

Educational Program

Series 600

- 600 Goals and Objectives of the Education Program
 - 601.1 School Calendar
 - 601.2 School Day
 - 601.3 School District Instructional Organization
 - 601.4 Early Dismissal of School
 - 602.1 Curriculum Development
 - 602.1A Curriculum Development and Management Policy
 - 602.2 Curriculum Implementation
 - 602.3 Curriculum Evaluation
 - 602.4 Pilot-Experimental-Innovative Projects
 - 603.1 Basic Instruction Program
 - 603.2 Summer School Instruction
 - 603.3 Special Education
 - 603.3A Medication
 - 603.3B Student Records
 - 603.3C Standards, Procedures and Criteria
 - 603.3D Emergency and Disaster Procedures
 - 603.3E Child Advocacy
 - 603.3F Facilities
 - 603.3G Graduation of Special Education Students
 - 603.3H Plan for Integration of Special Education Students
 - 603.4 Multicultural/Gender Fair Education
 - 603.5 Health Education
 - 603.5E1 Human Growth and Development Student Excuse Form
 - 603.6 Physical Education
 - 603.7 Career Education
 - 603.8 Teaching About Religion
 - 603.8R1 Teaching About Religion Regulation-Religious Holidays
 - 603.9 Academic Freedom
 - 603.9R1 Teaching Controversial Issues
 - 603.10 Global Education
 - 603.11 Citizenship
 - 604.1 Competent Private Instruction and Independent Private Instruction
 - 604.1E1 Competent Private Instruction Report
 - 604.2 Individualized Instruction
 - 604.3 Program for Talented and Gifted Students
 - 604.4 Program for At-Risk Students
 - 604.5 Religious-Based Exclusion From a School Program
 - 604.6 Instruction At A Post-Secondary Educational Institution
 - 604.7 Dual Enrollment
 - 604.8 Foreign Students
 - 604.10 Virtual/On-Line Courses

- 604.11 Co-Curricular Activities
- 605 Technology Usage Policy
- 605.1 Instructional Materials Selection
 - 605.1R1 Selection of Instructional Materials
- 605.2 Instructional Materials Inspection
- 605.3 Objection To Instructional Materials
 - 605.3E1 Instructions To The Reconsideration Committee
 - 605.3E2 Reconsideration of Instructional Materials
 - 605.3E3 Sample Letter to Individual Challenging Instructional Materials
 - 605.3R1 Reconsideration of Instructional Materials Regulation
- 605.4 Technology and Instructional Materials
- 605.5 School Library
- 605.6 Internet – Appropriate Use
 - 605.6R1 Internet – Appropriate Use Regulation
 - 605.6E1 Internet/Technology Use Agreement
 - 605.6E2 Internet Appropriate Use Violation Notice
- 605.7 Use of Information Resources
 - 605.7R1 Use of Information Resources Regulation
- 605.8 Early Graduation
- 605.9 Documentation of Grades
- 605.10 District Assessment Program
- 606.1 Class Size-Class Grouping
- 606.2 School Ceremonies and Observances
- 606.3 Animals in the Classrooms
- 606.4 Student Production of Materials and Services
- 606.5 Student Field Trips and Excursions
- 607.1 Student Guidance and Counseling Program
- 607.2 Student Health Services
 - 607.2R1 Student Health Services Regulation
- 636 Suicide Prevention and ACES Training Requirements

Policy Title: GOALS AND OBJECTIVES OF
THE EDUCATION PROGRAM

Code No. 600

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

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

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

Approved 2/15/01 Reviewed 3/4/2019 Revised 2/21/08

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

The academic school year for students is for a minimum of one-hundred and eighty days or 1080 hours in the school calendar. The academic school year for students may not begin prior to August 23. 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.

Prior to adopting the school calendar, the board shall hold a public hearing on any proposed school calendar.

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

Cross Reference: 501.3 Compulsory Attendance
601.2 School Day
603.3 Special Education
606.10 Early Release for Seniors

Approved 2/15/01 Reviewed 3/4/2019 Revised 3/4/2019

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

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

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, unless otherwise provided by the requirements as established for the operation of accredited schools.

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

Legal Reference: Iowa Code § 279.8.
281 I.A.C. 12.1(8).

Cross Reference: 601.1 School Calendar

Approved 2/15/01 Reviewed 3/4/2019 Revised 3/4/2019

Policy Title: SCHOOL DISTRICT INSTRUCTIONAL
ORGANIZATION

Code No. 601.3

The school district offers an education program for grades Pre-kindergarten through twelve. The levels of instruction are organized by the following levels:

Grades Pre-kindergarten through two will attend the primary school

Grades three through five will attend the elementary school

Grades six through eight will attend the middle school

Grades nine through twelve will attend the high school

Each school building will have a principal responsible for the administration and management of the school building.

Legal References:

(Code of Iowa)256.11, 279.11, 280.14
Iowa Administrative Code 281-12.1, 12.3, 12.5

Approved 1989 Reviewed 3/4/2019 Revised 1/7/14

Policy Title: EARLY DISMISSAL OF SCHOOL

Code No. 601.4

Early dismissal of classes is to be done only after receiving permission from the superintendent. In case early dismissal is necessary and approved, the principal must plan for the supervision of all pupils riding on buses until the buses arrive.

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

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

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

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

Each curriculum area will be reviewed and revised when necessary according to the timelines set out by the superintendent. These timelines will provide for periodic review of each curriculum area.

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

- *Study the latest thinking, trends, research and expert advice regarding the content/discipline;*
- *Study the current status of the content/discipline (what and how well students are currently learning);*
- *Identify content standards, benchmarks, and grade level expectations for the content/discipline;*
- *Describe the desired learning behaviors, teaching and learning environment related to the content/discipline;*
- *Identify differences in the desired and present program and develop a plan for addressing the differences;*
- *Communicate with internal and external groups regarding the content area;*

- *Involve staff, parents, students, and community members in curriculum development decisions;*
- *Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc.);*
- *Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.*

In making recommendations to the board, the superintendent will propose a curriculum that will:

- Fulfill the philosophy of the school district;
- Reflect the educational and operational needs assessment of the school district;
- Articulate courses of study from kindergarten through grade twelve;
- Identify minimum objectives for each course and, at the elementary level, for each grade;
- Provide for the evaluation of the procedures and methods for attaining the objectives;
- Provide for objective monitoring of a student's progress;
- Provide for the needs of vocational and college bound students;
- Include, if feasible, the course offerings requested by the students;
- Meet the requirements of the Iowa Department of Education.

It is 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 make recommendations to the board.

Legal Reference: Iowa Code §§ 256.7.; 279.8; Ch. 280.
281 I.A.C. 12.5, 12.8.

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

Approved 2/15/01 Reviewed 3/4/2019 Revised 3/4/2019

Curriculum Development and Review

The need for and value of a systematic, ongoing program of curriculum development and evaluation involving students, parents, teachers, and administrators is recognized. The design and implementation of the curriculum will be consistent with the board's stated curriculum goals. The board deems it essential that the school system continually develop and modify its curriculum to meet changing needs. The board authorizes the Curriculum Director to cooperatively develop the curriculum for the school system and to organize committees to review the curriculum. Staff contribution to curriculum development will be provided through curriculum committees.

It will be the responsibility of the Curriculum Director to develop proposals relating to curriculum modifications and additions that, in the opinion of the board, the Superintendent, the staff, and consultants, are essential to the maintenance of a high-quality program of education from kindergarten (K) through grade twelve (12).

While instructional differentiation is expected to occur to address the unique needs of specific students, that instruction will be derived from a curriculum that is common to all students and all levels of that curriculum, and supplementary resource materials will be available to all students and staff members regardless of grade assignment. A primary consideration in all curriculum development, modification, review, and implementation will be the establishment of an integrated, multi-disciplinary curriculum that conveys multiple learnings simultaneously in order to maximize the educational benefits of a limited and precious instructional time.

Curriculum Philosophy

The purpose of education is primarily the imparting of basic skills, knowledge, processes, and attitudes necessary for the student to successfully function in society. Education also recognizes the characteristics unique to each individual and provides a process for development and expression of each student's innate potentiality and talents.

To assure that students leaving schools will possess the skills and knowledge to have successful experiences in higher education and in the workplace, a results-based, technological, continuous-progress model will be used for the students of the district.

The curriculum is to be designed and delivered using a results-based, technological, continuous-progress approach. Such an approach is based on the following premises:

- All students are capable of achieving excellence in learning the essentials of formal schooling.
- Success influences self-concept; self-concept influences learning and behavior.
- The instructional process can be adapted to improve learning
- Schools can maximize the learning conditions for all students through clearly-stated

standards, high-expectations for all students, and continuous, "authentic" assessment of student learning.

- Successful "authentic" student learning must be based on providing appropriate educational experiences at the appropriate level of challenge in order to ensure maximum student achievement.

The district subscribes to a standards-based approach to curriculum and instruction that focuses and organizes all of the district's efforts around the district's education standards. The standards and benchmarks are the goals from which all subject-area curriculum development efforts are derived during the curriculum development process.

The district has the following life-long learning standards:

Students from Sergeant Bluff-Luton Community School District will:

- Demonstrate citizenship through responsible ways of thinking, believing, and acting for the public good.
- Demonstrate personal, social, and civic cooperation within a community of individual and cultural differences.
- Communicate effectively through listening, speaking, writing and reading in a variety of situations.
- Utilize problem solving through relevant strategies, effective decision making, and incorporating creativity skills.
- Access and use technology in real life situations.
- Set goals and work toward achieving them with check points that indicate movement toward completion.

The Planned and Written Curriculum

It is the expectation of the district that learning will be enhanced with an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and from building to building. The curriculum should reflect the best knowledge of the growth and development of learners, the content of the various disciplines, and the needs of learners based on the nature of society and the desires of the residents and taxpayers of the district. The curriculum is designed to provide teachers and students with the district's expectations of what children and young people are to learn. Teachers are expected to follow the curriculum teaching assignments.

The components of the written curriculum will include belief statements and seven "layers" of outcomes in order to achieve total alignment through the level of teacher lesson delivery. The components are:

- Belief statements for each discipline area, which are broad statements reflecting current research, expert opinion, and teacher experience in a field of study.
- Life Long Learning Standards for all students, which are broad life related skills and characteristics that students should have at the end of the 12th grade, incorporating likely future trends that will impact on the lives of students and to which they will be expected to make moral, ethical, financial, or civic decisions.
- Content Standards - district outcomes describing in broad terms what students will

know or be able to do by the end of the twelfth grade in a particular subject area.

- Benchmarks -district adopted outcomes that display what students will be able to do at the end of a span of grades, such as K-2, 3-5, 6-8, 9-12. Benchmarks are derived from the content standards.
- Performance tasks, which are teacher-prepared tasks that are tied to a particular theme or instructional unit that display student performance toward benchmarks .
- Objectives – district adopted grade level or course specific outcomes which are derived from the benchmarks.
- Lessons – teacher-prepared documents detailing instructional activities and aligned to district-adopted objectives. These documents should reflect best practice and current research on teaching methods and instructional strategies.
- Resources – documents that detail the materials used in particular lessons.

In addition to the curriculum guides, the principals and curriculum director will work with teachers to establish progress report procedures and homework guidelines which will be published in the student handbook.

The expectation by the board is all curriculum will be documented ~~in the IM Series, because of this software program curriculum will be~~ and updated every year, with a major K-12 vertical review of the curriculum at least every seven (7) years.

There is an expectation that all curriculum will be documented in writing, that the planned courses will be updated at least once every six (6) years, that the teachers will have copies of planned guidelines and use them to develop daily lesson plans, and that administrators will work with teachers to maintain consistency between curriculum design (written curriculum) and curriculum delivery (what is actually taught).

Copies of the curriculum guides in complete sets will be available to all teachers and the public, in each school media center, for review and reference.

Instructional resources such as textbooks, software, and other materials will be selected based upon their alignment with the agreed upon written standards.

A focused staff development plan will be designed and implemented to prepare staff members to teach the designed curriculum.

The Taught Curriculum

The design and implementation of the curriculum will be aligned with the planned and written curriculum as presented in the curriculum guide, the taught curriculum as presented to students by the teachers, and tested curriculum as determined by student assessments. Each of these three components of the curriculum will be matched to bring about a high-degree of consistency, except where planned otherwise (e.g., national/state referenced test).

All curriculum, including but not limited to elimination of programs and courses and extensive content alteration will be subject to board approval. Curricular proposals from the Curriculum Director may be presented to the Superintendent, who will be responsible for disclosing and making recommendation to the board on such matters.

Curriculum guides will be provided for the various subject areas or interdisciplinary offerings. These guides will present at least a minimal outline for instruction and a basis for further development of the particular area.

The guides will reflect alignment of the curriculum and will be designed to assist all users in strengthening and clarifying their philosophy regarding the teaching of a learning, and will, when possible, suggest a variety of possibilities for instruction, patterns of individualization, variations of approaches, and materials. Curriculum guides will reflect best practice based on current research, forecasts of future needs and trends, and methodologies.

The district has several expectations toward the teaching process. Teachers have a right to expect that their teaching efforts are part of a broad plan of quality education. There is to be assurance that teachers and their colleagues are working toward a common goal. All faculty members have a responsibility not only to contribute to the refinements of written curriculum study, but also to teach the curriculum. The principal will see that optimum use is made of available curriculum guides.

In addition to consistent delivery of the standards in the curriculum, it is expected that instructional delivery will be based on sound teaching principles grounded in education research. Instructional supervision efforts are to focus on these sound teaching principles.

A systematic process is to be in place for planning and providing instruction appropriate for each student and for engaging the student until standards are attained. This systematic process is to include:

- Establishing a school climate that continually affirms the worth and diversity of all students.
- Expecting that all students will perform at high levels of learning.
- Ensuring that all students experience opportunities for personal success.
- Varying the time for learning according to the needs of each student and the complexity of the task.
- Having both staff members and students take responsibility for successful learning of the standards.
- Assessing current student skills/learning for instructional assignments.
- Analyzing the content of each objective so that instructional strategies match content and assessment.
- When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
- Orienting students to the objective(s) to be learned.

- Initial teaching to the objective(s) that provides varied approaches, adequate practice time, and multiple opportunities for learning and success.
- Assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective, extension/enrichment, or correctives.
- For those who attain mastery, progressing to the next objective or offering extension/enrichment.
- For those who do not attain mastery, providing correctives and/or using different teaching strategies until standards are attained.

The district staff development program for teachers will include a research-based approach to teaching to provide teachers with alternative way to view the teaching act so that they may be as effective as possible.

The Tested Curriculum-Assessment

The district will establish models for determining the effectiveness of instructional programming at district, school, and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of appropriate specific agreed upon benchmarks for the appropriate level and the extent to which instructors are displaying conveyance of curriculum in the classrooms.

The design and implementation of the curriculum will be consistent with the board's stated curriculum goals and objectives. The curriculum will be planned and coordinated to provide a common direction of action for all instruction in the district. There will be one core curriculum with equal access for all students regardless of program or funding sources.

The board will officially adopt curriculum at a regularly scheduled meeting. Adoption dates will be stated within the curriculum adoption plan.

The district is to design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum. The Superintendent will develop a set of administrator's guidelines in the area of program evaluation.

The "tested" curriculum is to include the following components:

- A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
- A criterion-referenced information- management system at the classroom and building level for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
- Assessment strategies for teachers to diagnose and determine instructional assignments of student learning.
- An evaluation system that allows students to demonstrate and receive credit for mastery at any time.
- An assessment approach using state/local norm-referenced test to evaluate the status

of students from a national perspective and for curriculum revision as well as program design.

- A program evaluation component that guides curriculum redesign and instructional planning, with the standards based on information from program graduates and the performance demands of post school roles.

It is expected that teachers will conduct frequent diagnosis of students on the curriculum objectives. Teacher-made tests as well as criterion-referenced and standardized tests, will be used to determine patterns of student achievement. The teachers and supervisors are to use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Principals are to periodically review teacher-made tests to help teachers ensure that tests are congruent with the written curriculum and with what is being taught.

Role Responsibilities

Superintendent and Curriculum Director: The superintendent and curriculum director are responsible for the implementation of the policy and these regulations. The Curriculum director works with teachers and principals to implement the curriculum..

Principals: The building principal is the key to the monitoring and implementation of the curriculum. The principal must translate this importance to staff members on a daily basis. The principal will periodically observe classes, monitor lessons, and evaluate teacher-made tests. Principals may use, as a minimum, the following basic strategies to monitor curriculum:

- Full period classroom observations when possible.
- Twenty- minute classroom observations.
- Walk-through observations.
- Interview and conferences
- START team observations

Teachers: Teachers are to carry out several responsibilities that reflect their role in the curriculum management process. Teachers are responsible for teaching to the planned curriculum and for evaluating their instruction.

Curriculum Development Cycle

The Curriculum Director will ensure that a master long-range plan is in place for district curriculum development, program assessment, and testing. All K-12 curriculum areas are to undergo internal development/ redevelopment cycles on a rotating basis. The purpose of such an ongoing review is to lend a concentrated focus to a given curriculum area. This procedure will provide a formal means by which all planned courses are revised and kept up to date. The Curriculum Director will take steps, whenever possible, to conduct a curriculum review each year. The superintendent will organize a report/presentation to

the board that demonstrates how the policy and regulation are being implemented and to present such recommendations as may be necessary for the improvement of student growth as may be required. It will candidly point out strengths and weaknesses and form the base for later budget development.

The board report process will include a statement of instructional goals by grade level, assessment on testing trends data as may be relevant, important new trends that are to be incorporated into the curriculum, recommended instructional resources (e.g., textbooks) in the curriculum, and input from administrators and the teaching staff. The Curriculum Director will critique the proposed or existing curriculum in light of available knowledge regarding appropriate curriculum in the areas being reviewed, and such reports/critiques will be appended to the board report.

When a subject area is undergoing a development/redevelopment review, a vertical team will be established composed of teachers, principal, district administrators, and parents or students when appropriate. The vertical team will be used to provide input into the development cycle. The Curriculum Director is to establish the procedures for such vertical teams.

The development cycle will include three phases:

- Phase I - review and planning;
- Phase II - development of curriculum components;
- Phase III - pilot.

This entire process usually will take a multiple - year time frame, depending upon the complexity of the task and current status of the curriculum.

Approved 1995

Reviewed 3/4/2019

Revised 3/4/2019

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 for the planned changes in curriculum and instruction to succeed as intended:

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

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

- *Study and identify the best instructional practices and materials to deliver the content;*
- *Describe procedures for the purchase of instructional materials and resources*
- *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 groups regarding curriculum implementation;*

- *Involve staff, parents, students, and community members in curriculum implementation decisions.*

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

Legal Reference: Iowa Code §§ 256.7, 256.11, 279.8, 280.3, 280.14.
281 I.A.C. 12.5, 12.8.

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

Approved _____

Reviewed 3/4/2019

Revised 1/7/14

CURRICULUM EVALUATION

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

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

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

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

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

Approved _____ Reviewed 3/4/2019 Revised 3/4/2019

CURRICULUM EVALUATION

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

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

Legal Reference: Iowa Code §§ 256.7, 256.11, 279.8, 280.3, 280.14.
281 I.A.C. 12.5, 12.8.

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

Policy Title: PILOT - EXPERIMENTAL -
INNOVATIVE PROJECTS

Code No. 602.4

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects will first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, and/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 will 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 will be in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h.
34 C.F.R. Pt. 98.
Iowa Code §§ 279.8; 280.3, 280.14.
281 I.A.C. 12.5, 12.8.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved 2/15/01 Reviewed 3/4/2019

Revised 3/4/2019

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

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

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

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, age-appropriate and research-based human growth and development, career exploration and development, physical education, music, character education and visual art.

The basic instruction program of students enrolled in grades nine through twelve will include character education, English-language arts (6 units), social studies including at least one half unit of United States government and one unit of United States history (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), and career and technical education (12 units), financial literacy (1/2 unit which may be incorporated into math requirements).

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

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

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

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3, 280.14.
281 I.A.C. 12.5.

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

Approved 2/15/01 Reviewed 1/7/143/4/2019 Revised 3/4/2019

Policy Title: SUMMER SCHOOL INSTRUCTION

Code No. 603.2

Generally, only at-risk programs will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision is within the discretion of the board.

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

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

Legal Reference: Iowa Code §§ 279.8, .11; 280.3, .14; 282.6.

Cross Reference: 410.3 Summer School Licensed Employees
603 Instructional Curriculum
711.7 Summer School Transportation

Approved 2/15/01 Reviewed 3/4/2019 Revised 3/4/2019 Policy

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

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

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

Legal Reference: 20 U.S.C. §§ 1400 et seq.; 29 U.S.C § 794
 34 C.F.R. Pt. 104, 300 et seq.
 Iowa Code § 256B.
 281 I.A.C. 41.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: MEDICATION

Code No. 603.3 A

The school district will establish written procedures of the management and administration of prescribed medication by the district staff to special education students enrolled in local school district sponsored special education programs. These procedures will include any requirements set forth in state law, regulations, or rules, including provisions for a written medication administration record.

Legal References: 281 I.A.C. 41.404(1).

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: STUDENT RECORDS

Code No. 603.3 B

The Board of Education recognizes that parents and eligible students have the right to inspect and review the student's education records, the right to exercise a limited control over other people's access to the student's education records, the right to seek to correct the student's education records (in a hearing if necessary), the right to report violation of this policy and the right to be informed about Family Educational Rights and Privacy Act Rights.

A copy of the procedures for implementation of this policy is available in the principal's office.

Legal References: 20 U.S.C § 1232g
 34 C.F.R. Part 99
 34 C.F.R. Part 300.560–300.577
 281 I.A.C. 41.404(2)(b)

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: STANDARDS, PROCEDURES, AND CRITERIA

Code No. 603.3 C

The Board of Education recognizes that standards, procedures and criteria for special education must be in compliance with both state and federal regulations. Since these regulations may be modified, it is understood that this school district will adopt any revised procedures and processes to comply with future changes. In such events (present and future) the operational procedures followed by this school district will be those developed in conjunction with the Area Education Agency and will include the completion of such forms that are developed to carry out these policies and procedures.

Legal References:

20 U.S.C. §§ 1400 et seq.; 29 U.S.C § 794
34 C.F.R. Pt. 104, 300 et seq.
Iowa Code § 256B.
281 I.A.C. 41.

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: EMERGENCY AND DISASTER PROCEDURES

Code No. 603.3 D

Procedures for responding in case of emergency or disaster will be maintained in each school district facility housing special education students. These procedures will reflect the characteristics and needs of the special education students housed in the facility in emergency or disaster situations and will be periodically reviewed with staff and students.

Legal References:

Iowa Code §§ 100.31, 279.8.

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: CHILD ADVOCACY

Code No. 603.3 E

The Board of Education recognizes the responsibility to identify, evaluate and properly place special education children. The Board of Education assigns each employee with a child advocacy function. Such an assignment places responsibility on all staff members to maintain a vigilance of the educational functioning level of all children under his/her charge and to report to parents and the principal any child suspected of having any type of disability or learning problem. Further, each employee will work actively to see that such children are referred for multidisciplinary evaluation and appropriate placement.

Legal References:

20 U.S.C. § 1400 et seq.
34 C.F.R. Pt. 300
281 I.A.C. § 41

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: FACILITIES

Code No. 603.3 F

Each facility housing a school district program for special education students will meet relevant federal and state standards and will be appropriately suited to the educational needs of students housed in the facility.

Legal References:

.
20 U.S.C. §§ 1400 et seq.; 29 U.S.C § 794
34 C.F.R. Pt. 104, 300 et seq.
Iowa Code § 256B.
281 I.A.C. 41.

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: GRADUATION OF SPECIAL EDUCATION
STUDENTS

Code No. 603.3 G

The special education student's Individualized Education Program team will establish the appropriate criteria for determining a course of study for the student. Upon successful completion of the prescribed course of study, the student will enjoy the same ceremonial activities as any other student. The district will issue to special education students the same certificate or diploma as granted to other students meeting the requisites necessary for completion of their educational programs.

Legal References:

20 U.S.C. §§ 1400 et seq.; 29 U.S.C § 794
34 C.F.R. Pt. 104, 300 et seq.
Iowa Code § 256B.
281 I.A.C. 41.

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: PLAN FOR INTEGRATION
OF SPECIAL EDUCATION STUDENTS

Code No. 603.3 H

The Sergeant Bluff-Luton Community School District affords all special education children in the District an appropriate educational program within the least restrictive education environment. The District's professional staff, in cooperation with the Northwest Area Education Agency, will evaluate, staff, and provide an Individualized Education Program (IEP) for each child in need of special education services. To the maximum extent appropriate, students with disabilities will be educated with children who are nondisabled. Special classes, separate schooling, or other removal of students with disabilities from the general education environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The staffing team(s) composed of at least parents, teachers, school administrators and AEA staff which serve the Sergeant Bluff-Luton Community School District will give consideration during each staffing dealing with the initial development or revision of an IEP in the following areas:

- a. Physical Integration: planning for the location of special education programs in age-appropriate school buildings with regular educational programs.
- b. Functional Integration: planning for how students with disabilities and their non-disabled peers can simultaneously use school facilities and resources.
- c. Social Integration: planning for regular personal interactions between students who are disabled and non-disabled.
- d. Societal Integration: planning curricular experiences so disabled students can ultimately work, live and recreate with non-disabled citizens as appropriate.

The staffing teams still identify placement alternatives and locations that are or will be made available to meet the least restrictive education environment needs of individual children. No child will be automatically excluded from consideration for placement in the least restrictive education environment regardless of severity of his or her disability.

Each child will be evaluated, staffed and an IEP written which reflects the least restrictive education environment including integration in academic subject areas appropriate for him or her. The IEP will address all phases of the least restrictive education environment and document rationale for placement in the alternative selected. The staffing team will document why a child must be placed in a more restrictive environment rather than a less restrictive environment. The continuum of placement options, which will be made available to accommodate each child's placement in the least restrictive environment, will be considered by the staffing team at least annually.

The staffing team will consider the following program options when considering the

special education instructional needs of a special education student:

- OPTION 1 Regular educational program.
- OPTION 2 Regular educational program with supportive programs or services (not special education) available to all pupils.
- OPTION 3 Regular educational programs with the addition of special educational aides, instructional materials, equipment or devices or special adaptations of materials to meet the pupil's needs.
- OPTION 4 Regular educational program with special education consultative service.
- OPTION 5 Regular educational program in addition to itinerant special education support personnel working in the regular classroom or other facility.
- OPTION 6 Regular educational program in addition to special education resource teaching program.
- OPTION 7 Special Education class with integration in the regular educational program.
- OPTION 8 Self-contained special education class with little integration.
- OPTION 9 Self-contained special education class.
- OPTION 10 Regular or special education service combined with a private or public supplementary program.
- OPTION 11 Special school.
- OPTION 12 Home service/hospital service

Inservice activities related to least restrictive education environment, as well as all other aspects of the special education process, will be provided for district staff and parents at the building level through group presentations and written communications. One-on-one inservice opportunities, which occur throughout the special education process, will continue to be utilized.

When a student's IEP calls for out of district special education placement, the Sergeant Bluff-Luton Community School district and AEA must maintain responsibility for the special education program by:

- a. Insuring the adequacy and appropriateness including least restrictive education of the program by requiring and reviewing periodic process reports, and
- b. Conditioning payments on the proper delivery of program.

The input from parents, support service staff, general and special education teachers and administrators into integration planning will be ongoing and on a formal staffing joint effort during the annual or more frequent program review staffing. An option for more extensive planning (if necessary) in least restrictive education is the formation of an Integration Planning Committee consisting of parents, AEA support service staff, general and special education teachers and administrators.

This integration plan will be communicated to the parents and the general community through a variety of sources, which may include newspapers, student handbook, parent-teacher conferences, staffing and school board policy.

The Sergeant Bluff-Luton Community School District strongly encourages and supports the placement of all special education students, including moderately and severely disabled students, into appropriate integrated school programs and activities in school settings for non-special education students. The Sergeant Bluff-Luton Community School District adopts this plan for assuring the least restrictive environment for each special education student in its school district.

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

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

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

Legal Reference: Iowa Code §§ 216.9; 256.11; 280.3.
281 I.A.C. 12.1(1), 12.5(8).

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

Approved 02/15/01 Reviewed 3/4/2019 Revised 1/7/14

Students in grade levels kindergarten through twelve will receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance abuse and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body; human sexuality; self-esteem; stress management; interpersonal relationships; emotional and social health; health resources; prevention and control of disease; communicable diseases, including sexually transmitted diseases and acquired immune deficiency syndrome; and current crucial health issues. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well being.

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

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

A student shall not be required to enroll in any health course if the student's parent or guardian files a written statement with the school principal that the course conflicts with the student's religious beliefs.

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3; 280.14.
281 I.A.C. 12.5.

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

Approved 2/15/01 Reviewed 3/4/2019

Revised 1/7/14

Policy Title: HUMAN GROWTH AND DEVELOPMENT
STUDENT EXCUSE FORM

Code No. 603.5E1

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.

Class/Grade Health Education/6
Objective Ex. To understand the consequences of Health Education/
responsible and irresponsible sexual
behavior.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

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

Signed: _____
(Parent or Guardian)

Date: _____

Signed: _____
(School Administrator)

Date: _____

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an organized and supervised athletic program which requires at least as much time of participation per week as one-eighth unit of physical education.

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

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

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

Cross-Reference: 504 Student Activities
603 Instructional Curriculum

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

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

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

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

Cross-Reference: 603 Instructional Curriculum

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

The school district is required to keep the practice of religion out of the school curriculum. The board recognizes the key role religion has played in the history of the world and authorizes the study of religious history and traditions as part of the curriculum. Preferential or derogatory treatment of a single religion or religion in general will not take place. The District shall encourage all students and staff members to appreciate and respect each other's religious views and practices.

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

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

Legal Reference: U.S. Const. amend. I.

Iowa Code §§ 279.8; 280.6.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

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 will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will 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) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will 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) are 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 is permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinational or force students to contradict their personal religious beliefs or nonbeliefs.

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

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

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

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

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

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

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

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

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

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

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

Policy Title: GLOBAL EDUCATION

Code No. 603.10

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a realistic perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world. Global education, in the education program, is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems--social, cultural, racial, economic, linguistic, technological, and ecological.

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

Cross-Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved 2/15/01 Reviewed 3/4/2019 Revised 1/7/14

Policy Title: CITIZENSHIP

Code No. 603.11

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

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

Legal Reference: Iowa Code §§ 256.11.
281 I.A.C. 12.3(6).

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: COMPETENT PRIVATE INSTRUCTION
AND INDEPENDENT PRIVATE INSTRUCTION

Code No. 604.1

Except as otherwise provided by law, a child of compulsory attendance age, as defined by law, who does not attend public school or an accredited nonpublic school must receive competent private instruction or independent private instruction. The applicable legal requirements for competent private instruction and independent private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

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

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

FORM A

(Completed by the Parent, Guardian, or Legal or Actual Custodian)
 returned _____

Date when

**Competent Private Instruction Report
 Iowa Code section 299.4
 2013-2014 School Year**

Required information: See instructions before completing.

The following information is required in accordance with Iowa Code section 299.4. A parent, guardian, or legal or actual custodian enrolling a student in CPI under Option 1 must submit this report in duplicate to the school district of residence. A parent, guardian, or legal or actual custodian enrolling a student in CPI under Option 2 may submit this report in duplicate to the school district of residence. A parent, guardian, or legal or actual custodian enrolling a student in CPI under Option 2 and electing dual enrollment must submit this report in duplicate to the school district of residence. This report is required, under the conditions described above, if the student is 6 years old on or before September 15 and not yet 16 years old and does not attend an Iowa public or accredited nonpublic school. **Return this form to the school district secretary by September 1 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 the student will be enrolled in a home school assistance program, please notify the district if the student will also be dually enrolled.) This form is not applicable to families choosing Independent Private Instruction, or for those using CPI Option 2 without dual enrolling or opting to report.

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

Name:	Birth Date:

2) Name and address of person filing report. (Please check the appropriate box after "name")

Name	Parent	Guardian	Legal or Actual Custodian
Address:	City, Zip:		
Phone # (optional)			

3) Immunization Evidence: If filing Form A for the 1st time, attach immunization information.
 (Proof of immunization is required of all children receiving CPI, including those enrolled in a HSAP or dually enrolled)

4) Instructional Program Information:
 Outline the course of study 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 section 299A.1)

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

Name:	Teacher Folder Number:
Address:	Teacher signature- (optional):

City, State / Zip:	Phone Number- (optional):

- 7) If an Iowa licensed teacher is not providing instruction or supervising, the parent, guardian, or legal or actual custodian providing instruction to the child, the child may, but is not required, to take an annual assessment. (Please consult the Department of Education's list of acceptable annual assessments). The school district will notify parents, guardians, or legal or actual custodians by October 1st of testing dates.)
IMPORTANT: If you have selected any of the optional services listed on the back of Form A, please check here: _____
Parent/Guardian/Legal or Actual Custodian Signature (required):

The Following Information is Optional....

**However, if you want your child 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, complete the following #8 and #9.
It is not necessary to dual enroll your child
to have your child's annual assessment provided at no charge to you.
Iowa Code section 299A.4.**

- 8) If the child is currently identified as a child requiring special education, prior approval must be sought from the special education director at the Area Education Agency before the child may receive Competent Private Instruction in Iowa unless the parent, guardian, or legal or actual custodian of the child does not consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs . Iowa Code section 299A.9.

Is the child currently identified as a child requiring special education pursuant to the rules of special education? Yes ___ No ___

Do you consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs? Yes ___ No ___

- 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:

B. Academic ___ Extra-curricular activities ___ Special Education ___ (Check all that apply)

C. Grade Level for the 2013-2014 school year _____

D. 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 _____

Instructions for Form A

Parents, guardians, or legal or actual custodians with children under competent private instruction under Option 1, or under competent private instruction Option 2 with dual enrollment or optional reporting need to submit two copies of Form A to the local public school district. After the school district receives and checks the form for completion, one copy of the form should be filed with the local district and the other copy the district sends to the secretary of the AEA. **DO NOT SEND A COPY TO THE Department of Education.** **NOTE: If you change your district of residence during the school year, you must also complete this form for your new district of residence.**

The due date is **September 1st** or no more than 14 calendar days after the child has been removed from an Iowa accredited school or after moving into the district.

The form is designed to allow the parent, guardian, or legal or actual custodian to provide the required information, items 1-6 and parent/guardian/legal or actual custodian signature. Item 7 is informational. Items 8, 9 and 10 are optional. **If you plan to dual enroll your child in an academic course or extracurricular activity, complete item 9. (See the timeline in the Private Instruction Handbook ([Link to Timeline](#)) for an explanation of the dual enrollment deadline.)**

Items 1 & 2: All information must be supplied. Only one child per form.

Item 3: If filing Form A for the first time, attach immunization evidence. A child who begins competent private instruction for the first time in Iowa (including children enrolled in a HSAP) must have received the required immunizations unless parents, guardians, or legal or actual custodians file a doctor's statement or an affidavit of religious exemption as outlined in Iowa Code section 139A.8. For exemption forms, please call 1-888-398-9696.

Item 4: List the subjects taught, the texts used, the text publisher or author, and the amount of time spent on each subject listed. Parents, guardians, or legal or actual custodians need to attach the course of study

information separately. Lesson plans may be accepted for the entire year or for shorter periods of time. The lessons should show evidence of planning.

Item 5: The number listed must be at least 148 school days. Exception: If a child was enrolled in a public or accredited nonpublic school during the current academic year, then switched to home schooling, the number on this line may be the number of days remaining of the 148 school days after subtracting the number of days the child was in attendance in the school.

Item 6: In some situations, a person other than the child's parent, guardian, or legal or actual custodian either provides or supervises the instruction for the child. For those providing competent private instruction to the child under Iowa Code section 299A.2, this person must hold a valid Iowa-teaching license appropriate to the age and grade of the child. The teacher's name, address, and folder number must be provided in this item. The school district will check the licensure of this person by contacting the Iowa Board of Educational Examiners at the following website www.boee.iowa.gov or by calling (1-515-281-3245). If item 6 is blank, and the child is between the ages of 7 and 15, inclusive, during the current school year, the child is subject to the baseline evaluation/annual assessment requirement. (If parent/guardian/legal or actual custodian is a licensed teacher or under the supervision of a licensed teacher who holds a license appropriate to the age and grade of the child, the child is not required to take an annual assessment. If the child is enrolled in a private school accredited by a regional or national accrediting organization, the child's annual report card can be submitted as a report of annual assessment. A courtesy test may be requested, see note in item number 7.)

Item 7: Children receiving competent private instruction under Option 2 are subject to the assessment requirement if they fit these criteria:

1. AGE--the child is between the ages of 7 and 15, inclusive, of the current school year.
2. TEACHER--the child's instruction is not provided or supervised by a person holding a valid Iowa teacher license appropriate to the age and grade of the child.
3. The parent, guardian, or legal or actual custodian has opted-in to the optional reporting under Option 2.

All children fitting these criteria may but are not required to have a baseline evaluation in their first year of home schooling. Each year after the baseline evaluation, as long as they still fit the criteria, they may but are not required to have an annual assessment of educational progress, which may be conducted using standardized testing, portfolio assessment, or a report card from an accredited correspondence school. Children under or over the age limits by September 15 are not subject to the annual assessment. Likewise, if an appropriately licensed Iowa teacher provides or supervises a parent, guardian, or legal or actual custodian in providing the child's instruction, the child is not subject to assessment, regardless of age.

Subjects that may be assessed:

- -For children up through grade 5: Reading, Language Arts, and Mathematics:
- -For children in grades 6-12: Reading, Language Arts, Mathematics, Science, and Social Studies.

Home-schooled children for whom standardized testing has been selected as their method of annual assessment may be tested annually in these subjects even if the school district does not test its own students. National percentile ranks and national grade equivalents must be included on the score report from the test scoring service.

A detailed list of tests is located [in the Private Instruction Handbook](#) and also on the website located at http://educateiowa.gov/index.php?option=com_content&task=view&id=301&Itemid=1335.

Schools or AEAs providing the testing should attempt to accommodate these preferences. Schools may provide the testing themselves or may delegate it to the AEA. Schools should notify parents, guardians, or legal or actual custodians by October 1 of the dates, sites, and time of testing. If parents, guardians, or

legal or actual custodians of a student subject to the assessment option request testing in their home, it must be provided at that site and at no cost to the parents, guardians, or legal or actual custodians. If a portfolio is used as an annual assessment, the parent, guardian, or legal or actual custodian identifies the licensed teacher to evaluate the portfolio. The deadline for completing standardized testing or submitting portfolio to evaluator is May 1st of each year and the test administrator or portfolio evaluator must send a copy of the results to the parents, guardians, legal or actual custodians, and the school district by June 30. An evaluator holding an elementary teaching license is appropriate for evaluating a portfolio for students in grades K-6, a middle school license for grades 5-8, and a secondary classroom teacher license is appropriate for grades 7-12. 281-IAC 31.8(3)

Special note about “courtesy testing.” Occasionally, parents, guardians, or legal or actual custodians of children who are not subject to the baseline evaluation/annual assessment option may want their child tested anyway. The school or AEA must provide the testing free of charge to the parents, guardians, or legal or actual custodians.

Items 8, 9, and 10 are optional

Item 8: A child of compulsory attendance age, who is identified as requiring special education under chapter 256B and is receiving Competent Private Instruction, is eligible for placement under competent private instruction with prior approval of the placement by the director of special education of the area education agency of the child's district of residence. It is the duty of the parent, guardian, or legal or actual custodian to send a copy of Form A to the school district and the Area Education Agency Director of Special Education for approval. Iowa Code section 299A.9 However, this consent is not required if the parent, guardian, legal, or actual custodian does not consent to initial evaluation or to reevaluation of the child for receipt of special education services or programs.

Note: A child who receives CPI to access special education services must be dually enrolled. (See Item 9)

Item 9: Dually enrolled students may participate in coursework or activities on the same basis as regularly enrolled students. This item is required if parents, guardians, or legal or actual custodians wish to have their children participate in an academic course or extracurricular activity. Dual enrollment is also required if the child is to receive available texts or supplemental instructional materials (on the same basis as they are provided to enrolled students) or special education programs or services. If parents, guardians, or legal or actual custodians want their child dually enrolled in a course or activity the course or activities need to be listed. Districts need to develop procedures to ensure that dually enrolled students and their parents, guardians, or legal or actual custodians are given adequate notice of the time and place of the activities they have chosen. The deadline for dual enrollment is September 15 if the parents, guardians, or legal or actual custodians begin CPI at the start of the school year, 14 calendar days after moving, or 14 calendar days after withdrawing from school. **The district may deny dual enrollment if the request is after the deadline.**

Item 10: School districts are not required to offer a home school assistance program. If your local school district has a program, students will be supervised by a licensed teacher who is hired by the school district. To participate in courses or activities that are offered by the school, the child must be dually enrolled. (Responses to this item help districts determine if they need to start a home school assistance program.)

SCHOOLS – Please give parents, guardians, or legal or actual custodians the FERPA notification letter when a Form A is requested. Districts shall determine what directory information is and who the local contact is. When the parent, guardian, or legal or actual custodian gives “opt out” notification instructions to the school, the AEA’s have requested that the LEA send a copy to them.

PARENTS/GUARDIANS/LEGAL or ACTUAL CUSTODIANS – Please review the FERPA form and return to the school.

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

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

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

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

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3, .14.

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: PROGRAM FOR TALENTED
AND GIFTED STUDENTS

Code No. 604.3

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

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

Legal Reference: Iowa Code §§ 257.42-.49.
281 I.A.C. 59.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: PROGRAM FOR AT-RISK STUDENTS

Code No. 604.4

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

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

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A.
281 I.A.C. 12.5(13); 33; 65.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

Students shall not be required to read religious books contrary to the wishes of the student's parent or guardian. Students shall not be required to enroll in a physical education course or health course or meet requirements regarding physical activity or cardiopulmonary resuscitation course completion, if the student's parent or guardian files a written statement with the school principal that the course or requirement conflicts with the student's religious beliefs. A student shall not be required to take instruction in human growth and development if the student's parent or guardian files a written request with the school principal that the student be excused.

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

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

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

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

Legal Reference: U.S. Const. amend. I.

Iowa Code §§ 256.11(6); 279.8, 279.50(5); 280.6.
281 I.A.C. § 12.5(6).

Cross Reference:

603 Instructional Curriculum
606.24 School Ceremonies and Observances

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

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

Concurrent Enrollment

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

Post-Secondary Enrollment Option

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO"). To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social science, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a post-secondary institution with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials or fees related to a PSEO course with the exception of equipment that becomes the property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit. Students may not enroll on a full-time basis to any post-secondary institution through the PSEO program.

Transportation to and from the post-secondary institution is the responsibility of the student or parent or guardian of the student enrolled in a PSEO course. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit

upon successful completion of a post-secondary course. However, the student or student's parent or guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250 maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit. Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including, but not limited to, physical incapacity, a death in the student's immediate family, or a move out of the school district.

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

Legal Reference: Iowa Code §§ 256.7, .11; 258; 261E; 279.61; 279.8; 280.3, .14.

281 I.A.C. 12, 22.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

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

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district will apply to the dual enrollment students in the same manner as the other students enrolled the school district except as otherwise provided by law. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of any fees as applicable.

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

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

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

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

Approved 1994

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: FOREIGN-EXCHANGE STUDENTS
604.8

Code No.

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

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

Legal Reference: Iowa Code § 279.8.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

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.

This school district has adopted the following **requirements** for all students taking college classes:

- Demonstrate proficiency (41 percentile on ITED test) in each of three academic areas – reading, mathematics, and science. If a student is not proficient in one or more of the content areas of reading, mathematics, and science, the school board may establish alternative but equivalent qualifying performance measures
- **Seniors** must be enrolled in 4 high school academic courses each semester and **juniors** must be enrolled in 5 high school academic courses each semester, plus 1PE for each calendar year before they can enroll in college courses. Seniors-2 classes /semester- Juniors-1 class/semester
- Completion of the grade level Guideway offered on the website www.ihaveaplaniowa.gov
- Successful completion of the previous high school academic term with a 2.0 grade average.
- Completion of the CPT (College Placement Test) assessment prior to registration deadline, on students' time, with score results provided to SBL counselor prior to registration. (school will attempt to schedule tests for SBL students on teacher in-services)
- College course selection based on recommendations of the CPT
- Closed campus for all online classes (See SBL Student Handbook policy)
- Must have completed the equivalent course at SBL high school
- Concurrent enrollment & completion in specially designed activities to aid in the development of skills recommended for success in college.
 - Print and turn in course syllabus the within the first week of online classes
 - Turn in personal log in and password information to access course to school counselor
 - For each grading period, student must print or show college course grade book to counselor
 - Online tutorial and online orientation to online classes
 - Set of activities strongly recommended by district including but not limited to college visitations, attendance at the College Planning & Financial Aid Presentation at SBL and use of a semester calendar/planner based on the college syllabus.

High school students may earn credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-

Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

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

Students applying for permission to take a virtual course will 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 will 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, will be borne by the school district, for students enrolled full-time.

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

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

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

Approved 2/21/08

Reviewed 3/4/2019 Revised 3/4/2019

Policy Title: CO-CURRICULAR ACTIVITIES

Code No. 604.11

The Board of Directors believe that a dynamic program of student activities is vital to the complete development of the student. Such activities offer opportunities to serve the institution, to assist in development of fellowship and social good will, to promote self-realization and all around growth and encourage the learning of qualities of good citizenship.

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

TECHNOLOGY - APPROPRIATE USE

Students will be able to access the network through their teachers. Individual student accounts to access the district network will be issued to students in 6th-12th grade. No one will use any school computer or network facility without proper authorization. No one will assist in, encourage, or conceal from authorities any unauthorized use, or attempt at unauthorized use or deliberate disruption of school computers or the Sergeant Bluff-Luton Community School District computer network.

The primary goal of the technology environment is to support the educational and instructional endeavors of students and employees of the Sergeant Bluff-Luton Community Schools. Resources are provided for non-commercial uses only. Use of any and all technology resources by any user is a privilege and not a right.

I. Access

1. An individual may use only accounts, files, software, and technology resources that are assigned to him/her. No one will connect any personal device (i.e. Laptop computer, PDA, any USB Device, External Hard Drive, Etc.) without prior approval from the Director of Technology.
2. Individuals may not attempt to log in to the network by using another person's account and/or password or allow someone to use his/her password to access the network or the Internet.
3. Individuals must take all reasonable precautions to prevent unauthorized access to accounts and data and any other unauthorized usage within and outside the Sergeant Bluff-Luton Community Schools.
4. The use of all Sergeant Bluff-Luton Community Schools technology resources is a privilege, not a right, and inappropriate or suspected inappropriate use may result in a cancellation of those privileges pending investigation.

Approved 8/17/06

Reviewed 3/4/2019

Revised 3/4/2019

5. The District Technology Coordinators and/or school administrators will determine when inappropriate use has occurred and they have the right to deny, revoke, or suspend specific user accounts.
6. Any user identified as a security risk may be denied access.
7. Any use of technology resources that reduces the efficiency of use for others will be considered a violation of this policy.
8. Users must not attempt to disrupt any computer services or data by spreading viruses, spamming or by any other means.
9. Users must not attempt to modify technology resources, utilities, and configurations, or change the restrictions associated with his/her account(s), or attempt to breach any technology resources security system, either with or without malicious intent.

II. Privacy

1. To maintain network integrity and to ensure that the network is being used responsibly, the District Technology Coordinator is responsible for reviewing files and network activity. Equipment and software will be used to monitor how resources are being used and what sites on the Internet are being accessed. Due to this requirement users will have no expectation of privacy when using the Sergeant Bluff-Luton Community Schools' network, equipment, or other resources.
2. Because communications on the Internet are, often, public in nature, all users should be careful to maintain appropriate and responsible communications.
3. The Sergeant Bluff-Luton Community Schools cannot guarantee the privacy, security, or confidentiality of any information sent or received via the Internet.
4. Users should be aware that the technology staff routinely monitors and performs maintenance on file servers, e-mail, workstations, the Internet, user accounts, telephones, and telephone systems. During these procedures, it may be necessary to review e-mail and/or files stored on the network.
5. Users are encouraged to avoid storing personal and/or private information on the District and/or school's technology resources.

III. Backing up Software

1. Student administrative records, media center collections, application software that maintains student records (i.e. IM Series) and accounting information must be backed up on a timely basis by the person primarily responsible for the information. The system-wide technology staff will perform backups to certain servers and other software; however, this is not the primary back up and all users are responsible for backing up personal files.

IV. Examples of Inappropriate use of Resources

1. Users are expected to abide by all applicable legal and ethical standards when utilizing school resources. The following activities are examples of inappropriate activities for any Sergeant Bluff-Luton Community Schools' computer, network, network equipment, e-mail system, or the Internet. This list is not all-inclusive. Anything that would be considered inappropriate in "paper form" is also considered inappropriate in electronic form.
 - a. Using another user's password or attempting to find out another's password
 - b. Sharing your own password
 - c. Trespassing in another user's files, folders, home directory, or work
 - d. Saving information on any network drive or directory other than your personal home directory or a teacher specified and approved location.
 - e. Downloading, installing, or copying programs or other executable software of any kind onto a workstation, your home directory, or any network drive
 - f. Harassing, bullying, insulting, or attacking others via technology resources
 - g. Damaging or altering computers, computer systems, computer networks, or network equipment (this includes changing workstation configurations such as screen savers, backgrounds, printers, BIOS information, preset passwords, etc.)
 - h. Any attempt to interrupt the flow of data across the network
 - i. Intentionally wasting limited resources such as disk space and printing capacity
 - j. Accessing inappropriate web sites (sites containing information that is violent, illegal, discriminatory, obscene, lewd, pornographic, etc.)

- k. Creating, sending, displaying, or downloading inappropriate messages or pictures (materials that are violent, illegal, discriminatory, obscene, lewd, pornographic, etc.)
- l. Using obscene, racist, profane, discriminatory, threatening, or inflammatory language
- m. Participating in on-line chat rooms without the permission/supervision of an adult staff member
- n. Posting any false or damaging information about other people, the school system, or other organizations
- o. Posting of any personal information about another person without his/her written consent
- p. Broadcasting network messages and/or participating in sending/perpetuating chain letters
- q. Violating copyright laws
- r. Plagiarism of materials that are found on the Internet
- s. Use of technology resources to create illegal materials (i.e. counterfeit money, fake identification, false official records, etc.)
- t. Altering or attempting to alter or allowing another to alter the setup of any server. Adding or attempting to add or deleting or allowing another to add or delete software, hardware, peripheral equipment from a server
- u. Interrupting or attempting to interrupt or change or allowing another to interrupt or attempt to interrupt or change data flow on the network
- v. Failure to properly guard against unauthorized use of a password
- w. Use of any Sergeant Bluff-Luton Community Schools Technology resource for personal gain, commercial or political purposes

V. Student Violations--Consequences and Notifications.

Students who violate any items outlined in this policy will be subject to the appropriate action described in board policy or regulations or the following consequences:

1. First Violation - A verbal and written "Warning" notice will be issued to the student. The student may lose technology access for a period of three weeks at the discretion of the supervising teacher. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.
2. Second Violation - A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all technology privileges for a minimum period of twelve weeks.
3. Third Violation - A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all technology privileges for the balance of the school year and/or appear before the board of directors.

The school district reserves the right to impose other disciplinary action for student violations of this policy, up to and including expulsion, based on the facts and circumstances of the particular violation.

VI. Employee Violations--Consequences.

Employees who violate any items outlined in this policy will be subject to disciplinary action, up to and including termination.

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

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

In the case of textbooks, the board will make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials will apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. Textbooks are reviewed as needed and at least every seven (7) years.

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

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

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

In the case of textbooks, the board will make the final decision after a recommendation from the superintendent. The criteria stated above for selection of instructional materials will also apply to the selection of textbooks. The superintendent may appoint licensed employees to assist in the selection of textbooks.

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

Cross Reference: 209.1 Ad Hoc Committees

505 Student Scholastic Achievement
602 Curriculum Development
605 Instructional Materials

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

I. Responsibility for Selection of Instructional Materials

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

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

Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be

checked by consulting standard evaluation aids and local holdings in other schools.

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

- II. Material selected for use in libraries and classrooms will meet the following guidelines:
- A. Religion - Material will represent the major religions in a factual, unbiased manner. The primary source material of the major religions is considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms.
 - B. Racism - Material will present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual.
 - C. Sexism - Material will reflect a sensitivity to the needs, rights, traits and aspirations of men and women without preference or bias.
 - D. Age - Material will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
 - E. Ideology - Material will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
 - F. Profanity and Sex - Material is subjected to a test of literary merit and reality by the teacher-librarians and licensed staff who will take into consideration their reading of public and community standards of morality.
 - G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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

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

III. Procedure for Selection

- A. Material purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, school library staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase is approved by the appropriate building administrator.
 - 1. The materials selected will support stated objectives and goals of the school district.
Specifically, the goals are:
 - a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
 - c. To effectively guide and counsel students in the selection and use of materials and libraries;
 - d. To foster in students a wide range of significant interests;
To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
 - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
 - g. To encourage life-long education through the use of the library; and,
 - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
 - 2. Materials selected are consistent with stated principles of selection. These principles are:
 - a. To select material, within established standards, which will meet the goals and objectives of the school district;
 - b. To consider the educational characteristics of the community in the selection of materials within a given

- category;
- c. To present the sexual, racial, religious and ethnic groups in the community by:
 - 1. Portraying people, both men and women, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
 - 2. Placing no constraints on individual aspirations and opportunity.
 - 3. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.
 - 4. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.
 - d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
 - e. To strive for impartiality in the selection process.
3. The materials selected will meet stated selection criteria. These criteria are:
- a. Authority-Author's qualifications - education, experience, and previously published works;
 - b. Reliability:
 - 1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
 - 2. Current-presentation of content which is consistent with the finding of recent and authoritative research.
 - c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
 - d. Language:
 - 1. Vocabulary:
 - a. Does not indicate bias by the use of words which may result in negative value

- judgments about groups of people;
 - b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
 - 2. Compatible to the reading level of the student for whom it is intended.
- e. Format:
 - 1. Book
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well-spaced;
 - d. Adequate margins;
 - e. Firmly bound; and,
 - f. Cost.
 - 2. Nonbook
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
 - 3. Illustrations of book and nonbook materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and nonsegregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
 - 4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.

- f. Special Features:
 - 1. Bibliographies.
 - 2. Glossary.
 - 3. Current charts, maps, etc.
 - 4. Visual aids.
 - 5. Index.
 - 6. Special activities to stimulate and challenge students.
 - 7. Provide a variety of learning skills.

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

4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.

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

given context.

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: INSTRUCTIONAL MATERIALS INSPECTION

Code No. 605.2

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 and as limited by applicable intellectual property law.

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

Legal Reference: 20 U.S.C. § 1232h
Iowa Code §§ 279.8,
280.3, .14; 301.
281 I.A.C. 12.3 (12)

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: OBJECTION TO INSTRUCTIONAL
MATERIALS

Code No. 605.3

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

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

Legal Reference:
12.3 (12)

Iowa Code §§ 279.8; 280.14.

281 I.A.C.

Cross Reference:

215 Public Participation in Board Meetings
402.5 Public Complaints About Employees
602 Curriculum Development
605 Instructional Materials

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

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 various school district community members. The community should not, therefore, infer that the Committee is biased or is obligated to uphold prior professional decisions.

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. The Superintendent will present the committee's recommendation to the board of directors. A letter will be sent to the complainant outlining the outcome.

Approved 2/15/01 Reviewed 3/4/2019

Revised 3/4/2019

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

RECONSIDERATION REQUEST FORM

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

REVIEW INITIATED BY: _____ DATE: _____

Name _____

Address _____

City/State _____ Zip Code _____ Telephone _____

School(s) in which item is used _____

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

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

MULTIMEDIA MATERIAL IF APPLICABLE:

Title _____

Producer (if known) _____

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

PERSON MAKING THE REQUEST REPRESENTS: (*circle one*)

Self _____ Group or Organization _____

Name of group _____

Address of Group _____

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. What brought this item to your attention?

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

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

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

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

6. Should the opinion of any additional experts in the field be considered?

_____ Yes _____ no

If yes, please list specific suggestions: _____

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

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

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

_____ Yes (a) Please contact the Superintendent

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

_____ Minutes.

_____ No

Dated

Signature

Policy Title: SAMPLE LETTER TO INDIVIDUAL
CHALLENGING INSTRUCTIONAL MATERIALS

Code No. 605.3E3

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 district's:

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,

- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.
1. The school official or employee receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials generally will remain in use pending the outcome of the reconsideration procedure.
 - a. The school official or employee initially receiving a complaint, will explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
 - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.
 2. The employee receiving the initial complaint will advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact is maintained by the principal in charge of the attendance center. Each building principal will inform employees of their obligation to report complaints.
 3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is referred to the principal or to the teacher-librarian of the attendance center. If, after consultation with the principal or teacher-librarian, the individual desires to file a formal complaint, the principal or teacher-librarian 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.
5. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.
6. The Reconsideration Committee
 - a. The reconsideration committee is made up of eight members.
 - (1) One licensed employee designated annually, as needed, by the superintendent.
 - (2) One teacher-librarian designated annually, as needed, by the superintendent.
 - (3) One member of the administrative team designated annually, as needed, by the superintendent.
 - (4) Three members of the community appointed annually, as needed, by the board.
 - (5) Two high school students selected annually by the high school principal.
 - b. The committee will select their chairperson and secretary.
 - c. The committee will meet at the request of the superintendent.
 - d. Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances.

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 are 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 superintendent as well as 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.

The superintendent will present the recommendation received from the committee to the board of education. Following the superintendent's decision with respect to the committee's recommendation, the individual or the chairperson of the reconsideration committee may appeal the decision to the board for review. Such appeal must be presented to the superintendent in writing within five days following the announcement of the superintendent's decision. The board will promptly determine whether to hear the appeal.

- l. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
- m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered. Completed and filed Reconsideration Request Forms will be 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.
 - a. Committee members directly associated with the selection, use, or challenger of the challenged material are excused from the committee during the deliberation of the challenged instructional materials. The superintendent may appoint a temporary replacement for the excused committee member, but the replacement must be of the same general qualifications as the member excused.
 - b. Persons dissatisfied with the decision of the board may appeal to the Iowa State Board of Education pursuant to state law.

Approved 2/15/01 Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: TECHNOLOGY AND INSTRUCTIONAL
MATERIALS

Code No. 605.4

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 multi-media, computers, and other technologies as a part of the curriculum.

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

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

Cross Reference: 217.4 Board of Directors and Area Education Agency
602 Curriculum Development
605 Instructional Materials

Approved 2/15/01 Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: SCHOOL LIBRARY

Code No. 605.5

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

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

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

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.

Legal Reference: Iowa Code §§ 279.8; 280.14.
281 I.A.C. 12.3(12).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

Approved 2/15/01 Reviewed 3/4/2019

Revised 2/21/08

Technology is a vital part of the school district curriculum and the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources that would otherwise be unavailable through traditional means. The equipment, network, and other technology resources provided by the district are the property of the district, and the district may monitor the use of its resources. Students and staff will have no expectation of privacy when using the school district technology resources, including the Internet.

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

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

The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
Student safety with regard to:

- safety on the Internet;
- appropriate behavior while on online, on social networking Web sites, and
- in chat rooms; and
- cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act
- access by minors to inappropriate matter on the Internet and World Wide Web;
- the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;
- unauthorized access, including so-called "hacking", and other unlawful activities by minors online;
- unauthorized disclosure, use, and dissemination of personal identification information regarding minors; and
- measures designed to restrict minors' access to materials harmful to minors.

Employees and students will be instructed on the appropriate use of the Internet. Parents

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

Students will be able to access the district network/internet through their individual accounts 6th-12th grade. Electronic mail/chat in any form will not be allowed while utilizing the district network. If a student already has an electronic mail address, he/she will not be permitted to use the address to send and receive mail from school.

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

Legal References: Iowa Code § 279.8.
47 U.S.C. § 254.

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

Approved 8/17/06 Reviewed 8/4/20 Revised 1/7/14

I. Responsibility for the appropriate use of the Internet

- A. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees. For the purpose of this policy, Internet is defined as:

The Internet is the publicly accessible worldwide system of interconnected computer networks that transmit data by packet switching using a standardized Internet Protocol (IP). It is made up of thousands of smaller commercial, academic, domestic and government networks. It carries various information and services, such as electronic mail, online chat, and the interlinked web pages and other documents of the World Wide Web.

- B. Instruction in the proper use of the Internet system will be available to employees who will then provide similar instruction to their students.
- C. Employees are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, discharge. Students are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, expulsion.

II. Internet Access

- A. The intent of Sergeant Bluff-Luton Community Schools is to provide access to resources available via the Internet with the understanding that faculty, staff, and students will access and use information that is appropriate for his/her various curricula.
1. Students will gain access to the Internet by agreeing to conduct themselves in a considerate and responsible manner and by providing written permission from their parents.
 2. Students will be allowed to conduct independent research on the Internet upon the receipt of the appropriate permission forms.
 3. Permission is not transferable, and therefore, may not be shared.
 4. To the extent reasonably possible, resources that will be used in the classroom will be screened for content prior to their introduction.
 5. All school rules and guidelines for appropriate conduct and appropriate technology usage will apply to usage of the Internet.

III. Internet Filtering

- A. Internet access for all users is filtered and monitored through one central point.
- B. Internet access is filtered by URL, IP address and content.
- C. Internet searches are filtered by keyword and content.
- D. URLs and IP addresses may be added to or deleted from the list by the District office. The staff member requesting the change is responsible for ensuring that the site is appropriate for use before requesting the site to be unblocked.
- E. Software is used to track which computer has contacted which Internet site, at what time.

IV. Permission to Use Internet

- A. Parents will grant permission for their student to use the Internet by using the approved district developed internet usage form.

V. Student use of Internet.

- A. Equal Opportunity - The Internet will be available to all students within the school district through teacher access. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.

B. On-line Etiquette

1. The use of the internet is a privilege and may be taken away for violation of board policy or regulations. It is the user's responsibility to abide by the policies and procedures established by the Board of Directors of the Sergeant Bluff-Luton Community Schools District.
 - a. Students should adhere to on-line protocol.
 - b. Respect all copyright and license agreements.
 - c. Cite all quotes, references and sources.
 - d. Remain on the system long enough to get needed information, then exit the system.
 - e. Apply the same legal, privacy, ethical and educational considerations utilized in other forms of communication.

C. Inappropriate use of Resources

1. Users are expected to abide by all applicable legal and ethical standards when utilizing school resources. The following activities are examples of inappropriate activities for any Sergeant Bluff-Luton Community Schools computer, network, network equipment, e-mail system, or the Internet. This list is not all-inclusive. Anything that would be considered inappropriate in "paper form" is also considered inappropriate in electronic form.
 - a. Using another user's password or attempting to find out another's password.
 - b. Sharing your own password.
 - c. Trespassing in another user's files, folders, home directory, or work.
 - d. Saving information on any network drive or directory other than your personal home directory or a teacher specified and approved location.
 - e. Downloading, installing, or copying programs or other executable software of any kind onto a workstation, your home directory, or any network drive.
 - f. Harassing, bullying, insulting, or attacking others via technology resources.
 - g. Damaging or altering computers, computer systems, computer networks, or network equipment (this includes changing workstation configurations such as screen savers, backgrounds, printers, BIOS information, preset passwords, etc.)
 - h. Any attempt to interrupt the flow of data across the network.
 - i. Intentionally wasting limited resources such as disk space and printing capacity.
 - j. Accessing inappropriate web sites (sites containing information that is violent, illegal, discriminatory, obscene, lewd, pornographic, etc.)
 - k. Creating, sending, displaying, or downloading inappropriate messages or pictures (materials that are violent, illegal, discriminatory, obscene, lewd, pornographic, etc.).
 - l. Using obscene, racist, profane, discriminatory, threatening, or inflammatory language
 - m. Participating in on-line chat rooms without the permission and/or supervision of an adult staff member.
 - n. Posting any false or damaging information about other people, the school system, or other organizations while at school.

- o. Posting of any personal information about another person while at school without his/her written consent.
- p. Broadcasting network messages and/or participating in sending/perpetuating chain letters.
- q. Violating copyright laws
- r. Plagiarism of materials that are found on the Internet
- s. Use of technology resources to create illegal materials (i.e. counterfeit money, fake identification, false official records, etc.)
- t. Altering or attempting to alter or allowing another to alter the setup of any server. Adding or attempting to add or deleting or allowing another to add or delete software, hardware, peripheral equipment from a server.
- u. Interrupting or attempting to interrupt or change or allowing another to interrupt or attempt to interrupt or change data flow on the network.
- v. Failure to properly guard against unauthorized use of a password.
- w. Use of any Sergeant Bluff-Luton Community Schools Technology resources for personal gain, commercial or political purposes.

D. Restricted Material

1. Students will not intentionally create, access, download, or transmit any text file or picture or video or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

E. Unauthorized Costs

1. If a user gains access to any service via the Internet which has a cost involved or if a user incurs other types of costs which are not authorized by the district, the user accessing such a service will be responsible for those costs.

VI. Student Violations--Consequences and Notifications.

Students who violate any items outlined in this policy will be subject to the appropriate action described in board policy or regulations or the following consequences: Depending on the nature and severity for the violation a more severe consequence may be imposed at the discretion of the building principal.

1. First Violation - A verbal and written "Warning" notice will be issued to the student. The student may lose Internet access for a period of three weeks at the discretion of the supervising teacher. Students may be allowed to use the internet if the internet is used as part of an in class activity and they are directly supervised by the staff member. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.
2. Second Violation - A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges for a minimum period of six weeks. Students may be allowed to use the internet if the internet is used as part of an in class activity and they are directly supervised by the staff member.
3. Third Violation - A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all internet privileges for the balance of the school year or for a minimum of twelve weeks. Students may be allowed to use the internet if the internet is used as part of an in class activity and they are directly supervised by the staff member.

The school district reserves the right to impose other disciplinary action for student violations of this policy, up to and including expulsion, based on the facts and circumstances of the particular violation.

VI. Employee Violations--Consequences.

Employees who violate any items outlined in this policy will be subject to disciplinary action, up to and including termination.

Policy Title: INTERNET/TECHNOLOGY USE
AGREEMENT

Code No. 605.6E1

School: _____

Grade: _____

Last Name: _____

Sergeant Bluff-Luton Community Schools Internet/Technology Usage Agreement

Parents/Students:

Students may not be allowed computer access until this form has been completed, signed, and returned. If you have any specific questions regarding the policy, please refer to the student handbook to review the Internet Use/Technology Usage policies.

From time to time, your child's school may wish to publish examples of student projects, group photographs, or student recognitions on the Sergeant Bluff-Luton Community Schools' Internet server.

A student's confidential personal information will NOT be published on the Sergeant Bluff-Luton web sites.

Pictures used on the Sergeant Bluff-Luton Community Schools' web sites may include but are not limited to students when they are involved in projects, when they are in large groups, or when they receive recognition.

Selected school materials to be published on the web could include: art work, written papers, videos, class projects and/or computer projects.

Students:

I acknowledge that I have read, understand, and agree to all terms in the Sergeant Bluff-Luton Community Schools' Internet Use and Technology Usage policies and regulations as outlined in the Sergeant Bluff-Luton Community Schools' Policy Manual. I further understand that, as a user of the Sergeant Bluff-Luton Community Schools' equipment, network, and other technology resources, I am responsible for appropriate behavior when using any Sergeant Bluff-Luton Community Schools' technology resource.

I understand that any or all of the following disciplinary actions could be imposed if I break any of the rules in the policies/regulations:

- loss of access to any technology resources such as but not limited to computers, printers, the Internet, and/or video equipment;
- additional disciplinary action determined as appropriate at a specific school by school staff; and/or
- legal action, when applicable.

I also understand that this agreement will be binding during my entire career at my Sergeant Bluff-Luton Community schools.

Student Name (Please Print): _____

Student Signature: _____

Parent/Guardian:

My child may use the Internet while at school according to the rules outlined in the Sergeant Bluff-Luton Community Schools Internet Use and Technology Usage policies and regulations, and I agree that my student is responsible for appropriate behavior when using any Sergeant Bluff-Luton Community Schools' technology resource and is subject to disciplinary action for any violation of the policies/regulations.

Yes No

My child's picture may be published on the Internet and/or school and District TV channels. Yes No

My child's first name and last initial may be published on the Internet.

Yes No

My child's selected school materials may be published on the Internet and/or

School and District TV channels.

Yes No

Parent Name (please print): _____

Parent's Signature: _____ **Date**
Signed: _____

Approved 8/17/06

Reviewed 8/4/20

Revised 1/7/14

Policy Title: INTERNET APPROPRIATE USE
VIOLATION NOTICE

Code No. 605.6E2

Student:

Teacher:

Date:

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

First Offense:

The above student has violated the Student Internet Policy by intentionally accessing restricted material. He/she may lose Internet access for up to three weeks at the discretion of the supervising teacher. A second offense will result in the student losing Internet access for a period six weeks.

Second Offense:

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

Third Offense:

The above student has violated the Student Internet Policy by intentionally accessing restricted material for a third time. As a consequence of this violation the above student has forfeited all Internet privileges for a period of 12 weeks or the balance of the school year.

Approved 2/15/01

Reviewed 8/4/20

Revised 1/7/14

USE OF INFORMATION RESOURCES

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

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

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

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

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

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

Cross References: 605.6 Internet Appropriate Use

Approved _____

Reviewed 3/4/2019

Revised 3/4/2019

USE OF INFORMATION RESOURCES REGULATION

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

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

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

Authorized Reproduction and Use of Copyrighted Material Reminders:

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

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

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

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

USE OF INFORMATION RESOURCES 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 *principal, teacher or teacher-librarian* should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted material will 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 will be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees will not:
 - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
 - Copy or use more than nine instances of multiple copying of protected material in any one term;
 - Copy or use more than one short work or two excerpts from works of the same author in any one term;
 - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
 - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.

- Require other employees or students to violate the copyright law or fair use guidelines.

USE OF INFORMATION RESOURCES 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 will contain the notice of copyright and the student or staff member will 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 will 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 will be instructional rather than for entertainment.

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

- The performance is not for a commercial purpose;
- None of the performers, promoters or organizers are compensated; and,

USE OF INFORMATION RESOURCES REGULATION

- Admission fees are used for educational or charitable purposes only.

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

Recording of Copyrighted Programs

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

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 will 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 will 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 will be in effect:

- All copyright laws and publisher license agreements between the vendor and the school district will be observed;
- Staff members will take reasonable precautions to prevent copying or the use of unauthorized copies on school equipment;

USE OF INFORMATION RESOURCES REGULATION

-
- A back-up copy will 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 will make a back-up copy that will be used for replacement purposes only;
- A copy of the software license agreement will be retained by the technology director; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

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

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

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

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

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

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

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

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

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

Policy Title: EARLY GRADUATION

Code No. 605.8

Students may graduate prior to the completion of grade twelve if the course work required for graduation under board policy "Graduation Requirements" has been fulfilled. In such cases, the student must have the approval of the board and a recommendation by the superintendent and the principal.

Legal References:

Iowa Code 279.8; 280.3; .14.
281 Ia. Admin. Code 12.3 (5), 12.5

Cross References:

502 Student Rights and Responsibilities
506 Student Records
605.5 Media Centers

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

The Board of Directors believes that the assessment of student academic achievement is very important. The Board of Directors believes that the assessment of student achievement and performance are the responsibilities of the licensed staff. Licensed staff will maintain adequate student records to document student performance. Student assessment may include, but is not limited to: grades; performance observations; student participation or other assessments that are deemed appropriate by the building principal and licensed staff that collect and document student learning.

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

It is the policy of the Board of Directors that a comprehensive assessment program be established and maintained in order to evaluate the programs of the school district as well as to provide better instruction to the students.

The Superintendent of Schools with assistance from his/her professional staff will develop standards and procedures to evaluate the educational program and the student progress within each area of instruction.

The Board of Directors will have the responsibility of granting approval to the evaluation and testing programs.

The assessment programs for Sergeant Bluff-Luton Community School will reflect the following characteristics:

Standardized Assessment will:

Include all tests and assessments required by law to measure students both national and state wide with other students.

Include other norm-tests that the district deems necessary to provide data for improving its educational programs.

Upon completion of the district curriculum development an assessment program will be developed to measure students against the standards and benchmarks that have been established by the Sergeant Bluff-Luton Community School District.

District assessment program will:

Continue developing assessments that are specific to grade level and content areas.

Continue developing assessments that will meet the requirements of law.

Classroom Assessment program will:

Be content specific.

Be age appropriate or developmentally appropriate.

Provide the students with frequent opportunities.

Provide multiple types of assessments.

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: CLASS SIZE - CLASS GROUPING

Code No. 606.1

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14.

Cross Reference: 606.9 Insufficient Classroom Space

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: SCHOOL CEREMONIES AND OBSERVANCES

Code No. 606.2

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. Such ceremonies or observances will have a secular purpose and will not advocate or sponsor a particular religion or religion in general. The school district's practices should further curricular goals and objectives and be integrated into the regular education programming whenever possible. Any ceremony, observance, recognition, or party must comply with the school district's policy on multi-cultural, gender fair education and religion in school.

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

Legal Reference: U.S. Const. amend. I.

Iowa Code § 279.8.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: ANIMALS IN THE CLASSROOM

Code No. 606.3

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

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

It is the responsibility of the principal to determine appropriate supervision of animals in the classroom. This policy shall not be construed to exclude a "service animal" from school district facilities, as that term is defined under the Americans with Disabilities Act.

Legal Reference: Iowa Code § 279.8.

Cross Reference: 507 Student Health and Well-Being

Approved 2/15/01

Reviewed 3/4/2019

Revised 3/4/2019

Policy Title: STUDENT PRODUCTION OF
MATERIALS AND SERVICES

Code No. 606.4

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

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

Legal Reference: Iowa Code § 279.8

Cross Reference: 408.2 Licensed Employee Publication or Creation of
Materials

Approved 2/15/01

Reviewed 3/4/2019

Revised 2/21/08

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

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

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

Legal Reference: Iowa Code § 279.8.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

Policy Title: STUDENT GUIDANCE AND
COUNSELING PROGRAM

Code No. 607.1

The board will provide a student guidance and counseling program. The guidance counselor will be certified with the Iowa Board of Educational Examiners 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, social, educational, and career development. The program is coordinated with the education program and will involve licensed employees.

Legal Reference: Iowa Code § 256.11(9A); 280.14.
281 I.A.C. 12.3(11)

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

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 director of student health services 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.

Legal Reference: 20 U.S.C. § 1400 *et seq.*
34 C.F.R. pt. 300 *et seq.*
281 I.A.C. 41.404(1)-(2), 405.

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

Approved 2/15/01

Reviewed 3/4/2019

Revised 1/7/14

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 may include:

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

Components provided within a coordinated school health program may include:

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

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

II. Student Health Services Essential Functions

A. Identify student health needs:

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

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

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

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

1. Manage chronic and acute illnesses
2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel

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 Americans 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
 9. Provide eligible students special health services along with their educational program in accordance with 281 Iowa Administrative Code 41.405
- 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
 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.

The District considers child exposure to adverse childhood experience, child mental health, and suicide as serious matters which impact learning opportunities for students, classroom, and instructional challenges for staff and ultimately, if not addressed, can lead to lifelong struggles, attempted suicide and loss of life. The District will follow all laws and regulations regarding the training required to inform staff of identification and referral to services for students with mental health challenges.

The District shall provide suicide prevention and postvention training and training on the identification of adverse childhood experiences and strategies to mitigate toxic stress response for all school personnel who hold a license, certificate, authorization or statement of recognition issued by the board of educational examiners and who have regular contact with students in kindergarten through grade twelve. The training shall begin July 1, 2019, and occur annually between July 1 and June 30, thereafter. The content of the training shall be based on nationally recognized best practices.

“Adverse childhood experience” means a potentially traumatic event occurring in childhood that can have negative, lasting effects on an individual’s health and well-being.

“Postvention” means the provision of crisis intervention, support, and assistance for those affected by a suicide or suicide attempt to prevent further risk of suicide.

The suicide prevention and postvention training shall be evidence-based, evidence-supported and be at least one hour in length. The content of the training shall be based on nationally recognized best practices.

The identification of adverse childhood experiences (ACES) and strategies to mitigate toxic stress response training shall be evidence-based, evidence-supported, and be at least one hour in length or as determined by the Superintendent. The content of the training shall be based on nationally recognized best practices.

Approved 8/8/2019

Reviewed _____

Revised
