

EDUCATION PROGRAM

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GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

The goals and objectives of the school district shall be designed to achieve the philosophy statement of the school district. An advisory committee of representatives of the school district community and the school district shall be appointed to make recommendations for the goals and objectives of the education program.

Short-term and long-term objectives for the education program shall be established annually by the board. These objectives shall reflect the results of the needs assessment, recommendation of the advisory committee, recommendations from the superintendent, and changes in law.

Annually, the board shall report to the committee regarding progress toward the achievement of the goals and objectives of the education program

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SCHOOL CALENDAR

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

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

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

The board, in its discretion, may excuse graduating seniors from up to five days 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.

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SCHOOL DAY

The student school day for grades one through twelve shall 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. For a 180 day calendar, time during which students are released from school for parent/teacher conferences or professional development may be counted as part of the student's instructional time. The minimum school day shall meet the requirements as established for the operation of accredited schools.

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

For a 180 day calendar, the school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

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

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

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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 ensures the identified learnings are rigorous, challenging, and represent the most important learnings 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 shall be responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework shall 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 (MCGF, 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.

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

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CURRICULUM IMPLEMENTATION

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

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

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

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

This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

- Study and identify the best instructional practices and materials to deliver the content;
- Describe procedures for the purchase of instructional materials and resources (See Policy 605.2. Boards should insert the policy number to cross reference their policy on Instructional Materials Selection);
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions.

It shall be 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.

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

- Identify specific purposes for assessing student learning;
- Develop a comprehensive assessment plan;
- Select/develop assessment tools and scoring procedures that are valid and reliable;
- Identify procedures for collecting assessment data;
- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);
- 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 shall be 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.

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PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

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

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

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BASIC INSTRUCTION PROGRAM

The basic instruction program shall 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 shall be 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 shall 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 shall 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 shall include English-language arts, social studies, mathematics, science, health, physical education, fine arts, foreign language, and vocational education.

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

Each instruction program shall be 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.

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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 any students in grades K-6 on Title 1 or special education, who need additional help and instruction or for enrichment in those areas.

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

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SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board shall provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law.

Students requiring special education shall attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student.

The appropriate education for each student shall be written in the student's Individualized Education Program (IEP). Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age 2 and children age 3 through age 5 shall be provided comprehensive special education services within the public education system. The school district shall work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

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HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; 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 shall be included in health education and the instruction shall be adapted at each grade level to aid understanding by the students.

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

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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/shall 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)

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PHYSICAL EDUCATION

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

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

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

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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 shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

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

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TEACHING ABOUT RELIGION

Since the contribution of religions to civilization is one of the crucial keys to understanding human history and development, the study of religious history and traditions should be part of the school curriculum, and can play a vital role in enhancing an understanding among people of different religion backgrounds and beliefs. Such study should give neither preferential nor derogatory treatment to any single religious or to religion in general, and should not be introduced or utilized for devotional purposes. Furthermore, no religious belief or non-belief should be promoted by the school district or its employees.

Criteria used to guide academic inquiry in the study of religion should seek the same objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should educate rather than indoctrinate. All instructional and other school-sponsored activities should meet the three-part test established by the Supreme Court to determine constitutionality; (1) the activity must have a secular purpose; (2) the activity's principal or primary effect must be one that neither advances or inhibits religion; and (3) the activity must not foster an excessive governmental entanglement with religion.

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal. The principal shall determine an alternative activity or study for the students. The superintendent shall have the final authority to determine an alternative activity or study for the student.

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TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

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

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

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

Expressions of belief or nonbelief 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 indoctrina or force students to contradict their personal religious beliefs or nonbeliefs.

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ACADEMIC FREEDOM

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

It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom or through teaching methods. Teachers are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

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

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

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

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

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

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MULTICULTURAL/GENDER FAIR EDUCATION

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

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

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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 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 unless such person is properly licensed. 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 chooses 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 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.

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.

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COMPETENT PRIVATE INSTRUCTION REPORT

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.)

A. MANDATORY INFORMATION (This information is required in accordance with *Iowa Code § 299.4*).

1. Child and Family Information: Name and birth date of child under competent private instruction.

(Child's Name)

(Birth date)

2. Name and address of person filing report.

Circle One:

Parent Guardian Legal custodian

(Name)

(Address)

(City, State, Zip Code)

(Phone Number) (optional)

3. IMMUNIZATION EVIDENCE: If filing for the 1st time, attach immunization information. (Proof of immunization is required of all children receiving CPI, including those enrolled in a HSAP)

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

Subject	Text, Publisher and Author	Time Spent

5. List number of days of instruction under competent private instruction _____
(Must be at least 148 days per academic year, *Iowa Code § 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.

Teacher Name

Teacher folder #: _____

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. The school district will notify parents by October 1st of testing dates.)

B. OPTIONAL INFORMATION (*Note: Although not required by law for reporting purposes under Iowa Code § 299.4, failure to respond may result in loss of some privileges or available options to parents, guardians or custodians.*) **However, if your child needs to access special education programs or services, or if your child plans to participate in any academic or extracurricular activities at your local school district, or to if you wish to have your child's annual assessment provided at no charge, complete the following:**

8. Does the child require special education services? _____ Yes _____ No
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 before the child may receive Competent Private Instruction in Iowa. *Iowa Code § 299A.9.*

9. Do you desire dual enrollment in the public school for the child under competent private instruction? Yes _____ No _____ (If no, skip to #10.)

A. Dual enrollment is desired for: (Check all that apply)
Academic _____ Extra-curricular activities _____ Testing _____ Special Education _____

B. Grade Level for the 20____-20____ school year _____

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

1st Semester	2nd Semester

10. 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).

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

INDIVIDUALIZED INSTRUCTION

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

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

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

INTERNATIONAL STUDY

The board recognizes some students may wish to take courses outside the country. Generally, students must obtain board approval prior to participating in the international student exchange program if the student wants to receive credit for the program. If it is a continuing program which has received a favorable evaluation by the administration and the program will be carried out in the future as it has in the past, prior board approval is not required.

The board's approval is not an assumption of liability, but rather an approval of the credits from the program toward graduation requirements. The students, employees or others traveling with the students shall assume all costs and maintain personal and liability insurance 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.

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

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

Approved 11/19/2012

Reviewed 10/17/2016

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 shall provide a plan to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, color, sex, sexual orientation, gender identity, marital status, SES, religion, creed and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risks students; provisions for appropriate counseling services; strategies for coordinating school programs and community based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

Approved 11/19/2012

Reviewed 10/17/2016

Revised 1/21/2013

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

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

Students 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 shall receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course shall be determined by the post-secondary educational institution. The board shall have complete discretion to determine the academic credit to be awarded to the student for the summer courses.

The following factors shall be considered in the board's determination of whether a student will receive academic or vocational-technical credit toward 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, shall be responsible for transportation without reimbursement to and from the location where the course is being offered.

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

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

Students who fail the course and fail to receive credit shall reimburse the school district for all costs directly related to the course. Prior to registering for the course, students under age eighteen shall have a parent sign a form indicating that the parent is responsible for the costs of the course 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 shall be 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 shall also be responsible for developing the appropriate forms and procedures for implementing this policy.

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

DUAL ENROLLMENT

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

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

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

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.

Approved 11/19/2012

Reviewed 10/17/2016

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.

Approved 11/19/2012

Reviewed 10/17/2016

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 an unlimited amount of 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 per course, for students enrolled full-time.

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Reviewed 10/17/2016

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 shall consider the current and future needs of the school district as well as the changes and the trends in education and society. It shall be the responsibility of the superintendent to report to the board the action taken by licensed employees.

In making its recommendations to the superintendent/designee, the certified employees will select materials which:

- support the educational philosophy, goals and objectives of the school district;
- consider the age, emotional development, ability level and social development of students for whom the materials are selected;
- are within the school district's budget;
- foster respect and appreciation for cultural diversity and difference of opinion;
- stimulate growth in factual knowledge and literary appreciation;
- encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
- portray the variety of careers and roles open to persons of both genders;
- are evaluated based on their strength rather than their weaknesses; and,
- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

The criteria stated above for selection of instructional materials shall also apply to the selection of textbooks. The superintendent may appoint certified employees to assist in the selection of textbooks. In the case of textbooks, the board will make the final decision after a recommendation from the superintendent. Textbooks shall be reviewed as needed and at least every seven years.

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

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

INSTRUCTIONAL MATERIALS SELECTION REGULATION

I. Responsibility for Selection of Instructional Materials

A. The Board is responsible for matters relating to the operation of the Hinton 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 audiovisual materials (not equipment), whether considered text materials or media center materials. The board retains the final authority for the approval of textbooks.

C. While selection of materials may involve many people including principals, teachers, students, parents, community members and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately licensed persons responsible for the selection of media equipment and materials.

D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule the term 'text materials' includes textbooks and other printed and nonprinted material provided in multiple copies for use of a total class or major segment of a class.

E. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee shall be formed and appointed in compliance with the board policy on Ad Hoc Committees.

1. The superintendent will inform the committee as to their role and responsibility in the process.
2. The following statement shall be given to the ad hoc committee members:
Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is vital to education in a democracy.
 - a. 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.
 - b. 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.
 - c. Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

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

- A. *Religion* - Material shall represent the major religions in a factual, unbiased manner. The primary source material of the major religions shall be considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, shall not be included in the school libraries or classrooms.

INSTRUCTIONAL MATERIALS SELECTION REGULATION

- B. *Racism* - Material shall present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual.
- C. *Sexism* - Material shall reflect sensitivity to the needs, rights, traits and aspirations of men and women without preference or bias.
- D. *Age* - Material shall recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
- E. *Ideology* - Material shall present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material shall not be selected with the intention to sway reader judgment and shall be related to the maturity level of the intended audience.
- F. *Profanity and Sex* - Material shall be subjected to a test of literary merit and reality by the media specialists and licensed staff who will take into consideration their reading of public and community standards of morality.
- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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

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

III. Procedure for Selection

- A. Material purchased for libraries and classrooms shall be recommended for purchase by licensed employees, in consultation with administrative staff, media center staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase shall be approved by the appropriate building administrator.
 - 1. The materials selected shall support stated objectives and goals of the school district. Specifically, the goals are:
 - a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
 - c. To effectively guide and counsel students in the selection and use of materials and libraries;
 - d. To foster in students a wide range of significant interests;
 - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;

INSTRUCTIONAL MATERIALS SELECTION REGULATION

- f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
 - g. To encourage life-long education through the use of the library; and,
 - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
2. Materials selected shall be consistent with stated principles of selection. These principles are:
- a. To select material, within established standards, which will meet the goals and objectives of the school district;
 - b. To consider the educational characteristics of the community in the selection of materials within a given category;
 - c. To present the sexual, racial, religious and ethnic groups in the community by:
 - (1) Portraying people, both men and women, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
 - (2) Placing no constraints on individual aspirations and opportunity.
 - (3) 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 shall meet stated selection criteria. These criteria are:
- a. Authority-Author's qualifications - education, experience, and previously published works;
 - b. Reliability:
 - (1) Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
 - (2) Current-presentation of content which is consistent with the finding of recent and authoritative research.
 - c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
 - d. Language:
 - (1) Vocabulary:
 - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
 - b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
 - (2) Compatible to the reading level of the student for whom it is intended.

INSTRUCTIONAL MATERIALS SELECTION REGULATION

- e. Format:
 - (1) Book
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well spaced;
 - d. Adequate margins;
 - e. Firmly bound; and,
 - f. Cost.
 - (2) Nonbook
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
 - (3) Illustrations of book and nonbook materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and nonsegregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
 - (4) Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
- f. Special Features:
 - (1) Bibliographies.
 - (2) Glossary.
 - (3) Current charts, maps, etc.
 - (4) Visual aids.
 - (5) Index.
 - (6) Special activities to stimulate and challenge students. (7)

Provide a variety of learning skills.
- g. Potential use:
 - (1) Will it meet the requirement of reference work?
 - (2) Will it help students with personal problems and adjustments?
 - (3) Will it serve as a source of information for teachers and librarians?
 - (4) Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, and sexual stereotypes?
 - (5) Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
 - (6) Will it help students and teachers keep abreast of and understand current events?
 - (7) Will it foster and develop hobbies and special interest?
 - (8) Will it help develop aesthetic tastes and appreciation?
 - (9) Will it serve the needs of students with special problems?
 - (10) Does it inspire learning?
 - (11) Is it relevant to the subject?
 - (12) Will it stimulate a student's interest?

INSTRUCTIONAL MATERIALS SELECTION REGULATION

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 shall be within the discretion of the board.
5. In order to provide a current, highly usable collection of materials, media specialists shall provide for constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

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.

Approved 11/19/2012

Reviewed 10/17/2016

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.

Approved 11/19/2012

Reviewed 10/17/2016

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. However, 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

Approved 11/19/2012Reviewed 10/17/2016

Revised _____

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REQUEST FORM

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 REQUEST FORM

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

_____ Yes (a) Please call the office of the Superintendent.
(b) Please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ Number of Minutes

No _____

Signature

Date

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

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,

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

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 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 media specialist 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 media specialist of the attendance center. If, after consultation with the principal or media specialist, 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 by the superintendent.
 - (2) One media specialist 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 annually 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.
 - 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.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

Following the board'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. Completed and filed Reconsideration Request Forms are acted upon by the committee.
- 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 is of the same general qualifications as the member excused.
- p. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

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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 economic ways to utilize instructional television, audiovisual materials, computers, and other technological advances as a part of the curriculum.

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

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TECHNOLOGY AND INSTRUCTIONAL MATERIALS 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 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.

TECHNOLOGY AND INSTRUCTIONAL MATERIALS REGULATION

- Brevity
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
 - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
 - One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.
 - Spontaneity - Should be at the "instance and inspiration" of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
 - Cumulative Effect - Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Copying Limitations

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

TECHNOLOGY AND INSTRUCTIONAL MATERIALS REGULATION

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

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

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

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

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

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

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

TECHNOLOGY AND INSTRUCTIONAL MATERIALS REGULATION

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 librarian or the subscription database, e.g. unitedstreaming.

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

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

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

Authorized Reproduction and Use of Copyrighted Computer Software

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

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

TECHNOLOGY AND INSTRUCTIONAL MATERIALS REGULATION

- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

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

Educators may perform or display their own multimedia 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 to fair use in an educational multimedia project:

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

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

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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 is 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.

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APPROPRIATE USE OF COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS, AND THE INTERNET

The board is committed to making available to students and staff members access to a wide range of electronic learning facilities, equipment, and software, including computers, computer network systems, and the internet. The goal in providing this technology and access is to support the educational objectives and mission of the school district and to promote resource sharing, innovation, problem solving, and communication. The district's computers, computer network, and/or internet connection is not a public access service or a public forum. The district has the right to place reasonable restrictions on the material accessed and/or posted through the use of its computers, computer network, and/or internet connection.

Access to the district's computers, computer network systems, and the internet shall be available to all students and staff within the district. However, access is a privilege, not a right. Each student and staff member must have a signed acceptable use agreement on file prior to having access to and using the district's computers, computer network systems, and the internet. The amount of time and type of access available for each student and staff member may be limited by the district's technology and the demands for the use of the district's technology. Even if students have not been given access to and/or use of the district's computers, computer network systems, and the internet, they may still be exposed to information from the district's computers, computer network systems, and/or the internet in guided curricular activities at the discretion of their teachers.

Every computer in the district having internet access shall not be operated unless internet access from the computer is subject to a technology protection measure (i.e. filtering software). The technology protection measure employed by the district shall be designed and operated with the intent to ensure that students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are otherwise harmful to minors. The technology protection measure may only be disabled for an adult's use if such use is for bona fide research or other lawful purposes.

The technology coordinator may close a user account at any time as required and administrators, faculty, and staff may request the technology coordinator to deny, revoke or suspend user accounts. Any user identified as a security risk or having a history of problems with computer systems may be denied access to the district's computers, the district's computer network systems, and the internet. Students and staff members will be instructed by the district's technology coordinator or other appropriate personnel on the appropriate use of the district's computers, computer network systems, and the internet.

The use of the district's computers, computer network systems, and internet access shall be for educational purposes only. Students and staff members shall only engage in appropriate, ethical, and legal utilization of the district's computers, computer network systems, and internet access. Student and staff member use of the district's computers, computer network systems, and internet access shall also comply with all district policies and regulations. The following rules provide guidance to students and staff for the appropriate use of the district's computers, computer network systems, and internet access. Inappropriate use and/or access will result in the restriction and/or termination of the privilege of access to and use of the district's computers, computer network systems, and internet access and may result in further discipline for students up to and including expulsion and/or other legal action and may result in further discipline for staff members up to and including termination of employment and/or other legal action. The district's administration will determine what constitutes inappropriate use and their decision will be final. Inappropriate use includes, but is not limited to a violation of the following rules:

APPROPRIATE USE OF COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS,
AND THE INTERNET

-Do not make or disseminate offensive or harassing statements or use offensive or harassing language including disparagement of others based on age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status. Do not swear, use vulgarities or any other inappropriate language. Be polite and follow the same privacy, ethical, educational, and other considerations observed regarding other forms of communication.

-Do not access, create or disseminate any material that is obscene, libelous, indecent, vulgar, profane or lewd; any material regarding products or services that are inappropriate for minors including products or services that the possession and/or use of by minors is prohibited by law; any material that constitutes insulting or fighting words, the very expression of which injures or harasses others; and/or any material that presents a clear and present likelihood that, either because of its content or the manner of distribution, will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or will cause the violation of lawful school regulations.

-Do not disseminate or solicit sexually oriented messages or images.

-Do not transmit your credit card information or other personal identification information, including your home address or telephone number from any District computer. Do not publish personal or private information about yourself or others on the internet without prior written permission. Do not repost a message that was sent to you privately without permission of the person who sent the message. If any information is to be provided regarding students, it should be limited to the student's first name and the initial of the student's last name only. Do not arrange or agree to meet with someone met online.

-Do not use the district's computers and/or computer network systems to participate in illegal activities. Illegal activities include, but are not limited to, gambling, fraud, and pornography.

-Do not subscribe to or access listservs, bulletin boards, online services, e-mail services, social networking sites (i.e. xanga, myspace, facebook) or other similar services without prior permission from the technology coordinator or other appropriate personnel.

-Do not use, possess or attempt to make or distribute illegal/unauthorized copies of software or other digital media. Illegal/unauthorized software or other digital media means any software or other digital media that has been downloaded or copied or is otherwise in the user's possession or being used without the appropriate registration and/or license for the software or in violation of any applicable trademarks and/or copyrights, including the payment of any fees to the owner of the software or other digital media.

-Do not alter, modify, corrupt or harm in any way the computer software stored on the district's computers or computer network systems. Do not install any software on the hard drive of any district computer or on the district's computer network systems or run any personal software from either floppy disk, CD-ROM, DVD, flash drives or other storage media or alter or modify any data files stored on the district's computers or computer network systems without prior permission and supervision from the technology coordinator or other appropriate personnel.

APPROPRIATE USE OF COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS,
AND THE INTERNET

- Do not download any programs or files from the internet without prior permission from the district's technology coordinator or other appropriate personnel. Any programs or files downloaded from the internet shall be strictly limited only to those that you have received permission from the technology coordinator or other appropriate personnel to download.
- Do not use any encryption software from any access point within the district.
- Do not access the internet from a district computer using a non-district internet account.
- Do not share a personal user account with anyone. Do not share any personal user account passwords with anyone or leave your account open or unattended.
- Do not access the district's computers or computer network systems or use the District's internet connection from a non-district computer without prior authorization from the technology coordinator or other appropriate personnel.
- Do not use an instant messenger service or program, internet relay chat or other forms of direct electronic communication or enter a chat room while using the district's computers, computer network systems, and/or the district's internet connection.
- Do not disable or circumvent or attempt to disable or circumvent filtering software.
- Do not play any games or run any programs that are not related to the district's educational program.
- Do not vandalize the district's computers or its computer network systems. Vandalism is defined as any attempt to harm, modify, deface or destroy physical computer equipment or the computer network and any attempt to harm or destroy data stored on the district's computer equipment or the computer network or the data of another user. All users are expected to immediately report any problems or vandalism of computer equipment to the administration, the technology coordinator or the instructor responsible for the equipment.
- Do not commit or attempt to commit any act that disrupts the operation of the district's computers or computer network systems or any network connected to the internet, including the use or attempted use or possession of computer viruses or worms or participation in hacking or other unlawful/inappropriate activities on line. Users must report any security breaches or system misuse to the administration or technology coordinator. Do not demonstrate any security or other network problems to other users; give your password to another user for any reason; and/or use another individual's account. Do not attempt to log on to any device as a system administrator.
- Do not use the network in such a way that you would disrupt the use of the network by other users or would waste system resources (e.g. listening to internet radio, printing web pages without prior permission from the technology coordinator or other appropriate personnel, staying on the network longer than is necessary to obtain needed information).
- Do not use the district's computers and/or computer network systems for any commercial or for-profit purposes, personal or private business, (including but not limited to shopping or job searching), product advertisement or political lobbying.

APPROPRIATE USE OF COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS,
AND THE INTERNET

-Do not use the district's computers, computer network systems, and/or the internet to access, download, transmit, and/or disseminate any material in violation of any federal or state law, copyrighted material, obscene material, hate literature, material protected by trade secret, computer viruses and/or worms, offensive material, spam e-mails, any threatening or harassing materials, and/or any material that will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities. If a user encounters potentially inappropriate information, the user shall immediately terminate contact with such information and notify the technology coordinator or other appropriate personnel of the contact with inappropriate information.

-Do not plagiarize information accessed through the district's computer, computer network systems, and/or the internet. Students and staff shall obtain permission from appropriate parties prior to using copyrighted material that is accessed through the district's computer, computer network systems, and/or the internet.

Although reasonable efforts will be made to make sure students will be under supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students may encounter information that may not be of educational value and/or may be inappropriate. If a student encounters such information, the student should terminate access to the information immediately and notify supervisory personnel or other appropriate personnel of what occurred.

Students will be able to access the district's computers and computer network systems, including use of the internet, through their teachers and/or other appropriate supervisors. Individual electronic mail addresses will not be issued to students. Students will not be allowed to use e-mail except under very specific, limited educational circumstances. If a student has an electronic mail address that has been set up outside of school, the student will not be permitted to access that e-mail account or use that address to send and receive mail at school.

Parents will be required to sign a permission form to allow their students to access the district's computers, computer network systems, and the internet. Students and staff members will sign a form acknowledging they have read and understand the district's policies and regulations regarding appropriate use of the district's computers and computer network systems, that they will comply with the policies and regulations, and understand the consequences for violation of the policy or regulations. Prior to publishing any student work and/or pictures on the internet, the district will obtain written permission from the student's parents to do so.

The district has the right, but not the duty, to monitor any and all aspects of its computers, computer network systems, and internet access including, but not limited to, monitoring sites students and staff visit on the internet and reviewing e-mail. The administration and the technology coordinator shall have both the authority and right to examine all computer and internet activity including any logs, data, e-mail, computer disks and/or other computer related records of any user of the system. The use of e-mail is limited to district and educational purposes only. Students and staff waive any right to privacy in anything they create, store, send, disseminate or receive on the district's computers and computer network systems, including the internet.

APPROPRIATE USE OF COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS,
AND THE INTERNET

No warranties, expressed or implied, are made by the district for the computer technology and internet access being provided. Although the district has taken measures to implement and maintain protection against the presence of computer viruses, spyware, and malware on the district's computers, computer network systems, and internet access, the district cannot and does not warranty or represent that the district's computers, computer network systems or internet access will be secure and free of computer viruses, spyware or malware at all times. The district, including its officers and employees, will not be responsible for any damages including, but not limited to, the loss of data, delays, non-deliveries, misdeliveries or service interruptions caused by negligence or omission. Individual users are solely responsible for making backup copies of their data. The district is not responsible for the accuracy of information users' access on the internet and is not responsible for any unauthorized charges students or staff members may incur as a result of their use of the district's computers, computer network systems, and/or internet access. Any risk and/or damages resulting from information obtained from the district's computers, computer network systems, and/or internet access is assumed by and is the responsibility of the user.

Students, parents, and staff members may be asked from time to time to sign a new consent and/or acceptable use agreement to reflect changes and/or developments in the law or technology. When students, parents, and staff members are presented with new consent and/or acceptable use agreements to sign, these agreements must be signed for students and/or staff to continue to have access to and use of the district's computers, computer network systems, and the internet.

The interpretation, application, and modification of this policy are within the sole discretion of the school district. Any questions or issues regarding this policy should be directed to the superintendent, any building principal or the technology coordinator. The board will review and update this policy as necessary.

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Reviewed 10/17/2016

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STUDENT USE OF THE DISTRICT'S COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS AND INTERNET ACCESS CONSENT FORM

I am the parent or guardian of the student named below and I hereby certify that I have received, read, and understand the Hinton Community School District's Appropriate Use of Computers, Computer Network, Computer Systems, and the Internet policy.

I recognize that although the Hinton Community School District has taken measures to restrict access to controversial materials, it cannot guarantee that students will be protected from accessing any controversial materials during the student's use of the District's computers, computer network systems, and the internet.

I accept full responsibility for my student's use of the District's computers, computer network systems, and the internet through the District in accordance with the terms, conditions, and guidelines as stated by the District in its policies and regulations and as set out in federal and state law. I relieve the Hinton Community School District and its officers and employees, from any and all financial responsibility that may be incurred by my student's use of the District's computers, computer network systems, and the internet.

STUDENT'S NAME: _____

GRADE: _____ My child may have access to internet: _____Yes _____No

I hereby give the District permission to publish my child's work, picture, and/or first name on the internet through the District's web site. _____Yes _____No

Parent or Guardian Name: _____

PARENT/GUARDIAN SIGNATURE

DATE

If you have consented to your child's use of the District's computers, computer network systems, and internet access, please have your child review and sign the following:

I have read the Hinton Community School District's Appropriate Use of Computers, Computer Network Systems, and the internet policy and agree to abide by its provisions. I understand that violation of these provisions will result in the restriction and/or termination of my ability to use the District's computers, computer network systems, and internet access and may result in further discipline up to and including expulsion and/or other legal action. I agree to be responsible for payment of costs incurred by accessing any internet services that have a cost involved.

STUDENT SIGNATURE

DATE

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Reviewed 10/17/2016

Revised _____

STAFF USE OF THE DISTRICT'S COMPUTERS, COMPUTER NETWORK, COMPUTER SYSTEMS,
AND INTERNET ACCESS AGREEMENT FORM

I hereby certify that I have received, read, and understand the Hinton Community School District's Appropriate Use of Computers, Computer Networks, Computer Systems, and the Internet policy.

I accept full responsibility for my use of the district's computers, computer network systems, and the internet through the district in accordance with the terms, conditions, and guidelines as stated by the district in its policies and regulations and as set out in federal and state law.

I understand that violation of these provisions will result in the restriction and/or termination of my ability to use the district's computers, computer network systems, and internet access and may result in further discipline up to and including termination of my employment with the district and/or other legal action.

I will not hold the district responsible in any way for materials accessed through the district's computers, computer network systems, and/or the district's internet access. I relieve the Hinton Community School District and its officers and employees from any and all financial responsibility that may be incurred by my use of the district's computers, computer network systems, and the internet.

Signature

Printed Name

Date

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

SHARED STUDENTS

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

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

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

CLASS SIZE - CLASS GROUPING

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

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

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

HOMEWORK

Homework, extra class activities or assignments beyond the regular classroom instruction program are a part of the education program. Homework will be an extension and an enrichment of the classroom instruction.

Homework shall be an opportunity for students to practice skills and activities, to share and discuss ideas, to review materials, to become acquainted with resources, to organize thoughts, to prepare for classroom activity, or to make up incomplete assignments.

The amount of homework in grades one through six shall be appropriate. A reasonable amount of homework is required in grades seven through twelve.

Guidelines regarding homework shall be developed in conjunction with the curriculum of the education program.

Approved 11/19/2012

Reviewed 10/17/2016

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 shall have a secular purpose and shall not advocate or sponsor a particular religion.

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

Approved 11/19/2012

Reviewed 10/17/2016

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

Approved 11/19/2012

Reviewed 10/17/2016

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

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

SCHOOL ASSEMBLY

The building principal may authorize programs or activities in the form of a school assembly when such events contribute to the achievement of education goals of the school district. School assemblies shall comply with the school calendar.

In authorizing a school assembly, 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 the building principal or superintendent consider relevant.

It shall be the responsibility of the superintendent to inform the board of the approved school assemblies.

Approved 11/19/2012

Reviewed 10/17/2016

Revised _____

EARLY RELEASE FOR SENIORS

The school academic year for students shall be for a minimum of 180 days in the school calendar. Seniors may be excused up to five days of instruction after they have met the district's requirements for graduation. The board may also excuse graduating seniors from making up days due to inclement weather if the student has met the school district's graduation requirements.

The superintendent has the authority to deny early release, or reduce the number of days for which graduating seniors may be excused, if a senior has failed to meet the requirements for graduation, as a form of discipline for an individual or for the class as a whole, or if the academic year has been disrupted by school closings for severe weather or other emergencies.

Approved 11/19/2012

Reviewed 10/17/2016

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 involves licensed employees.

Approved 11/19/2012

Reviewed 10/17/2016

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.

Approved 11/19/2012

Reviewed 10/17/2016

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 | health education |
| • nutrition | physical education and activity |
| • healthy, safe environment | counseling |
| • staff wellness | 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

STUDENT HEALTH SERVICES REGULATION

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)
 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. Develop student health services annual status report
 11. Coordinate information and program delivery within the school and between school and major constituents
 12. 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
 13. 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.

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Revised _____

ADULT EDUCATION

The board supports post-high school and adult education programs for the members of the school district community. The goal of the adult education program shall be to prepare individuals for democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal lives.

The school district facilities shall be available for these education programs as long as they do not interfere with or disrupt the education program or other school district activities. It shall be the responsibility of the superintendent to oversee these programs.

No programs will be operated unless a predetermined number of individuals register for the program. This number shall be determined based upon the costs of the program. Proposed changes to post-high school and adult education programs shall be made in the manner set forth by the superintendent.

Adult education programs shall be provided in conjunction with a local post-secondary institution, Western Iowa Tech Community College if there is a need.

Approved 11/19/2012

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