

# EDUCATION PROGRAM

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Updated 7/14/15; 6/13/16

## GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

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, recommendation 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.

Note: For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 19 #10 - June 8, 2007.

Approved 2/14/2005

Reviewed 7/30/07; 1/26/15; 1/14/19

Revised 3/8/2010

## SCHOOL CALENDAR

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

The academic school year for students is for a minimum of 1080 hours in the school calendar. The academic school year for students shall begin no sooner than 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 or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

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

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program. The board shall hold a public hearing on any proposed school calendar prior to adopting the school calendar.

NOTE: This policy reflects Iowa law.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3, 299.1 (2) (2015).  
281 I.A.C. 12.1(7); 41.106.

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

Approved 3/12/1990

Reviewed 1/14/19

Revised 2/14/00; 2/14/05;  
3/8/10; 3/23/15; 6/13/16

## SCHOOL DAY

The student school day for grades one through twelve will consist of a minimum of six hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of 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 number of days kindergarten will be held and the length of each school day for the students attending kindergarten. The school day will consist of a schedule as recommended by the superintendent and approved by the board.

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

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

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

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

Cross Reference: 601.1 School Calendar

Approved 9/12/1988

Reviewed 1/14/19

Revised 2/14/00; 2/14/05; 3/8/10;  
3/23/15

## CURRICULUM DEVELOPMENT

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

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

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

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

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

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

***NOTE: This is a mandatory policy but the content is discretionary to the extent somewhere in the board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum development process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13#1- February 15, 2000.***

Legal Reference:           20 U.S.C. § 1232h (2004).  
                                   34 C.F.R. Pt. 98 (2004).  
                                   Iowa Code §§ 216.9; 256.7, 279.8; 280.3 (2007).  
                                   281 I.A.C. 12.5, .8.

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

Approved 12/14/1992                      Reviewed 1/26/15; 1/14/19           Revised 2/14/00; 3/13/00; 2/14/05; 3/8/10

## CURRICULUM IMPLEMENTATION

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

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

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

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

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

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

Note: This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum implementation process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13 #1- May 15, 2000.

Legal Reference: 20 U.S.C. § 1232h (2004).  
34 C.F.R. pt. 98 (2004).  
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2007).  
281 I.A.C. 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 2/14/2000 Reviewed 1/26/15; 1/14/19 Revised 3/13/00; 2/14/05; 3/8/10

## CURRICULUM EVALUATION

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

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

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

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

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

Approved 3/13/2000

Reviewed 1/26/15; 1/14/19

Revised 2/14/05; 3/8/10



## CURRICULUM EVALUATION

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

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

Note: This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum evaluation process and incorporate it into this policy – striking what doesn't apply and adding what does. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 13 #1- May 15, 2000.

Legal Reference: 20 U.S.C. § 1232h (2004).  
34 C.F.R. pt. 98 (2004).  
Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2007).  
281 I.A.C. 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

## PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

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

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

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

Legal Reference: 20 U.S.C. § 1232h (2004).  
34 C.F.R. Pt. 98 (2004).  
Iowa Code §§ 279.8, .10; 280.3 (2007).  
281 I.A.C. 12.5., .8.

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

Approved 2/14/2000

Reviewed 2/14/05; 1/26/15; 1/14/19

Revised 3/8/10

## Comprehensive School Improvement Plan

Each year beginning in the year 2000 the Clarke Community School District will modify or adopt a written comprehensive school improvement plan designed for continuous school, parents, and community involvement in the development and monitoring of a plan that is aligned with school or school district determined needs. The plan shall incorporate, to the extent possible, the consolidation of federal and state planning, goal setting, and reporting requirements.

The plan shall contain, but is not limited to, the following components:

1. Community involvement
2. Data collection, analysis and goal setting
3. Content standards and benchmarks
4. Determination and implementation of actions to meet the needs
5. Evaluation of the intended results
6. Assessment of student progress
7. Evidence that the board has approved and supported the five-year comprehensive school improvement plan and any future revisions of that plan.

### Community Involvement

The Clarke Community School District will involve the local community in decision making process. The school district shall seek input from the local community about, but not limited to, the following elements at least once every five years:

1. Statement of philosophy, beliefs, mission or vision
2. Major educational needs
3. Student learning goals

### School Improvement Advisory Committee

The board of the Clarke Community School District shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the community needs assessment data, they shall make recommendations to the board about the following components:

1. Major educational needs
2. Student learning goals
3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics and science achievement.

At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following:

1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics and science.
2. Progress achieved with other locally determined core indicators.

Approved: 2/14/2000

Reviewed: 2/28/05; 3/8/10; 1/26/15

Revised: \_\_\_\_\_

3. Annual improvement goals for the state indicators that address reading, mathematics and science achievement.

### **School achievement data collection, analysis and goal setting**

The board of the Clarke Community School District will conduct ongoing and long-range needs assessment process. This policy shall insure involvement of and communication with the local community regarding its expectations for adequate preparation for all students as responsible citizens and successful wage earners. The policy shall include provisions for keeping the local community regularly informed of progress on state indicators, other locally determined indicators within the comprehensive school improvement plan and the methods a school district will use to inform kindergarten through grade 3 parents of their individual child's performance biannually. The policy shall describe how the school or district shall provide opportunities for local community feedback on an ongoing basis.

Long Range needs assessment – The long-range needs assessment process shall include provision for collecting, analyzing and reporting information derived from local, state and national sources. The process shall include provisions for reviewing information acquired over time on the following:

1. State indicators and other locally determined indicators
2. Locally established student learning goals
3. Specific data collection required by federal and state programs.

The Clarke Community School District shall also collect information about additional factors influencing student achievement which may include, but are not limited to, demographics, attitudes, health, and other risk factors.

Long range goals – The board, with input from its school improvement advisory committee, shall adopt long-range goals to improve student achievement in at least the areas of reading, mathematics, and science.

Annual data collection and analysis – The board will make provisions for collecting and analyzing assessment data on the state indicators, other locally determined indicators, and locally established student learning goals.

Annual improvement goals – The board, with input from its school improvement advisory committee, shall adopt annual improvement goals based on data from at least one districtwide assessment. The goals shall describe desired annual increase in the curriculum areas of, but not be limited to, mathematics, reading and science achievement for all students, for particular subgroups of students, or both.

### **Content Standards and Benchmarks**

The Clarke Community School District will outline its procedures for developing, implementing and evaluating its total curriculum. The policy shall describe a process for establishing content standards, benchmarks, performance levels and annual improvement goals aligned with needs assessment information.

The comprehensive school improvement plan submitted to the department shall contain, at a minimum, content standards for reading, mathematics, and science. The educational program shall incorporate career education, multicultural and gender fair education, technology integration, global education, higher-order thinking skills, learning skills, and communication skills.

Further, the board will adopt clear, rigorous, and challenging content standards and benchmarks in reading, mathematics, and science to guide the learning of students from the date of school entrance until high school graduation.

#### **Determination and implementation of actions to meet the needs.**

The comprehensive school improvement plan of the Clarke Community school District will include actions the school district shall take districtwide in order to accomplish its long-range and annual improvement goals, and the early intervention goals.

Further the district shall document consolidation of state and federal resources and requirements, to implement the actions in its comprehensive school improvement plan. State and federal resources shall be used to support implementation of the plan.

#### **Evaluation of the comprehensive school improvement plan**

The comprehensive school improvement plan of the Clarke Community School District will develop strategies to collect data and information to determine if the plan has accomplished the annual and long term goals for which it was established.

#### **Assessment of student progress.**

The Clarke Community School District shall include in its comprehensive school improvement plan provisions for districtwide assessment of student progress for all students. The plan shall identify valid and reliable student assessments aligned with local content standards.

Using at least one districtwide assessment, the Clarke Community School District shall annually assess student progress on the state indicators in reading, mathematics, and science. In addition at least one districtwide assessment (usually the Iowa Test of Basic Skills) shall allow for comparison of the district's students with students from across the state and in the nation in reading mathematics and science.

Further the district shall establish at least three performance levels on at least one districtwide valid and reliable assessment in the areas of reading and mathematics for at least grades 2 thru 6, 7 & 8, and 9 thru 11 and science in grades 8 and 11 or use the achievement levels as established by the Iowa Testing Program.

#### **Annual reporting requirements**

The Clarke Community School District shall submit to the Department of Education and the Area Education Agency a multiyear comprehensive school improvement plan.

Further the district shall report annually to the community about the progress on the state indicators and other locally determined indicators.

### **State indicators of success with the comprehensive school improvement plan.**

The district shall collect data on the following indicators for reporting purposes:

1. The percentage of all fourth, eighth, and eleventh grade students achieving proficient or higher reading and math status using at least three achievement levels and by gender, race, socioeconomic status, students with disabilities, and other subgroups as required by state or federal law.
2. The percentage of all eighth and eleventh grade students achieving proficient or higher science status using at least three achievement levels.
3. The percentage of students considered as dropouts for grades 7 to 12 by gender, race, students with disabilities, and other subgroups as required by state or federal law.
4. The percentage of high school seniors who intend to pursue postsecondary education/training.
5. The percentage of high school students achieving a score or status on a measure indicating probably postsecondary success.
6. The percentage of high school graduates who complete a core program of four years of English-language arts and three or more years each of mathematics, science and social studies.

### **Annual comprehensive school improvement plan progress report**

The Clarke Community School District will submit an annual progress report to the community, The Area Education Agency, and the Department of Education.

1. Baseline data on at least one districtwide assessment for the state indicators. Every year thereafter the district shall compare the annual data collected with the baseline data.
2. Locally determined performance levels for at least one districtwide assessment in, at a minimum, the areas of reading, mathematics and science.
3. Long-range goals to improve student achievement in the areas of reading mathematics and science.
4. Annual improvement goals based on at least one districtwide assessment in the areas of reading, mathematics and science. If a school or the district does not meet its annual improvement goals for one year, it shall include in its annual progress report the actions it will take to meet annual improvement goals for the next school year.
5. Data will be given by attendance center.
6. Progress with the use of technology.

## STAFF DEVELOPMENT

The Clarke Community School District will provide in its comprehensive school improvement plan, provisions for the professional development of all staff that will align with district goals, will be based on student and staff information, shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program. Research-based practices that have achieved increased student achievement will be utilized.

Approved: 2/14/2000

Reviewed: 2/28/05; 3/8/10; 1/26/15;  
1/14/19

Revised: \_\_\_\_\_

## BASIC INSTRUCTION PROGRAM

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

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

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

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

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts ( 8 units), social studies ( 6 units), mathematics ( 6 units), science ( 6 units), health ( 2 units), physical education ( 8 units), electives ( 17 units), advisory and senior portfolio project.

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.

***NOTE: This policy reflects the educational standards.***

Legal Reference: 20 U.S.C. § 1232h (2004).  
34 C.F.R. Pt. 98 (2004).  
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14 (2007).  
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 2/14/2000 Reviewed 1/26/15 Revised 2/14/05; 3/8/10; 11/14/11



## SUMMER SCHOOL INSTRUCTION

The Clarke Community School District recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

- 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. 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.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.
- In additional instances as provided by law.

The superintendent may develop administrative regulations regarding this policy.

Legal Reference: Iowa Code §§ 279.8; 280.3; 282.6  
281 I.A.C. 41.106.

Cross Reference: 410.2 Summer School Licensed Employees  
505.2 Student Promotion – Retention - Acceleration  
603 Instructional Curriculum  
711.4 Summer School Transportation

Approved 9/12/1988

Reviewed 2/14/05; 1/26/15  
1/14/19

Revised 2/14/2000; 3/8/10;  
6/13/16; 2/12/18

## SPECIAL EDUCATION

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

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

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

**NOTE: This is a mandatory policy and reflects state and federal law. For more detailed discussion of this issue, see IASB's Policy Primers, Vol. 20 #7 – Dec. 4, 2008 and 13 #3- Jan. 22, 2001.**

Legal Reference:        Board of Education v. Rowley, 458 U.S. 176 (1982).  
                               Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).  
                               Southeast Warren Comm. School District v. Dept. of Public  
                               Instruction, 285 N.W.2d 173 (Iowa 1979).  
                               20 U.S.C. §§1400 *et seq.* (2004).  
                               34 C.F.R. Pt. 300 *et seq.* (2004).  
                               Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2007).  
                               281 I.A.C. 41.109

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

Approved 12/14/1992

Reviewed 1/26/15; 1/14/19

Revised 2/14/00; 2/14/05; 1/26/09; 3/8/10

## MULTICULTURAL/GENDER FAIR EDUCATION

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

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

NOTE: This is a mandatory policy and reflects the educational standards. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 19 #10- June 8, 2007.

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

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

Approved 12/14/1992

Reviewed 1/26/15

Revised 2/14/00; 2/14/05;  
2/27/06; 7/30/07; 3/8/10

## HEALTH EDUCATION

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

The areas stated above are included in health education and the instructions are 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.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (2007).  
281 I.A.C. 12.5.

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

Approved 4/9/1990

Reviewed 1/26/15; 1/14/19

Revised 2/14/00; 2/14/05; 3/8/10

## HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Parent/Guardian \_\_\_\_\_ Phone # \_\_\_\_\_

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

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

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

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Parent or Guardian)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(School Administrator)

Approved: 2/14/2000Reviewed: 2/14/05; 1/26/15; 1/14/19Revised: 3/8/10

## PHYSICAL EDUCATION

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

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

Students in grades 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 quarter because the student is actively involved in an athletic program.

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

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

***NOTE: This is a mandatory policy and reflects the educational standards.***

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

Cross Reference: 504 Student Activities  
603 Instructional Curriculum

Approved 4/9/1990

Reviewed 1/14/19

Revised 2/14/2000; 2/14/05; 3/8/10;  
2/9/15

## CAREER EDUCATION

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

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

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (2007).  
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

Approved 9/12/1988 Reviewed 2/14/05; 1/26/15; 1/14/19 Revised 2/14/2000; 3/8/10

## TEACHING ABOUT RELIGION

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

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

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

***NOTE: This policy and the accompanying regulation reflect the law on teaching religion in the public schools.***

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
 Iowa Code §§ 279.8; 280.6 (2007).

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

Approved 9/12/1988

Reviewed 2/14/05; 1/26/15; 1/14/19

Revised 2/14/2000; 3/8/10



## TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied 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 non-belief initiated by individual students are permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinational or force students to contradict their personal religious beliefs or non-beliefs.

Approved: 9/12/1988

Reviewed: 2/14/05; 3/8/10; 1/26/15; 1/14/19

Revised: 2/14/2000

## ACADEMIC FREEDOM

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

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

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

***NOTE: This is not a mandatory policy, but it is strongly recommended. The policy and accompanying regulation reflect current law on the subject.***

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (2007).

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

Approved 2/14/2000

Reviewed 1/26/15

Revised 2/14/05; 3/8/10

## TEACHING CONTROVERSIAL ISSUES

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

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

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

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

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

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

Approved: 9/12/1988

Reviewed: 2/14/05; 3/8/10; 1/26/15

Revised: 2/14/2000

GLOBAL EDUCATION

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

Legal Reference: Iowa Code §§ 256.11, .11A (2007).  
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

Approved 4/9/1990

Reviewed 1/26/15

Revised 2/14/00; 2/14/05; 3/8/10

## CITIZENSHIP

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

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

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 256.11, .11A (2007).  
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 2/14/2000

Reviewed 2/14/05; 1/26/15

Revised 3/8/10

## FOREIGN STUDY

The Board of Directors recognizes that study programs outside the country are sometimes desirable and justifiable.

Plans for such study programs must be approved in advance by the Board of Directors. Separate approval shall be gained for each trip.

Proper insurance and liability protection must be guaranteed for the protection and safety of participants. The school system can in no way be placed in a position of personal liability.

There should be no monetary profit motive for any school employee. Bookkeeping shall be available for public view.

Approved: 4/12/1993

Reviewed: 2/28/05; 3/8/10; 1/26/15

Revised: 2/14/2000

CO-CURRICULAR ACTIVITIES

The Board of Directors believes 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 the development of fellowship and social goodwill, to promote self realization and all-around growth, and to encourage good citizenship qualities.

To assist in the administration of a student activities program, and to provide a framework of communication and review, the administration will develop a detailed structure of the activities program.

CROSS REF.:           504 Student Activities

Approved: 9/12/ 1988

Reviewed: 2/28/2005; 3/8/10; 1/26/15

Revised: 2/14/2000

## OUTSIDE RESOURCE PEOPLE

The Board of Directors recognizes that the people of the community are one of the greatest resources of the school system, and that they have special knowledge and particular talents to contribute to the school program. The Board of Directors therefore encourages the use of community resources and citizens assisting in furthering the educational program.

The classroom teacher shall receive approval from the building principal of a visiting speaker at least one week before the expected visit takes place.

CROSS REF.: 1003.4, Citizen Assistance to School Personnel

Approved: 9/12/1988

Reviewed: 2/28/2005; 3/8/10

Revised: 2/14/2000; 2/9/15



## PRIVATE INSTRUCTION

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

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

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

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

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

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

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

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

Cross Reference: 501 Student Attendance  
502 Student Rights and Responsibilities  
504 Student Activities  
507.1 Student Health and Immunization Certificates  
604.7 Dual Enrollment

Approved 2/14/2000

Reviewed 1/26/15

Revised 2/14/05; 3/8/10; 6/13/16

INDIVIDUALIZED INSTRUCTION

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

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

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

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2007).

Cross Reference: 501.12 Pregnant Students  
604.1 Competent Private Instruction

Approved 2/14/2000

Reviewed 1/26/15

Revised 2/14/05; 3/8/10

## EXTENDED LEARNING PROGRAM

The board recognizes some students require extension beyond the regular education program. It is the responsibility of the designated staff to develop a criteria which provides for identified students. Designated staff will collaborate with other professional educators to help meet student needs. Program evaluation will be assessed on an ongoing basis throughout the year.

Legal Reference: Iowa Code §§ 257.42-.49 (2007).  
281 I.A.C. 12.5(12); 59.

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

Approved 9/12/1988

Reviewed 2/14/05

Revised 2/14/2000; 3/8/10; 2/9/15

PROGRAM FOR AT-RISK STUDENTS

The board recognizes some students require additional assistance in order to graduate from the regular education program. Designated staff 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 designated staff to develop a criteria which provides for identified students. Designated staff will collaborate with other professional educators to help meet student needs. Program evaluation will be assessed on an ongoing basis throughout the school year.

***NOTE: This is a mandatory policy and reflects the educational standards.***

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (2007).  
281 I.A.C. 12.5(13); 33; 65.

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

Approved 4/9/1990 Reviewed 2/14/05 Revised 2/14/2000; 3/8/10; 2/9/15

## RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

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

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

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

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

***NOTE: Paragraph one of this policy reflects Iowa law regarding parents removing their children from parts of the education program. The rest of the policy is a process so boards can adapt but it's merely recommended, not mandatory.***

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
 Iowa Code §§ 256.11(6); 279.8 (2007).

Cross Reference: 603 Instructional Curriculum  
 606.2 School Ceremonies and Observances

Approved 4/9/1990

Reviewed 1/26/15

Revised 2/14/2000; 2/14/05; 3/8/10

## INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

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

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

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

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

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

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

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

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

**NOTE: This policy reflects current Iowa law.**

Legal Reference: Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (2007).  
281 I.A.C. 12, 22.

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

Approved 2/14/2000

Reviewed \_\_\_\_\_

Revised 2/14/05; 3/8/10; 2/9/15

## DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

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

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

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

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

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

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

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

Approved 2/14/2000 Reviewed 2/14/05; 1/26/15 Revised 3/8/10; 6/13/16

## FOREIGN STUDENTS

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

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

***NOTE: The only legal requirement for foreign students is stated in the second bullet. However, the other requirements are strongly recommended.***

Legal Reference: Iowa Code § 279.8 (2007).

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

Approved 2/14/2000

Reviewed 2/14/05; 1/26/15

Revised 3/8/10



RESERVED

Reviewed: 1/26/15

VIRTUAL/ON-LINE COURSES

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

High school students may take 43 credits per year to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

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

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

Provided courses are part of the student’s regular school day coursework and within budgetary parameters, the costs for a virtual course, such as textbooks or school supplies, shall be borne by the *parents* for students enrolled full-time.

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

Legal Reference: Iowa Code § 279.8 (2013)  
281 I.A.C. 15

Cross Reference: 605.6 Internet – Acceptable Use – Safety Policy  
501.6 Student Transfers In

Approved 3/8/10

Reviewed \_\_\_\_\_

Revised 3/23/15

## INSTRUCTIONAL MATERIALS SELECTION

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

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

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

***NOTE: This is a mandatory policy. The board may edit the policy and regulation to reflect its philosophy, goals and practices. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1-August 31, 2007.***

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (2007).  
281 I.A.C. 12.3(12).

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

Approved 9/12/1988 Reviewed 2/14/05; 1/26/15 Revised 7/12/99; 2/14/00; 10/22/07;  
4/12/10

## SELECTION OF INSTRUCTIONAL MATERIALS

## I. Responsibility for Selection of Instructional Materials

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

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

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

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

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

## SELECTION OF INSTRUCTIONAL MATERIALS

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

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

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

## III. Procedure for Selection

- A. Material purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, school library staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase is approved by the appropriate building administrator.
  - 1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:

## SELECTION OF INSTRUCTIONAL MATERIALS

- a. To acquire materials and provide service consistent with the demands of the curriculum;
  - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
  - c. To effectively guide and counsel students in the selection and use of materials and libraries;
  - d. To foster in students a wide range of significant interests;
  - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
  - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
  - g. To encourage life-long education through the use of the library; and,
  - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
2. Materials selected is consistent with stated principles of selection. These principles are:
- a. To select material, within established standards, which will meet the goals and objectives of the school district;
  - b. To consider the educational characteristics of the community in the selection of materials within a given category;
  - c. To present the sexual, racial, religious and ethnic groups in the community by:
    1. Portraying people, both men and women, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
    2. Placing no constraints on individual aspirations and opportunity.
    3. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.
    4. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.
  - d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
  - e. To strive for impartiality in the selection process.
3. The materials selected will meet stated selection criteria. These criteria are:
- a. Authority-Author's qualifications - education, experience, and previously published works;
  - b. Reliability:
    1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
    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.

## SELECTION OF INSTRUCTIONAL MATERIALS

- 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?

## SELECTION OF INSTRUCTIONAL MATERIALS

6. Will it help students and teachers keep abreast of and understand current events?
  7. Will it foster and develop hobbies and special interests?
  8. Will it help develop aesthetic tastes and appreciation?
  9. Will it serve the needs of students with special needs?
  10. Does it inspire learning?
  11. Is it relevant to the subject?
  12. Will it stimulate a student's interest?
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: \_\_\_\_\_ Reviewed: 2/14/05; 4/12/10; 1/26/15 Revised: 7/12/99; 2/14/00; 10/22/07



## INSTRUCTIONAL MATERIALS INSPECTION

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

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

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

NOTE: This is a mandatory policy and reflects federal law on the subject of parental rights to inspect instructional materials. *For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1-August 31, 2007.*

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).  
Iowa Code §§ 279.8; 280.3, .14; 301 (2007).  
281 I.A.C. 12.3(12)

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

Approved 9/12/1988 Reviewed 2/14/05; 1/26/15 Revised 2/14/00; 10/22/07; 4/12/10

## OBJECTION TO INSTRUCTIONAL MATERIALS

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

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

***NOTE: This is a mandatory policy. The board may edit the policy and regulation to reflect its philosophy, goals and practices. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1- August 31, 2007.***

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (2007).  
281 I.A.C. 12.3(12)

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

Approved 2/14/2000 Reviewed 10/27/03; 2/14/05; 1/26/15 Revised 10/22/07; 4/12/10

## INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

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

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

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

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

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

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

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

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

Approved: 2/14/2000

Reviewed: 2/14/05; 1/26/15 Revised: 10/27/03, 10/22/07; 4/12/10

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 \_\_\_\_\_

Reviewed 4/12/10; 1/26/15

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. What brought this item to your attention?

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

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

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

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

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

\_\_\_\_\_ yes                      \_\_\_\_\_ No

If yes, please list specific suggestions: \_\_\_\_\_

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

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RECONSIDERATION OF INSTRUCTIONAL MATERIALS

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

\_\_\_\_\_ Yes (a) Please contact the Superintendent

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

\_\_\_\_\_ Minutes.

\_\_\_\_\_ No

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

SAMPLE LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL MATERIALS

Dear:

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

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

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

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

Sincerely,

Approved: 2/14/00

Reviewed: 10/27/03; 2/14/05; 10/22/07;  
4/12/10; 1/26/15

Revised: \_\_\_\_\_

## RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.
1. The school official or employee receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials generally will remain in use pending the outcome of the reconsideration procedure.
    - a. The school official or employee initially receiving a complaint will explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
    - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.
  2. The employee receiving the initial complaint will advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact is maintained by the principal in charge of the attendance center. Each building principal shall inform employees of their obligation to report complaints.
  3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is referred to the principal or to the teacher-librarian of the attendance center. If, after consultation with the principal or teacher-librarian, the individual desires to file a formal complaint, the principal or 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.



## RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

5. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.
6. The Reconsideration Committee
  - a. The reconsideration committee is made up of eight members.
    - (1) One licensed employee designated annually, as needed, by the superintendent.
    - (2) One teacher-librarian designated annually by the superintendent.
    - (3) One member of the administrative team designated annually by the superintendent.
    - (4) Three members of the community appointed annually, 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 board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
  - e. Notice of committee meetings is made public through appropriate publications and other communications methods.
  - f. The committee will receive the completed Reconsideration Request Form from the superintendent.
  - g. The committee will determine its agenda for the first meeting which may include the following:
    - (1) Distribution of copies of the completed Reconsideration Request Form.
    - (2) An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
    - (3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
    - (4) Distribution of copies of the challenged instructional material as available.
  - h. The committee may review the selection process for the challenged instructional material and may, to its satisfaction, determine that the challenge is without merit and dismiss the challenge. The committee will notify the individual and the superintendent of its action.
  - i. At a subsequent meeting, if held, interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
  - j. The individual filing the challenge is kept informed by the reconsideration committee secretary on the status of the Reconsideration Request Form throughout the reconsideration process. The individual filing the challenge and known interested parties is given appropriate notice of meetings.

## RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- k. At the second or a subsequent meeting the committee will make its final recommendation. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the board, the individual and the appropriate attendance centers. The superintendent may also make a recommendation but if so, it should be independent from the committee's.

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

- l. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
- m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered.
- n. If necessary or appropriate in the judgment of the committee, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee will approximate the representation of the full committee.
- o. Committee members directly associated with the selection, use, or challenger of the challenged material are excused from the committee during the deliberation of the challenged instructional materials. The superintendent may appoint a temporary replacement for the excused committee member, but the replacement must be of the same general qualifications as the member excused.
- p. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

Approved: 2/14/00

Reviewed: 2/14/05; 4/12/10; 1/26/15 Revised: 10/27/2003; 10/22/07

TECHNOLOGY AND INSTRUCTIONAL MATERIALS

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

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

NOTE: This is a mandatory policy and reflects the educational standards. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1-August 31, 2007.

Legal Reference: Iowa Code § 279.8 (2007).  
281 I.A.C. 12.3(12), 12.5(10), .5(22).

Cross Reference: 602 Curriculum Development  
605 Instructional Materials

Approved 4/9/1990 Reviewed 2/14/2005; 1/26/15 Revised 2/14/00; 10/22/07; 4/12/10

## SCHOOL LIBRARY

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.

***NOTE: This is a mandatory policy and reflects the educational standards. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1-August 31, 2007.***

Legal Reference: Iowa Code §§ 256.7(24); 279.8; 280.14; 301 (2007).  
281 I.A.C. 12.3(11), (12).

Cross Reference: 602 Curriculum Development  
605 Instructional Materials

Approved 2/14/2000 Reviewed 2/14/2005; 1/26/15 Revised 10/22/07; 4/12/10

## INTERNET – ACCEPTABLE USE – SAFETY POLICY

Technology is a vital part of Clarke Community School District's curriculum. The internet access and electronic mail addresses are issued to staff and students grades 3-12. This policy is designed to promote and educate students, staff, and parents about acceptable use of the District's technology resources and a safe online environment.

Students and staff shall only engage in legal, ethical, and otherwise appropriate use of the District's technology resources, including, but not limited to, all computers (including 1:1 devices), network systems, and the Internet. Such technology resources are the property of the District and as a result are subject to monitoring at any time. Staff and students shall have no expectation of privacy in the District's technology resources or any materials located therein.

It is the policy of Clarke Community School District to take steps to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254].

Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means. Steps shall be taken to promote the safety and security of the students and staff of our school's online computer network when using electronic mail and other forms of direct electronic communications.

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 District makes no guarantees as to the accuracy of information received on the Internet. 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. Measures to help with this, technology protection measures (or "Internet filters"), shall be used to block or filter the Internet. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults only for bona fide research or other lawful purposes. The District also uses a staff supervised onsite computer monitoring station.

It shall be the responsibility of all members of the Clarke Community School District staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy and applicable laws. Students remain responsible for their use of the District's technology resources, including electronic devices and 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 this policy and regulations, that they will comply with the policy and regulations and understand the consequences for violation of the policy and/or regulations.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of administration and the Building Tech Committee or designated representatives. The teacher or designated representatives will provide age appropriate training for students who use the school's Internet facilities. The training provided will be designed to promote the District's commitment to:

- a. The standards and acceptable use of Internet services as set forth in this policy and regulations;
- b. Student safety with regard to:
  - i. safety on the Internet;
  - ii. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
  - iii. cyber bullying awareness and response.
- c. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

INTERNET – ACCEPTABLE USE – SAFETY POLICY

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

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.

Students or staff who violate this policy or the regulations may be subject to disciplinary action, up to and including expulsion or termination, and other legal action as appropriate.

Legal References: Children's Internet Protection Act, 47 U.S.C. 254(h), (l)  
Iowa Code § 279.8.

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

Approved: 3/16/1998 Reviewed: 2/14/2000; 2/14/05; 1/26/15

Revised: 6/10/02; 4/12/10; 5/14/12;  
12/18/12; 6/23/16

## INTERNET ACCESS PERMISSION LETTER TO PARENTS K-12

Students may be provided access to the Internet, the worldwide information network, at school with parental permission on the attached form. Students will be taught what is considered appropriate Internet usage. These rules apply to equipment owned by the District and equipment and/or personal devices brought to school from home.

The Board of Education, teachers, and administrators firmly believe the information, the immediacy and the interaction available on this worldwide network far outweigh the risk that users may procure material which is inconsistent with the educational goals of the District.

The use of the network is a privilege and may be taken away for violation of law or board policy or regulations. The use of the Internet must be in support of education and research, consistent with the educational objectives of the Clarke Community School District, board policy and regulations, and the terms of this document. Access to and use of the Internet is a privilege and not a right. Users will be expected to abide by the generally accepted rules of network etiquette and those outlined in board policy and regulations. Online activities may be monitored through our CIPA-mandated filter. A copy of the filtering guidelines may be obtained from the District administrator. A violation of the guidelines for use of the Internet may result in sanctions against the user. The user will be responsible for any financial obligation incurred through the use of the Internet.

Students may be given access to a District provided e-mail account and other communication sites under the supervision of District staff. Appropriate and respectful language will be used in electronic mail and communications accessed via school equipment and via the school network.

**Users are expected to abide by the generally accepted rules of network etiquette, which include, but are not limited to the following:**

- Students will communicate politely and appropriately. Do not create, transmit, share, or display harassing, vulgar, lewd, or other inappropriate messages, images, or other materials.
- Students will maintain privacy. Do not reveal anyone's personal information, including your own.
- Students will respect all copyright and license agreements.
- Students will properly cite internet sources when gathering information for school research papers or projects.
- Students will respect the privacy of others, including their electronic storage areas.
- Students will report any problems with equipment to supervising staff or help desk staff.

**Unacceptable use includes, but is not limited to, the following:**

- Using the network or District-owned technology equipment for illegal purposes or in violation of board policy or regulations.
- Using the network or District-owned technology equipment for unethical actions.
- *Includes but not limited to:*
  - *Harassing, insulting, attacking, or threatening harm or embarrassment to others.*
  - *Creating, accessing, uploading, downloading, transmitting, distributing, sharing or displaying illegal, obscene, vulgar, lewd, profane, discriminatory, harassing, abusive, threatening, or sexually explicit material.*
- Using the network or District-owned technology equipment for activities that incur an expense to the District. *(Students/families will be expected to pay for these expenses.)*
- Downloading or uploading programs or files without permission from District technology staff.

**Violations: Consequences and Notifications**

Students who do not follow the Acceptable Use Guidelines shall be subject to the appropriate action described in board policy, and/or decided upon between teacher, technology staff, administration, and parent/guardians. Administration has the authority to create appropriate consequences, as needed based on individual circumstances.

As a parent or guardian of this student:

- I have read this letter and understand that access to the computing system and the Internet is designed for educational purposes.

INTERNET ACCESS PERMISSION LETTER TO PARENTS K-12

- I understand that it is impossible for the Clarke Community School District to restrict access to all controversial materials which may be available on the Internet or similar networks.
- I hereby grant permission for my student to access the Internet, and we agree to abide by the terms of the Internet – Acceptable Use – Safety Policy and Regulations.
- I will not hold the Clarke Community School District responsible for materials acquired by my student on the Internet, and I hereby agree to indemnify the District, with regard to any claims relating to this student's use of the Internet.
- I will not hold the Clarke Community School District responsible for any damages users suffer, or liabilities, financial or otherwise, incurred through the use of the Internet.
- I accept full responsibility for supervision of my student's Internet use if and when my child's use is not in a school setting.

Approved:

Reviewed: 2/14/05; 1/26/15

Revised: June 10, 2002; 4/12/10;  
12/18/12; 6/23/16



ACCEPTABLE USE OF TECHNOLOGY AGREEMENT  
STUDENT/PARENT ACKNOWLEDGMENT

STUDENTS will abide by the Acceptable Use Agreement for Student Electronic Devices, Clarke Elementary School Student Pledge for Electronic Device Use and the Internet – Acceptable Use – Safety Policy and Regulations of the Clarke Community School District. If student(s) commit any violation of such terms, technology access privileges may be revoked and school disciplinary action and/or appropriate legal actions may be taken.

PARENTS/GUARDIANS: I have read and agree to assist my child in understanding and abiding by the Acceptable Use Agreement for Student Electronic Devices, Clarke Elementary School Student Pledge for Electronic Device Use and the Internet – Acceptable Use – Safety Policy and Regulations of the Clarke Community School District. I understand that access to CCSD technology equipment and its entire system of electronic communication is designed for educational purposes. I also recognize that some materials on the Internet may be controversial and objectionable and that, while every attempt will be made to block inappropriate sites, it is impossible for CCSD to restrict access to all controversial and objectionable materials. I will not hold CCSD responsible for the accuracy or quality of any materials acquired or viewed on its system by my child. I accept full responsibility for supervision of my student’s Internet use when the student is not at school. I understand that improper or inappropriate use of technology equipment and the CCSD system by my child may result in revocation of his/her technology access privileges and the imposition of school discipline, criminal penalties, or civil penalties. I accept all financial and legal liabilities that may result from my child’s use of CCSD equipment and technology system. I release CCSD, its officers, employees, agents, representatives, and all organizations and individuals related to the CCSD technology system from any and all liability or damages that may result from my child’s use of the CCSD equipment, electronic communication system, and other technology resources. I specifically agree to indemnify and hold CCSD, its officers, employees, agents, and representatives harmless from any actions, claims, costs, damages, or losses, including, but not limited to, attorney’s fees, incurred by CCSD relating to, or arising out of my child’s use of such equipment, system, and resources.

ELECTRONIC DEVICE USE: The student below will be issued an electronic device in support of his/her education at CCSD. The electronic device and its content remain the property of CCSD. Clarke Community School District’s Acceptable Use Agreement for Student Electronic Devices, Clarke Elementary School Student Pledge for Electronic Device Use and the Internet – Acceptable Use – Safety Policy and Regulations fully apply to the use of this equipment both on and off school premises. Other board policies and regulations may also apply. Electronic devices settings have been adjusted for appropriate school use. These settings must not be altered, deleted or circumvented in any way. CCSD reserves the right to remove any non-school related material (apps, music, pictures). The student and parent/guardian agree to be responsible for the proper maintenance and care of the electronic device, and to return it when requested in the same condition in which it was received, except for normal and reasonable wear and tear. Electronic devices may be inspected periodically to check for appropriate use. Students shall have no expectation of privacy in the electronic devices or any materials therein.

STUDENT NAME (printed): \_\_\_\_\_

PARENT NAME (printed): \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_

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

Approved 12/18/12

Reviewed 1/26/15

Revised 6/23/16

## Clarke Community School District

## Acceptable Use Agreement for Student Electronic Devices

<p>I will take proper care of my electronic device. _____</p> <p>I will never leave the electronic device unattended without being adequately secured. _____</p> <p>I will never loan out my electronic device to other individuals. _____</p> <p>I will know where my electronic device is at all times. _____</p> <p>I will charge my electronic device's battery daily. _____</p> <p>I will keep food and beverages away from my electronic device since they may cause damage to the device. _____</p> <p>I will not disassemble any part of my electronic device or attempt any repairs. _____</p> <p>I will protect my electronic device by keeping it in the case provided. _____</p> <p>I will use my electronic device in ways that are appropriate, meet Clarke Community School District expectations, and are educational. _____</p> <p>I will not place decorations (such as stickers, markers, etc.) on the electronic device. I will not deface the serial number or electronic device label on any electronic device. _____</p> <p>I understand that my electronic device is subject to inspection or monitoring at any time without notice, including via electronic remote access, and remains the property of Clarke Community School District. I have no expectation of privacy in the electronic device or any materials therein. _____</p> <p>I will follow the policies outlined in the Acceptable Use Agreement for Student Electronic Devices, Acceptable Use of Technology Agreement and Internet – Acceptable Use – Safety Policy and Regulations while at school, as well as outside the school day. _____</p> <p>I will immediately notify the school office in cases of theft and vandalism. _____</p> <p>I will be responsible for all damage to or loss of the electronic device and accessories caused by neglect or abuse. _____</p> <p>I am responsible for all unauthorized charges incurred by my access of any Internet services or apps that have a cost involved. _____</p> <p>I agree to return the electronic device, cover, and power cords in good working condition when requested. _____</p>
--

I agree with the stated conditions above. I also understand that I am responsible for the use of and any content on the electronic device. I have read and will abide by the Acceptable Use of Technology Agreement Student/Parent Acknowledgement, and Internet-Acceptable Use – Safety Policy and Regulations of the Clarke Community School District, which are incorporated herein by reference. I further understand that, should I commit any violation of such terms or other applicable board policies/rules, I may be subject to disciplinary action and/or appropriate legal actions may be taken.

Student Printed Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Approved 12/18/12

Reviewed 1/26/15

Revised 6/23/16

**Clarke Elementary School  
Student Pledge for Electronic Device Use**

**Student Pledge for Electronic Device Use:**

- I will take good care of my electronic device.
- I will never leave the electronic device unattended.
- I will not take my electronic device into the restrooms.
- I will never loan out my electronic device to other individuals. (grades 3-6only)
- I will charge my electronic device's battery daily. (grades 3-6only)
- I will keep food and beverages away from my electronic device since they may cause damage to the device.
- I will not disassemble any part of my electronic device or attempt any repairs.
- I will protect my electronic device by only carrying it while in the case provided.
- I will use my electronic device in ways that are educational, appropriate, and meet Clarke Elementary School expectations.
- I will not place decorations (such as stickers, markers, etc.) on the electronic device or deface the serial number.
- I understand that my electronic device is subject to inspection at any time without notice and remains the property of Clarke Community School District.
- I will follow the policies outlined in the electronic device portion of this handbook and applicable Clarke Elementary School technology policies while at school, as well as outside the school day.
- I will not load extra software / apps on to my electronic device.
- I will be responsible for all damage or loss caused by neglect or abuse.
- I agree to return the District electronic device, case, and power cords in good working condition. (grades 3-6 only)
- I will notify school officials in case of theft, vandalism, and other acts.
- I understand that a police report will be filed by the school if necessary.

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved: 7/13/15

Reviewed: \_\_\_\_\_

Revised: 6/23/16

Internet Acceptable Use Violation Notice  
Grades K-6

Notice must be given to the student, technology personnel,  
building principal, and parent/guardian

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Students who have used the Internet at school inappropriately are subject to a consequence described in the school's discipline policy or student handbook or to the following consequences:

First Violation:

The above has violated the Acceptable Use Policy. For one week, the student will only be able to use technology with the permission of his/her teacher in an increased supervised environment. Each opportunity for technology use in the class for this week will be evaluated separately based on equal access/opportunity for learning.

Second Violation:

The above has violated the Acceptable Use Policy. For two weeks, the student will only be able to use technology with the permission of his/her teacher and principal in an increased supervised environment. Each opportunity for technology use in the class for this time period will be evaluated separately based on equal access/opportunity for learning.

Third Violation:

A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

Severe Violation:

Violation will bring immediate suspension of technology use. A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

Internet Acceptable Use Violation Notice  
Grades 7-12

Notice must be given to the student, technology personnel,  
building principal, and parent/guardian

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Students who have used the Internet at school inappropriately are subject to a consequence described in the school's discipline policy or student handbook or to the following consequences:

First Violation of Acceptable Use Policy:

For one week, the student will only be able to use technology with permission of his/her teacher in an increased supervised environment. Each opportunity for technology use in the class will be evaluated separately based on equal access/opportunity for learning.

Second Violation of Acceptable Use Policy:

For two weeks, the student will only be able to use technology with permission of his/her teacher in an increased supervised environment. Each opportunity for technology use in the class will be evaluated separately based on equal access/opportunity for learning.

Third Violation of Acceptable Use Policy:

A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

Severe Violation:

Violation will bring immediate suspension of technology use. A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

Approved: June 10, 2002

Reviewed: 2/14/05; 1/26/15;  
6/23/16

Revised: 4/12/10, 12/18/12

## INTERNET - ACCEPTABLE USE - SAFETY REGULATION

- I. Responsibility for Internet Appropriate Use.
- A. The authority for regulating appropriate use of electronic Internet resources and other use of the District's technology resources is delegated to the Clarke staff members. However, students and staff remain responsible for their use of the District's technology resources, including electronic devices and the Internet. For the purposes of this policy, Internet is defined as:
- The Internet is a global system of interconnected computer networks that use the standard Internet protocol suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private, public, academic, business, and government networks, of local to global scope, that are linked by a broad array of electronic, wireless and optical networking technologies. The Internet carries an extensive range of information resources and services, such as the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support email. Definition from <http://en.wikipedia.org/wiki/Internet>
- B. Instruction in the proper use of the Internet system will be available to employees who will then provide similar instruction to their students.
- II. Internet Access.
- A. Access to the Internet is to promote the exchange of information for education and research.
- B. Students will be able to access the Internet through individual student accounts and electronic mail addresses will be issued to students in 3<sup>rd</sup> – 12<sup>th</sup> grade at this time.
1. 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 District makes no guarantees as to the accuracy of information received on the internet. 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. Measures to help with this, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled for adults only for bona fide research or other lawful purposes.
  2. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines, which require efficient, ethical and legal utilization of network resources.
  3. To reduce unnecessary system traffic, users may be asked to limit use of internet sites that use high amounts of bandwidth unless approved by the teacher.
  4. Creation, transmission of material, information or software in violation of any law, board policy or regulation is prohibited.
  5. The District makes no guarantees as to the accuracy of information accessed through the Internet.

## INTERNET - ACCEPTABLE USE AND SAFETY REGULATION

III. Permission to Use Internet – annually, parents will grant or deny permission for their student to use the Internet when student is under the age of 18.

## IV. Student Use of District Technology Resources and the Internet

## A. On-line Etiquette.

1. The use of the network is a privilege and may be taken away for violation of law or board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
2. Students should adhere to on-line protocol:
  - a. Students will communicate politely and appropriately
  - b. Students will not create, transmit, share, or display inappropriate messages or images or other materials.
  - c. Students will respect all copyright and license agreements.
  - d. Students will cite all quotes, references and sources when gathering information for school research papers or projects.
  - e. Students will respect the privacy of others, including their electronic storage area.
  - f. Students will report any problems with equipment to supervising staff or the help desk staff.
3. Student will be issued a school email account in grades 3-12 under supervision of District staff.
  - a. Others may be able to read or access the mail so private messages should not be sent. The student shall have NO expectation of privacy in the District-issued email account or any materials located or accessed therein, and such account/materials may be reviewed, inspected, or monitored at any time, including via electronic remote access.
  - b. Delete unwanted messages immediately.
  - c. Use appropriate and respectful language.
  - d. Always sign messages.
4. Unacceptable Use – Use of the Internet and other technology resources of the District for non-educational activities is not acceptable.
  - a. Non-educational activities include, but are not limited to using the internet or network or other technology resources of the District for illegal purposes, unauthorized "chat", computer hacking, knowingly spreading computer viruses, attempting to harm data or devices.
  - b. Students shall not use the internet or network or other technology resources of the District for unethical actions or for harassing, insulting, attacking, threatening harm or embarrassment to others, or for creation, transmission, submission, publishing, sharing or displaying of libelous or false, abusive, obscene, lewd, vulgar, profane, sexually-oriented, threatening, racially abusive, discriminatory, or illegal material.
  - c. Users shall not engage in plagiarism, invasion of privacy, unauthorized access, violation of copyright laws, or any other activity prohibited by these guidelines or the student handbook or other board policies/rules or law.
  - d. Users will not reveal their name, address, phone number, or any other identifying information, nor shall they disclose information concerning others to anyone on the Internet unless authorized to do so.

- B. Restricted Material – Students will not bypass the state mandated filter. Students will not intentionally create, access, download, transmit, share, or promote any text file, picture, video or other material or engage in any communication that includes material which is illegal, discriminatory, obscene, libelous, indecent, lewd, vulgar or profane; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words,

## INTERNET - ACCEPTABLE USE AND SAFETY REGULATION

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. Students also shall not use the District's technology resources for commercial activities or political lobbying or advocacy.

- C. Unauthorized Costs – If a student gains access to any service via the Internet which has a cost involved or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.

### Student Violations – Consequences and Notifications

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

K-6 grade – First Violation – For one week, the student will only be able to use technology with the permission of his/her teacher in an increased supervised environment. Each opportunity for technology use in the class for this week will be evaluated separately based on equal access/opportunity for learning.

K-6 grade – Second Violation – For two weeks, the student will only be able to use technology with the permission of his/her teacher and principal in an increased supervised environment. Each opportunity for technology use in the class for this time period will be evaluated separately based on equal access/opportunity for learning.

K-6 grade – Third Violation – A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

K-6 grade – Severe Violation – Violation will bring immediate suspension of technology use. A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

#### First Violation of Acceptable Use Policy:

For one week, the student will only be able to use technology with permission of his/her teacher in an increased supervised environment. Each opportunity for technology use in the class will be evaluated separately based on equal access/opportunity for learning.

#### Second Violation of Acceptable Use Policy:

For two weeks, the student will only be able to use technology with permission of his/her teacher in an increased supervised environment. Each opportunity for technology use in the class will be evaluated separately based on equal access/opportunity for learning.

#### Third Violation of Acceptable Use Policy:

A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.

#### Severe Violation:

Violation will bring immediate suspension of technology use. A parent meeting will be scheduled, and a plan will be created and implemented based on the input and review of acceptable use infraction.



The District makes no warranties of any kind, whether expressed or implied, for the technology resources and access it is providing, and it shall not be responsible for any damages suffered. This includes loss of or unsecure data, delays, nondeliveries, misdeliveries, or service interruptions caused by any reason, including its own or user errors, omissions or negligence. Use of any information obtained via the system is at the user's own risk.

Approved: 4/12/10

Reviewed: 1/26/15Revised: 12/18/12; 6/23/16

## USE OF INFORMATION RESOURCES

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

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

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

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

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

***Note: This is a mandatory policy. The policy is based upon federal law. It is strongly recommended the board seek legal counsel prior to making substantive edits to the policy and sample regulation. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1-August 31, 2007.***

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

Cross References: 605.6 Internet – Acceptable Use – Safety Policy

Approved 10/22/2007

Reviewed 1/26/15

Revised 4/12/10

## USE OF INFORMATION RESOURCES REGULATION

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

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

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

### **Authorized Reproduction and Use of Copyrighted Material Reminders:**

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

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

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

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

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

## USE OF INFORMATION RESOURCES REGULATION

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

### Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the teacher-librarian should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
  - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
  - Copy or use more than nine instances of multiple copying of protected material in any one term;
  - Copy or use more than one short work or two excerpts from works of the same author in any one term;
  - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
  - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.
  - Require other employees or students to violate the copyright law or fair use guidelines.

### Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

## USE OF INFORMATION RESOURCES REGULATION

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

### **Authorized Reproduction and Use of Copyrighted Music or Dramatic Works**

Teachers may:

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

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

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

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

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

### **Recording of Copyrighted Programs**

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

## USE OF INFORMATION RESOURCES REGULATION

exempt from this provision; check with the teacher-librarian or the subscription database, e.g. unitedstreaming.

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

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

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

### **Authorized Reproduction and Use of Copyrighted Computer Software**

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

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

### **Fair Use Guidelines for Educational Multimedia**

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

## USE OF INFORMATION RESOURCES REGULATION

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

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

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

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

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

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

Reviewed: 4/12/10; 1/26/15

CLASS SIZE - CLASS GROUPING

It is within the sole discretion of the board to determine the size of classes and to determine whether class grouping will take place. The board *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 (2007).

Cross Reference: 606.9 Insufficient Classroom Space

Approved 9/12/1988 Reviewed 2/14/05; 1/26/15 Revised 2/14/00; 4/12/10



SCHOOL CEREMONIES AND OBSERVANCES

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

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

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code § 279.8 (2007).

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

Approved 2/14/2000 Reviewed 2/14/05; 1/26/15 Revised 4/12/10

## ANIMALS IN THE CLASSROOM

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

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

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

Legal Reference: Iowa Code § 279.8 (2007).

Cross Reference: 507 Student Health and Well-Being

Approved 2/14/2000 Reviewed 2/14/05; 1/26/15 Revised 4/12/10

STUDENT PRODUCTION OF MATERIALS AND SERVICES

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

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

Legal Reference: Iowa Code § 279.8 (2007).

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

Approved 2/14/2000 Reviewed 2/14/05; 1/26/15 Revised 4/12/10

## STUDENT FIELD TRIPS AND EXCURSIONS

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

In authorizing field trips and excursions, the principal 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 superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions. The board's approval will be required for field trips and excursions outside the state. Board 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.

***NOTE: This is not a required policy but one that is recommended. The board may need to amend it to reflect current practice.***

Legal Reference: 390 C.F.R. Pt. 390.3(f) (2004).  
Iowa Code § 279.8 (2007).  
281 I.A.C. 43.9.

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

Approved 9/12/1998

Reviewed 1/26/15

Revised 2/14/00; 2/14/05; 4/12/10

## INSUFFICIENT CLASSROOM SPACE

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

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

***NOTE: This is a policy mandated by Iowa's open enrollment law and reflects the requirements of the law.***

Legal Reference: Iowa Code § 282.18(13) (2007).  
281 I.A.C. 17.6(3).

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

Approved 2/14/2000

Reviewed 1/26/15

Revised 2/14/05; 4/12/10

SHARED-TIME STAFF

The administration may enter into a shared-time contract with another school district, or other public educational institution according to Chapter 28E, Iowa Code, to allow certificated staff to fill a vacant or newly created part-time position where none of the current staff members are available or do not possess the necessary certification and/or qualifications as determined by the Board.

The school district shall consider proposals of other public educational institutions to share certificated staff members where the arrangements may be mutually beneficial to the institutions, personnel and students involved.

All shared-time contracts shall be made on a voluntary basis with the teacher or administrator to be shared between the institutions.

Approved: 9/12/1998

Reviewed: 2/28/05; 4/12/10; 1/26/15

Revised: 2/14/2000

SHARED-TIME ENROLLMENT

The Board of Directors is obligated and charged by the State of Iowa to supply educational opportunity to all who qualify and enroll in its schools. The Board will permit the education of private school students on a part-time basis, provided this is consistent with the rules developed by the Iowa legislature, and provided that such students are enrolled in the public school for sufficient times and courses of study as administrators determine to be in the best interests of all concerned.

CROSS REF.: 501.7, Shared-Time Students

Approved: 9/12/1988

Reviewed: 2/28/05; 4/12/10; 1/26/15

Revised: 2/14/2000

PUBLIC/PRIVATE SCHOOL RELATIONS

The Board recognizes the responsibilities and contributions of the district private schools in meeting the educational mission of the state and local district.

Notwithstanding the legal separation of church and state, it is the policy of the District Board of Education that the district's administrative staff initiate and develop positive working relationships with private school personnel serving students who reside in our district in order to facilitate good educational experiences for pupils enrolled in private schools. This relationship includes the sharing of certain information as required by law.

The superintendent/designee shall initiate the necessary regulations, data collection forms, and procedures to carry out the intent of this policy.

Approved: 9/12/1988

Reviewed: 2/28/05; 4/12/10; 1/26/15

Revised: 2/14/2000



## STUDENT GUIDANCE AND COUNSELING PROGRAM

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

***NOTE: Although it is not mandated to have a guidance counselor, it is required that a counseling program exist. This is a mandated policy and reflects the educational standards. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 14 #3- June 27, 2001.***

Legal Reference: Iowa Code § 280.14; 622.10 (2007).  
281 I.A.C. 12.3(11).

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

Approved 4/9/1990

Reviewed 2/14/05; 1/26/15

Revised 2/14/00; 4/12/10

## STUDENT HEALTH SERVICES

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

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

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

**NOTE: For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 14 #3- June 28, 2001.**

Legal Reference: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2002).  
 42 U.S.C. §§ 12101 *et seq.* (2004).  
 34 C.F.R. pt. 99, 104, 200, 300 *et seq.* (2004)  
 29 U.S.C. § 794(a)(2004)  
 28 C.F.R. 35  
 20 U.S.C. 1232g § 1400 6301 *et seq.* (2004).  
 Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 280.23 (2007).  
 281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.405.  
 282 I.A.C. 15.3(14); 22.  
 641 I.A.C. 7.  
 655 I.A.C. 6, 6.3(1), 6.3(6), 6.6(1), 7.

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

Approved 9/12/1988

Reviewed 1/26/15

Revised 2/14/00; 2/14/05;  
4/12/10

## STUDENT HEALTH SERVICES REGULATION

### Student Health Services Administrative Regulations

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

Supports to improve student achievement include:

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

Components provided within a coordinated school health program include:

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

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

### II. Student Health Services Essential Functions

#### A. Identify student health needs:

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

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

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

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

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

## STUDENT HEALTH SERVICES REGULATION

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

### III. Expanded Health Services

These additional health services address learning barriers and the lack of access to health care.

Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.

Approved: 2/14/05

Reviewed: 4/12/10; 1/26/15      Revised:

## CONTROL OF HEAD LICE

The school district wants to work with the families who desire their children be free of head lice.

A student may be excluded from school if active head lice or nits/eggs are present on the student. The student will be allowed to return to school after treatment which includes use of special shampoo or lotion on the scalp, intense environmental cleaning, and removal of all nits/eggs. The school nurses shall be available to assist with information on how to treat the problem.

Approved: 9/21/1992

Reviewed: 4/12/10

Revised: 2/14/2000; 2/28/2005; 2/9/15