

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 will 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 satisfying and responsible roles 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 is appointed to make recommendations for the goals and objectives of the education program. Annually, the committee will report to the board regarding progress toward achievement of the goals and objectives of the education program.

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SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 200 days and include, but not be limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students 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 1st. 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 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.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3 (2009).
281 I.A.C. 12.2(1).

Cross Reference: 501.3 Compulsory Attendance
601.2 School Day

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SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of five and one-half 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 and preschool will be held and the length of each school day for the students attending kindergarten and preschool. 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 twenty-seven and one-half 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 twenty-seven and one-half 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, that 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 § 279.8 (2009).
281 I.A.C. 12.2(2), .2(3), .2(6).

Cross Reference: 601.1 School Calendar

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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.*

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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 (2006).
34 C.F.R. Pt. 98 (2006).
Iowa Code §§ 216.9; 256.7, 279.8; 280.3 (2009).
281 I.A.C. 12.5, .8.

Cross Reference: 101 Educational Philosophy of the School District
602 Curriculum Development
603 Instructional Curriculum
605 Instructional Materials

CURRICULUM IMPLEMENTATION

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

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

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

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

- *Study and identify the best instructional practices and materials to deliver the content;*
- *Describe procedures for the purchase of instructional materials and resources (See Policy 605.1-605 1R1.);*
- *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;*
- *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 (2006).
34 C.F.R. pt. 98 (2006).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2009).
281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District
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;*
- *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;*

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CURRICULUM EVALUATION

- *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 (2006).
34 C.F.R. pt. 98 (2006).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2009).
281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will 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 are 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 is in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (2006).
34 C.F.R. Pt. 98 (2006).
Iowa Code §§ 279.8, .10; 280.3-.14 (2009).
281 I.A.C. 12.5.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

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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 (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 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
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

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SUMMER SCHOOL INSTRUCTION

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 is within the discretion of the board.

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

It is 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 (2009).

Cross Reference: 410.2 Summer School Licensed Employees
603 Instructional Curriculum

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SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board will 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. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP).

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

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services within the public education system. The school district will work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is 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.* (2006).
 34 C.F.R. Pt. 300 *et seq.* (2006).
 Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2009).
 281 I.A.C. 41.109

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

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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, creed, socioeconomic status, color, sex, marital status, national origin, 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 (2009).
281 I.A.C. 12.5(8).

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

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HEALTH EDUCATION

Students in grade levels one through twelve will 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; and communicable diseases, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

The areas stated above are included in health education and the instruction is 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 will include a proposed alternate activity or study acceptable to the superintendent. The superintendent will have the final authority to determine the alternate activity or study.

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (2009).
281 I.A.C. 12.5.

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

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HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: _____ Grade: _____

Parent/Guardian: _____ Phone #: _____

Please list the curricular objective(s) from which you wish to have your child excused and the class or grade in which each is taught. An example is provided for you to follow.

	<u>Objective</u>	<u>Class / Grade</u>
Ex.	To understand the consequences of responsible and irresponsible sexual behavior.	Health Education / 6
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

I have reviewed the Human Growth and Development program goals, objectives, and materials and wish my child to be excused from class when these objectives are taught. I understand my child will incur no penalty but may/will be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed: _____ Date: _____
(Parent or Guardian)

Signed: _____ Date: _____
(School Administrator)

PHYSICAL EDUCATION

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

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

Students in grades 11&12 may also be excused from physical education courses if the student is enrolled in academic courses not otherwise available.

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 (2009).
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities
603 Instructional Curriculum

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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 will 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 is 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, will review the means in which career education is combined with other instructional programs.

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (2009).
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

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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 will not take place.

It is 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 (2009).

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

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RELIGION AND THE PUBLIC SCHOOLS

Religious Holidays

The historical and contemporary significance of religious holidays may be included in the program of education provided that such 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 discriminating 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. Student participation in a program or performance which involves personally offensive religious material or expression shall be voluntary.

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 non-beliefs. In instances where many students might naturally choose to make a religious expression, alternate activities shall be offered.

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 is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are 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 is 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 (2009).

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

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

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

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

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

GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education is 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.

Legal Reference: Iowa Code §§ 256.11, .11A (2009).
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved 12/09/10 Reviewed _____ Revised _____

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 will 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 are 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 (2009).
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 12/09/10 Reviewed _____ Revised _____

COMPETENT PRIVATE INSTRUCTION

In the event a child of compulsory attendance age, over age six and under age sixteen, does not attend public school or an accredited nonpublic school the child must receive competent private instruction.

A parent choosing competent private instruction for a student must notify the school district prior to the first day of school or by September 15 or within 14 calendar days of removing the student from a public or accredited nonpublic school or 14 calendar days from moving into the school district on forms provided by the school district. The forms are available in the central administration office. One copy of the completed forms will be kept by the school district and another copy will be forwarded to the area education agency.

The superintendent will determine whether the completed form is in compliance with the law. Specifically, the superintendent will determine whether the individual providing the instruction is either the student's parent, guardian, legal custodian or an Iowa licensed practitioner; whether the licensed practitioner's license is appropriate for the age and grade level of the student; that the student is being instructed a minimum of one hundred and forty-eight days per year; that immunization evidence is provided for students placed under competent private instruction for the first time and that the report is timely filed.

The school district shall report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

Students receiving competent private instruction are eligible to request open enrollment to another school district. Prior to the request for open enrollment, the student shall request dual enrollment in the resident district. The receiving district shall not bill the resident district unless the receiving district complies with the reporting requirements. If the parent, guardian or custodian fails to comply with the compulsory attendance requirements, the receiving district shall notify the resident district. The resident district shall then report the noncompliance to the county attorney of the county of residence of the parent, guardian or custodian.

Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1. The parent, guardian or legal custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or legal custodian choose standardized testing and the student is dual enrolled, the school district shall pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or legal custodian shall reimburse the school district for the cost of the standardized test and the administration of the standardized test. If a parent, guardian or legal custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the portfolio evaluator must be approved by the superintendent. Portfolio evaluators must verify that they have received portfolio training. Portfolio evaluators must hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.

Upon the request of a parent, guardian or legal custodian of a student receiving competent private instruction or upon referral of a licensed practitioner who provides instruction or instructional supervision of a student under competent private instruction, the school district shall refer a student who may require special education to the area education agency, Division of Special Education, for evaluation.

Approved 12/09/10

Reviewed _____

Revised _____

COMPETENT PRIVATE INSTRUCTION

Students in competent private instruction must make adequate progress. Adequate progress includes scoring at the thirtieth percentile on a standardized test or a report by the portfolio evaluator indicating adequate progress. Students who fail to make adequate progress under competent private instruction provided by the student's parent, guardian or legal custodian shall attend an accredited public or nonpublic school beginning the next school year. The parent, guardian or legal custodian of a student who fails to make adequate progress may apply to the director of the Department of Education for approval of continued competent private instruction under a remediation plan.

The remediation plan shall be for no more than one year. Before the beginning of the school year, the student may be re-tested and if the student achieves adequate progress the student may remain in competent private instruction.

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

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

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

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

The district will provide textbooks and materials for each student up to \$500 per student. A materials list will be submitted to the superintendent for approval and the district will be the ultimate owner of all materials. Textbooks and materials (unless of a consumable nature) come back to the district at the end of the school year. It is permissible to charge a fee if a fee would be charged to a regularly enrolled student for the same materials.

Legal Reference: Iowa Code §§ 256.11; 279.10, .11; 299.1-.6, .11, .15, .24, 279.8;299A (2009).
281 I.A.C. 31.

Cross Reference: 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

COMPETENT PRIVATE INSTRUCTION REPORT

Required information: See instructions before completing.

The following information is required in accordance with Iowa Code section 299.4. Parent/Guardian must submit this report in duplicate to the school district of residence. This report is required if the student is between the ages of 6 and 16 by September 15 and does not attend an Iowa public or accredited nonpublic school or is not enrolled in a home school assistance program operated by an Iowa public or accredited nonpublic school. **Return this form to the school district secretary by the first day of school or within 14 calendar days of removing the student from a public or accredited nonpublic school or 14 calendar days from moving into the school district.** (If you are enrolled in a home school assistance program please notify the district if you plan to dual enroll.)

Child and Family Information:

1. Name and birth date of child under competent private instruction.

(Name) (Birth Date)

2. Name and address of person filing report.

(Name) _____ Parent _____ Guardian _____ Legal Custodian

(Address, City, Zip) _____ Phone Number (optional)

3. Immunization information: If filing Form A for the 1st time, attach immunization information.

Instructional Program Information:

4. Outline the course of study either in the space or on a separate page(s). Attach lesson plans on separate page(s).

Subject	Text and Publisher or Author	Time Spent
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. List number of days of instruction under competent private instruction _____
(must be at least 148 days, Iowa Code section 299A.1).

6. If an Iowa licensed teacher will provide or supervise the parent, guardian, or legal custodian in providing the instruction, give the teacher's name and folder number.

(Name) (Teacher folder number)

(Address) (Teacher signature-optional)

(City/State/Zip) (Phone number-optional)

COMPETENT PRIVATE INSTRUCTION REPORT

- 7.If an Iowa licensed teacher is not providing instruction or supervising the parent, guardian, or legal custodian providing instruction the child must take an annual assessment unless the child is enrolled in an accredited correspondence school. To date the Iowa Department of Education is not aware of any accredited schools. (Please see the acceptable annual assessments on page 14. the school district will notify parents by October 1st of testing dates.)
- 8.If the child is currently identified as a child requiring special education prior approval must be sought from the special education director at the Area Education Agency if this is the first year that the child will be receiving Competent Private Instruction in Iowa. Iowa Code section 299A.9

The following information is Optional, however if your child plans to participate in any academic or extracurricular activities at your local school district or to have your child's annual assessment provided at no charge, complete the following.

- 9.Do you desire dual enrollment in the public school for the child under competent private instruction?

Yes _____ No _____ (if no, skip #10.)

A. Dual enrollment is desired for:

Academic _____ Extra-curricular activities _____ Testing _____ (Check all that apply)

B. Grade level for the 2002-2003 school year _____

C. Subjects or Activities you wish your child to dual enroll in:

1st semester

2nd semester

_____	_____
_____	_____
_____	_____

- 2.Do you desire to enroll in a Home School Assistance Program if offered? Yes _____ No _____

Deadline for dual enrollment and/or Home School Assistance Program is September 15th, within 14 calendar days after moving to the district, or within 14 calendar days after removing the child from school.

Note: Due to the restrictions as to the number of students who may be served in a Home School Assistance Program.

Timely filed requests may be denied if the program already serves 20 families or 40 students. 281-IAC 31.3(3)

COMPETENT PRIVATE INSTRUCTION REPORT

According to Form A, you do not have an Iowa licensed teacher providing instruction or supervising your program of instruction and your child is between the age of 7 and 16 by September 15th of the current school year. As a result your child must take an annual assessment. Parents, guardians, or legal custodians have the choice of standardized test or a portfolio. (To date the Department of Education is not aware of any accredited correspondence schools.) Therefore, an assessment, either a standardized test or a portfolio evaluation, is required annually. **Please complete the standardized test or portfolio portion and return this form to the school.**

Standardized Test

1. Please check one.
_____ Baseline, A "Baseline test" is required the first year of home schooling for all children subject to the annual assessment requirement who are between the ages of 7 and 16 by September 15.

_____ Annual assessment

2. Grade level of child for the current school year _____ School year _____

3. Who do you want to administer the test?

School District _____ Area Education Agency _____ Nonpublic school _____
(Parents/Guardians who have their children tested by a nonpublic school need only report the required test scores along with test administration certification state by June 30th. Please skip to question 5.)

4. Below is listed the test and date of the annual assessment that the district will be offering. If your child will be taking this test please check. _____

Test _____ (Completed by the school)

Date _____ (Completed by the school)

If you want a different test to be administered the cost may be higher. Please check with the undersigned for the costs, dates and times.

5. Student's name, Parent/guardian/legal custodian, address, and telephone number:

(Student's name and Parent/guardian/legal custodians name) (phone no. optional)

(Address)

(City/State/Zip)

District Contact

Superintendent
IKM Community School District
755 Main Street, PO Box 580
Manilla, IA 51454

Area Education Agency Contact

Regional Administrator
Harlan Regional Office
2802-2 12th Street
Harlan, IA 51537

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 will 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 will 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 is 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 (2009).

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved 12/09/10

Reviewed _____

Revised _____

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

It is 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 (2009).
281 I.A.C. 12.5(12); 59.

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

Approved 12/09/10 Reviewed _____ Revised _____

PROGRAM FOR AT-RISK STUDENTS

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

It is 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 (2009).
281 I.A.C. 12.5(13); 33; 61; 65.

Cross Reference: 505 Student Scholastic Achievement
607.1 Student Guidance and Counseling Program

Approved 12/09/10 Reviewed _____ Revised _____

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

In notifying the superintendent, the parents will abide by the following:

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

The superintendent will have discretion to make this determination. The factors the superintendent will 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.

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 (2009).

Cross Reference: 603 Instructional Curriculum
 606.2 School Ceremonies and Observances

Approved 12/09/10

Reviewed _____

Revised _____

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

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

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

The following factors are considered in the board's determination of whether a student will receive academic or vocational-technical credit toward the graduation requirements set out by the board for a course at a post-secondary educational institution:

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

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

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

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Reviewed _____

Revised _____

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

The superintendent is responsible for annually notifying students and parents of the opportunity to take courses at post-secondary educational institutions in accordance with this policy. The superintendent will also be responsible for developing the appropriate forms and procedures for implementing this policy.

Legal Reference: Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (2009).
281 I.A.C. 12, 22.

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

DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary prior to the third Friday of September each year 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 the fees required for participation.

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

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.

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

Legal Reference: Iowa Code §§ 279.8, 299A (2009).
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 Competent Private Instruction
604.9 Home School Assistance Program

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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 (2009).

Cross Reference: 501 Student Attendance
507.1 Student Health and Immunization Certificates

Approved 12/09/10 Reviewed _____ Revised _____

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

Legal Reference: Iowa Code §§ 279.8; 299A (2009).
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

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Reviewed _____

Revised _____

VIRTUAL/ON-LINE COURSES

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

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

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

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

Provided courses are part of the student’s regular school day coursework and within budgetary parameters, the costs for a virtual course, such as textbooks or school supplies, shall be borne by the school district up to \$250, for students enrolled full-time. The remainder of the cost shall be borne by the parents.

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

Legal Reference: Iowa Code § 279.8 (2009)
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

Approved 12/09/10

Reviewed _____

Revised _____

INTERNATIONAL STUDY

The board recognizes some students may wish to take courses outside the country. The board must approve international exchange student study programs prior to acceptance of the program by the student. The board's approval is not an assumption of liability, but rather an approval of the credits from the program toward the graduation requirements.

Students must obtain board approval prior to participating in the international exchange student program, unless it is a continuing program that has received a favorable evaluation by the administration and the program will be carried out in the future as it has been in the past.

The students and employees or others, traveling with the students, shall assume all costs and have personal insurance and liability protection. The school district assumes no cost or liability for the participants.

It shall be the responsibility of the superintendent to keep the board informed of ongoing programs and to bring new programs to the board's attention.

Legal Reference: Iowa Code §§ 279.8 (2009).

Cross Reference: 603 Instructional Curriculum

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Revised _____

INSTRUCTIONAL MATERIALS SELECTION

The board has sole discretion to approve instructional materials for the school district. This authority is delegated to licensed employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district.

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

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (2009).
281 I.A.C. 12.3(12).

Cross Reference: 208 Ad Hoc Committees
505 Student Scholastic Achievement
602 Curriculum Development
605 Instructional Materials

Approved 12/09/10 Reviewed _____ Revised _____

SELECTION OF INSTRUCTIONAL MATERIALS

I. Responsibility for Selection of Instructional Materials

- A. The board is responsible for matters relating to the operation of the IKM-Manning 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, teacher-librarian, students, parents and community members, 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 is 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 is 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.

SELECTION OF INSTRUCTIONAL MATERIALS

II. Material selected for use in libraries and classrooms will meet the following guidelines:

- A. Religion - Material will represent the major religions in a factual, unbiased manner. The primary source material of the major religions is considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms.
- B. Racism - Material will 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 will reflect sensitivity to the needs, rights, traits and aspirations of men and women without preference or bias.
- D. Age - Material will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
- E. Ideology - Material will 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 will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
- F. Profanity and Sex - Material is 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 will 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 is 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 is approved by the appropriate building administrator.

SELECTION OF INSTRUCTIONAL MATERIALS

1. The materials selected will 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 is 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. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.
 4. 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 will 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.

SELECTION OF INSTRUCTIONAL MATERIALS

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?

SELECTION OF INSTRUCTIONAL MATERIALS

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 interest?
 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?
4. 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 is within the discretion of the board.
5. 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.

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 is 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 (2009).
281 I.A.C. 12.3(12).

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

Approved 12/09/10

Reviewed _____

Revised _____

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 is 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 (2009).
281 I.A.C. 12.3(12).

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

Approved 12/09/10 Reviewed _____ Revised _____

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of learning materials states that any member of the school district community 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 recommendation on the challenge. The meetings of the committee may be subject to the open meetings law.

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 Complainant, 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 informed of the progress of the complaint.

The committee will listen to the views of all interested persons before making recommendations. In deliberating its recommendation, 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 outcome.

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?

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

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.

_____ Minutes.

_____ No

Dated

Signature

SAMPLE 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,

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- A. A member of the school district community 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 will 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 will 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 will 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 will 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 is maintained by the principal in charge of the attendance center. Each building principal shall inform employees of their obligation to report complaints.
 3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is 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 member of the school district community 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 will state the specific reason the instructional material is being challenged. The Reconsideration Request Form is signed by the individual and filed with the superintendent.
 4. The superintendent will promptly file the objection with the reconsideration committee for re-evaluation.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

5. Generally, access to challenged instructional material will 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 is 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 superintendent.
 - (4) Three members of the community appointed annually by the board.
 - (5) Two high school students, selected annually by the high school principal.
 - b. The committee will select their chairperson and secretary.
 - c. The committee will meet at the request of the superintendent.
 - d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
 - e. Notice of committee meetings is made public through appropriate publications and other communications methods.
 - f. The committee will receive the completed Reconsideration Request Form from the superintendent.
 - g. The committee will 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.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- j. The individual filing the challenge is 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 is given appropriate notice of meetings.
- k. At the second or a subsequent meeting the committee will make its final recommendation. 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 criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the board, the individual and the appropriate attendance centers. The superintendent may also make a recommendation but if so, it should be independent from the committee's.

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 will 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 will approximate the representation of the full committee.
- o. Committee members directly associated with the selection, use, or challenger of the challenged material are 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 must 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.

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 a part of the curriculum.

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

Legal Reference: Iowa Code § 279.8 (2009).
281 I.A.C. 12.3(12), 12.5(10), .5(22).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

Approved 12/09/10

Reviewed _____

Revised _____

MEDIA CENTERS

The school district will maintain a media center 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 is the responsibility of the principal of the building in which the media center is located to oversee the use of materials in the media center.

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.

The district's collection of library books and other similar assets are not capitalized. These collections are unencumbered, held for public exhibition and education, protected, cared for and preserved and subject to district policy that requires proceeds from the sales of these items, if any, to be used to acquire other collection items.

Legal Reference: Iowa Code §§ 279.8; 280.3; 301 (2009).
281 I.A.C. 12.5(22).

Cross Reference: 505 Student Scholastic Achievement
602 Curriculum Development
605 Instructional Materials

Approved 12/09/10

Reviewed _____

Revised _____

INTERNET - 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 may, with the permission of the supervising teacher, be permitted to use the address to send and receive mail at school.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that 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 measure to protect students from inappropriate access.

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to sign a form if they do not want their students to have access to electronic resources. Acceptable use guidelines for student access to electronic networks, resources and devices of the IKM-Manning Schools will be covered in the student handbooks.

Legal References: Iowa Code § 279.8 (2009).

Cross References: 502 Student Rights and Responsibilities
506 Student Records
605.5 Media Centers

Approved 12/09/10

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, teacher 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 to develop administrative regulations regarding this policy.

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

Cross References: 605.6 Internet Appropriate Use

Approved 12/09/10

Reviewed _____

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, teacher, teacher-librarian. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.

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

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

Authorized Reproduction and Use of Copyrighted Material Reminders:

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

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

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

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

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

USE OF INFORMATION RESOURCES REGULATION

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

Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the principal, teacher 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.

USE OF INFORMATION RESOURCES REGULATION

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

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

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

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

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

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

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

Recording of Copyrighted Programs

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

USE OF INFORMATION RESOURCES REGULATION

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

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

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

Authorized Reproduction and Use of Copyrighted Computer Software

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

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

Fair Use Guidelines for Educational Multimedia

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

USE OF INFORMATION RESOURCES REGULATION

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

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

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

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

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

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

Notices – Before including this section, make sure employees are ready to comply with it and notices are posted.

The superintendent, principal, teacher, 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.iowaaeaonline.org/copyright/BriefNOTESscreen.pdf>

CLASS SIZE - CLASS GROUPING

It is within the sole discretion of the board to determine the size of classes and to determine whether class grouping will take place. The board shall review the class sizes annually.

It is 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 (2009).

Cross Reference: 606.6 Insufficient Classroom Space

Approved 12/09/10

Reviewed _____

Revised _____

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 will have a secular purpose and will 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 (2009).

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

Approved 12/09/10 Reviewed _____ Revised _____

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 is the responsibility of the principal to determine appropriate supervision of animals in the classroom.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 507 Student Health and Well-Being

Approved 12/09/10 Reviewed _____ Revised _____

STUDENT PRODUCTION OF MATERIALS AND SERVICES

Materials and services produced by students at the expense of the school district are 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 the property of the student.

It is the responsibility of the superintendent to determine incidental expense.

Legal Reference: Iowa Code § 279.8 (2009).

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

Approved 12/09/10 Reviewed _____ Revised _____

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 within the state. The school district will provide transportation for field trips and excursions outside the state if four criteria are met. Field trips and excursions outside of the state that do not meet the four criteria will be made on alternate transportation. The four criteria are:

- † The operation or trip must be directly connected with and contribute to the educational development of the students;
- † The operation must be sponsored by the school and supervised by the school authorities;
- † The trip must be considered an official school function; and
- † The school district transportation vehicle must be transporting students, teachers and a reasonable number of parents as chaperones.

In authorizing field trips and excursions, the building 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. The superintendent's approval will be required for field trips and excursions outside the continental United States. Board approval shall be required for field trips and excursions that involve unusual length or expense.

Field trips and excursions are to be arranged with the building principal well in advance. A detailed schedule and budget must be submitted by the classroom teacher. The office will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher must turn in a written summary of event. This summary will be included in the Annual Report which will be filed with the superintendent at the end of the school year.

Legal Reference: 390 C.F.R. Pt. 390.3(f) (2006).
Iowa Code § 279.8 (2009).
281 I.A.C. 43.9.

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

Approved 12/09/10 Reviewed _____ Revised _____

INSUFFICIENT CLASSROOM SPACE

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

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

Legal Reference: Iowa Code § 282.18(13) (2009).
281 I.A.C. 17.6(3).

Cross Reference: 103 Long-Range Needs Assessment
501.15 Open Enrollment Transfers - Procedures as a Receiving District
606.1 Class Size - Class Grouping

Approved 12/09/10

Reviewed _____

Revised _____

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board will provide a student guidance and counseling program. The guidance counselor will 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 is coordinated with the education program and will involve licensed employees.

Legal Reference: Iowa Code § 280.14; 622.10 (2009).
281 I.A.C. 12.3(11).

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

Approved 12/09/10

Reviewed _____

Revised _____

STUDENT HEALTH SERVICES

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

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

Note: If a school district will be using federal money to perform physical exams or screenings on students, the school district must annually notify parents of the exam or screening except for hearing, vision or scoliosis. The following language is suggested;

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

Legal Reference: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2002).
42 U.S.C. §§ 12101 *et seq.* (2006).
34 C.F.R. pt. 99, 104, 200, 300 *et seq.* (2006)
29 U.S.C. § 794(a)(2006)
28 C.F.R. 35
20 U.S.C. 1232g § 1400 6301 *et seq.* (2006).
Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 280.23 (2009).
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.405.
282 I.A.C. 15.3(14); 22.
641 I.A.C. 7.
655 I.A.C. 6, 6.3(1), 6.3(6), 6.6(1), 7.

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

Approved 12/09/10

Reviewed _____

Revised _____

STUDENT HEALTH SERVICES REGULATION

Student Health Services Administrative Regulations

- I. Student Health Services - Each school building may develop a customized student health services program within comprehensive school improvement based on its unique needs and resources. Scientific advances, laws, and school improvement necessitate supports to students with health needs to receive their education program.

Supports to improve student achievement include:

- qualified health personnel
- school superintendent, school nurse, and school health team working collaboratively
- family and community involvement
- optimal student health services program with commitment to its continuing improvement

Components provided within a coordinated school health program include:

- health services
- nutrition
- healthy, safe environment
- staff wellness
- health education
- physical education and activity
- counseling, psychological, and social services
- family and community involvement

Student health services are provided to identify health needs; facilitate access to health care; provide for health needs related to educational achievement; promote health, well-being, and safety; and plan and develop the health services program.

II. Student Health Services Essential Functions

A. Identify student health needs:

1. Provide individual initial and annual health assessments
2. Provide needed health screenings
3. Maintain and update confidential health records
4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws

B. Facilitate student access to physical and mental health services:

1. Link students to community resources and monitor follow through
2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
3. Encourage appropriate use of health care

C. Provide for student health needs related to educational achievement:

1. Manage chronic and acute illnesses
2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel
3. Develop, implement, evaluate, and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individuals with Disabilities Education Act (IDEA), Rehabilitation Act (Section 504), and American with Disabilities Act (ADA)

STUDENT HEALTH SERVICES REGULATION

4. Provide urgent and emergency care for individual and group illness and injury
 5. Prevent and control communicable disease and monitor immunizations
 6. Promote optimal mental health
 7. Promote a safe school facility and a safe school environment
 8. Participate in and attend team meetings as a team member and health consultant
- D. Promote student health, well-being, and safety to foster healthy living:
1. Provide developmentally appropriate health education and health counseling for individuals and groups
 2. Encourage injury and disease prevention practices
 3. Promote personal and public health practices
 4. Provide health promotion and injury and disease prevention education
- E. Plan and develop the student health services program collaboratively with the superintendent, school nurse, and school health team:
1. Gather and interpret data to evaluate needs and performance
 2. Establish health advisory council and school health team
 3. Develop health procedures and guidelines
 4. Collaborate with staff, families, and community
 5. Maintain and update confidential student school health records
 6. Coordinate program with all school health components
 7. Coordinate with school improvement
 8. Evaluate and revise the health service program to meet changing needs
 9. Organize scheduling and direct health services staff
 10. Coordinate information and program delivery within the school and between school and major constituents
 11. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
 12. Provide for professional development for school health services staff
- III. Expanded Health Services
- These additional health services address learning barriers and the lack of access to health care. Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.