

Policy Title:

*School Term*

Code No. *601.1*

The school district's academic calendar shall accommodate the educational program of the school district. The calendar shall include, but not be limited to, the days for student instruction, professional development, summer school, and parent / teacher conferences.

The school academic year for students shall be for a minimum of 180 days or 1,080 hours in the school calendar. The school academic year for students may begin each year as outlined in Iowa Code. School district personnel may be required to report to work at the school district prior to this date. **Each year the school calendar may include up to a maximum of five days or 30 hours of instruction delivered primarily over the internet.**

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

The Board of Education, in its discretion, 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 of Education 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.

The superintendent or designee shall develop annually the school calendar for recommendation, approval, and adoption by the Board of Education.

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

**Date of Adoption:** June, 1965

**Dates of Revision:** September 10, 1979  
December 11, 1989  
September 12, 1994  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 8, 2016  
August 13, 2018

The basic instructional program will be approved by the Board of Education and will include all required grade level courses. The instructional approach will be gender fair and multicultural.

The basic instructional program for students enrolled in pre-kindergarten is designed to help children work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world around them. The pre-kindergarten program shall relate the role of the family to the child's developing sense of self and perception of others. Planning and carrying out pre-kindergarten activities designed to encourage co-operative efforts between home and school shall focus on community resources.

The basic instructional program for students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, character education and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one through six will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer science, career, technology education, physical education, music, and visual art.

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts, social studies, mathematics, science, health, physical education, fine arts, foreign language, and career and technical education.

The board may, in its discretion, offer additional courses in the education program.

Each instructional program will be carefully planned for the optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or the superintendent. Each instructional program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It will be the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten through twelfth grade.

**Date of Adoption:** June 12, 1989  
**Date of Review:** June 10, 2024  
**Dates of Revision:** January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Teaching Controversial Issues*

Code No. *602.2*

The board believes students should have an opportunity to reach their own decisions and beliefs about conflicting points of view. Academic freedom is the opportunity of licensed employees and students to study, investigate, present, interpret, and discuss facts and ideas relevant to the subject matter of the classroom and appropriate to and in good taste with the maturity and intellectual and emotional capacities of the students.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are free to express personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

It is the responsibility of the principal to ensure academic freedom is allowed but not abused in the classroom.

**Date of Adoption:** November 9, 1970

**Date of Review:** June 10, 2024

**Dates of Revision:** July 14, 1980  
January 8, 1990  
August 9, 1993  
January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Teaching Controversial Issues*

Code No. *602.2R*

A “controversial issue” is a topic of significant academic inquiry about which substantial groups of citizens of this community, this state or this nation hold sincere, conflicting points of view.

It is the belief of the board that controversial issues should be fairly presented in a spirit of honest academic freedom so that students may recognize the validity of other points of view but can also learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the facts related to the controversy.

It is the responsibility of the instructor to present full and fair opportunity and means for students to study, consider and discuss all sides of controversial issues including, but not limited to, political philosophies.

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student’s relationship with the teacher.

It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

**Date of Adoption:** April 13, 2009

**Date of Review:** June 10, 2024

**Date of Revision:** May 13, 2013  
August 13, 2018

Policy Title: *Multicultural & Gender Fair Equity Education Opportunity* Code No. *602.3*

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

The educational program is free of discrimination and provides equal opportunity for the students. Multicultural (MC) approaches to the educational program are defined as those which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, sex, disability, religion, creed and socioeconomic background. Educational programs are to consider the contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities.

Inquiries regarding compliance with equal education opportunity shall be directed to the Equity Coordinator by writing to the James L. Robinson Administrative Center, 1002 West First Street, Cedar Falls, IA or telephoning at 319-553-3000. Reports or complaints of discrimination toward a student should be made in accordance with Code No. 500.0 regarding equal educational opportunity.

**Date of Adoption:** May 8, 1989

**Date of Revision:** June 10, 2024

**Dates of Revision:** January 13, 1997  
March 10, 2003  
July 19, 2004  
April 13, 2009  
May 13, 2013  
November 25, 2013  
August 13, 2018  
July 8, 2019

Policy Title:

*Curriculum Area Structure*

Code No. 602.5

The purpose of the PK-12 curriculum articulation process is to provide a broad-based curriculum development structure that will promote a smoothly flowing and efficiently operating instructional program.

Curriculum development will occur when there is opportunity for involvement of the professional staff at the building level and when there is effective leadership in each area.

It is the policy of the Cedar Falls Community Schools to have the professional staff involved in the establishment of content standards and benchmarks.

Staff members in each curriculum area will be involved in curriculum development and revision through the existing structure.

The building curriculum chairperson will meet on a regular basis with the members of the curriculum department within the building. The committee members, through the curriculum chairperson, will provide suggestions for curriculum improvement for district-wide study.

The building curriculum chairperson will meet on a regular basis with the building principal. The building curriculum chairperson will provide the building principal with suggestions for curriculum improvement on a building level basis.

An administrative coordinator will be assigned to a curriculum department(s). They will serve those assignments on a rotating basis, meeting with the building chairpersons of the assigned department as deemed necessary. Meeting agendas will be developed from items submitted to the administrative coordinator. The building chairpersons will select a meeting leader from their group.

Secondary building curriculum chairpersons will meet on a regular basis with the director of secondary education. These meetings may be single discipline or multidisciplinary in nature.

**Date of Adoption:** November 27, 1978 (effective July 1, 1979)

**Date of Review:** June 10, 2024

**Dates of Revision:** January 10, 1983  
April 10, 1989  
January 13, 1997  
December 13, 1999  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Special Education Programs*

Code No. *602.7*

The Cedar Falls Community Schools will provide programs and services to meet the educational needs of all students. The board recognizes that some students have different educational needs than other students. The board shall provide a free, appropriate public education 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 21 or to maximum age allowable in accordance with the law. Students requiring special education shall attend general education classes, 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 Plan (IEP).

Special education students are required to meet the requirements stated in board policy or in their IEP's for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will 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.

**Date of Adoption:** February 28, 1972

**Date of Review:** June 10, 2024

**Dates of Revision:** January 24, 1983  
December 11, 1989  
January 13, 1997  
April 14, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Talented and Gifted Program*

Code No. *602.8*

The board recognizes some students require qualitative differentiated programming beyond the regular education program. The board shall identify students with special abilities and provide educational programming.

It shall be the responsibility of the superintendent or designee to develop a talented and gifted program.

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

**Date of Adoption:** May 8, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018



Policy Title:

*Career Education*

Code No. **602.9**

Preparing students for careers is one goal of the education program. Career education shall be infused into the education program for grades kindergarten through twelve. This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

It shall be the responsibility of the superintendent or designee to assist certified personnel in finding ways to provide career education in most courses. Special attention should be given to courses of vocational education nature. The board, in its review of the curriculum, shall review the means in which career education is combined with other instructional programs.

**Date of Adoption:** May 8, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title: ***Responsibilities for Co-Curricular Activities***

Code No. **602.10**

The primary purpose of co-curricular activities is the enrichment of the regular curriculum. However, there are secondary functions such as the building of school spirit and school morale, the social integration of the student body, and the financing of various student body organizations. Co-curricular activities also offer opportunities for wider participation in democratic citizenship, stimulates cooperation and provides for the development of individual interest and abilities. Co-curricular activities are an integral part of the school experiences of the student and should receive the same thoughtful planning and supervision given to classroom activities.

The principal and/or Activities Director is responsible for all co-curricular activities that take place in the name of, or under the auspices, of the school.

**Date of Adoption:** June, 1965

**Date of Review:** June 10, 2024

**Dates of Revision:** September 10, 1979  
December 11, 1989  
January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Curriculum development is an ongoing process consisting of both research and design.

- Research is the inquiry and investigation of content areas for the purpose of revising and improving curriculum and instruction. 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, and current research 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.

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

- Focusing attention on the content standards of each discipline and ensuring that the identified learnings are challenging and represent the most important learnings for our students;
- Increasing the probability that students will acquire the desired knowledge, skills and dispositions;
- Facilitating communication and coordination;
- Improving classroom instruction.

The superintendent or designee shall be responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum 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, essential skills and concepts, 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;
- Verify integration of local, state, and/or federal mandates;
- Verify how the standards and essential skills and concepts of the content/discipline support each of the broader student learning goals and provide PK-12 continuum that builds on the prior learning of each level; and
- Determine how the curriculum standard will be assessed.

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

**Date of Adoption:** June 12, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
April 10, 2000  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the educational process and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. Students who are allowed to be excluded from a program or activity which violates their religious beliefs are required to do an alternate supervised activity or study. The superintendent or designee shall determine alternate activity or study for the student.

In notifying the superintendent or designee, the parents shall abide by the following:

- the notice shall be in writing;
- the objection shall be based on religious beliefs;
- the objection shall state which activities or studies violate their religious beliefs;
- the objection will state why these activities or studies violate their religious beliefs;
- the objection shall state a proposed alternate activity or study.

The superintendent or designee shall have discretion to make this determination. The factors considered when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to:

- availability of staff to supervise a student who wishes to be excluded;
- availability of alternative course of study or activity;
- the number of students who wish to be excluded;
- concern that allowing the exclusion places the school in the position of supporting a particular religion,
- whether the program or activity is required for promotion to the next grade level or for graduation.

**Date of Adoption:** May 8, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Religion in the Schools*

Code No. *602.13*

The Board of Education is committed to the principle of separation of church and state, and in the established constitutional right of freedom of worship and of conscience. Education includes awareness of the vital part played by religion in the shaping of our history and culture.

**Date of Adoption:** June, 1965

**Date of Review:** June 10, 2024

**Dates of Revision:** September 10, 1979  
December 11, 1989  
January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Health Education*

Code No. *602.15*

Students will receive, as part of their health education, instruction including, but not limited to:

- personal health,
- food and nutrition,
- environmental health,
- safety and survival skills,
- consumer health,
- family life,
- human growth and development,
- substance abuse, and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body,
- human sexuality,
- self-esteem,
- stress management,
- interpersonal relationships,
- emotional and social health,
- health resources,
- prevention and control of disease, and
- communicable diseases, including ~~acquired immune deficiency syndrome~~.

The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

While the areas stated above shall be included in health education, the instruction shall be adapted at each grade level to aid understanding by the students. Beginning no later than in grade seven, characteristics of communicable disease shall include information about sexually transmitted disease.

Parents who object to health education instruction in human growth and development may file a written request that the pupil be excused from the instruction. The written request shall include a proposed alternate activity or study acceptable to the superintendent or designee. The superintendent or designee shall have the final authority to determine the alternate activity or study.

**Date of Adoption:** May 8, 1989

**Dates of Revision:** January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Students in grades kindergarten through twelve shall be required to participate in physical education courses unless they are excused by the principal /designee of their attendance center.

Students in grades K-12 may be excused from physical education as a result of the following:

- Medical Exemption: A written statement from a physician stating that such activities could be injurious to the health of the student.
- Religious Exemption: A written statement from the parent that the course conflicts with the student's religious beliefs.

Students in grades 11-12 may be excused from physical education as a result of the following:

- Athletic Exemption: The student may be exempted from physical education during the semester in which he/she is involved in an approved activity. An application for exemption with parent signature must be submitted. If the student fails to complete the entire activity season in good standing, he/she will be required to enroll in physical education.
- Academic Exemptions:
  - 11<sup>th</sup> Grade Students: May be exempted from physical education for one (1) semester if the student is enrolled in a full schedule (7 academic courses) during both semesters in an academic year.
  - 12<sup>th</sup> Grade Students: May be exempted from physical education each semester in which the student is enrolled in a full schedule of academic courses. In addition, 12<sup>th</sup> grade students may be exempted from physical education if they are enrolled in a Cooperative Education program, Cadet Teaching, or a Senior Year Plus course offered only on the campus of a college or university.

**Date of Adoption:** May 8, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** March 10, 2003  
April 13, 2009  
March 28, 2011  
May 13, 2013  
August 13, 2018

Policy Title:

*Global Education*

Code No. *602.18*

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems — social, cultural, racial, economic, linguistic, technological, and ecological. Global education will be incorporated into the education program so students will 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.

**Date of Adoption:** May 8, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018



Policy Title:

*Program for Students At-Risk*

Code No. *602.19*

The Cedar Falls Community School District recognizes that some students require additional assistance in order to graduate from the regular education program. The Board will provide a plan to encourage and provide an opportunity for at-risk students to achieve their high school diplomas.

It is the responsibility of the superintendent or designee to develop a plan for at-risk students which will include the following components:

- strategies for identifying at-risk students;
- objectives and strategies for providing services to at-risk students;
- in-service training for all school personnel;
- strategies and activities for involving and working with parents;
- provisions for monitoring the behavioral, social and academic improvements of at-risk students;
- provisions for appropriate counseling services;
- strategies for coordinating school programs and community-based support services; and
- maintain integrated education (environments in compliance with federal and state nondiscrimination legislation).

**Date of Adoption:** May 8, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** August 9, 1993  
January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

The Cedar Falls Community School District offers an educational program for grades pre-kindergarten through 12. The instructional program is organized by the following levels:

Voluntary pre-kindergarten program will be offered in the Cedar Falls Community School District, Cedar Falls, Iowa.

Grades pre-kindergarten through sixth shall attend an elementary school in the Cedar Falls Community School District, Cedar Falls, Iowa.

Grades seven through nine shall attend a junior high school in the Cedar Falls Community School District, Cedar Falls, Iowa.

Grades 10 through 12 shall attend the senior high school in the Cedar Falls Community School District, Cedar Falls, Iowa.

**Date of Adoption:** July 9, 1990

**Date of Review:** June 10, 2024

**Dates of Revision:** March 10, 2003  
April 13, 2009  
May 13, 2013  
July 22, 2013  
August 13, 2018

Policy Title: *Instruction at a Postsecondary Educational Institution* Code No. *602.21*

In accordance with this policy, students in grades nine through twelve may receive academic or career and technical education credits that count toward the graduation requirements set out by the Board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

### **Concurrent Enrollment**

The Board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee is responsible for determining the number of high school credits that shall be granted to a student who successfully completes a concurrent enrollment course

### **Post-Secondary Enrollment Option**

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. This would include courses at a community college

with which the district has a concurrent enrollment agreement. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250.00. Students, who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. The Superintendent or designee is responsible for determining the number of high school credits that shall be granted to a student who successfully completes a PSEO course. Students may not enroll on a full-time basis to any post-secondary institution through the PSEO program.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian is responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the Board if sufficient verification is proved to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

**Date of Adoption:** October 12, 1992

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018

Policy Title: ***Concurrent Enrollment Textbook***

Code No. **602.21.1**

*Concurrent Enrollment is provided through a joint education service agreement between Hawkeye Community College and the Cedar Falls Community School District (Chapter 28E of the Iowa Code).*

*For concurrent enrolled students, textbooks must be provided to students in the same manner as districts provide books for other courses pursuant to Iowa Code Chapter 301 (Senior Year Plus Guide, SYP 2016).*

Districts are permitted to set textbook policies that distinguish between sites and delivery methods. The textbook policy must apply to both the public and nonpublic students.

- The Cedar Falls Community School District (CFCSD) covers the cost of textbooks for students taking concurrent courses taught by Cedar Falls School's staff at Cedar Falls Community School District locations.
- A student who chooses alternative delivery formats or site, purchase their own textbooks.

**Date of Adoption:** August 13, 2018

**Date of Review:** June 10, 2024

The 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 148 days during a school year, to be met by attendance for at least 37 days each 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 by 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 schools, or designee, 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.

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

**Date of Adoption:** August 8, 2016

**Date of Review:** June 10, 2024

**Date of Revision:** August 13, 2018

Policy Title:

*Dual Enrollment*

Code No. *602.23*

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will 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 will apply to the dual enrollment students in the same manner as the other students enrolled in the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of applicable fees.

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.

After the student notifies the school district which activities in which they wish to participate, the school district will provide information regarding the specific program.

The applicable legal documents for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed. It is the responsibility of the superintendent or designee to develop administrative regulations regarding this policy.

**Date of Adoption:** August 8, 2016

**Date of Review:** June 10, 2024

**Date of Revision:** August 13, 2018

Policy Title:

*School Library*

Code No. 602.24

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."

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. **The District shall 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.**

It is the responsibility of the superintendent or designee to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the maintaining of library and instructional materials, and for the handling of challenges to either library or classroom materials.

**Date of Adoption:** June 9, 1997

**Dates of Revision:** March 10, 2003  
April 13, 2009  
May 13, 2013  
August 13, 2018



Policy Title:

*Class Size — Class Grouping*

Code No. *603.1*

It shall be within the sole discretion of the Board to determine the size of classes and to determine whether class grouping shall take place. The Board shall review the class sizes periodically.

It shall be the responsibility of the superintendent or designee to make a recommendation to the Board on class size based upon the budget of the school district, the qualifications of and number of certificated personnel, and other factors deemed relevant to the Board.

**Date of Adoption:** September 11, 1989

**Date of Revision:** June 10, 2024

**Dates of Revision:** March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Principals are responsible for approval of all field trips. Central office approval must be obtained for any trip requiring transportation. Out of state field trips or those requiring procedures different from normal field trip operations must be approved by the appropriate director and the superintendent.

While on field trips, all student groups shall be under the direction and supervision of the teacher / staff member.

Transportation for all school-sponsored trips must be by school bus, licensed carrier, or other authorized means. Trips involving parent-provided transportation or other form of non-school transportation-requires Central Office approval.

I. *Procedures for Planning Field Trips*

- A. Teachers shall first consult with the principal when planning field trips. They should discuss the time and place of the trip, the method of transportation, and any possible combination with other classes for the field trip.
- B. Personnel at the field trip destination should then be contacted and any necessary arrangements made. In some instances, it may be necessary for the teacher or principal to visit the site of the field trip.

II. *Regulations for Use of School Buses*

- A. Buses are ordinarily available on school days between 9:00 A.M. and 2:30 P.M. Weekend and evening services are normally provided at the time requested.
- B. Capacity for each bus (based on three persons per seat) is displayed on the side of the bus. At no time are more persons than capacity allowed in a bus.
- C. Trips for student body groups to interscholastic competitions (pep buses) require a fee charged to the students to help defray costs.
- D. While the bus driver may assist in emergencies, he or she is not to be considered as a supervisor for field trips or activity trips. The primary function of the driver is the safe and efficient operation of the

bus. Those requesting and approving the field trip or activity trip are responsible for providing such approved adult supervision.

- E. It may be necessary to make arrangements in advance of stops for food. The field trip supervisor is responsible for making any necessary arrangements with personnel at the site of the stop.
- F. If equipment is to be transported in the bus, the teacher/sponsor must be there to supervise loading and securing of such equipment. There can be no blockage of the aisle or any other safety hazard.
- G. Specific rules for riding the school buses include:
  - 1. Emergency doors are not to be used for routine loading/unloading.
  - 2. Food and beverage containers (except glass) may be taken onto the bus, provided care is taken to keep materials picked up.
  - 3. Materials are not to be thrown, either within the bus or out of a bus window.
  - 4. Passengers must maintain quiet at railroad crossings in order that the driver may observe required safety precautions.
  - 5. Passengers must be seated at all times when the bus is moving.
  - 6. Hands, arms and heads are not to be extended through open bus windows.
  - 7. Excessive or unusual shouting or inappropriate language will not be tolerated.
  - 8. Spiked shoes cannot be worn while on the bus.
  - 9. Possession and use of tobacco products is never permitted on the bus.

**Date of Adoption:** September 10, 1979

**Date of Review:** June 10, 2024

**Dates of Revision:** January 24, 1983  
January 8, 1990  
January 13, 1997  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Selection of Learning Resources*

Code No. 603.3

*Statement of Policy*

Learning resources are selected by the school district to support its educational goals and objectives and to implement, enrich, and support the instructional program. Resources must serve the breadth and depth of the curriculum and provide for the needs and interests of individual students. It is the obligation of the district to provide intellectual and physical access to materials that cover a wide range of abilities and many differing points of view. To this end, principles of intellectual freedom must be placed above personal opinion, and reason above prejudice, in the selection of resources.

The Board of Education shall delegate to the superintendent the authority and responsibility for the selection of all learning resources. The superintendent delegates responsibility for actual selection to the appropriately trained personnel who shall discharge this obligation consistent with the Board's selection criteria and procedures. The selection process shall involve representatives of the professional staff directly affected by the selections and/or the professional ~~library media staff~~ **teacher librarian**.

The Board also allows for systematic review of existing resources and permits the reappraisal of allegedly inappropriate resources through the established process.

The learning resources covered by this policy include both print and nonprint items selected for library media centers, classrooms, learning centers, and laboratories. Included are textbooks, gift materials, resources retrieved or viewed electronically, materials borrowed from other agencies, and guest speakers, among others.

*General Selection Criteria*

Staff members involved in selection of learning resources shall use the following criteria as a guide:

- educational significance;
- contribution the subject matter makes to the curriculum;
- the interests of students and staff;
- favorable reviews found in standard selection sources;
- favorable recommendations based on preview;
- examination of resources by professional personnel;
- reputation and significance of the author, producer, publisher, or speaker;
- validity and appropriateness of the resource for intended use;
- contribution the resource makes to the range of representative viewpoints on controversial issues;
- high degree of potential appeal to users;

- quality and variety of format;
- value commensurate with cost and/or need;
- timeliness and/or permanence; and
- integrity of the resource.

*Specific Selection Criteria*

1. Learning resources shall be appropriate to the subject area, and for the age, emotional development, ability, learning styles, and social development of the students for whom the resources are intended.
2. Physical format and appearance of resources shall be suitable for intended use.
3. Resources shall be selected to give students an awareness of our pluralistic society, and provide a global perspective.
4. Resources shall be selected which support multicultural/gender-fair viewpoints and encourage all students to understand, appreciate, relate to and value cultural and personal diversity.
5. Resources shall be selected to meet the needs of the wide range of student physical, emotional, and cognitive development.
6. Resources shall be selected which support and encourage students to examine their attitudes and behaviors as individuals, and to relate those attitudes and behaviors to the concepts of duties and responsibilities as citizens.
7. Resources shall be selected for their strengths rather than rejected for their weaknesses of language and style or other elements.
8. The selection process shall provide opportunities for participation by teachers, support staff, administrators, teacher librarian, and other members of the community.
9. Selection, an ongoing process, shall include routine procedures for removal and/or replacement of worn, obsolete, dated, unused or unusable resources.
10. Gift materials shall be judged by the criteria listed in the preceding statements and be accepted or rejected on the basis of the criteria.

*Procedure for Reconsideration of Resources*

In the event resources are questioned, the principles of intellectual freedom shall be defended rather than specific resources.

The Board recognizes the right of individual parents to request that their child not be required to read, view, or listen to specific resources, provided a written request is made to the appropriate building principal.

A standing **District** Reconsideration Committee shall be formed in each building by the second week of each school year. The purpose of the committee shall be to review any complaint received during the school year, learn all the circumstances related to the acquisition and use of the challenged resource, review the guidelines listed in the selection policy, decide whether the policy has been followed correctly, and then recommend action regarding future use of the resource. The committee ~~at secondary buildings~~ shall consist of: ~~the building principal, a teacher librarian, a teacher, a parent or community member, a student, and the chair of the Secondary Library-Media Department,~~ **and the chair of the Elementary Library-Media Department.** ~~The committee at elementary buildings shall consist of: the building principal, a media specialist, a teacher, a parent or community member, and the elementary library media department.~~ Any staff member responsible for the selection or the providing of the challenged material will not be included on the committee. If necessary, the principal will appoint a temporary replacement.

*When Complaints are Received from Parents or other Community Members about Learning Resources*

1. All staff members shall report complaints to the building principal orally or in written form.
2. The building principal or a designated representative shall contact the complainant to discuss the objection and attempt to resolve it informally by explaining the philosophy and goals of the school district, building, course, and/or library media center.
3. If the complaint is not resolved informally, the building principal shall provide the complainant with “The Learning Resources Selection Policy,” including the form “Statement of Concern About Learning Resources,” which must be filled out completely and returned to the building principal within ten working days, before the complaint will be given consideration.
4. If the completed form is not returned within the time period, the issue shall be considered closed. If the form is returned, the reasons for selection of the resource shall be restated by the appropriate staff and turned in to the building principal.
5. Resources shall not be removed from use, or access restricted within the district, pending a final decision. However, access to the resources can be denied to the student(s) of the complainant(s), if requested.
6. Within 20 working days upon receipt of a completed “Statement of Concern About Learning Resources” form:
  - a. The principal shall notify the superintendent, ~~appropriate~~ **associate** director of ~~education~~ **instruction**, and the building’s Reconsideration Committee that a complaint has been received.
  - b. Each member of the Reconsideration Committee must read, view, or listen to the learning resource in question in its entirety.

- c. After both the staff member responsible for selecting the learning resource and the complainant have met with the Reconsideration Committee, the committee will discuss the resource and make a decision.
- d. The building principal shall send written notification of the action taken to all involved parties as well as to the ~~appropriate director of education~~ **associate director of instruction** and the superintendent.
- e. Any person not satisfied with the decision of the committee may file a request to appeal the decision to the Board of Education. Within ten working days of the receipt of the written notification, the complainant or user may file an appeal in the superintendent's office for a school board hearing. It shall be the superintendent's responsibility to schedule and expedite the hearing.
- f. Each Board member must read, view or listen to the learning resource in question in its entirety within 30 days of when the complaint was presented to them. At a following designated board meeting, the complainant and a representative of the Reconsideration Committee will be allowed to present information to the board pertaining to the complaint. The board will then deliberate action to be taken, with a decision being announced no later than the following board meeting. The superintendent or designee will provide written notification of the board's decision to all participating parties within ten working days of the board's decision.
- g. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

**Date of Adoption:** January 28, 1974

**Dates of Revision:** April 9, 1979  
May 8, 1989  
January 13, 1997  
February 23, 1998  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018  
August 14, 2023

## STATEMENT OF CONCERN ABOUT LEARNING RESOURCES

The Board of Education delegates the responsibility for distribution of this form to building principals. The completed form must be returned to the principal who issued it within ten (10) working days.

SCHOOL: \_\_\_\_\_ PRINCIPAL: \_\_\_\_\_

DATE ISSUED: \_\_\_\_\_ DATE RETURNED: \_\_\_\_\_

NAME OF COMPLAINANT: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: HOME \_\_\_\_\_ WORK \_\_\_\_\_

### DESCRIBE YOUR CONCERNS ABOUT THE LEARNING RESOURCE

TYPE OF RESOURCE: \_\_\_\_\_

TITLE/NAME: \_\_\_\_\_

AUTHOR/PRODUCER: \_\_\_\_\_

WHAT BROUGHT THIS RESOURCE TO YOUR ATTENTION: \_\_\_\_\_

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PLEASE COMMENT ON THE RESOURCE AS A WHOLE, AS WELL AS BEING SPECIFIC ON THOSE MATTERS THAT CONCERN YOU. (USE THE OTHER SIDE IF NEEDED)

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OPTIONAL: WHAT RESOURCE(S) DO YOU SUGGEST TO PROVIDE ADDITIONAL INFORMATION ON THE TOPIC COVERED BY THE RESOURCE? \_\_\_\_\_

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SIGNATURE OF THE COMPLAINANT: \_\_\_\_\_

DATE: \_\_\_\_\_

A signed form signifies that the learning resource has been read, viewed, or listened to in its entirety by the complainant.



Policy Title:

*Curriculum Adoption*

Code No. *603.4*

It is the responsibility of the Superintendent or designee 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.

**Date of Adoption:** June 12, 1989

**Date of Review:** April 10, 2000  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018  
June 10, 2024

Curriculum evaluation is the ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding student academic performance. It includes the full range of information gathered in the School District to evaluate 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. The curriculum evaluation guides decisions, which impact significant and sustainable improvements in teaching and student learning.

The superintendent or designee shall be 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 shall 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);
- Implement state mandated 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;
- 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 roles and responsibilities of key groups;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

It shall be the responsibility of the Superintendent or designee 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:** June 12, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
April 24, 2000  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

***Protection in Evaluation***

Code No. **603.6**

Procedures and tests used for referral evaluation purposes will be free from racial or cultural discrimination.

A multidisciplinary team will conduct a comprehensive educational evaluation using multiple testing instruments and other methods in gathering student evaluation data. When assessment and diagnostic procedures and instruments are selected, adjustments shall be made, where necessary, to account for sensory and physical differences, behavioral and perceptual characteristics, sociocultural and linguistic background and home environment of the students.

**Date of Adoption:** April 10, 1995

**Date of Review:** June 10, 2024

**Dates of Revision:** January 13, 1997  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

*Curriculum Implementation*

Code No. **603.41**

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 or designee shall be responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. A curriculum framework shall 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;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences, and develop a plan for addressing the differences;
- 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.

It shall be the responsibility of the Superintendent or designee 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.

**Date of Adoption:** June 12, 1989

**Date of Review:** June 10, 2024

**Dates of Revision:** April 24, 2000  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Policy Title: *~~Guidance and~~ School Counseling Program*

Code No. 604.1

The Board will provide a student guidance and counseling program. The ~~guidance~~ school counselor will be certified with the Iowa Department of Education Board of Educational Examiners and hold the qualifications required by the Board. The ~~guidance and~~ school counseling program will serve grades ~~kindergarten~~ preschool through twelve. The program will assist students with their personal, educational, and career development.

**Date of Adoption:** August 24, 1970

**Date of Revision:** December 11, 1989  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Policy Title:

***Comprehensive Health Program***

Code No. **604.2**

A comprehensive health program is an integral part of comprehensive school improvement and creates continuity linkages within the school and between school, home, and community.

It is the policy of the Board that a comprehensive health program shall be developed which includes the following components:

- Health services
- Health education
- Nutrition
- Physical education
- Counseling
- Staff wellness
- Family and community involvement
- Safe and healthy environment

Health services, coordinated by the school nurse, are designed to promote, protect, maintain and improve the health of all students and staff. The nurse will facilitate student access to health services including access and referral to primary health care resources.

A comprehensive health education program for students K-12 will be included in the comprehensive health program. State required health topics include: personal health, food and nutrition, environmental health, safety and survival, consumer health, family life, human growth and development, substance use and nonuse, human sexuality, self-esteem, stress management, interpersonal relationships, emotional and social health, health resources, and disease prevention.

A comprehensive health program includes a nutritional services program that provides food services, free and reduced meals for qualifying students, and a special diet plan/modification for students with special dietary needs.

A physical education/activity program for all students is included in the comprehensive health program. The program promotes physical activity, health and safety.

Counseling services are provided in the comprehensive health program. This includes a curriculum, which focuses on academic, career, and personal/social issues. Referral to appropriate community agencies are made as needed.

The comprehensive health program includes promotion of parent and community communication and involvement to assure a safe and healthy school. District health services will cooperate and coordinate services with community and governmental agencies and officials.

Health and wellness activities for the school staff and professional development activities for the health providers are included.

A comprehensive health program promotes a safe and healthy environment by identifying health and safety concerns in the school environment and promoting a nurturing health environment. This includes disaster preparedness plans and practice drills, and reporting of accidents accurately and promptly.

**Date of Adoption:** July 11, 1977

**Date of Review:** June 10, 2024

**Dates of Revision:** September 10, 1979  
January 24, 1983  
January 8, 1990  
January 13, 1997  
April 14, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018



Policy Title:

*Requirements for Graduation*

Code No. *605.1*

A total of 45 semester credits are necessary to fulfill the requirement for the regular diploma from the Cedar Falls High School. A total of 40 semester credits are necessary to fulfill the requirements for the core diploma from Cedar Falls High School.

Students in grade 9 are required to earn a minimum of six (6) core area credits before being promoted to the 10<sup>th</sup> grade. Core area credits are defined as English, Mathematics, Social Studies and Science.

A credit is defined as the successful completion of one semester of an academic subject.

**ACADEMIC REQUIREMENTS FOR GRADUATION – REGULAR DIPLOMA**

Physical Education/Health	4.5 credits*
Science	6 credits
Mathematics	6 credits
English	8 credits
Social Studies	6 credits
Financial Literacy/Personal Economics	1 credit
Fine and/or Practical Arts	2 credits
<u>Electives</u>	<u>11.5 credits</u>
Total Credits needed for Regular Diploma	45 credits

**GENERAL REQUIREMENTS FOR GRADUATION – REGULAR DIPLOMA**

A total of 4 credits of physical education and .5 credit of Health are required for graduation. All students are required to enroll in physical education each semester except those exempted/disqualified by physical disabilities properly certified to by a physician and forwarded to the nurse prior to the beginning of each semester. \*Physical education in grades 9-12 will be a graded course earning .50 credits each semester. Students in grade 10 will be required to enroll in one semester of physical education and one semester of physical education/health.

All credits will be counted towards graduation and will be calculated in a student's grade point average. After the seventh week of a semester, a student dropping a course will receive a grade of "F" for the semester.

All students are required to carry a minimum of six academic subjects, or the equivalent, plus physical education each semester in high school. Exceptions to this because of special programs, such as work or tutoring, must be approved by the principal.

Students may audit a course for no credit and have it recorded on their transcript. This declaration must be made at the time of registration.

Students enrolled in another educational institution offering high school extension or correspondence courses may transfer a maximum of eight (8) credits towards graduation. Participation must be approved by the principal.

Students must be enrolled in Cedar Falls High School during their final semester in school in order to meet the requirements for graduation.

All exceptional or unusual circumstances concerning graduation must be evaluated by the high school principal and the superintendent of schools, and may require approval of the board of education.

**Practical Arts and/or Fine Arts Requirement – Regular Diploma**

Students must earn a total of two credits in the Fine Arts/Practical Arts areas. Students may earn two credits in one area or one credit in each area to satisfy this requirement. Elective courses in the following departments will satisfy the practical arts requirement: Business Education, Industrial Technology Education, Family and Consumer Sciences, and Cadet Teaching. Elective courses in the following departments will satisfy the fine arts requirement: Art, Music, and Speech.

**CORE DIPLOMA PROGRAM**

To request enrollment into the Cedar Falls High School Core Diploma Program, a student must be in their third or fourth year of high school and deemed to be credit deficient. A request to enroll in the program is to be made to the high school principal, associate principal, school counselor, or alternative program coordinator. The high school principal must give final approval for acceptance into the Core Diploma Program. Students accepted into the Core Diploma Program may complete coursework at the Cedar Falls High School and/or the Cedar Falls Alternative Program.

Upon acceptance, the student and their assigned school counselor will develop an Individualized Graduation Plan (IGP). The plan must be signed by the student and parent/guardian (if the student is under the age of 18), their school counselor, and the high school principal. The IGP will be used to monitor student progress towards meeting high school graduation requirements.

**ACADEMIC REQUIREMENTS FOR GRADUATION – CORE DIPLOMA PROGRAM**

Physical Education/Health	4.5 credits (.5 credits per semester)
Science	6 credits
Mathematics	6 credits
English	8 credits
Social Studies	6 credits
Financial Literacy/Career Development/Service Learning	3 credits*
<u>Electives</u>	<u>6.5 credits</u>
Total Credits needed for Core Diploma	40 credits

\* Financial Literacy/Career Development/Service Learning requirements may be met by successfully completing approved coursework identified as part of the Individual Graduation Plan (IGP).

### **EARLY GRADUATION**

Students who plan to graduate at the end of the first semester of their 12<sup>th</sup> grade year must complete application procedures on or before October 1 of their senior year. Exceptions must be approved by the building principal.

To be considered for early graduation, a student must have successfully completed all graduation requirements with the exception of the final semester of physical education. Parents and students are urged to analyze and discuss the possible advantages and disadvantages of early graduation. Every student is required to attend the high school for a minimum of five (5) semesters. Students approved for early graduation will have the final semester of physical education requirement waived.

No student will be allowed to graduate prior to the end of the first semester of their 12<sup>th</sup> grade year unless an exception has been approved by the Cedar Falls Board of Education.

### **TRANSFER CREDITS**

Students transferring in to the Cedar Falls District must meet all established requirements to receive a diploma from Cedar Falls High School. The district retains the right to determine grade level placement and whether or not to accept credits earned from a student's previous educational setting.

Transfer students in good standing at their previous school will be required to assume the course requirements of Cedar Falls High School, effective at the time of their transfer. However, all transfer students must meet the state requirements in U. S. History and American Government.

- A. Only credits earned in a high school or high school program accredited by their state department of education will be accepted towards meeting the graduation requirements for Cedar Falls High School. Exceptions may be granted only through approval of the superintendent of schools or designee. In the event credit is accepted from a non-accredited educational program, neither numerical or letter grades received will be recorded on the student's permanent transcript.
- B. A student who transfers from a non-accredited educational program will only be eligible for honors and awards for the actual period of time enrolled at Cedar Falls High School, and will not be eligible for class ranking until they have been fully-enrolled for six (6) or more semesters.

Students currently enrolled in the Cedar Falls District wanting to take courses offered by another district or post secondary institution must obtain pre-approval for the course from the high school principal in order for the credit to be accepted towards meeting graduation requirements.

**ACCELERATION**

Any student enrolled in a 9-12 course prior to entering the 9<sup>th</sup> grade will receive high school credit upon successful completion of that course. Credit earned will apply towards graduation and grades earned will be calculated into the student's grade point average. This option only applies to qualifying students as defined by the district's *Guidelines to Accommodate Academically Advanced Students*. Credits earned for application are limited to core area courses (English, Mathematics, Science, Social Studies) and World Language courses.

**Date of Adoption:** April 16, 1973

**Date of Review:** June 10, 2024

**Dates of Revision:** June 9, 1980  
October 8, 1984  
November 12, 1984  
December 11, 1989  
June 10, 2002  
March 10, 2003  
April 23, 2007  
September 8, 2008  
March 28, 2011  
March 11, 2013  
August 26, 2013  
August 13, 2018

Policy Title:

*Student Progress Reports and Conferences*

Code No. 605.2

Individually scheduled Parent-Teacher Conferences will be held at the elementary level. Progress reports will be available to parents or legal guardians at these conferences. A similar written progress report will be sent at the end of the school year.

Parent-Teacher Conferences will be held at the secondary level. Parents or legal guardians will receive a progress report at these conferences. Additionally, written progress reports are sent at the end of the second nine weeks and the end of the fourth nine weeks.

Conference schedules will be developed with appropriate teacher input and must be approved by the building principal. In order to accommodate parents or legal guardians, it may be necessary to schedule some conferences at other times. Staff members should make an effort to establish contact with all parents or legal guardians.

**Date of Adoption:** July 11, 1977

**Date of Review:** June 10, 2024

**Dates of Revision:** September 10, 1979  
January 24, 1983  
December 11, 1989  
January 13, 1997  
September 27, 1999  
March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

Policy Title: ***Graduation Requirements for a Student Enrolled  
in a Special Education Instructional Program***

Code No. **605.3**

A student enrolled in a special education instructional program who has either (1) satisfied the credits/units established by the Iowa Department of Education and this district and/or (2) satisfactorily completed the program outlined in the student's individual education program will be graduated with the same considerations allowed any other student who has met all graduation requirements.

The District shall issue a regular diploma, allow the same ceremonial activities, and provide any other recognition to special education students that are provided to students graduating from regular education.

At least 18 months prior to the projected date of graduation, the written individual education program for each student receiving special education shall specify the anticipated date of graduation and criteria yet to be met prior to graduation.

**Date of Adoption:** April 10, 1995

**Date of Review:** June 10, 2024

**Dates of Revision:** March 10, 2003  
May 11, 2009  
May 13, 2013  
August 13, 2018

In making decisions regarding access to the school district computers, computer network, the Internet, and other information resources, the Cedar Falls Community School District (CFCSD) considers the educational mission, goals, and objectives of the district. The ability to collaborate, communicate, think critically, and be creative online and in person is now fundamental to the preparation of citizens and future employees. Access to the school district computers, computer network, the Internet, and other information resources allows student access to unlimited amounts of materials, libraries, databases, bulletin boards, and other resources while exchanging creative ideas and all types of media with people around the world. The CFCSD expects that faculty will appropriately use digital tools and resources throughout the curriculum and will provide guidance and instruction to students in their use.

All CFCSD students will receive an electronic account that includes access to email and online file storage. Students in lower elementary classes may be provided access through a classroom account. This account should primarily be used for educational purpose. As with all interactions on the Internet, students are expected to use these tools in a safe, legal, and ethical manner. CFCSD also provides student network wireless access in all buildings. CFCSD will not be responsible for any damage or loss of any student personal device. These are the expectations for this use of the CFCSD network with personal devices:

1. All students will use their own secure wireless login to access the network.
2. All student or non-CFCSD devices attached to the CFCSD network will have up to date security software that includes anti-virus and anti-malware programs.
3. Students who bring their own devices onto CFCSD property and use a non-CFCSD network to access the Internet is still bound by this policy.

Below is a list on unacceptable and unsafe behaviors for students. This list is not intended to be inclusive of all misuses.

1. Students will not access, review, upload, download, store, print, post, or distribute pornographic, obscene, sexually explicit material or that use language or images that are inappropriate to the educational setting or disruptive to the educational process and will not post information or materials that could cause damage or danger of disruption while on school property or while using school resources.
2. Students will not access, review, upload, download, store, print, post, or distribute materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination while on school property or while using school resources without an approved educational/instructional purpose.

3. Students will not knowingly or recklessly post false or defamatory information about a person or organization, to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks while on school property or while using school resources.
4. Students will not engage in any illegal act or violate any local, state, or federal statute or law while on school property or while using school resources.
5. Students will not vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means will not tamper with, modify, or change the CFCSD Network software, hardware, or wiring.
6. Students will not take any action to violate the CFCSD Network's security, and will not disrupt the use of the system by other users nor gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct consent of that person.
7. Students will not post private information about another person or to post personal contact information about themselves or other persons including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes, or passwords and will not repost a message that was sent to the user privately without permission of the person who sent the message.
8. Students will not violate copyright laws, usage licensing agreements, or another person's property without the author's prior approval or proper citation, including, but not limited to the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet or other information resources.
9. Students will not use the CFCSD Network for the conduct of a business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the CFCSD Network to offer or provide goods, services, or product advertisement. Students will not use the CFCSD Network to purchase goods or services for personal use without authorization from the appropriate school district official.

CFCSD will provide ongoing age-appropriate instruction for students regarding Digital Citizenship. This curriculum will be designed to promote the district's commitment to:

- Respect and protect yourself
- Respect and protect others
- Respect and protect intellectual property



As a public organization, CFCSD is subject to open records laws for both student and staff email and network accounts. These accounts carry no expectation of privacy. Parents have the right at any time to investigate or review the contents of their child's accounts. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities and activities not in compliance with school district policies.

The CFCSD defines intellectual property rights as a general term that covers copyright, registered designs and trademarks. Information users need to understand that authors resort to legal action when their works are infringed.

Plagiarism is the presentation of the thoughts, ideas, or words of another without crediting the sources. It is a form of academic dishonesty and may be grounds for disciplinary action. Students are expected to cite all sources they use. Copyright is a legal issue governed by federal law. Copyright extends to all forms of intellectual property, including print resources, web pages, database articles, images, and other works found on the Internet. The ability to legally use another's work depends on the following justifications: (1) the work is in the public domain; (2) the researcher has received permission from the copyright holder; or (3) the researcher asserts a right for fair use. Under the fair use doctrine of the U.S. copyright statute, it is permissible to use limited portions of a work including quotes, for purposes such as commentary, criticism, news reporting, and scholarly reports. Fair use is determined on a case-by-case basis. Individuals are expected to make educated, good faith decisions in determining whether fair use applies in a given situation.

Students who violate one or more of the unacceptable uses will be subject to disciplinary action based upon the school's discipline policy. This may include structured/non-independent use of technology while on school property, suspension, reparation for damages, expulsion, and/or referral to local law enforcement.

CFCSD has a filtering system in place that will monitor and log Internet activity as well as block unacceptable websites as reviewed by faculty, and/or administration. Although CFCSD is taking reasonable measures to ensure students do not acquire objectionable material, it cannot guarantee that a student will not be able to access objectionable material on the Internet. If a student accidentally accesses unacceptable materials or an unacceptable Internet site, the student should immediately report the accidental access to an appropriate school district official.

The proper use of the Internet and other information resources, and the educational value to be gained from proper use of the Internet and other information resources, is the combined responsibility of students, parents and employees of the school district.

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. An age-appropriate interpretation of this policy will be made available for students and families.

**Date of Adoption:** February 26, 1996

**Dates of Revision:** September 28, 1998  
March 19, 2001  
March 10, 2003  
May 11, 2009  
August 13, 2012  
August 13, 2018

**Date of Review:** May 11, 2015  
June 10, 2024

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 unauthorized copying or using of audio visual or printed materials and computer software, 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. If duplicating or changing a product is to fall within the bounds of fair use, these four standards must be met for any of the foregoing purposes:

- A. The purpose and character of the use: The use must be for such purposes as teaching or scholarship and must be nonprofit.
- B. The nature of the copyrighted work: Staff may make single copies of the following for use in research, instruction or preparation for teaching: book chapters; articles from periodicals or newspapers; short stories, essays or poems; and charts, graphs, diagrams, drawings, cartoons or pictures from books, periodicals, or newspapers in accordance with these guidelines.
- C. The amount and substantiality of the portion used: In most circumstances, copying the whole of a work cannot be considered fair use; copying a small portion may be if these guidelines are followed.
- D. The 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.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district staff to abide by the district’s copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The district cannot be responsible for any violations of the copyright law by its staff.

Any staff member or student who is uncertain as to whether reproducing or using copyrighted material complies with the district’s procedures or is permissible under the law should contact the superintendent of the superintendent’s designee.

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 that 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. Additional information may be found in Administrative Regulations 605.7R.

**Date of Adoption:** December 13, 1993

**Date of Review:** June 10, 2024

**Date of Revision:** May 12, 1997  
June 9, 2003  
June 18, 2007  
September 13, 2010  
August 22, 2011  
May 13, 2013  
August 13, 2018

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, if necessary. 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;
  - 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.

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 nondramatic 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

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;
- The software license agreement shall be retained by the Board secretary.
- 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.

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 than 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.

Policy Title:

***Requirements for Graduation  
Cedar Falls Alternative Program***

Code No. **605.10**

The Cedar Falls Alternative Program (CFAP) is designed for students who have not been successful in the regular educational environment and/or may benefit from an alternative delivery of curriculum. The CFAP is designed for students in grades 10-12\*. Students may earn credits to be transferred to the high school or complete their educational program and earn a diploma from the CFAP.

\*Admittance of 10<sup>th</sup> grade students require Administrative approval as best practice would be to give a student every opportunity to earn 10<sup>th</sup> grade core credits in the traditional high school setting.

Credit requirements for graduation at the CFAP are the same as requirements for Cedar Falls High School. A total of 40 credits are necessary to fulfill the requirements for the core diploma. A total of 45 semester credits are necessary to fulfill the requirements for a regular diploma. The following academic requirements must be met:

**ACADEMIC CREDIT REQUIREMENTS FOR GRADUATION – REGULAR DIPLOMA**

Physical Education/Health	4.5 credits
Science	6 credits
Mathematics	6 credits
English	8 credits
Personal Economics	1 credit
Social Studies	6 credits
Fine and/or Practical Arts	2 credits
Electives	<u>11.5 credits</u>
Total credits needed for Regular Diploma	45 credits

**ACADEMIC CREDIT REQUIREMENTS FOR GRADUATION – CORE DIPLOMA**

Physical Education/Health	4.5 credits (.5 credits per semester)
Science	6 credits
Mathematics	6 credits
English	8 credits
Social Studies	6 credits
Personal Economics/Career	
Development/Service Learning*	3 credits*
Electives	<u>6.5 credits</u>
Total credits needed for Core Diploma	40 credits

Credits earned at a student's previous school may be applied toward the graduation requirements for the CFAP.

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May 13, 2013  
August 13, 2018  
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