

EDUCATION PROGRAM

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GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, sexual orientation, gender identity or disability.

In providing the education program of the school district, the board shall strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- Acquire entry-level job skills and knowledge necessary for further education;
- Acquire the capacities for a satisfying and responsible role as family members;
- Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- Develop an understanding of their own worth, abilities, potential and limitations; and,
- Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

An advisory committee of representatives of the school district community and the school district shall be appointed to make recommendations for the goals and objectives of the education program. Annually, the board shall report to the committee regarding progress toward achievement of the goals and objectives of the education program.

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7/16/07

SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 180 days and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students is for a minimum of one-hundred and eighty days in the school calendar. The academic school year for students may not begin prior to September but may begin in the week in which September 1 falls unless a waiver is obtained from the Iowa Department of Education. Should September 1 fall on a Sunday, school may begin any day during the calendar week which immediately precedes September 1. Employees may be required to report to work at the school district prior to this date.

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

The board, 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 may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

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

NOTE: This policy reflects Iowa law.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3 (2013).
281 I.A.C. 12.1(7).

Cross Reference: 501.3 Compulsory Attendance
601.2 School Day
603.3 Special Education

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Code No. 601.2

SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of six hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of students' instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

The board may define the number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, the part of the day during which school was in session will constitute a school day.

It is the responsibility of the superintendent to inform the board annually of the length of the school day.

Legal Reference: Iowa Code § 256.7, 279.8, .10 (2013).
281 I.A.C. 12.1(1), .1(7-10).

Cross Reference: 601.1 School Calendar

Approved 11/12/18

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CURRICULUM DEVELOPMENT

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

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

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

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

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

CURRICULUM DEVELOPMENT

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

Legal Reference: 20 U.S.C. § 1232h.

34 C.F.R. Pt. 98.

Iowa Code §§ 216.9; 256.7, 279.8; 280.3.

281 I.A.C. 12.5, .8.

Cross Reference: 101	Educational Philosophy of the School District
103	Long-Range Needs Assessment
602	Curriculum Development
603	Instructional Curriculum
604.10	Online Courses
605	Instructional Materials

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CURRICULUM IMPLEMENTATION

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

Implementation refers to what actually happens in practice as compared to what was supposed to happen.

Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level.

There are two components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

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

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

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

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

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. pt. 98 (2002).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2003).
281 I.A.C. 12.8(1)(c)(1).

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

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CURRICULUM EVALUATION

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

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

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

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

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

CURRICULUM EVALUATION

- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

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

Legal Reference: 20 U.S.C. § 1232h (1994).
34 C.F.R. pt. 98 (2002).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2003).
281 I.A.C. 12.8(1)(c)(1).

Cross Reference: 101 Educational Philosophy of the School District
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

Approved 1/19/04 Reviewed 5/19/08 Revised
Reviewed 5/20/13
Reviewed 11/12/18

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects shall first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects shall be designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents shall be in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (1988).
34 C.F.R. Pt. 98 (1993).
Iowa Code §§ 279.8, .10; 280.3-.14 (1995).
281 I.A.C. 12.5.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

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Reviewed 5/19/08
Reviewed 5/20/13
Reviewed 11/12/18

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BASIC INSTRUCTION PROGRAM

The basic instruction program will include the courses required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of 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, 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 (8 units), social studies (7 units), mathematics (6 units), science (6 units), health (1 unit), physical education (3 unit), fine arts (3 units), foreign language (4 units), and vocational education (12 units).

The board may, in its discretion, offer additional courses in the instruction program for any grade level.

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

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve.

Legal Reference: 20 U.S.C. § 1232h (2006). 34 C.F.R. Pt. 98 (2006). Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14 (2009). 281 I.A.C. 12.5.

Cross Reference: 102 Equal Educational Opportunity
103 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

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Reviewed

Revised

Code No. 603.2

SUMMER SCHOOL INSTRUCTION

Generally, only driver education and special education classes will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision shall be within the discretion of the board.

Upon receiving a request for summer school, the board shall weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

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

Legal Reference: Iowa Code §§ 279.8, .11; 280.3, .14; 282.1A, .6 (1995).

Cross Reference: 410.2 Summer School Licensed Employees
603 Instructional Curriculum
711.4 Summer School Program Transportation Service

Approved 12/8/97

Reviewed 8/12/03
Reviewed 6/16/08
Reviewed 6/17/13
Reviewed 11/12/18

Revised

SPECIAL EDUCATION

The board recognizes 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 twenty-one or to maximum age allowable in accordance with the law. The board shall provide an appropriate education for a student in need of special education. Students requiring special education shall attend general education classes, participate in non-academic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be 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 shall be provided comprehensive special education services within the public education system. The school district shall work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
20 U.S.C. §§1400 et seq. (1988).
34 C.F.R. Pt. 300 et seq. (1993).
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (1995).
281 I.A.C. 41.

Cross Reference: 503 Student Discipline
506 Student Records
505.5 Graduation Requirements
507.2 Administration of Medication to Students
507.8 Student Special Health Services
601.1 School Calendar
603 Instructional Curriculum

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Reviewed 11/12/18

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MULTICULTURAL/GENDER FAIR EDUCATION

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

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

Legal Reference: Iowa Code §§ 216.9; 256.11 (2007).
281 I.A.C. 12.5(8).

Cross Reference: 102 Equal Educational Opportunity
600 Goals and Objectives of the Education Program

Approved 11/12/18

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Revised

HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about 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; communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome; and current crucial health issues. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above shall be included in health education and the instruction shall be adapted at each grade level to aid understanding by the students.

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

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (1995).
281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities
603 Instructional Curriculum
607 Instructional Services

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Revised

Code No. 603.6

PHYSICAL EDUCATION

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.

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

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

Legal Reference: Iowa Code § 256.11 (1995).
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities
603 Instructional Curriculum

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Reviewed 8/12/03
6/16/08
6/17/13
11/12/18

Revised

Code No. 603.7

CAREER EDUCATION

Preparing students for careers is one goal of the education program. Career education will be written 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 to assist licensed employees in finding ways to provide career education in the education program. 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.

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (1995).
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

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8/12/03
6/16/08
6/17/13
11/12/18

Revised 12/8/97

TEACHING ABOUT RELIGION

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion shall not take place.

It shall be the responsibility of the superintendent to ensure the study of religion in the schools in keeping with the following guidelines:

- the proposed activity must have a secular purpose;
- the primary objective of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Legal Reference: U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp.
531 (S.D. Iowa 1985).
Iowa Code §§ 279.8; 280.6 (1995).

Cross Reference: 603 Instructional Curriculum
604.5 Religious-Based Exclusion from a School Program
606.2 School Ceremonies and Observances

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TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied shall take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities shall be educationally sound and sensitive to religious differences and shall be selected carefully to avoid the excessive or unproductive use of school time. Teachers shall be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) shall be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes shall be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances shall be selected on the basis of its independent educational merit and shall seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances shall not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

The use of religious symbols (e.g. a cross, menorah, crescent, Star of David, lotus blossom, nativity scene or other symbol that is part of a religious ceremony) shall be permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

Expressions of belief or non-belief initiated by individual students shall be permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinational or force students to contradict their personal religious beliefs or nonbeliefs.

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6/16/08
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11/12/18

Revised

ACADEMIC FREEDOM

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 shall be 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 not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (1995).

Cross Reference: 502 Student Rights and Responsibilities
603 Instructional Curriculum
903.5 Distribution of Materials

Approved 12/8/97

Reviewed 8/12/03
6/16/08
6/17/13
11/12/18

Revised

Code No. 603.9R1

TEACHING CONTROVERSIAL ISSUES

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 shall be 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 shall be 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 shall be 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 shall 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.

Approved 12/8/97

Reviewed 8/12/03
6/16/08
6/17/13
11/12/18

Revised

GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education shall be incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. Global education, in the education program, 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.

Legal Reference: Iowa Code §§ 256.11, .11A (1995).
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved 6/12/89

Reviewed 11/10/97
8/12/03
6/16/08
6/17/13
11/12/18

Revised 12/8/97

Code No. 603.11

CITIZENSHIP

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

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

Legal Reference: Iowa Code §§ 256.11, .11A (1995).
281 I.A.C. 12.3(8).

Cross Reference: 101 Educational Philosophy of the School District
502 Student Rights and Responsibilities
503 Student Discipline

Approved 12/8/97

Reviewed 8/12/03
6/16/08
6/17/13
11/12/18

Revised

TECHNOLOGY ACCEPTABLE USE POLICY FOR STAFF

Purpose for Technology

Technology, which includes but is not limited to, copiers, computers, printers, software, Internet, e-mail, fax machines, cameras, camcorders, and scanners, is provided to district employees to improve their productivity in their work assignments, to enhance their ability to communicate with others regarding their work, and to improve educational opportunities for students. The district expects all users to exercise good judgment and use equipment in a professional manner that is consistent with the educational mission and goals of the school district.

Staff Responsibilities

Staff members who supervise students in locations where technology is available for student use must assure responsible, efficient, ethical and legal use of the technology by students in accordance with Board Policy and the Technology Acceptable Use Agreement for Students. Staff members are responsible for knowing and following the district's Acceptable Use Policies and must report violations to the administration.

Although precautions to restrict access to controversial materials have been taken by the district, it is impossible on a global network to control all materials accessed. All student use of technology should be under the direct supervision of a staff member who will monitor the online activities of all students, especially access by minors to inappropriate matter on the Internet and to insure the safety and security of minors when online.

Internet services that have a cost involved may not be accessed on district computers. In the event that these services are accessed, the staff member will be responsible for payment of those costs.

Personal use of the district's technology resources must be on the employee's personal time, meet the Acceptable Use Guidelines, and not result in increased costs to the district. Use of school district resources for personal use will result in appropriate consequences. School resources are defined as anything purchased or provided by the school district, including ink, paper, and copier supplies.

Privacy

Because technology is provided to accomplish the mission of the school district, staff members have a limited expectation of privacy in their use of technology and in the contents of personal files or record of web research activities. The school district reserves the right to monitor and inspect data stored or transmitted on the network server and to investigate unauthorized or improper use of school resources. Routine maintenance and monitoring of the system may also lead to discovery that the employee has violated law, regulation, procedure, or policy. Users violating policies pertaining to standards of conduct, law, regulation, or procedure may result in suspension of user privileges, discipline, report to appropriate law enforcement agencies, and/or report to the Teacher Standards and Practices Commission and legal authorities.

Staff Passwords & Permissions

Users should consider their account and password confidential and should not share them with any other person or leave the account open or unattended at any computer system. Staff accounts have much broader access than student accounts to computer programs and to important and/or sensitive information on the network server. Users should always log off the computer before leaving it unattended. At no time should a student be allowed access to a computer under a staff person's account and password.

Software Installation & Licenses

The district has the obligation to ensure that software on its computers is being used legally according to that software's license and to ensure that any software installed does not create difficulties on the individual computer or on the district network. Use of unlicensed software on district-owned machines or unauthorized copying of district-licensed software is a violation of copyright law and district policy. Violators may be subject to discipline.

Software that is not related to the mission of the school district or consistent with the educative purposes of the curriculum will not be installed on district equipment.

Staff members who wish to install a particular piece of software on their computers or who wish to have such software installed must certify that they are using the software according to its license agreement. Permission must also be received from the network administrator to install any software not purchased by the district. Staff members will not download and/or install any files or programs from the Internet without permission of the system administrator. This includes but is not limited to games, music, media, MP3 files, players, viewers, etc. System administrators will not be responsible for conflicts with other software or for troubleshooting software that is installed without permission.

Copyright Law

All staff members should be aware of copyright issues and should ensure that they and their students are conforming to copyright law. Unless there is a clear statement that the art, photos, text, etc. are "public domain" and available for free use, it should be assumed they are copyrighted. Teachers and students may use copyrighted materials under what is known as "fair use" for instructional purposes. "Fair use" is limited to uses for educational purposes that would not deprive the publisher or author from income. Teachers and students may make limited use of some text and graphics within their own classrooms but cannot "publish" those materials across other classrooms by posting them on any network or on the web without permission from the owner.

E-Mail (Electronic Mail)

School e-mail accounts are to be used for matters directly related to the business activities of the school district and as a means to further the district's mission by providing services that are efficient, accurate, timely and complete. E-mail is a public record and users do not have personal privacy rights in any matter created, received, stored in or sent from the e-mail system.

Staff members must obtain an authorized account in support of the educational goals and objectives of the district.

Users should consider the account and password confidential and should not share the account or password with any other person or leave the account open or unattended at any computer system.

Staff members should

- avoid personal use of e-mail.
- not subscribe to newsletters or listservs that might overload the e-mail system
- not use e-mail or Internet connections for personal financial gain including commercial advertising.
- not use e-mail or Internet connections for political or religious advocacy or on behalf of charities.
- not send any message through e-mail or Internet connections under someone else's name.
- not transmit, request, or receive materials inconsistent with the mission and values of the school district.
- not use e-mail or Internet connections in any way that could be considered damaging to another's reputation, abusive, obscene, sexually orientated, offensive, threatening, harassing, illegal, or contrary to school policy.
- use language appropriate for a public school system in all communications.

- not transmit personal information about students outside the district network without written permission from the student or parents/guardians.
- always acknowledge that a document or file that has been sent to you has been received.
- delete any unnecessary messages immediately. All messages over 3 months old will automatically be deleted from the e-mail system.

Teachers may use their e-mail account for class projects. By using the account as a class account, the teacher assumes the responsibility for monitoring and proper use of the account by the students involved in the project.

Server Space

Each staff member has been provided a storage area on the school district's server where files and documents may be stored (saved). Users should routinely delete any files no longer needed to avoid overloading the network server. The system administrator reserves the right to limit the size of this storage area if necessary. Files that are saved to locations other than the designated area provided on the server may be routinely deleted as part of ongoing maintenance.

Approved 5/13/03

Reviewed

7/21/08
6/17/13
11/12/18

Revised

TECHNOLOGY ACCEPTABLE USE POLICY FOR STAFF ACCEPTANCE FORM

I certify that I have read, understand, and will abide by the South Page Community School District's Technology Acceptable Use Policy for Staff. I accept full responsibility for any financial obligations that are a result of my use of these services. I further understand that any violation of the regulations in the named policy may constitute revocation of these privileges, discipline up to and including termination, and/or possible legal action.

Furthermore, I certify that I have read, understand, and will enforce the South Page Community School District's Technology Acceptable Use Policy for Students.

I agree to report any misuse of the district's resources to the administration.

This agreement is valid until the end of the current school fiscal year.

Employee Name _____

Employee Signature _____

Date _____

Please return this signed form to your building administrator.

DISTRICT WEB PUBLISHING GUIDELINES

Purpose

Use of the Internet and associated technology is playing an increasing role in student education. Using the Internet to further the educational process, goals, and objectives of the school district is a natural extension of technology. The district web site should provide timely, supportive, and educational information to the students, staff, and community. Adherence to district guidelines will insure efficient, ethical, and legal use of district network resources.

Webmaster (Adult Sponsoring student, class, group, or organization webpage)

The webmaster is the person responsible for the content and publication of the homepage upon approval of the building administrator. There may be more than one homepage but these will all be linked from the district's main homepage.

The webmaster responsibilities include:

- Instructing students on proper use and guidelines before development of student pages begins.
- Insuring that student work has educational value.
- Screening all material before publication to insure that it adheres to district goals, guidelines, and policies.
- Checking all links for accuracy and appropriateness.
- Receiving building administrator's approval of all material to be posted.
- Purging homepage information of outdated pages or those no longer in use.

District Webmaster

The district webmaster will maintain the district web server and the district's main page. Update procedures and rights will be provided by the district webmaster.

All web pages will be submitted to the district webmaster for review prior to their placement on the district's main page. The district webmaster, along with the building administrators, will decide if the web pages adhere to the Web Publishing Guidelines and district policies.

Appropriate Content

Material appropriate for placement on the district web site includes information about the school district, department activities or services, schools, teachers or classes, student projects, and extracurricular organizations. Personal information not related to education will not be allowed. Staff or student work may be published only as it relates to a class project, course, or other school-related activity. All content published via the district network must comply with the following:

- All publications must comply with state, federal, and international laws concerning copyright, intellectual property rights, and legal uses of network computers.
- All publications must comply with Board policies, administrative regulations, these Web Publishing Guidelines, and other district guidelines.
- All district web publications will reside primarily on the district's network server.
- Every effort should be made to insure that all links are operational and that all information is accurate, appropriate, and of high quality.
- Publishing expectations and standards should be met.

Publishing Standards/Expectations

All district web pages should meet goals of high quality in both style and presentation. District publishing expectations are:

- Students and staff must have read and agreed to abide by the established Web Publishing Guidelines and district policies prior to publishing a webpage.
- Correct grammar and spelling are expected.
- All information must be verifiable.

- Publishers should exhibit care when incorporating backgrounds and large graphics into their webpages. Such files require extensive download time, are frustrating to modem users, and slow down the district server.
- Any use of obscene, inappropriate, or inflammatory language will result in appropriate disciplinary action according to district policies.
- On the bottom of each main page a date must be provided to indicate when it was last updated.
- Publications should be high quality and designed for clarity and readability.
- Publications may not contain objectionable material or link directly to objectionable material, which is defined as material that does not meet the standards for instructional resources specified in district policies. All links must contain appropriate educational materials and information. Links to pages not yet completed will not be allowed.
- No pages still “under construction” will be published.
- A statement of copyright when appropriate must be included and indicate that permission has been secured.
- All pages must identify affiliation with the school district and link back to the district main page.
- Relevant referencing dates are required on all publications.
- Commercial use for personal or financial gain is prohibited.
- Games, links to games, and advertisements for games are not to be published.
- Pictures being considered for publication must be approved by the building administrator and permission for publication must be obtained from the parents/guardians of all identifiable students in the picture.
- All pages must include the school email address of the adult who is responsible for maintaining the page. If a student is the publisher, the sponsoring staff member’s email must be included as the responsible person.

Student Web pages

All student pages must adhere to board policies and these Web Publishing Guidelines and should clearly demonstrate the connections to educational projects, activities, or educational goals.

There must be a teacher or adult sponsor for every student page published on the district’s website. This sponsor must agree to accept responsibility for these pages.

There must be an introduction written by the adult sponsor describing the intent of the web pages and time frame of the project.

Maintenance of the webpage is primarily the responsibility of the student. If the student publisher fails to manage or update the webpage in a timely and appropriate manner, the responsibility falls to the sponsoring adult who should determine whether to remove the web pages or update them as needed.

The adult sponsor’s school email address must be provided on all student pages.

Student/Staff Safeguards

- Pictures and other documentation may include only the first name and the first initial of the student’s last name.
- Pictures of staff members may only be published with their express written permission.
- Web pages may not include a student or staff member’s personal information, such as phone number, address, names of other family members, or names of friends.
- Published e-mail addresses are restricted to staff members’ school e-mail addresses only.
- Decisions on publishing student works, pictures (video or still,) and audio clips are based on the sponsoring adult’s judgment and these guidelines. The sponsor must verify that the student’s parents/guardians have given permission for publication and that a signed Student Personal Information Web Release Form is on file in the building administrator’s office.

Ownership and Retention

All web pages on the district's server are property of the school district and are subject to editing or removal at any time at the direction of the building administrator.

Approved 5/13/03

Reviewed
Reviewed
Reviewed

7/21/08
6/17/13
11/12/18

Revised

**South Page Community Schools
Web Page Development Contract**

WEBMASTER (Adult sponsoring a class, group, or organization webpage)

I have read, understand, and agree to follow the Web Publishing Guidelines. I understand that I am responsible for all material published on my webpage. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines may result in disciplinary and/or legal action.

Webmaster Name _____ Signature _____

Date _____

SPONSORING TEACHER/ADULT (For a student webpage)

I have read, understand, and agree to follow the district Web Publishing Guidelines. As the sponsoring teacher/adult, I agree to instruct the student on those guidelines. I understand that I am ultimately responsible for all material published on the student webpage. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines may result in disciplinary and/or legal action.

Student Name _____ Sponsoring Teacher/Adult Name _____

Sponsoring Teacher/Adult Signature _____

Date _____

STUDENT (Student's webpage)

I have read, understand, and agree to follow the district Web Publishing Guidelines. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines will result in appropriate disciplinary and/or legal action.

Student Name _____ Sponsoring Teacher/Adult Name _____

Student Signature _____ Date _____

STAFF MEMBER (Staff member's webpage)

I have read, understand, and agree to follow the Web Publishing Guidelines. I understand that I am responsible for all material published on my webpage. I understand I am also accountable to the guidelines within the district Acceptable Use Policies. I understand any violations of the guidelines may result in disciplinary and/or legal action.

Student Name _____ Student Signature _____

Date _____

ACADEMIC INTEGRITY POLICY

CHEATING

Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of South Page Community Schools. Cheating is academically dishonest as well as an ethical offense. Education is based on learning specific skills, forming lifelong work habits, and developing mature coping skills according to each student's unique abilities. True self-esteem is based on competence. Cheating robs students of their opportunities to become competent. In order to meet the demands of work, society, and the future, students must identify their own strengths and weaknesses in order to best prepare themselves for the choices and challenges of the 21st century.

Cheating may be defined as intending to deceive and act dishonestly. Students who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty are as guilty of cheating as the student who receives the material. Cheating includes, but is not limited to, the following examples:

- Exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not.
- Taking credit for group work when contributions have not been an equal or appropriate share toward the final result.
- Using summaries or commentaries (such as Cliffs Notes, etc.) instead of reading the assigned materials.
- Copying or duplicating another person's work, in whole or in part, by any method and turning it in as one's own work. Both the person copying/duplicating and the person whose work is being copied/duplicated may be in violation.
- Turning in an original paper or project more than once for different classes or assignments.
- Receiving unfair assistance from another student, a parent, a computer program or electronic device, graphing calculator, palm pilot, or any other unauthorized source on an assignment or project that was meant to be done alone.
- Using a computer or other means to translate an assignment from one language to another language and submitting it as an original translation.
- Retrieving or communicating unauthorized information—whether on paper, in electronic form, on the student's person, or from another student—during a closed test. This includes not securing papers so that other students have the opportunity to copy from them.
- Discussing information about a quiz or test with students who have not completed the assignment.
- Having prior access to an upcoming exam, whether obtained from a previous student or stolen.
- Falsifying or fabricating data, citations, or observations, including computer output, in any instance, including laboratory experiments.
- Altering grades or grade records.
- Denying others access to resources or to deliberately impede their progress by giving other students false or misleading information, making materials unavailable to others by stealing or defacing, or altering computer files belonging to another student.

PLAGIARISM

Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of South Page Community Schools. Excellent written expression of well-formulated ideas is a fundamental skill for academic and career success. Plagiarism is academically dishonest as well as an ethical offense. Plagiarism interferes with the assessment and feedback process that is necessary in order to promote individual academic growth. It may prevent further instruction in areas of weakness and interfere with the student's ability to reach his/her potential.

Plagiarism may be defined as using and representing the words or ideas of another, in whole or in part, as one's own. Any use of outside sources without proper acknowledgement will be seen as an intent to deceive by plagiarism. It will be presumed that students who allow their work to be plagiarized also do so with the intent to deceive. Plagiarism applies to words or ideas taken without proper acknowledgement from any source—from

published material, from any Internet site, from any material written by another person, from any electronic medium, or from any other source that is not the student's own creation.

Plagiarism includes, but is not limited to, the following examples:

- Taking someone else's assignment or portion of an assignment and submitting it as your own.
- Submitting material word for word from any outside source without proper acknowledgement. This applies to the use of an entire paper, entire sections or paragraphs, or exact words and phrases.
- Paraphrasing ideas from an outside source without proper acknowledgement.
- Submitting purchased papers as your own.
- Submitting in whole or in part an assignment written for another course.
- Supporting plagiarism by providing your work to others, whether or not you believe it will be copied.

CONSEQUENCES OF CHEATING AND/OR PLAGIARISM

The teacher will investigate the matter with the student(s) involved. The teacher will then communicate the outcome of the investigation to the building principal. If it is determined that cheating and/or plagiarism has occurred, the following consequences will apply and/or referral will be made to the Committee on Academic Integrity. If the use of school technology is involved, the Technology Acceptable Use Policy may also be enforced. If two or more parties are involved, the consequences will apply equally to all parties. No distinction will be made between those who knowingly or negligently allow their work to be used by other students or who otherwise aid others in academic dishonesty and those students who access or receive the material and/or aid.

First Offense of the School Year

- The teacher will file a report with the building administrator, a copy of the report will be placed in the student's file, and the teaching staff will be notified.
- Parents/guardians will be notified and a copy of this notification will be placed in the student's file.
- No credit will be given for the work (the student(s) receives a zero).
- The National Honor Society advisor will be notified.

Second Offense of the School Year

- The teacher will file a report with the building administrator, a copy of the report will be placed in the student's file, and the teaching staff will be notified.
- Parents/guardians will be notified and a copy of this notification will be placed in the student's file.
- No credit will be given for the work (the student(s) receive a zero), and the student(s) will serve one day of in-school suspension.

Third Offense of the School Year

- The teacher will file a report with the building administrator, a copy of the report will be placed in the student's file, and the teaching staff will be notified.
- Parents/guardians will be notified and a copy of this notification will be placed in the student's file.
- The student(s) will receive a 69% (F) or the actual percent the student(s) has earned for the quarter, whichever percent is lower.

COMMITTEE ON ACADEMIC INTEGRITY

The teacher, in consultation with the building administrator, may refer the incident to the Academic Integrity Committee by completing a written request for a hearing. All copies of information and written work pertinent to the charge will be provided to the committee. Reasons for such a referral may include:

- Denial by the student(s) of the charge of cheating and/or plagiarism.
- Several students are involved in the infraction and the scope of the investigation is beyond the capacity of the teacher to investigate.

- Other criteria warrant a broader investigation of the charge.

Upon receiving a referral, the Academic Integrity Committee will:

- Hold a hearing and investigate the charges of cheating/plagiarism.
- In order to assure a student's due process rights, the counselor and parents/guardians of the student will be informed prior to the hearing.
- The student will have an opportunity to appear and may be accompanied by a counselor and/or parent/guardian.
- The committee will interview other staff or students related to the inquiry.
- The disciplinary consequences and outcome of the hearing will be outlined in writing to the student, counselor, and parents/guardians.
- In all cases where a student has been found to have cheated/plagiarized, a formal letter will be placed in the student's file describing the action and confirming the consequence(s) given out by the school.
- The due process rights of students will always be ensured.

The Academic Integrity Committee will make the final decision concerning consequences which may have greater severity than those listed above.

STANDING COMMITTEE ON ACADEMIC INTEGRITY

The Committee on Academic Integrity will be a standing committee. It will be formed in the spring of every year to begin its service in the fall of the next school year. Members shall serve for one year. The committee will consist of five members: one administrator and four classroom teachers (each from a different academic area). Decisions of the committee may be appealed within three (3) school days and may be made only on the basis of new evidence.

Approved	7/21/08	Reviewed	6/17/13 11/12/18	Revised
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PRIVATE INSTRUCTION

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

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

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

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

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

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

NOTE: This policy reflects Iowa law on competent private instruction and independent private instruction. For additional information, including applicable forms, please visit the "Options for Educational Choice" section of the Iowa Department of Education's website, located at <https://www.educateiowa.gov/pk-12/options-educational-choice>.

Legal Reference: Iowa Code §§ 299, 299A.
281 I.A.C. 31.

Cross Reference: 501 Student Attendance
502 Student Rights and Responsibilities
504 Student Activities
507.1 Student Health and Immunization Certificates
604.7 Dual Enrollment
604.9 Home School Assistance Program

Approved 11/12/18

Reviewed

Revised

PRIVATE INSTRUCTION REPORT

Directions: Complete one form in duplicate (photostatic copy) for each child for whom the compulsory education law is being met in other than regular enrollment in a public school or accredited nonpublic school. NO REPORT IS NECESSARY if the child is not of compulsory attendance age (6-16 with birth date prior to September 15) or if the child is enrolled in a home school assistance program in a public or a state accredited nonpublic school.

Reporter should retain a copy of this report for personal records. Return to school district secretary by school start date or within 14 calendar days of removing the child from public or accredited nonpublic school.

A. MANDATORY INFORMATION. (This information is required by Iowa Code §299.4).

1. Name and birthdate of child under private instruction. (Use one form for each child.)
child's name _____
birthdate _____
2. Name and address of person filing report:
name _____
address _____
city/state/zip _____
3. School year and resident school district:
4. Number of days of instruction for the school year _____ (min. 148)
5. Name and address of person providing instruction to the child, and relationship to child.
instructor's name _____
address _____
relationship to child (parent, guardian, or licensed teacher) _____
city/state/zip _____
6. Will instruction be provided or supervised by a person with a valid Iowa teacher's license/certificate appropriate for the age and grade level of the child? ____yes ____no
If yes, print folder number of teacher: folder no. _____
Name of Iowa licensed teacher: _____

Note: if properly licensed teacher provides or supervises instruction in accordance with 281 I.A.C. 31 of the rules of the Iowa Department of Education, no annual assessment is required. Otherwise a baseline test the first year and annual assessments thereafter are required of all students over 7 years of age who are in private instruction.

7. List subjects covered in instruction and approximate amount of time spent on each. Use extra sheet if necessary. Circle one: daily, weekly, monthly, quarterly, by semesters, or annually
8. Identify texts used including title and author or publisher and grade level series. Use extra sheet if necessary.
9. If the child is being placed under private instruction for the first time, or for all children for whom no evidence was provided in a previous school year, attach evidence of the child's immunizations as required by Iowa law. Evidence includes a doctor's statement, a copy of a public health record, or the name and address of last school attended, or any other formal evidence of the dates and types of inoculations. Attached previously provided to:(tell where, when and to whom evidence was provided)

Please attach lesson plans for the period of instruction for the academic school year as required by Iowa Code §299.4.

- B. OPTIONAL INFORMATION (Note: Although not required by law for reporting purposes under Iowa Code §299.4, failure to respond may result in loss of some privileges or available options to parents, guardians or custodians.)
10. a. Indicate whether or not you desire dual enrollment in the public school for the child under competent private instruction. ____yes ____no
b. Indicate whether dual enrollment is desired for academics ____
extra curricular activities ____ both ____
11. If the child is dual enrolled in the public school, please specify in which grade level you wish to include the child for the purposes of academic or extracurricular activities.
____ grade level
12. If the child is dual enrolled, of which activities do you wish to be notified (e.g., field trips, vocal or instrumental music opportunities, physical education class, drama, art, music, science lab, driver's ed, track, volleyball, odyssey of the mind, etc.)?
13. Is the child currently identified as a child requiring special education: ____yes ____no
(If "yes," approval of the AEA Director of Special Education is required before the child can be placed under competent private instruction.)
- _____
signature of AEA special education director or designee
14. If the answer to question 6 is no, please indicate the desired method of assessment:

Standardized testing Portfolio evaluation

A baseline test is required the first year of home schooling regardless of which type of assessment is chosen if the child is under the annual assessment requirement.

15. Please indicate which test you desire to use for Baseline (B) or Annual Assessment (AA) purposes:

B _____ AA _____

- California Achievement Test (CAT)
- Metropolitan Achievement Test (MAT)
- Comprehensive Tests of Basic Skills (CTBS)
- Stanford Achievement Test
- Iowa Tests of Basic Skills (ITBS) grades K-9 only
- Stanford Achievement Test (Abbrev.)
- Iowa Tests of Educational Development (ITED) grades 9-12 only

Grade level of test desired

Fall Norms Winter norms Spring norms

16. If your answer to question 14 is portfolio evaluation, please provide name of portfolio evaluator, if known, and folder number. _____ portfolio evaluator / folder number _____
17. Do you wish to have the school district or Area Education Agency notify you of the dates it will be conducting testing sessions, so your child can take a baseline or annual assessment test at the same time?
_____ Yes _____ No
18. If you answered yes to questions 10 or 17, please provide the name, address, and telephone number of the person who desires to be notified.

Name _____
Address _____ Telephone() _____

It is the responsibility of the test administrator to submit the results of the child's baseline test, and if standardized testing form of assessment is chosen, the annual standardized test results to the parent, guardian, or custodian of the child; to the district of residence; and to the Iowa Department of Education annually by June 30. If portfolio assessment is chosen, the responsibility of the portfolio evaluator is to provide a narrative report assessing the child's progress to the child's parent, guardian, or legal custodian; to the district of residence; and to the Iowa Department of Education by June 30 annually. All reports to the Department should be sent to: Iowa Department of Education, Attn: Student Assessment Results, Grimes State Office Bldg., Des Moines, IA 50319-0146.

INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district shall receive the regular education program offered by the district. Only in exceptional circumstances will the board approve students receiving individualized instruction at the expense of the school district.

Recommendations from the superintendent for individualized instruction shall state the need for the instruction, the objectives and goals sought for the instruction, the employee requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

It shall be the responsibility of the superintendent to develop administrative regulations for individualized instruction.

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (1995).

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved 12/8/97

Reviewed 8/12/03
7/21/08
7/15/13
11/12/18

Revised

Code No. 604.3

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

It shall be the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Legal Reference: Iowa Code §§ 257.42-.49 (1995).
281 I.A.C. 12.5(12); 59.

Cross Reference: 505 Student Scholastic Achievement
604.6 Instruction at a Post-Secondary Education Institution

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7/21/08
7/15/13
11/12/18

Revised

Code No. 604.4

PROGRAM FOR AT-RISK STUDENTS

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

It shall be the responsibility of the superintendent to develop a plan for students at-risk which provides for identifying students, for program evaluation, and for the training of employees.

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (1995).
281 I.A.C. 12.5(13); 33; 61; 65.
Cross Reference: 505 Student Scholastic Achievement
607.1 Student Guidance and Counseling Program

Approved 6/12/89

Reviewed 11/10/97
8/12/03
7/21/08
7/15/13
11/12/18

Revised 12/8/97

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

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 education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the superintendent, 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 shall state why these activities or studies violate their religious beliefs; and
- The objection shall state a proposed alternate activity or study.

The superintendent shall have discretion to make this determination. The factors the superintendent shall consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Students who are allowed to be excluded from a program or activity which violates their religious beliefs shall be required to do an alternate supervised activity or study.

Legal Reference: U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code §§ 256.11(6); 279.8 (1995).

Cross Reference: 603 Instructional Curriculum
606.2 School Ceremonies and Observances

Approved 6/12/89

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8/12/03
7/21/08
7/15/13
11/12/18

Revised 12/8/97

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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 shall grant to a student who successfully completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

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. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. 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. 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 shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed. 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 are 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 provided 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.

If a student is unable to demonstrate proficiency or the school district or accredited nonpublic school determines that the course unit completed by the student does not meet the school district's standards, the superintendent shall provide in writing to the student's parent or guardian the reason for the denial of credit.

Legal References: Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14
281 I.A.C. 12 and 22

Cross References: 505 Student Scholastic Achievement
604.3 Program for Talented and Gifted Students

Approved 11/12/18

Reviewed

Revised

DUAL ENROLLMENT

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 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 programs.

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

NOTE: This policy reflects Iowa's dual enrollment law.

Legal Reference: Iowa Code §§ 279.8, 299A.
281 I.A.C. 31.

Cross Reference:	502	Student Rights and Responsibilities
	503	Student Discipline
	504	Student Activities
	507	Student Health and Well-Being
	604.1	Private Instruction
	604.9	Home School Assistance Program

Approved 11/12/18

Reviewed

Revised

FOREIGN STUDENTS

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign students must be approved by the board. The board reserves the right to limit the number of foreign students accepted. Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

- The student resides with his/her parents(s) or legal guardian;
- The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
- The student is a participant in a recognized foreign exchange program; and
- The student is physically able to attend school and has provided the school district with such proof, including a current TB test.

Legal Reference: Iowa Code § 279.8 (1995).
Cross Reference: 501 Student Attendance
507.1 Student Health and Immunization Certificates

Approved 12/13/82

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8/12/03
7/21/08
7/15/13
11/12/18

Revised 12/8/97

Code No. 604.9

HOME SCHOOL ASSISTANCE PROGRAM

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

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

Students registered for the home school assistance program will be counted in the basic enrollment.

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

Legal Reference: Iowa Code §§ 279.8; 299A (1995).
281 I.A.C. 31.

Cross Reference: 504 Student Activities
507 Student Health and Well-Being
604.1 Competent Private Instruction
604.7 Dual Enrollment

Approved 12/8/97

Reviewed 8/12/03
7/21/08
7/15/13
11/12/18

Revised 1/10/2000

ONLINE COURSES

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

High school students may earn credits to be applied toward graduation requirements by completing online courses offered through agencies approved by the board and the Iowa Department of Education, such as Iowa Learning Online (ILO). Credit from an online course may be earned only in the following circumstances:

- The course is not offered at the high school;
- Although the course is offered at the high school, the student will not be able to take it due to an unavoidable scheduling conflict that would keep the student from meeting graduation requirements;
- The course will serve as a supplement to extend homebound instruction;
- The student has been given a long-term suspension from the regular school setting, but educational services are to be continued; or,
- The principal, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

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

Provided online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition costs for an online course shall be borne by the school district during the fall and spring semesters, but may be passed on to the parent/guardian during the summer semester. Any additional costs such as textbooks, rentals or school supplies, shall be borne by the parents for students enrolled full-time.

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

Legal Reference: Iowa Code § 256.9(56); 279.8.
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

Approved 11/12/18

Reviewed

Revised

INSTRUCTIONAL MATERIALS SELECTION

The board recognizes that the selection of instructional materials is a vital component of the school district's curriculum.

The board has sole discretion to approve instructional materials for the school district. The board delegates its authority to determine which instructional materials will be utilized and purchased by the school district to licensed employees. The licensed employees shall work closely together to ensure vertical and horizontal articulation of textbooks in the education program.

The board may appoint an ad hoc committee for the selection of instructional materials. The committee may be composed of school district employees, parents, students, community members or representatives of community groups.

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

In making its recommendations to the superintendent, the licensed employees will select materials which:

- support the educational philosophy, goals and objectives of the school district;
- consider the needs, age, and maturity of students;
- are within the school district's budget;
- foster respect and appreciation for cultural diversity and difference of opinion;
- stimulate growth in factual knowledge and literary appreciation;
- encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
- portray the variety of careers, roles, and lifestyles open to persons of both sexes; and,
- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

In the case of textbooks, the board shall make the final decision after a recommendation from the superintendent.

The criteria stated above for selection of instructional materials shall also apply to the selection of textbooks. The superintendent may appoint licensed employees to assist in the selection of textbooks. Textbooks shall be reviewed as needed and at least every seven years.

Gifts of instructional materials must meet these criteria stated above for the selection of instructional materials. The gift must be received in compliance with board policy 704.4 "Gifts - Grants - Bequests."

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (1995).
Cross Reference: 505 Student Scholastic Achievement
602 Curriculum Development
605 Instructional Materials

Approved 6/12/89

Reviewed 11/10/97, 8/12/03
8/18/08
8/19/13
11/12/18

Revised 12/8/97

SELECTION OF INSTRUCTIONAL MATERIALS

- I. Responsibility for Selection of Instructional Materials
 - A. The Board is responsible for matters relating to the operation of the South Page Community School District.
 - B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system. For the purpose of this rule the term "instructional materials" includes printed and multimedia materials (not equipment), whether considered text materials or library materials. The board retains the final authority for the approval of textbooks.
 - C. While selection of materials may involve many people including principals, teachers, students, parents, community members and teacher-librarian, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees.
 - D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule the term 'text materials' includes textbooks and other printed and nonprinted material provided in multiple copies for use of a total class or major segment of a class.
 - E. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee shall be formed and appointed in compliance with the board policy on Ad Hoc Committees.
 - 1. The superintendent will inform the committee as to their role and responsibility in the process.
 - 2. The following statement shall be given to the ad hoc committee members:

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aids and local holdings in other schools.

Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the material as a whole.

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

- II. Material selected for use in libraries and classrooms shall meet the following guidelines:
 - A. Religion - Material shall represent the major religions in a factual, unbiased manner. The primary source material of the major religions shall be considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, shall not be included in the school libraries or classrooms.
 - B. Racism - Material shall present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual.
 - C. Sexism - Material shall reflect a sensitivity to the needs, rights, traits and aspirations of men and women without preference or bias.
 - D. Age - Material shall recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
 - E. Ideology - Material shall present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material shall not be selected with

the intention to sway reader judgment and shall be related to the maturity level of the intended audience.

- F. Profanity and Sex - Material shall be subjected to a test of literary merit and reality by the teacher-librarians and licensed staff who will take into consideration their reading of public and community standards of morality.
- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

The selection decision should be made on the basis of whether the material presents an accurate representation of society and culture, whether the circumstances depicted are realistically portrayed, or whether the material has literary or social value when the material is viewed as a whole.

These guidelines shall not be construed in such a manner as to preclude materials which accurately represent the customs, morals, manners, culture, or society of a different time or a different place.

III. Procedure for Selection

- A. Material purchased for libraries and classrooms shall be recommended for purchase by licensed employees, in consultation with administrative staff, school library staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase shall be approved by the appropriate building administrator.

- 1. The materials selected shall support stated objectives and goals of the school district.

Specifically, the goals are:

- a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
 - c. To effectively guide and counsel students in the selection and use of materials and libraries;
 - d. To foster in students a wide range of significant interests;
 - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
 - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
 - g. To encourage life-long education through the use of the library; and,
 - h. To work cooperatively and constructively with the instructional and administrative staff in the school.

- 2. Materials selected shall be consistent with stated principles of selection. These principles are:

- a. To select material, within established standards, which will meet the goals and objectives of the school district;
 - b. To consider the educational characteristics of the community in the selection of materials within a given category;
 - c. To present the sexual, racial, religious and ethnic groups in the community by:
 - 1. Portraying people, both men and women, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
 - 2. Placing no constraints on individual aspirations and opportunity.
 - 3. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.
 - d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,

- e. To strive for impartiality in the selection process.
- 3. The materials selected shall meet stated selection criteria. These criteria are:
 - a. Authority-Author's qualifications - education, experience, and previously published works;
 - b. Reliability:
 - 1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
 - 2. Current-presentation of content which is consistent with the finding of recent and authoritative research.
 - c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
 - d. Language:
 - 1. Vocabulary:
 - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
 - b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
 - 2. Compatible to the reading level of the student for whom it is intended.
 - e. Format:
 - 1. Book
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well spaced;
 - d. Adequate margins;
 - e. Firmly bound; and,
 - f. Cost.
 - 2. Nonbook
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
 - 3. Illustrations of book and nonbook materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and nonsegregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
- 4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
 - f. Special Features:
 - 1. Bibliographies.
 - 2. Glossary.
 - 3. Current charts, maps, etc.
 - 4. Visual aids.
 - 5. Index.
 - 6. Special activities to stimulate and challenge students.
 - 7. Provide a variety of learning skills.

g. Potential use:

1. Will it meet the requirement of reference work?
 2. Will it help students with personal problems and adjustments?
 3. Will it serve as a source of information for teachers and librarians?
 4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, and sexual stereotypes?
 5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
 6. Will it help students and teachers keep abreast of and understand current events?
 7. Will it foster and develop hobbies and special interests?
 8. Will it help develop aesthetic tastes and appreciation?
 9. Will it serve the needs of students with special needs?
 10. Does it inspire learning?
 11. Is it relevant to the subject?
 12. Will it stimulate a student's interest?
6. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts shall be within the discretion of the board.
7. In order to provide a current, highly usable collection of materials, teacher-librarians will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

Approved 6/12/89

Reviewed 8/12/03
8/18/08
8/19/13
11/12/18

Revised

Code No. 605.2

INSTRUCTIONAL MATERIALS INSPECTION

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

The instructional materials must be viewed on school district premises. Copies may be obtained according to board policy.

It shall be the responsibility of the superintendent to develop administrative regulations regarding the inspection of instructional materials.

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
Iowa Code §§ 279.8; 280.3, .14; 301 (1995).

Cross Reference: 602 Curriculum Development
605 Instructional Materials
901 Public Examination of School District Records

Approved 7/10/89

Reviewed 11/10/97
8/12/03
8/18/08
8/19/13
11/12/18

Revised 12/8/97

Code No. 605.3

OBJECTION TO INSTRUCTIONAL MATERIALS

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (1995).

Cross Reference: 213 Public Participation in Board Meetings
402.5 Public Complaints About Employees
602 Curriculum Development
605 Instructional Materials

Approved 7/10/89

Reviewed 11/10/97
8/12/03
8/18/08
8/19/13
11/12/18

Revised 12/8/97

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of learning materials states that any resident of the district may formally challenge instructional materials used in the district's education program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their own opinions known. The task of the reconsideration committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. For this purpose, the committee is composed of community members. The community should not, therefore, infer that the Committee is biased or is obligated to uphold prior professional decisions. For this same reason, a community member will be selected to chair the committee.

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase. It is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for disagreement. The committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

If the complainant chooses, the complainant may make an oral presentation to the committee to expand and elaborate on the complaint. The committee will listen to the new complaint, to those with special knowledge, and any other interested persons. In these discussions, the committee should be aware of relevant social pressures which are affecting the situation. Individuals who may try to dominate or impose a decision must not be allowed to do so. Minority viewpoints expressed by groups or individuals must be heard, and observers must be made to feel welcome. It is important that the committee create a calm, nonvolatile environment in which to deal with a potentially volatile situation. To this end, the complainant will be kept continuously informed of the progress of the complaint.

The committee will listen to the views of all interested persons before reaching a decision. In deliberating its decision, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be answered by the committee is, "Is the material appropriate for its designated audience at this time?"

The committee's final recommendation will be (1) to remove the challenged material from the total school environment, (2) to take no removal action, or (3) to agree on a limitation of the educational use of the materials.

The committee chairperson will instruct the secretary to convey the committee's recommendation to the office of the superintendent. The recommendation should detail the rationale on which it was based. A letter will be sent to the complainant outlining the committee's final decision.

Approved 12/8/97

Reviewed 8/12/03
8/18/08
8/19/13
11/12/18

Revised

RECONSIDERATION OF INSTRUCTIONAL MATERIALS RECONSIDERATION REQUEST FORM

Request for re-evaluation of printed or multimedia material to be submitted to the superintendent.

REVIEW INITIATED BY:

DATE:

Name _____

Address _____

City/State _____ Zip Code _____ Telephone _____

School(s) in which item is used _____

Relationship to school (parent, student, citizen, etc.) _____

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

MULTIMEDIA MATERIAL IF APPLICABLE:

Title _____

Producer (if known) _____

Type of material (filmstrip, motion picture, etc.) _____

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self Group or Organization

Name of group _____

Address of Group _____

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. What brought this item to your attention?

2. To what in the item do you object? (please be specific; cite pages, or frames, etc.)

3. In your opinion, what harmful effects upon students might result from use of this item?

4. Do you perceive any instructional value in the use of this item?

5. Did you review the entire item? If not, what sections did you review?

6. Should the opinion of any additional experts in the field be considered? _____ yes _____ no

If yes, please list specific suggestions: _____

7. To replace this item, do you recommend other material which you consider to be of equal or superior quality for the purpose intended?

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

Yes

(a) Please contact the Superintendent

(b) Please be prepared at this time to indicate the approximate length of time your presentation will require. Although this is no guarantee that you'll be allowed to present to the committee, or that you will get your requested amount of time.

No

_____ Minutes

Dated _____

Signature _____

Code No. 605.3E3

LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL MATERIALS

Dear:

We recognize your concern about the use of _____ in our school district. The school district has developed procedures for selection of instructional materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the school districts:

1. Instructional goals and objectives,
2. Instructional Materials Selection policy statement, and,
3. Procedure for reconsideration of instructional materials.

If you are still concerned after you review this material, please complete the Reconsideration Request Form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within one week, we will assume you no longer wish to file a formal complaint.

Sincerely,

Tim Hood,
Superintendent of Schools

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

A. A resident of the school district may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

1. The school official or employee receiving a complaint regarding instructional materials shall try to resolve the issue informally. The materials generally will remain in use pending the outcome of the reconsideration procedure.
 - a. The school official or employee initially receiving a complaint, shall explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
 - b. The school official or employee initially receiving a complaint shall explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.
2. The employee receiving the initial complaint shall advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact shall be maintained by the principal in charge of the attendance center.
3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual shall be referred to the principal or to the teacher-librarian of the attendance center. If, after consultation with the principal or teacher-librarian, the individual desires to file a formal complaint, the principal or media specialist will assist in filling out a Reconsideration Request Form in full and filing it with the superintendent.

B. Request for Reconsideration

1. A resident of the school district may formally challenge instructional materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.
2. Each attendance center and the school district's central administrative office will keep on hand and make available Reconsideration Request Forms. Formal objections to instructional materials must be made on this form.
3. The individual shall state the specific reason the instructional material is being challenged. The Reconsideration Request Form shall be signed by the individual and filed with the superintendent.
4. The superintendent shall promptly file the objection with the reconsideration committee for re-evaluation.
5. Generally, access to challenged instructional material shall not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.
6. The Reconsideration Committee
 - a. The reconsideration committee shall be made up of eight members.
 - (1) One licensed employee designated annually, as needed by the superintendent.

- (2) One teacher-librarian designated annually by the superintendent.
 - (3) One member of the administrative team designated annually by the supt.
 - (4) Three members of the community appointed annually, as needed by the board.
 - (5) Two high school students, selected annually by the high school principal.
- b. The committee shall annually select their chairperson and secretary.
- c. The committee shall meet at the request of the superintendent.
- d. Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a two-thirds vote of the committee.
- e. Notice of committee meetings shall be made public through appropriate publications and other communications methods.
- f. The committee shall receive the completed Reconsideration Request Form from the superintendent.
- g. The committee shall determine its agenda for the first meeting which may include the following:
 - (1) Distribution of copies of the completed Reconsideration Request Form.
 - (2) An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
 - (3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
 - (4) Distribution of copies of the challenged instructional material as available.
- h. The committee may review the selection process for the challenged instructional material and may, to its satisfaction, determine that the challenge is without merit and dismiss the challenge. The committee will notify the individual and the superintendent of its action.
- i. At a subsequent meeting, if held, interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
- j. The individual filing the challenge shall be kept informed by the reconsideration committee secretary on the status of the Reconsideration Request Form throughout the reconsideration process. The individual filing the challenge and known interested parties shall be given appropriate notice of meetings.
- k. At the second or a subsequent meeting the committee shall make its decision. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criteria for the final decision is the appropriateness of the material for its intended educational use. The written recommendation and its justification shall be forwarded to the superintendent for appropriate action, the individual and the appropriate attendance centers. Following the superintendent's decision with respect to the committee's recommendation, the individual or the chairperson of the reconsideration committee may appeal the decision to the board for review. Such appeal must be presented to the superintendent in writing within five days following the announcement of the superintendent's decision. The board will promptly determine whether to hear the appeal.
- l. A recommendation to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.

- m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered.
- n. If necessary or appropriate in the judgment of the committee, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation of the full committee.
- o. Committee members directly associated with the selection, use, or challenger of the challenged material shall be excused from the committee during the deliberation of the challenged instructional materials. The superintendent may appoint a temporary replacement for the excused committee member, but the replacement shall be of the same general qualifications as the member excused.
- p. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

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Reviewed 8/12/03
8/18/08
8/19/13
11/12/18

Revised

Code No. 605.4

TECHNOLOGY AND INSTRUCTIONAL MATERIALS

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economical ways to utilize multi-media, computers, and other technologies as part of a curriculum.

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

Legal Reference: Iowa Code § 279.8 (1995).
281 I.A.C. 12.5(10), .5(22).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

Approved 6/12/89

Reviewed 11/10/97
8/12/03
8/18/08
8/19/13
11/12/18

Revised 12/8/97

Code No. 605.5

SCHOOL LIBRARY

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

Materials for the centers will be acquired according to board policy, "Instructional Materials Selection."

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (1995).

281 I.A.C. 12.5(22).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

Approved 7/10/89

Reviewed 11/10/97
8/12/03
8/18/08
8/19/13
11/12/18

Revised 12/8/97

INTERNET ACCESS - APPROPRIATE USE

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

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student will not be permitted to use the address to send and receive mail at school.

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

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

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

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

INTERNET ACCESS- APPROPRIATE USE

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.

Any parent who wishes to deny having his/her child's personal works or photos published on the Web is to contact the building principal for the student.

Legal References: Iowa Code § 279.8 (2011).

Cross References: 104 Anti-Bullying/Harassment
502 Student Rights and Responsibilities
506 Student Records
605.5 School Library

INTERNET APPROPRIATE USE VIOLATION NOTICE

Student: _____

Teacher: _____

Date: _____

Students who access restricted items on the Internet are subject to the appropriate action described in the school's discipline policy or student handbook or to the following consequences:

_____ First Offense:

The above student has violated the Student Internet Policy by intentionally accessing restricted material. He/She may lose Internet access for up to three weeks at the discretion of the supervising teacher.

_____ Second Offense:

The above student has violated the Student Internet Policy by intentionally accessing restricted material for a second time. As a consequence of this violation the above student has lost Internet access for minimum period of four weeks.

_____ Third Offense:

The above student has violated the Student Internet Policy by intentionally accessing restricted material for a third time. As a consequence of this violation the above student has forfeited all Internet privileges for a period of one semester or the balance of the school year.

Administrator Signature

Date

Approved 11/12/18

Reviewed

Revised

INTERNET – APPROPRIATE USE REGULATION

I. Responsibility for Internet Appropriate Use.

- A. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees.
- B. Instruction in the proper use of the Internet will be available to employees who will then provide similar instruction to their students.
- C. Employees are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, discharge.

II. Internet Access.

- A. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
- B. Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students at this time.
 - 1. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
 - 2. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents who choose not to risk exposure to questionable material.
 - 3. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines, which require efficient, ethical and legal utilization of network resources.
 - 4. To reduce unnecessary system traffic, users may use real-time conference features such as talk /chat/Internet relay chat only as approved by the supervising teacher.
 - 5. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
 - 6. System users will perform a virus check on downloaded files to avoid spreading computer viruses.
 - 7. The school district makes no guarantees as to the accuracy of information received on the Internet.

III. Permission to Use Internet – Annually, parents will grant permission for their student to use the Internet using the prescribed form.

IV. Student use of Internet.

- A. Equal Opportunity – the Internet is available to all students within the school district through teacher access. The amount of time available for each student may be limited by the number of available terminals and the demands of each terminal.
- B. On-line Etiquette
 - 1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
 - 2. Students should adhere to on-line protocol:
 - a. Respect all copyright and license agreements.
 - b. Cite all quotes, references and sources.
 - c. Remain on the system long enough to get needed information, then exit the system.
 - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication.
 - 3. Student access for electronic mail will be through (the supervising teacher's account/their own account). Students should adhere to the following guidelines:
 - a. Others may be able read or access the mail so private messages should not be sent.
 - b. Delete unwanted messages immediately.
 - c. Use of objectionable language is prohibited.
 - d. Always sign messages.
 - e. Always acknowledge receipt of a document or file.
- C. Restricted Material – Students will not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- D. Unauthorized Costs – If a student gains access to any service via the Internet which has a cost involved or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.
- V. Student Violations – Consequences and Notifications.

Students who access restricted items on the Internet are subject to the appropriate action described in board policy or regulations or the following consequences:

 - 1. First Violation – a verbal and written —WarningI notice will be issued to the student. The student may lose Internet access for up to three weeks at the discretion of the supervising teacher. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.
 - 2. Second Violation – A verbal and written —Second ViolationII notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges for a minimum period of four weeks.

3. Third violation – A verbal and written —Third Violation notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges for one semester or for the balance of the school year.

Approved 11/12/18

Reviewed

Revised

USE OF INFORMATION RESOURCES

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

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

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

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

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

Legal References: 17 U.S. Code Sec. 101 et al.
 281 I.A.C. 12.3(12).

Cross References: 605.6 Internet Appropriate Use

Approved 1/21/08

Reviewed 8/19/13
 11/12/18

Revised

USE OF INFORMATION RESOURCES REGULATION

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

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

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

Authorized Reproduction and Use of Copyrighted Material Reminders:

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

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

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

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

- Brevity
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
 - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
 - 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 principal or 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 non-dramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

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

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

Recording of Copyrighted Programs

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

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

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

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

Authorized Reproduction and Use of Copyrighted Computer Software

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

- All copyright laws and publisher license agreements between the vendor and the school district shall be observed;
- Staff members shall take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;
- A back-up copy shall be purchased, for use as a replacement when a program is lost or damaged. If the vendor is not able to supply a replacement, the school district shall make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement shall be retained by the board secretary, technology coordinator, and/or teacher-librarian.
- 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.

The superintendent, principal, and/or teacher-librarian is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law.

Warning notices must be posted:

- On or near copiers;
- On forms used to request copying services;
- On video recorders;
- On computers; and,
- At the library and other places where interlibrary loan orders for copies of materials are accepted.

NOTE: For copyright notices and more information, please go to Heartland AEA website:
<http://www.iowaareaonline.org/copyright/BriefNOTESscreen.pdf>

Approved 11/12/18

Reviewed

Revised

Code No. 606.1

CLASS SIZE - CLASS GROUPING

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 may review the class sizes annually.

It shall be the responsibility of the superintendent to make a recommendation to the board on class size based upon the financial condition of the school district, the qualifications of and number of licensed employees, and other factors deemed relevant to the board.

Legal Reference: Iowa Code §§ 279.8; 280.3 (1995).

Cross Reference: 606.6 Insufficient Classroom Space

Approved 7/10/89

Reviewed 11/10/97
8/12/03
9/15/08
9/16/13
11/12/18

Revised 12/8/97

SCHOOL CEREMONIES AND OBSERVANCES

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. These include, but are not limited to, reciting the Pledge of Allegiance and observance of holidays, such as Christmas, Halloween and Easter, by programs and performances. Such ceremonies or observances shall have a secular purpose and shall not advocate or sponsor a particular religion.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

Legal Reference: U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602, (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code § 279.8 (1995).

Cross Reference: 603 Instructional Curriculum
604.5 Religious-Based Exclusion From A School Program

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11/12/18

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Code No. 606.3

ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

The person bringing the animal must furnish transportation for the animal brought to school. Animals will not be allowed to travel to and from the student's attendance center on the school bus without prior approval from the principal.

It shall be the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 507 Student Health and Well-Being

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9/16/13
11/12/18

Revised

STUDENT PRODUCTION OF MATERIALS AND SERVICES

Materials and services produced by students at the expense of the school district are be the property of the school district. Materials and services produced by students at the student's expense, except for incidental expense to the school district, are be the property of the student.

It shall be the responsibility of the superintendent to determine incidental expense.

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

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STUDENT FIELD TRIPS AND EXCURSIONS

The principal may authorize field trips and excursions when such events contribute to the achievement of education goals of the school district. The school district will provide transportation for field trips and excursions.

In authorizing field trips and excursions, the principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions. Board approval will be required for field trips and excursions which involve unusual length, any over-night stay or unusual expense.

Field trips and excursions are to be arranged with the principal well in advance. A detailed schedule must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher may be required to submit a written summary or an oral report to the board of education describing the event.

Legal Reference: 390 C.F.R. Pt. 390.3(f) (1993).
Iowa Code § 279.8 (1995).
281 I.A.C. 43.9.

Cross Reference: 503.1 Student Conduct
503.4 Good Conduct Rule
603 Instructional Curriculum
711 Transportation

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Reviewed 8/12/03
9/15/08
9/16/13
11/12/18

Revised

INSUFFICIENT CLASSROOM SPACE

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

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

Legal Reference: Iowa Code § 282.18(13) (1995).
281 I.A.C. 17.6(3).

Cross Reference: 103 Educational and Operational Planning
501.15 Open Enrollment Transfers - Procedures as a Receiving District
606.1 Class Size - Class Grouping

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8/12/03
9/15/08
9/16/13
11/12/18

Revised 12/8/97

Code No. 607.1

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board shall provide a student guidance and counseling program. The guidance counselor shall be certified with the Iowa Department of Education and hold the qualifications required by the board. The guidance and counseling program will serve grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program shall be coordinated with the education program and involve licensed employees.

Legal Reference: Iowa Code § 622.10 (1995).
281 I.A.C. 12.3(6); .5(21).

Cross Reference: 506 Student Records
603 Instructional Curriculum
604.4 Program for At-Risk Students

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8/12/03
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9/16/13
11/12/18

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STUDENT HEALTH SERVICES

Health services shall be coordinated with the health education and physical education curriculum. The program shall be designed to help each student protect, improve and maintain physical, emotional and social well-being. Areas to be considered include, but are not limited to:

- Environmental health and safety;
- Emergency health procedures and responsibilities;
- Health promotion;
- Communicable disease prevention and control;
- Staffing for the school health program;
- Administering of prescription medication;
- Acute or chronic health problems;
- Health assessment and screening;
- Record keeping; and
- Program evaluation.

Nurses and other medical employees employed by or requested to conduct services for the board shall hold and maintain a current Iowa license and meet the requirements of the Iowa Department of Education if required by the school district. In addition to the health services provided in the curriculum, the school district will provide the following district-wide health services:

- Annual vision screening tests;
- Annual audiometer screening tests;
- Annual spinal screening;
- Annual height and weight measurement; and
- Furnish evidence of immunization for students to the State Board of Health within the first thirty days of the school year.

The services listed above will be provided in conjunction with state public health officials and local hospitals.

The superintendent shall provide a written report on the role of health services in the education program to the board annually.

Legal Reference: Iowa Code §§ 139.9; 143 (1995).
641 I.A.C. 7.
281 I.A.C. 12.3(9).

Cross Reference: 501.4 Entrance - Admissions
507 Student Health and Well-Being

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