AND ELECTRONIC TRANSMISSION – SAFE AND APPROPRIATE USE REGULATION

- I. Responsibility for Internet and Electronic Transmission Appropriate Use.
 - A. The authority for appropriate use of electronic Internet and Electronic Transmission resources is delegated to the licensed employees. For the purpose of this policy, Internet and Electronic Transmission is defined as:
 1. A collection of thousands of interconnected computer networks involving millions of users around the world. It is a collaboration of private, public; educational, governmental, and industrial sponsored networks whose operators cooperate to maintain the network infrastructure.
 2. Electronic Transmission refers to the sending of information from one network connected computer system to another. Electronic transmission includes but is not limited to: cell phones, blue tooth, etc.
 - B. Instruction in the proper use of the Internet and Electronic Transmission system will be available to employees who will then provide similar instruction to their students.
 - C. Employees are expected to practice appropriate use of the Internet and Electronic Transmission, and violations may result in discipline up to and including discharge.
- II. Internet and Electronic Transmission Access.
 - A. Access to the Internet and Electronic Transmission is available to employees and students as a source of information and a vehicle of communication.
 - B. Students will be able to access the Internet and Electronic Transmission for specific in-class assignments through their employees. Individual student accounts may be issued to students to manage access to Internet and Electronic Transmission. Students may also be allowed supervised access to Internet and Electronic Transmission with written parental permission.
 1. Making Internet and Electronic Transmission access available to students carries with it the potential that some students might encounter information that may not be appropriate. The district will use Internet and Electronic Transmission filtering to exclude visual depictions that include obscenity or child pornography and other sites with materials that may be harmful to a minor. However, on a global network, it is impossible to control all materials. Because information on the Internet and Electronic Transmission appears, disappears, and changes, it is not possible to predict or control what students may locate.
 2. It is a goal to allow employees and students access to the rich opportunities on the Internet and Electronic Transmission, while we protect the rights of students and parents who choose not to risk exposure to questionable material.
 3. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines, which require efficient, ethical, and legal utilization of network resources.

INTERNET AND ELECTRONIC TRANSMISSION – SAFE AND APPROPRIATE USE REGULATION

4. To reduce unnecessary system traffic, users may not use real-time conference features such as instant message/talk/chat/Internet and Electronic Transmission relay chat unless approved by principal or supervisor.
5. Transmission of material, information, or software in violation of any Board policy or regulation is prohibited.
6. System users will perform a virus check on downloaded files to avoid spreading computer viruses.
7. The school district makes no guarantees as to the accuracy of information received on the Internet and Electronic Transmission nor assumes any violation of viruses that may affect home computers.

III. Student and Employee Use of Internet and Electronic Transmission.

- A. Equal Opportunity - The Internet shall be available to all students within the school district through teacher access. The amount of time available for each student may be limited by the number of available workstations and the demands for each workstation.
- B. On-Line Etiquette.
 1. The use of the network is a privilege and may be taken away for violation of Board policy or regulations. As a user of the Internet and Electronic Transmission, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
 2. Students and employees should adhere to on-line protocol.
 - a. Respect all copyright and license agreements.
 - b. Cite all quotes, references, and sources.
 - c. Remain on the system only long enough to get needed information, then exit the system.
 - d. Apply the same privacy, ethical, and educational considerations utilized in other forms of communication.
 3. Student access for electronic mail will be through the supervising teacher's account and/or their own account. Students and employees should adhere to the following guidelines:
 - a. Others may be able to read or access the mail so private messages should not be sent.
 - b. Delete unwanted messages immediately.
 - c. Use of objectionable language is prohibited.
 - d. Always sign messages.
- C. Restricted Material - Students and employees shall not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane, or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or 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, or will cause the commission of unlawful acts, or the violation of lawful school regulations.

INTERNET AND ELECTRONIC TRANSMISSION – SAFE AND APPROPRIATE USE REGULATION

- D. Unauthorized Costs - If a student or employee gains access to any service via the Internet or Electronic Transmission that has a cost involved or if a student incurs other types of costs, the student or employee accessing such a service will be responsible for those costs.

IV. Student Violations - Consequences and Notifications

Fines or legal consequences of violations of copyright laws will be the responsibility of student and parent.

Students who access restricted items on the Internet or Electronic Transmission shall be subject to the appropriate action described in Board policy or regulations or the following consequences:

1. First Violation - A verbal and written “Warning” notice will be issued to the student. The student may lose Internet and Electronic Transmission access for a period up to 15 days as decided by the supervising teacher. A copy of the notice will be mailed to the student’s parent and a copy provided to the building principal.
2. Second Violation - A verbal and written “Second Violation” notice will be issued to the student. A copy of the notice will be sent to the student’s parent and a copy provided to the building principal. The student shall forfeit all Internet and Electronic Transmission privileges for a minimum of 15 days until reinstated.

V. Employee Violations – Consequences and Notifications

Fines or Legal consequences of violations of copyright law will be the responsibility of the employee.

Employees who access restricted items on the district network or electronic transmission may be subject to the following:

1. If criminal illegal activity is detected, law enforcement will be notified.
2. A verbal and written “warning” notice may be issued to the employee by the immediate supervisor.
3. The employee may lose privileges to use district computers, network, internet and electronic transmission.
4. Violations may result in discipline up to and including discharge.

Date of Adoption: March 11, 1997

Date of Revision: April 23, 2002

Date of Revision: February 8, 2011

EMPLOYEE PROFESSIONAL/ETHICAL USE OF TECHNOLOGY AND ELECTRONIC TRANSMISSION

A. Telephone

- 1 Primary use of the telephone should be for school-related business.
- 2 All current practices and policies still apply regarding personal costs for use of school district telephones.
- 3 Exchange of information involving school district phone lines and equipment should be conducted professionally, ethically and legally.
- 4 During instructional time, the phone system should be on voice mail.
- 5 There should be no long distance capabilities in the classroom.
- 6 Personal use of the telephone and private cell phone should be limited to an as needed basis, with business that cannot be accomplished outside the contracted day.
- 7 Personal use of the telephone and private cell phone should coincide with the least disruptive part of the individual's contracted hours.
- 8 Student use of a classroom phone should be limited to class-related business.
- 9 Check your voice mail daily.

B. Use of Internet

1. Internet access is intended to be used for educational purposes that are in the best interest of students, staff and the district, remaining consistent with the Centerville Schools goals and objectives.
2. Internet access should be used for professional and educational use only during the contracted school day.
3. On-line etiquette is to be practiced by all staff.
4. Inappropriate sites should not be accessed intentionally.
5. Game use should be limited to those that are educational and used as part of the curriculum.
6. Games can cause networks to operate slower, interfering with network use by others.
7. Downloads can bring with them a risk of computer viruses. Any downloading of software should be done only with administrative/designee approval.
8. No chat rooms.
9. Web pages or bulletin boards should be constructed to professionally reflect the school district beliefs, goals and objectives. The approval process for any Web pages will be through the individual supervisor.
10. These Web pages should not be used to promote the personal interest of any staff.
11. Sites should not be used to post private or confidential information about staff or students.
12. Staff should observe copyright restrictions and give credit where applicable.
13. Plagiarism of any information is not acceptable.
14. During instructional time, Internet use should be limited to the lesson being researched or instructed.
15. During non-instructional contract time, the Internet can be used to access information for professional use as related to the staff member's job.
16. Outside of contracted time, the Internet can be used for professional or personal use as long as it doesn't interfere with the operations of the network system.
17. Staff will be made aware that a tracking system exists to monitor Internet sites accessed.

C. Use of E-mail

1. E-mail should be used as a business tool for quick communications.
2. Its use should be mostly professional with limited personal use.
3. During contracted time, e-mail will be used for professional use only.
4. Staff should avoid sending chain letters or joke messages.
5. Messages should not contain profanities or language that is generally offensive, defamatory, harassing or threatening to another individual or group.
6. The rules of netiquette will be followed by all.

EMPLOYEE PROFESSIONAL/ETHICAL USE OF TECHNOLOGY AND ELECTRONIC TRANSMISSION

7. During non-contracted time, e-mail may be used for professional or personal reasons as long as it doesn't interfere with the operations of the district.
8. Each employee will be provided with an AEA e-mail address.
9. That e-mail address will be considered the educational address for staff.
10. Personal computers
11. If a computer is available in the classroom that has e-mail capabilities, staff will be expected to use and check daily this AEA address for professional communications.

D. Use of Computers, Software, Games, etc.

1. Games will not be on school district computers unless they have an academic or learning intent.
2. Software will adhere to all copyright regulations of the district and owner.
3. Computer use will be limited during instructional time unless it applies to the class or instruction.
4. Computer use during non-instructional times will be for professional use related to the job.
5. Computer use outside of contracted time will be for professional use or personal use as long as it doesn't interfere with school district operations and costs are reimbursed for products used.
6. Invoices and receipts for software purchases will be kept for validation.

E. Privacy/Passwords/Fortress

1. Use of school network is a privilege not a right.
2. If these privileges are violated, administrators can take the privilege away from school employees.
3. When many users are involved, security on a computer system is a high priority.
4. Security measures followed by all staff should include keeping passwords private, and not leaving personal or computer passwords available in obvious locations.

F. Technologies Not Yet Known

1. General principles above will be used to follow new and undetermined technologies at this point in time.
2. Superintendent discretion will be used until guidelines are established.

Any staff infractions related to inappropriate use of communications technologies should be addressed by the supervisor. The person who violated the rules should be addressed individually. The whole staff should not be addressed on the issue. Supervisors should maintain any needed records of the incident.

Date of Revision: February 8, 2011

INTERNET AND ELECTRONIC TRANSMISSION ACCESS DENIAL LETTER TO PARENTS

Your student has the opportunity to use electronic transmission systems, including internet. The district uses Internet filtering in an effort to restrict student access to inappropriate sites. Your signatures below, (3rd -12th grade students), indicate your request to deny Internet and Electronic Transmission access for your child.

Individual student accounts on the district’s file servers will be issued to students. Electronic mail addresses will not be issued to students. If a student attains an electronic mail address from other sources, he/she may, with permission of the supervising teacher, be permitted to use the address to send and receive mail at school.

The use of the network is a privilege and may be taken away for violation of Board policy, regulations, or state/federal laws involving illegal communications. As a user, students may be allowed access to other networks. Other networks may have their own set of policies and procedures. Students are expected to abide by the policies and procedures of these other networks.

The Internet and Electronic Transmission may also be used as a classroom instructional tool under the direction of the teacher. Parental permission is not required for teacher directed use of the Internet and Electronic Transmission in the classroom.

Students will be expected to abide by the following Network Etiquette:

- Students will respect all copyright and license agreements.
- Students will not plagiarize, and are required to cite all quotes, references, and sources.
- Student use of school computers for Chatrooms, Internet, and Electronic Transmission shall be allowed under the guidance of the teacher.
- Students will apply the same privacy, ethical, and educational considerations utilized in other forms of communication.
- Students who use passwords assigned to others will lose network and computer usage privileges.
- Students who intentionally tamper with the district’s computers or network, or the computers owned by others that are linked to the Internet or Electronic Transmission, shall be responsible for paying all costs incurred by the district as a result of that tampering.
- Students accessing Internet or Electronic Transmission services that have a cost involved will be responsible for payment of those costs.

Fines or legal consequences of violation of copyright laws will be the responsibility of student and parent.

Parents: Please sign below if you deny your student permission to use the district’s computers to access the Internet and Electronic Transmission independently and return this permission form to your student’s school. This signature will be for the full period of time your student will be in this school unless revoked by the school or the parent.

INTERNET AND/OR ELECTRONIC TRANSMISSION ACCESS DENIAL AGREEMENT FOR PARENTS

Student Name _____ Grade _____
School _____ Date _____

(Parent or guardian’s signature)

Internet and Electronic Transmission Appropriate Use Violation Notice

Student: _____

Teacher: _____

Date: _____

Students who access restricted items on the Internet and Electronic Transmission shall be subject to the appropriate action described in the school’s discipline policy or student handbook or to the following consequences:

1. First Violation - A verbal and written “Warning” notice will be issued to the student. The student may lose Internet and Electronic Transmission access for a period up to 15 days as decided by the supervising teacher. A copy of the notice will be mailed to the student’s parent and a copy provided to the building principal.

2. Second Violation - A verbal and written “Second Violation” notice will be issued to the student. A copy of the notice will be sent to the student’s parent. The student shall forfeit all Internet and Electronic Transmission privileges for a minimum of 15 days until reinstated.

Date of Adoption: March 11, 1997
Date of Revision: February 8, 2011
Date of Revision: February 8, 2016

Centerville Community School District
Employee Acceptable Use Agreement

I certify that I have read CCSD's Acceptable Use Policy (AUP). I understand and agree to follow all of the Terms and Conditions of the AUP. I understand that any violation of the CCSD AUP may result in loss of network privileges, referral to legal authorities and/or disciplinary action which may include reprimand, suspension or termination of employment. I agree to report any misuse of the network/Internet resources to my supervisor.

In consideration for the privilege of using CCSD's computers, network and Internet access, I hereby release and hold harmless CCSD from any and all claims and damages of any nature arising from my use, or inability to use, CCSD's computers, network or Internet access.

User/Employee Signature

Date

Date of Adoption: February 8, 2011

SCHOOL DISTRICT WEB PAGE

The Internet and Electronic Transmissions provides a valuable learning tool for students and staff and offers another communications vehicle for informing the public about school programs and activities. The board authorizes the establishment of a school district web page, individual attendance center web pages, and special program web pages.

The superintendent is responsible for assigning supervisors who are responsible for maintaining the web pages. The superintendent, in conjunction with these supervisors, will develop administrative regulations regarding the web site(s).

Date of Adoption: May 14, 2002

Date of Revision: February 8, 2011

**School District Web Page Administrative Regulation
Issues to Consider**

School district web sites will provide current and useful information regarding school district programs, activities, calendars, and operations. Information will be appropriate for internal and external audiences. The content of the web site may include school district mission, goals, school improvement plan and annual report to the community; school news; board materials such as meeting agendas, minutes and policies; lunch menus; transportation schedules; inclement weather notices; parent conference schedules; student handbook; and links to other educational organizations.

Confidentiality

The school district may publish group pictures or video of students without identifying individuals in the group. The district may publish pictures of individuals winning awards/recognition and, in those cases, may publish the students' names and grade levels. Other student directory information shall not be placed on the district website.

Parental consent need not be sought in order to include students' pictures in groups nor to publicize student award/recognition. Unless the parent has asked for the information to be withheld.

Employee names, pictures, school phone numbers and school e-mail addresses may be published on the district web site. Employee personal/home addresses, phone numbers, or e-mail addresses will not be published on the district website.

The district web site may include home addresses, telephone numbers, and/or e-mail addresses of school board members if authorized by the individual board member.

Quality Control

The district superintendent is responsible for controlling the web site by appointing and supervising individuals for each component of the district-maintained web sites. Supervisors or designee, under the superintendent's supervision, will determine what to add, modify, or remove from district web-sites. Web-supervisors will also be responsible for maintaining timeliness of issues and information along with the weeding of outdated postings. Web-supervisors are also responsible for complying with copyright and trademark regulations in creating and maintaining the web.

Advertising

The board will not allow outside groups, other than the Centerville Schools Foundation and school authorized clubs or organizations to advertise on the web site. Suitable other advertising may be granted by the Board of Directors.

Links

The district web site will contain links to a limited number of community and education related web sites. The district will not link-to nor support staff or student use of district resources or information in personal web sites separate from the official school district site.

Content

Students may assist in developing and/or maintaining a web-site under the direct supervision of the site's supervisor, but the content and format of the site shall be the supervisor's responsibility.

Date of Adoption: April 23, 2002

Date of Revision: February 8, 2011

Centerville Community School District
Teacher Created Web Page Use Agreement

School/Department: _____

Principal/Supervisor: _____

Please read this document carefully before signing.

All Centerville Community School District employees (web page creators) are required to sign this Web Page Use Agreement. The Board of Education does not authorize any use or display of teacher created material that is not conducted strictly in compliance with this policy. Your signature on this document indicates that you have read the terms and conditions of this policy carefully and understand their significance.

Employees must read and adhere to the terms and conditions of the **Centerville Community School District Teacher Created Web Page Use Policy** with the following exceptions and additions.

- Employees can apply and obtain a Web Page creation account from the supervisor or from the appropriate designee at each school site. This includes a web page creation account that can be maintained from any location offering internet access.
- Employees **must not author** any web page content that is not in compliance with the Centerville Community School Districts' Web Page and the Districts' Acceptable Use policy. **Failure to follow this is considered insubordination and grounds for dismissal.**
- Employees must have a valid user account to create and maintain a teacher created web page using Centerville Community School Districts' Teacher Web.

As an employee of the Centerville Community School District, I have been informed of the Centerville Community School District Web Page and Acceptable use Policy and the Centerville Community School District Employee Network/Internet Use Agreement and hereby agree to abide by all of the terms and conditions in these policies.

Signature: _____ Date: _____

USE OF INFORMATION RESOURCES

In order for students to experience a diverse curriculum, the board encourages employees to supplement their regular curricular materials with other resources. In so doing, the board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the "fair use" doctrine. Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research providing that all fair use guidelines are met.

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school district received permission to perform a copyrighted work does not mean outsiders can copy it and re-play it. Those who wish to do so should contact the employee in charge of the activity to determine what the process is to ensure the copyright law is followed. The school district is not responsible for outsiders violating the copyright law or this policy.

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school district's procedures or is permissible under the law should contact the teacher-librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

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

Legal Reference: 17 U.S.C. § 101 et al.
281 I.A.C. 12.3(12).

Date of Adoption: January 22, 2008

Date of Revision: February 8, 2011

Date of Revision: December 12, 2022

USE OF INFORMATION RESOURCES REGULATION

Employees and students may make copies of copyrighted materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the publisher or producer with the assistance of the teacher-librarian. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.

Under the "fair use" doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research. Under the fair use doctrine, each of the following four standards must be met in order to use the copyrighted document:

- Purpose and Character of the Use – The use must be for such purposes as teaching or scholarship.
- Nature of the Copyrighted Work – The type of work to be copied.
- Amount and Substantiality of the Portion Used – Copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- Effect of the Use Upon the Potential Market for or value of the Copyrighted Work – If resulting economic loss to the copyright holder can be shown, even making a single copy of certain materials may be an infringement, and making multiple copies presents the danger of greater penalties.

Authorized Reproduction and Use of Copyrighted Material Reminders:

- Materials on the Internet should be used with caution since they may, and likely are, copyrighted.
- Proper attribution (author, title, publisher, place and date of publication) should always be given.
- Notice should be taken of any alterations to copyrighted works, and such alterations should only be made for specific instructional objectives.
- Care should be taken in circumventing any technological protection measures. While materials copied pursuant to fair use may be copied after circumventing technological protections against unauthorized copying, technological protection measures to block access to materials may not be circumvented.

In preparing for instruction, a teacher may make or have made a single copy of:

- A chapter from a book;
- An article from a newspaper or periodical;
- A short story, short essay or short poem; or,
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

A teacher may make multiple copies not exceeding more than one per pupil, for classroom use or discussion, if the copying meets the tests of "brevity, spontaneity and cumulative effect" set by the following guidelines. Each copy must include a notice of copyright.

- Brevity
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
 - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;

USE OF INFORMATION RESOURCES REGULATION

- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.
- Spontaneity – Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
- Cumulative Effect – Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the teacher-librarian should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
 - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
 - Copy or use more than nine instances of multiple copying of protected material in any one term;
 - Copy or use more than one short work or two excerpts from works of the same author in any one term;
 - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
 - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.
 - Require other employees or students to violate the copyright law or fair use guidelines.

Authorized Reproduction and Use of Copyrighted Materials in the Library

A library may make a single copy or three digital copies of:

- An unpublished work in its collection;
- A published work in order to replace it because it is damaged, deteriorated, lost or stolen, provided that an unused replacement cannot be obtained at a fair price.
- A work that is being considered for acquisition, although use is strictly limited to that decision. Technological protection measures may be circumvented for purposes of copying materials in order to make an acquisition decision.

USE OF INFORMATION RESOURCES REGULATION

A library may provide a single copy of copyrighted material to a student or employee at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case, the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

Performance by teachers or students of copyrighted musical or dramatic works is permitted without the authorization of the copyright owner as part of a teaching activity in a classroom or instructional setting. The purpose shall be instructional rather than for entertainment.

Performances of non-dramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,
- Admission fees are used for educational or charitable purposes only.

All other musical and dramatic performances require permission from the copyright owner. Parents or others wishing to record a performance should check with the sponsor to ensure compliance with copyright.

Recording of Copyrighted Programs

Television programs, excluding news programs, transmitted by commercial and non-commercial television stations for reception by the general public without charge may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a school for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of this retention period, all off-air recordings must be erased or destroyed immediately. Certain programming such as that provided on public television may be exempt from this provision; check with the teacher-librarian or the subscription database, e.g. unitedstreaming.

USE OF INFORMATION RESOURCES REGULATION

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10 day period.

Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

Authorized Reproduction and Use of Copyrighted Computer Software

Schools have a valid need for high-quality software at reasonable prices. To assure a fair return to the authors of software programs, the school district shall support the legal and ethical issues involved in copyright laws and any usage agreements that are incorporated into the acquisition of software programs. To this end, the following guidelines shall be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement shall be retained by the, technology director and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

Students may incorporate portions of copyrighted materials in producing educational multimedia projects such as videos, Power Points, podcasts and web sites for a specific course, and may perform, display or retain the projects.

USE OF INFORMATION RESOURCES REGULATION

Educators may perform or display their own multimedia projects to students in support of curriculum-based instructional activities. These projects may be used:

- In face-to-face instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;
- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or,
- In their personal portfolios.

Educators may use copyrighted materials in a multimedia project for two years, after that permission must be requested and received.

The following limitations restrict the portion of any given work that may be used pursuant of fair use in an educational multimedia project:

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more that five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy shall be obtained from the original copyright holder(s) before such projects are placed online. The opening screen of such presentations shall include notice that permission was granted and materials are restricted from further use.

The teacher-librarian is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law. Warning notices must be posted:

- At the library and other places where interlibrary loan orders for copies of materials are accepted;
- Student Handbook; and,
- Employee Handbooks

Date of Adoption: January 22, 2008

Internet, Network and Electronic Transmission Monitoring

The Centerville Board of Directors wishes to authorize the monitoring of the Internet, Network and Electronic Transmission to protect the district from fraudulent or inappropriate use of their system while protecting the right of the individual. (Employees and students). Authorized network/system personnel of the district may generally read and monitor information stored or transmitted on internal systems by normal monitoring. (Traffic Levels)

Users of the internet system understand that:

1. All information on district computers and systems belong to the school district.
2. Monitoring will be done under normal conditions by the district technology director until an incident has been identified.
3. Any violation may result in loss of network privileges, referral to legal authorities and or disciplinary action, which may include reprimand, suspension or termination of employment.
4. All users must sign and have on file an Acceptable Use Agreement.

Code No. 605.10 R1

Internet Network and Electronic Transmission Monitoring Procedures

The Centerville Board of Directors wishes to authorize the monitoring of the Internet, Network and Electronic Transmission to protect the district from fraudulent or inappropriate use of their system while protecting the right of the individual. (Employees and students). Authorized network/system personnel of the district may generally read and monitor information stored or transmitted on internal systems by normal monitoring.

Authorized network system personnel of the District may generally read and monitor information stored or transmitted on internal systems by normal monitoring. Troubleshooting network issues will occur when an incident beyond normal activity has occurred. Authorized network/system personnel will complete the incident response form and file with the building principal/or supervisor.

The following steps may occur:

- Observe and determine the scope of the problem
- Isolate and contain the source of the problem
- Apply the solution to restore the operation
- Analyze the full scenario of the incident and document the sequence of events and how the problem will be prevented in the future
- Develop an action plan to put into place the conclusions and recommendations to prevent the problem from re-occurring.

All incident investigating will be documented and filed.

Incident Response Report

District Approved Personnel _____

Date _____

1. Description of unusual network activity and source of the problem.

2. Document the source of the problem and how the solution was applied to restore the operation.

3. Document the full scenario of the incident, the sequence of events and how the problem will be prevented in the future.

4. Recommend an action plan to put into place to the conclusions and recommendation to prevent the problem from re-occurring.

Employee Signature

Date

Supervisor Signature

Date

SHARED STUDENTS

The board may make arrangements for sharing students with neighboring school districts in order to expand the opportunities available in the education program. It shall be within the discretion of the board to determine when and with which school districts sharing agreements will be made.

It shall be the responsibility of the superintendent to bring to the board's attention opportunities for sharing students with neighboring school districts.

Date of Adoption: April 25, 1990

CLASS SIZE AND GROUPING

It shall be the responsibility of the superintendent and administrative team to annually make recommendations to the board concerning class size and grouping based upon budget, number and qualifications of certified staff, and other relevant factors.

Date of Adoption: April 25, 1990

HOMEWORK

Homework shall be an extension of or an enrichment of the classroom instruction and curriculum.

Homework shall be an opportunity for students to practice skills, to share and discuss ideas, to review, to prepare classroom activities, or to make up incomplete assignments.

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

SCHOOL OBSERVANCES/CEREMONIES

The school district shall continue school ceremonies such as singing of the National Anthem, Pledge of Allegiance, and the observance of legal holidays such as Christmas. Such ceremonies shall not advocate or promote a particular religion.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or comply with policy 604.6.

Date of Adoption: April 25, 1990

ANIMALS IN THE CLASSROOM

Live animals are permitted in school facilities only for educational purposes and within the following guidelines:

- a. Advance teacher permission is attained.
- b. The animal is brought to school by the parent or owner.
- c. The animal is supervised by parent or owner during the classroom visit.
- d. The animal doesn't present a hazard to health and welfare of students or staff.
- e. The animal is removed from the facility as soon as the visitation is completed.

Animals are not permitted to travel on school buses.

Caged animals may be left at school as part of an ongoing class activity provided they are properly cared for, their cages cleaned and sanitized, and if they are removed from the premises during holiday and summer vacations.

Date of Adoption: April 25, 1990

FIELD TRIPS

The Superintendent, in conjunction with the administrative team and building principals may authorize field trips or excursions when such events contribute to the achievement of the educational goals of the district.

Normally, classes may take one out-of-district trip per school year. Kindergarten through third grade trips are to be completed during the regular school day, departing from the school after buses arrive in the morning and returning prior to bus dismissal time in the afternoon.

Trips for grades 4 - 12 may extend beyond school hours, providing parents arrange for their transportation to and/or from school.

Walking or in-district excursions shall be encouraged when such excursions complement educational units of study and/or goals. Building principals shall approve all such excursions.

When considering authorization of field trips, the administration shall consider such things as educational value, budget, availability of transportation, inherent risks or dangers of the activity, and weather conditions.

It shall be the responsibility of the administrative team to develop regulations for field trips and excursions.

Out of district field trips shall require written parental/guardian notification.

The administration shall inform the board of overnight field trips. The board must approve overnight field trips if more than 250 miles from Centerville.

Date of Adoption: April 25, 1990

Date of Revision: November 13, 1990

Date of Revision: July 11, 1995

SHARED PERSONNEL BETWEEN DISTRICTS

The board may make arrangements with neighboring districts to share school district personnel in an attempt to further opportunities for students. It shall be within the discretion of the board to determine when and with which districts sharing agreements will be made.

The superintendent shall bring such opportunities to the attention of the board when such possibilities exist.

Date of Adoption: April 25, 1990

EDUCATIONAL AIDES

The district may employ educational aides to assist certified personnel by doing such things as collecting data, keeping displays updated, operating equipment, supervising non-instructional activities, correcting assignments, performing clerical tasks, etc.

Educational aides who hold teaching certificates shall be compensated at the aide rate and scale.

It shall be the responsibility of the principal to outline specific responsibilities and to supervise educational aides.

Date of Adoption: April 25, 1990

Date of Revision: April 9, 2002

SCHOOL ASSEMBLIES

The superintendent and administrative team may authorize programs or activities in the form of a school assembly when such events contribute to the achievement of the district mission and goals.

In authorizing a school assembly, the administrative team shall consider budget, educational benefits, risks of danger, or other factors deemed relevant by the superintendent or administrative team.

The board shall be kept informed of approved school assemblies.

Date of Adoption: April 25, 1990

INSUFFICIENT CLASSROOM SPACE

It is the goal of the district to create learning environments that encourage the growth and development of each student. Providing classrooms with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the district adversely affect the implementation of the district's goals and its educational program.

Insufficient classroom space is determined on a case-by-case basis.

In making its determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the nature of the education program, the grade level, the available licensed employees, the instructional method, the physical space, student-teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, financial condition of the school district and projected to be available, a sharing agreement in force or planned, a bargaining agreement in force, laws or rules governing special education class size, board-adopted school district goals and objectives, and other factors considered relevant by the board.

This policy is reviewed by the board annually. It is the responsibility of the superintendent to bring this policy to the attention of the board each year.

Legal Reference: Iowa Code § 282.18(13).
281 I.A.C. 17.6(3).

Date of Adoption: December 12, 2022

GUIDANCE AND COUNSELING

The board shall provide guidance and counseling services by a certified guidance counselor for the students enrolled. The guidance services will serve grades Kindergarten through twelve.

The guidance program will provide as a minimum, assistance to students with their personal, educational, and career development. The program is coordinated with the education program and involves licensed employees in developing and implementing the program.

Date of Adoption: April 25, 1990

Date of Revision: May 14, 2002

STUDENT HEALTH SERVICES

Health services are an integral part of comprehensive school improvement, assisting all students to increase learning, achievement and performance. Health services coordinate and support existing programs to assist each student in achievement of an optimal state of physical, mental and social well-being. Student health services ensure continuity and create linkages between school, home and community service providers. The school district's comprehensive school improvement plan, needs and resources determine the linkages.

Except in emergent care situations or child abuse assessments, the district will not administer invasive physical examinations or health screenings of a student that are not required by state or federal law without first obtaining the written consent of the student's parent or guardian.

- Emergent care situation means a sudden or unforeseen occurrence of onset of a medical or behavioral condition that could result in serious injury or harm to a student or others in the event immediate medical attention is not provided. Emergent care situation includes the need to screen a student or others for symptoms or exposures during an outbreak or public health event of concern as designated by the department of public health.
- Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.
- Student health screening means an intentionally planned, periodic process to identify if students may be at risk for a health concern and to determine if a referral for an in-depth assessment is needed to consider appropriate health services. Student health screening does not include an episodic, individual screening done in accordance with professional licensed practice.

The superintendent, in conjunction with the (school nurse, health advisory committee, public health nurse, school health team, etc.) will develop administrative regulations implementing this policy. The superintendent will provide a written report on the role of health services in the education program to the board annually.

The school district will annually notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

Legal Reference: 42 U.S.C. §§ 12101 et seq.
 34 C.F.R. pt. 99, 104, 200, 300 et seq.
 29 U.S.C. § 794(a)
 28 C.F.R. 35
 20 U.S.C. 1232g § 1400 6301 et seq..
 Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 279; 280.23 .
 281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8
 282 I.A.C. 22
 641 I.A.C. 7
 655 I.A.C. 6

Date of Adoption: April 25, 1990
 Date of Revision: July 11, 1995
 Date of Revision: January 9, 1996
 Date of Revision: May 14, 2002
 Date of Revision: January 28, 2003
 Date of Revision: August 8, 2022

SPECIAL HEALTH SERVICES

Some students need special health services to participate in their educational program. These students shall receive special health services concomitant with their educational program. Licensed health personnel shall provide special health services under the auspices of the school. The duties of the licensed personnel include:

- * to participate as a member of the education team;
- * to provide the health assessment;
- * to plan, implement, and evaluate the written individual health plan;
- * to plan, implement, and evaluate special emergency health services;
- * to serve as liaison and encourage participation and communication with health service agencies and individuals providing health care;
- * to provide health consultation, counseling, and instruction to the student, the student's parent, and the staff in cooperation and conjunction with the prescriber;
- * to maintain a record of special health services;
- * to report unusual circumstances to the prescriber, parent and school administration; and
- * to assign, delegate, instruct, provide technical assistance to and supervise qualified designated personnel; and update knowledge and skills to meet special health service needs;

The record of special health services shall include:

- * the student's name;
- * the special health service;
- * the prescriber or person authorizing;
- * the date and time;
- * the signature and title of the person providing the special health service; and
- * any unusual circumstances in the provision of such services.

Prior to the provision of special health services the following shall be on file:

- * a written statement by the prescriber detailing the specific method and schedule of the special health service, when indicated;
- * a written statement by the student's parent requesting the provision of the special health service;
- * a written report of the preplanning staffing or meeting of the education team; and
- * a written individual health plan.

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:

- * an 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;
- * the determination that the special health service, task, procedure, or function is part of the person's job description;
- * the determination of the assignment and delegation based on the student's needs;
- * a review of the designated person's competence; and
- * the determination of initial and ongoing level of supervision required to ensure quality services.

Special Health Services

Licensed health personnel shall supervise the special health services, define the level of supervision, and document the supervision. Licensed health personnel shall instruct qualified designated personnel to deliver and perform special health services contained in the individual health plan. Documentation of instruction and periodic updates shall be on file at the school.

Parents shall provide the usual equipment, supplies, and necessary maintenance for such services. The equipment shall be stored in a secured area. Personnel responsible for the equipment shall be designated in the individual health plan.

Date of Approval: November 8, 1994

Date of Revision: July 11, 1995

Date of Revision: January 22, 2008

SPECIAL HEALTH SERVICES

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- * to serve as liaison and encourage participation and communication with health service agencies and individuals providing health care;
- * to provide health consultation, counseling, and instruction to the student, the student's parent, and the staff in cooperation and conjunction with the prescriber;
- * to maintain a record of special health services;
- * to report unusual circumstances to the prescriber, parent and school administration; and
- * to assign, delegate, instruct, provide technical assistance to and supervise qualified designated personnel; and update knowledge and skills to meet special health service needs;

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SPECIAL HEALTH SERVICES

Parents shall provide the usual equipment, supplies, and necessary maintenance for such services. The equipment shall be stored in a secured area. Personnel responsible for the equipment shall be designated in the individual health plan.

Qualified designated personnel, other than licensed health personnel, shall be presumed to agree to provide the special health service unless presenting to district personnel a second written refusal to provide such service.

Date of Approval: November 8, 1994

Date of Revision: July 11, 1995

CLASS RINGS/ANNOUNCEMENTS/MUSIC INSTRUMENT DISPLAY

It shall be the responsibility of the superintendent and administrative team to develop guidelines regarding the qualifications for vendors to display class rings, musical instruments, and announcements at school and to adhere to board policy regarding purchasing and bidding, if applicable.

This policy does not require students and parents to purchase class rings or announcements from the vendors displaying at the school.

Date of Adoption: April 25, 1990

Date of Revision: July 11, 1995

ADULT EDUCATION

The board supports post high school and adult education programs for the members of the school district community. The school will cooperate with area colleges in providing post secondary programs as long as they do not interfere with or disrupt the education program and regularly scheduled activities.

The superintendent and administrative team will be responsible for determining costs.

Date of Adoption: April 25, 1990

COMMUNITY EDUCATION

The school district facilities shall be available for educational programs as long as they do not interfere with or disrupt the educational programs or regular school activities.

The district shall charge a fee for facilities and equipment usage as defined in policy 907.

Date of Adoption: April 25, 1990

INSUFFICIENT CLASSROOM SPACE

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