

STATEMENT OF GUIDING PRINCIPLES FOR THE EDUCATIONAL PROGRAM

The Board of Directors recognizes its obligation and duty to provide an educational program equally available to all young people of the school district. The Board of Directors believes that all children should have the opportunity to be educated to the full extent of their abilities, aptitudes, and interests through a program that recognizes and provides for the individual needs of each child. Innovation and change, based upon thorough research, study, deliberation, and evaluation shall be encouraged.

Approved: 11/16/87

Reviewed: 04/15/19

Revised:

Legal Ref.: Iowa Code Section 280.3

Cross Refs.: 100, "Educational Philosophy"
101, "Educational Objectives"
500, "Student Personnel: Statement of Guiding Principles"

TYPES OF SCHOOL ORGANIZATION

The buildings shall be organized into levels of instruction as follows:

1. Early Learning Center: consist of grades PK and kindergarten.
2. Elementary School: consist of grades 1 through grades 5.
3. Middle school: consist of grades 6 through 8.
4. High school: consist of grades 9 through 12.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 12/21/09

Legal Ref.: Iowa Code Sections 279.11; 280.14
Iowa Administrative Code 3.2(1) through 3.2(8)

SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of [180 days or 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 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 five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

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

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

NOTE: This policy reflects Iowa law.

Approved: 2/13/89

Reviewed: 04/15/19

Revised: 1/18/16

Legal Ref.: Iowa Code §§ 20.9; 279.10, 280.3 (2013); 299.1 (2) (2015)
281 I.A.C. 12.1(7); 41.106.

SCHOOL DAY: INSTRUCTIONAL SCHEDULE

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

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

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

When the school is forced to close due to weather or other emergencies, 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.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/18/16

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

Cross Ref.: School Calendar

MULTICULTURAL/GENDER FAIR EDUCATION

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, socioeconomic status, color, sex, marital status, national origin 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.

Approved: 3/5/07

Reviewed: 04/15/19 Revised:

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

ELEMENTARY CURRICULUM

In all instances, the elementary curriculum, grades K-6, shall meet all educational requirements established by local, state, or federal guidelines. All curriculums must include global, career, technology, and MCGF components.

The Iowa Core (formerly known as the Iowa Core Curriculum and the Model Core Curriculum) provides academic expectations for all Iowa's K-12 students. Along with standards for literacy and mathematics, the Iowa Core identifies and defines essential concepts and skills in science, social studies and 21st century learning (civic literacy, financial literacy, technology literacy, health literacy and employability skills). The Iowa Core is designed to improve the achievement of all students, preparing them for the world of work and lifelong learning. It identifies the essential content and instruction of critical content areas that all students must experience.

The West Liberty Community School District will ensure full implementation of the Iowa Core by engaging in a continuous improvement process that specifically targets improved student learning and performance: data gathering and analysis, identifying actions, decision-making, and assessing the impact of alignment and professional development focused on content, instruction, and assessment.

Approved: 11/16/87

Reviewed: 04/15/19 Revised: 12/19/11

Legal Ref.: Iowa Administrative Code 3.5(1), (4), (6), IAC 281-12

MIDDLE SCHOOL CURRICULUM

Curriculum for grade 6 shall provide instruction in the following areas: English language arts, social studies, mathematics, science, health, keyboarding, human growth and development, physical education, traffic safety, music and visual art.

Curriculum for grades 7 and 8 shall provide instruction in the following areas: English language arts, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education, and technology education.

All instruction shall include the contributions and perspectives of persons with disabilities, men and women, persons from diverse racial and ethnic groups, and will be designed to decrease and eliminate career and employment stereotypes.

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Approved: 11/16/87

Reviewed: 04/15/19

Revised: 12/19/11

Legal Ref.: Iowa Administrative Code 3.5(1); 3.5(4); 3.5(6),
IAC 281-12

HIGH SCHOOL CURRICULUM

The senior high school shall offer a variety of specialized work in the following subject fields: (1) Language arts; (2) mathematics (3) biology and physical science; (4) social studies; (5) general business; 6) music; (7) art; (8) physical education; (9) health; (10) industrial technology and vocational agriculture; (11) family and consumer science; (12) technology literacy; (13) world languages; and (14) driver education. The specific courses shall include instruction in the subjects for college preparatory and vocational career training. In all instances, the high school curriculum shall meet all educational requirements established by local, state, or federal guidelines. All curriculums must include global, career, technology, and MCGF components.

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Approved: 11/16/87

Reviewed: 04/15/19

Revised: 12/19/11

Legal Ref.: Iowa Administrative Code 3.5(1); 3.5(4); 3.5(6),
IAC 281-12

HOMework

It shall be the policy of the school district to encourage "homework": those extra-class activities and assignments which may properly be considered as extensions and enrichment of the regular classroom instructional program. Homework assignments can be graded and considered in the overall course grade. The purposes of carefully assigned homework should be: practice in research and exploratory activities; sharing and discussing ideas; reviewing and summarizing materials studied; becoming acquainted with the libraries and other sources of reference material; organizing students' thoughts and thinking processes in preparation for classroom activities; oral and silent reading at home for reading fluency and reflective writing; and making up incomplete course or subject assignments.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/8/07

Legal Ref.:

SUMMER SCHOOL INSTRUCTION

Summer school shall be conducted in such buildings, on such grade levels, and for such lengths of time as the Board, upon the recommendation of the superintendent of schools, may determine.

The summer school program shall be designed to meet the following purposes or objectives:

1. Enrichment and extension of the program provided during the regular academic year; and
2. Remedial work for those pupils who need and can profit from further study in the basic subjects.

Approved: 11/16/87

Reviewed: 04/15/19

Revised:

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

Cross Reference: 605.2 Student Promotion – Retention – Acceleration
602 Instructional Curriculum
702.5 Summer School Transportation

SPECIAL EDUCATION PARENT/STUDENT DUE PROCESS RIGHTS AND PROCEDURAL SAFEGUARDS

All programs and services provided by or under the supervision of the West Liberty Community School District and all related policies and procedures shall be developed and implemented in a manner which assures the provision and protection of all due process rights and procedural safeguards guaranteed handicapped students and their parent(s) under state and federal law, rules and regulations. Among these are the guarantee of:

1. A free and appropriate public education.
2. Due process in identification, evaluation, educational placement, and programming.
3. Protection in the conduct of evaluation, placement, and re-evaluation procedures.
4. Confidentiality of personally identifiable information and records.
5. Provision of programming for special education services in the least restrictive environment.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 12/19/02

SPECIAL EDUCATION CHILD FIND PROGRAM

The West Liberty Community School District in conjunction with the AEA shall carry out an assertive and ongoing Child Find Program to provide for the identification of all children, ages 0-21, within the boundaries of the District, who may be handicapped and in need of special education.

The Child Find Program shall be implemented in coordination and cooperation with the Mississippi Bend Area Education Agency and shall include:

1. The conduct of public awareness activities designed to create awareness of the characteristics and needs of handicapped children, to create awareness of the right of handicapped children to a free and appropriate public education, and to stimulate potentially handicapped children being referred for special education services by district staff, parents and others.
2. The establishment of procedures to provide for the referral of potentially handicapped children for special education services by district staff, parents and others.
3. The conduct of appropriate special education screening activities to provide for the identification of potentially handicapped children.

Approved: 11/16/87

Reviewed: 04/15/19

Revised:

Legal Ref.:

SPECIAL EDUCATION STUDENT RECORDS

The board recognizes the importance of maintaining student records and preserving their confidentiality. Student records containing personally identifiable information shall be kept confidential at collection, storage, disclosure and destruction stages. Student records shall be maintained by the board secretary or designee(s) and housed by grade levels in each school building as appropriate.

Parents and eligible students shall have access to the student's records during the regular business hours of the school district. An eligible student is a student who has reached eighteen years of age or is attending an institution of postsecondary education. Parents of an eligible student shall be provided access to the student records only with the written permission of the eligible student. Only those with the written permission of the parents or eligible student shall have access to the student records. A representative of the parents or eligible student, who has received written permission from the parents or eligible student, may inspect and review a special education student's records. Guardians of an eligible student may only be denied access to a student's records with a court order or when the district has been advised under the appropriate laws that the parents may not access the student records.

A student record may contain information on more than one student. Parents shall have the right to access the information relating to their student only or to be informed of the information. Eligible students shall also have the right to access the information relating to themselves or be informed of the information.

Parents and eligible students shall have a right to access the student's records upon request without unnecessary delay and in no instance more than forty-five days after the request is made. Parents, an eligible student, or an authorized representative shall have the right to access the student's records prior to an Individual Education Program (IEP) meeting or hearing.

Copies of student records will only be provided if failure to do so would effectively prevent the parents or student from exercising the right to access the student records. Fees for copies of the records shall be waived if it would prevent the parents or student from accessing the records. A fee may not be charged to search or retrieve information from student records.

Upon the request of parents or an eligible student, the school district shall provide an explanation and interpretation of the student record and a list of the types and locations of student records collected, maintained or used.

If the parent or an eligible student believes the information in the student records is inaccurate, misleading or violates the privacy or other rights of the student, the parents or an eligible student may request that the school district amend the student records. The district will decide whether or not to amend the record(s) within a reasonable amount of time. If the school district determines an

amendment shall be made to the student record, the school district shall make the amendment and inform the parents or the eligible student of the decision in writing.

If the school district refuses to amend the student record, it shall inform the parents or the eligible student of their right to a hearing before the school district. If the parents' and the eligible student's request to amend the student record is further denied, the parents or the eligible student shall have the opportunity to place an explanatory letter in the student record commenting on the school district's decision and setting forth the reasoning for disagreeing with the school district. Additions to the student's records shall become a part of the student record and be maintained like other student records. If the school district discloses the student records, the explanation by the parents shall also be disclosed.

Student records may be disclosed in limited circumstances without parental or eligible student written permission. This disclosure is made on the condition that the student record will not be disclosed to a third party without the written permission of the parents or the eligible student. This disclosure may be made in to the following individuals or under the following circumstances:

- to school officials within the school district whom the superintendent has determined have a legitimate educational interest;

- to officials of another school district in which the student wishes to enroll, provided the other school district notifies the parents the student records are being sent and the parents have an opportunity to receive a copy of the records and challenge the contents of the records;

- to the U.S. Comptroller General, the U.S. Secretary of Education or state and local educational authorities;

- in connection with financial aid for which the student has applied or which the student has received if the information is necessary to receive the financial aid;

- to organizations conducting educational studies and the study does not release personally identifiable information;

- to accrediting organizations;

- to parents of a dependent student as defined in the Internal Revenue Code;

- to comply with a court order or judicially issued subpoena;

- in connection with a health or safety emergency; or,

- as directory information.

The superintendent or assigned designee(s) shall keep a list of the individuals and their positions who are authorized to view a special education student's records without the permission of the parents or the eligible student. This list must be available for public inspection and updated annually. The superintendent or assigned designee(s) shall also keep a list of individuals, agencies and organizations which have requested or obtained access to a student's records, the date access was given and their legitimate educational interest or purpose for which they were authorized to view the records. This list for a student record may be accessed by the parents, the eligible student and the custodian of student records.

Permanent student records, including a student's name, address, phone number, grades, attendance record, classes attended, grade level completed and year completed shall be maintained without time limitation. Permanent student records must be kept in a fire safe area.

When personally identifiable information, other than permanent student records, no longer needs to be maintained by the school district to provide educational services to the special education student, the parents or eligible student shall be notified. If the parents or eligible student request that the records be destroyed, the school district must destroy the records. Prior to the destruction of the records, the school district must inform the parents or eligible student of the reasons for which they may want the records maintained. In the absence of parents or eligible student's request to destroy the records, the school district may maintain the records for five years before destruction.

It shall be the responsibility of the superintendent to inform the employees about parents' and eligible students' rights under this policy. Employees shall also be informed about the procedures for carrying out this policy.

It shall be the responsibility of the superintendent to annually notify parents and eligible students of their rights to view the student's records. The notice shall be given in a parents' or eligible student's native language.

Approved: 4/18/94

Reviewed: 04/15/19

Revised: 1/8/07

Leg. Ref.: 20 U.S.C. SS 1232g, 1415 (1988).
34 C.F.R. Pt. 99, 300,560 - .574 (1990).
Iowa Code SS 22; 622.10 (1991).
281 I.A.C. 12.3(6), 41.12(6)(e)
1980 Op. Att'y Gen. 720.825.

Cross Ref.: Student Rights and Responsibilities
Student Records
Care, Maintenance and Disposal of
School District Records
Public Examination of School District Records

STUDENT SPECIAL HEALTH SERVICES

The board recognizes that there are some special education students who are in need of special health services during the school day. These students shall receive confidential special health services in conjunction with their education program.

The superintendent, in conjunction with licensed health personnel, shall draft administrative regulations for the implementation of this policy.

Approved: 12/10/92

Reviewed: 04/15/19

Revised:

Legal Ref.: 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 Community School District v. Department of Public Instruction, 285 N.W. 2d 173 (Iowa 1979).
20 U.S.C. ss1400 et seq. (1988).
34 C.F.R. Pt. 300 et seq. (1990).
Iowa Code ss256.11(7); 273,1,.2,.5,.9(2)-(3); 280.8;
281 I.A.C. 12.3(7), 41.96, 41.12(6)g).

Cross Ref.: Student Rights and Responsibilities
Student Records
Graduation Requirements
Instructional Curriculum

TALENTED AND GIFTED EDUCATION

Special instructional programs and supportive services, unique materials, learning settings, and other educational services which differentiate, supplement, and support the standard education program in meeting the talents and gifts of students are advocated. Students' abilities in the following four areas will be recognized:

1. Creative or productive thinking;
2. general intellectual functioning;
3. leadership effectiveness;
4. specific academic aptitude.

Identification guidelines and procedures will be established and communicated yearly.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/8/07

Legal Ref.: P.L. 91-230
Iowa Code Section 442.31; HF 2275, 4/4/81

CAREER EDUCATION

The school district is responsible for providing a total school curriculum that is related to real-life goals of students so they are motivated to choose, from among many alternatives, the direction they will take after high school. The Board of Directors, through its educational philosophy and the adoption of instructional goals, provides educational opportunities that will enable every student to develop to their full potential by:

1. Ensuring that instruction is relevant to real-life concerns of students;
2. Providing all with opportunities to explore the knowledge, skills, technical requirements, working conditions, and political and social environments and responsibilities of the career fields that are open to them;
3. Providing guidance services adequate to ensure that every student gains expert help in assessing his/her personal interests, aptitudes, and abilities, in making career choices, and in planning an appropriate educational program;
4. Providing a kindergarten through grade 12 articulated curriculum that incorporates the total concept of career education, and will allow all students to prepare for the occupational fields of their choice by acquiring knowledge and skills that will help them to (a) obtain entry-level employment in jobs not requiring advance training, and (b) continue education and training in post-high school institutions or in business and industry.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/21/02

Legal Ref.: Iowa Code Sections 258; 280.9
Iowa Administrative Code, 670 -- 3.5(8); 3.5(9)

ALTERNATIVE PROGRAMS

Requests to the Board to develop and implement alternative school programs should include the following information:

1. Need. A narrative statement should give the reasons for the request.
2. Objectives. Immediate and long-range objectives should be stated, according to the purposes of the request and the course content.
3. Expected Goals. At the end of a specific trial period, the alternative program should be evaluated and its further use should be projected.
4. Implementation Procedures. Steps for implementing the program should be listed, including plans for developing the program once it is started.
5. Plans for Evaluation. Based on the stated objectives and goals, program evaluation plans should be provided, including a listing and type(s) of possible assessment instruments. The continuation of any program beyond its stated trial period could occur only after a positive evaluation which considers all aspects of the program.

The Board will carefully consider plans for alternative programs, and will weigh the counsel provided by the professional staff and the superintendent. However, the Board's primary responsibilities remain the overseeing of the regular school program and the administration of the district's finances. These primary responsibilities will be kept in mind as the Board reaches a decision.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/8/07

Legal Ref.: Iowa Code Section 280.12
Iowa Administrative Code 3.5(7); 3.5(10); 3.5(4)

PROGRAMS FOR STUDENTS AT RISK

The board recognizes some students require additional assistance in order to graduate from the regular education program. The board shall provide social and educational opportunities and strategies for students identified as at-risk to achieve their potential and obtain their high school diploma.

It shall be the responsibility of the superintendent to develop administrative regulations for identifying students, for program evaluation, and for the training of school district personnel.

Approved: 2/13/89

Reviewed: 04/15/19

Revised: 2/20/07

Legal Ref.: Iowa Code SS256.9, 261C, 262.71, 280.19, 442.51-.54
(1989)
670 Iowa Admin. Code 58.
281 Iowa Admin. Code 12.5(13) (new standards).

COMMUNITY EDUCATION

Because it recognizes that learning is a life-long activity, the Board of Directors supports the concept of community education. Because school facilities belong to the people, they will be made available, subject to Board and administrative policy and regulation, whenever they are not being used for the district's regular program, for educational, recreational, cultural, and other community services and programs.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/8/07

Legal Ref.: Iowa Code Chapter 276

Cross Refs.: 1004, "Use of School Facilities", and subcodes

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 and compile it in the student handbook.

Approved: 11/16/87

Reviewed: 04/15/19

Revised: 1/21/02

Legal Ref.: Iowa Code Section 280.13
Iowa Administrative Code 3.5(2); 3.6(1-8)

Cross Refs.: 503, "Student Activities", and subcodes

ATHLETIC PRACTICES AND EXTRA-CURRICULAR ACTIVITIES

1. During the regular school year, practices and squad meetings for all sports shall be concluded no later than 6:15 P.M. on Wednesday night. If night practices are to be held in lieu of after-school practices, permission must be obtained through the Athletic Director. The exception to the above would include basketball, where the teams practice in shifts; and summer sports.
2. Practices on Saturdays should be limited in number and scheduled only when necessary. These practices should be scheduled in advance to allow students who work an opportunity to adjust work hours.
3. Practices for any sport or school extra-curricular activity will not be held on Sunday or a school-designated holiday, as indicated in the certified master contract, unless an extreme emergency arises.
4. Practice or scrimmage games must be first cleared through the Athletic Director.
5. Practices and meetings for all extra-curricular activities (plays, speech work, music, clubs, organizations, etc.) should be scheduled so that both parents and students alike are aware of the time, place, and the length of the practice or meeting.
6. Permission must be obtained from the Superintendent of Schools before any practice is held on days when school is closed because of inclement weather.
7. Coaches are to note: "Any athlete who has been injured to the extent he or she is removed from practice or competition and is unable to return shall have written clearance from a licensed health care provider in order to participate in athletic practices or contests."
8. No basketball games or tournaments will be played between December 24 and January 1.
9. When practices are to be held during holiday vacations, a practice schedule must be submitted in advance to the Athletic Director indicating the day and the time of practice. A copy will be sent to the High School Principal and the Superintendent. The practice schedule will be distributed to all players involved and parents.

Approved: 11/16/87**Reviewed: 04/15/19****Revised: 2/6/12**

Legal Ref.:

CANCELLATION/POSTPONEMENT OF ACTIVITIES

If an activity must be postponed, the following practices will be followed:

1. The Activities Director will confer with the sponsor/coach and principal.
2. The Activities Director will make the decision of postponement. In his/her absence, the principal will make the decision. If neither is available, it is the responsibility of the head sponsor/coach.
3. Sponsor/Coaches will be responsible for notifying their participants.
4. When school is canceled or there is an early dismissal because of inclement weather, all afternoon/evening contests, activities and practices will be canceled for that day. However, reference board policy 602.131, #6 - permission may be granted from the superintendent of schools before any practice is held on days when school is closed because of inclement weather.
5. When school is dismissed for reasons other than weather, activities and practices are scheduled at the Activities Director's discretion.
6. Saturday contests will not be postponed or canceled just because of a Friday early dismissal or school cancellation.

Approved:

Reviewed: 04/15/19

Revised: 11/5/03

Cross Reference: 602.131 Athletic Practices and Extra-Curricular Activities

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, state standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students.

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

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

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

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

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

Approved: 11/16/87

Reviewed: 10/21/19

Revised: 1/21/02

CURRICULUM IMPLEMENTATION

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

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

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

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 1/21/02

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

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

(mandatory for communication about students receiving special education services);

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

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

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 1/21/02

ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION FOR STANDARDIZED TESTS

The West Liberty school district is committed to ensuring the integrity of the information obtained from the use of educational assessments. This policy is intended to apply to the assessments used to meet the reporting requirements for the Annual Progress Report to the Iowa Department of Education.

The purpose of this policy is to identify procedures that can ensure assessment results are truly representative of the achievement of students in our district. It is also our intent to create awareness of the potential negative impact that inappropriate assessment practices might produce, to outline processes to be followed, and to identify the potential consequences of violating the policy. If test scores become questionable because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost.

APPOINTMENT OF DISTRICT TEST COORDINATOR

The district shall appoint a District Test Coordinator, who may in turn delegate responsibility for testing-related functions to one or more Building Test Coordinators. The District Test Coordinator is responsible for storing materials, whether paper or electronic, from Iowa Testing programs in a secure area with restricted access both prior to and after the testing period.

The Building Administrator will communicate the test security policy with educators and students. Building Administrators will oversee the scheduling of tests in their building, the distribution of testing materials (including testing tickets, test booklets and answer sheets) to students using a check-in/check-out process, and the secure storage and return of testing materials to the District Test Coordinator.

TEST PREPARATION

As a function of educating students, staff may prepare students for assessments by providing instruction in the content areas to be assessed. Staff may also prepare students for assessments by teaching general test-taking skills that are applicable to any test or test format.

Unless authorized, staff shall not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test specific curriculum content with students at any time

ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:

- a. Copy, reproduce, or use in any manner any portion of any secure test booklet or online test, for any reason.
 - b. Share an actual test instrument in any form.
 - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the test examiner's manual.
 3. Provide inappropriate assistance to students during the test administration.
 4. Make test answers available to students.
 5. Change or fill in answers on student answer documents, or online test.
 6. Provide inaccurate data on student answer documents, or online test.
 7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
 8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed, testing tickets and test booklets are to be returned according to procedures established by the District Test Coordinator.

CONSEQUENCES OF POLICY VIOLATION

If a violation of this policy occurs, as determined by the Superintendent following an investigation of allegations of irregularities, the Superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282-Iowa Administrative Code chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the superintendent shall make a timely report to that Board.

If the Superintendent believes that assessment results are invalid, the Superintendent shall make a timely report to the Iowa Department of Education.

Approved: 1/23/06

Reviewed: 10/21/19

Revised: 10/21/19

RELIGION AND PUBLIC SCHOOLS

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

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

Written guidelines should be provided for use in planning and conducting studies and activities that have a relationship to religion. The guidelines should be general enough to allow flexibility, yet specific enough to encourage consistency.

Approved: 11/16/87

Reviewed: 10/21/19

Revised: 1/21/02

RELIGION BASED EXCLUSION FROM SCHOOL PROGRAM

The board recognizes the existence of various religious beliefs and acknowledges the American tradition of separation of church and state. Parents who wish to have their child excluded from a school program because of religious beliefs must inform the principal in writing. The principal shall determine an alternative activity or study for the student.

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 1/15/07

ALTERNATIVE FORMS OF EDUCATION

The West Liberty 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.

Approved: 11/16/87

Reviewed: 10/21/19

Revised: 3/21/16

PRIVATE INSTRUCTION

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>.

Approved: 11/12/91

Reviewed: 10/21/19

Revised: 3/21/16

DUAL ENROLLMENT

The parent, guardian, legal or actual custodian of a student receiving competent private instruction may also enroll the student in the school district. The student shall be considered under dual enrollment. Parents, guardians, legal or actual custodians requesting dual enrollment for their student should notify the superintendent prior to the certified count date each year on forms provided by the school district. The forms are available at the superintendent's office.

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

A dual enrollment student or the student's parent, guardian, legal or actual custodian will not be responsible for the cost of the student's annual evaluation.

It is the responsibility of the dual enrollment student to inform the school district of the extracurricular and academic activities in which the student wishes to participate.

Approved: 11/12/91

Reviewed: 10/21/19

Revised: 1/15/07

GLOBAL EDUCATION

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

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 1/21/02

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

Cross Reference: 602.14 Curriculum Development
602 Instructional Curriculum

PHYSICAL EDUCATION

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

Physical Education must be taught in each of grades 1-8. Physical education instruction shall include movement experiences and body mechanics; fitness activities; rhythmic activities; stunts and tumbling; simple games and relays; sports skills and activities; and water safety.

Physical Education must be annually offered and taught in grades 9-12. Physical education shall include the physical fitness activities that increase cardiovascular endurance, muscular strength and flexibility; sports and games; tumbling and gymnastics; rhythms and dance; water safety; leisure and lifetime activities. Waivers to this rule are on a student by student process and must comply with the exceptions listed under "rulings".

A pupil shall not be required to enroll in physical education if the pupil's parent or guardian files a written statement with the school principal that the course conflicts with a pupil's religious beliefs. A pupil may also be exempt due to health issues that are approved by the nurse or principal.

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 1/15/07

HEALTH EDUCATION

Students in grade levels PK 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 topics stated above and the instruction 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.

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 4/2/12

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/GuardianSigned: _____ Date: _____
School Administrator

CITIZENSHIP

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

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

NOTE: This is a mandatory policy.

Approved: 2/13/89

Reviewed: 10/21/19

Revised: 1/21/02

Legal Reference: Iowa Code §§ 256.11
281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

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

INSTRUCTION AT A POSTSECONDARY 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 postsecondary educational institutions. The student may receive academic or vocational-technical credits through an agreement between a postsecondary 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 postsecondary educational institutions under an agreement between the school district and the postsecondary educational institution shall receive academic and vocational-technical credits in accordance with the agreement.

Students in grades eleven and twelve may enroll in a postsecondary educational institution for academic or vocational-technical credits with the board's approval on a case-by-case basis. Students who intend to enroll in a postsecondary educational institution shall notify the school district during the course scheduling process prior to each semester. Students may attend courses at a postsecondary educational institution only after the school district certifies that the student is eligible to attend under this policy.

Students in grades eleven and twelve who are not enrolled full-time in the school district shall receive academic or vocational-technical credit toward the graduation requirements set out by the board for successful completion of courses at a postsecondary educational institution. Successful completion of the courses shall be determined by the postsecondary educational institution. A student attending credit-bearing courses in a high school for the available hours of instruction is a full-time student. The board shall have complete discretion to determine the academic or vocational-technical credit to be awarded to the student.

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 postsecondary educational institution during the summer months when school is not in session. Upon successful completion of these summer courses, the students shall receive academic or vocational-technical credit toward the graduation requirements set out by the board. Successful completion of the course shall be determined by the postsecondary educational institution. The board shall have complete discretion to determine the academic credit to be awarded to the student for the summer courses. The student pays the cost of attendance of these summer credit hours.

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

- The course is taken from a public or accredited private postsecondary 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;

The course meets any other requirements set out by the board; and

The course is not a studio type course (individualized music, dance, art lessons). Personalized "performance" lessons are to be arranged and paid for by the student and students family.

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

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

The superintendent shall be responsible to annually notify students and parents of the opportunity to take courses at postsecondary educational institutions in accordance with this policy. The superintendent shall also be responsible for developing the appropriate forms and procedures for implementing this policy.

Approved: 12/10/92

Reviewed: 10/21/19

Revised: 1/21/02

CLASS SIZE

The size of each class shall depend upon the type of instruction needed to assist each student to develop his/her academic and occupational capacities to the utmost. Effective use of staff shall also be considered in organizing and scheduling classroom instruction. The administrators of each school along with the superintendent, shall determine class size for each school unit, within the general policy established for class size by the Board of Education.

Class size for special education students is established by state statute and AEA (Area Education Agency) guidelines.

The superintendent of schools and his/her administrative staff are instructed to investigate new approaches and techniques for organizing and scheduling classroom instruction.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 4/16/07

CLASS SIZE GUIDELINES

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.

As of April 2016, given the enrollment projections of the district, the improvements planned for the Dual Language program, and the financial condition of the district, the board has approved the following class size guidelines:

- Preschool 20
- Kindergarten 22
- 1st grade 22
- 2nd grade 22
- 3rd grade 22
- 4th grade 26
- 5th grade 26

To enhance stability and predictability, as well as enable our district to offer a program of the highest possible quality, we have determined that the number of sections of Dual Language at each grade level, K-5, should be limited to three sections. In addition, no grade level K-5 should have fewer than two sections that are "English only" (not Dual Language).

Approved: 5/2/16

Reviewed: 12/16/19

Revised:

INSUFFICIENT CLASSROOM SPACE

Insufficient classroom space shall be determined by grade level. In making its annual determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the placement and movement of students based on open-enrollment ratios, the nature of the educational program, the grade level, the available instructional staff, the instructional method, the physical space, pupil-teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, finances available 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 deemed relevant by the board. Issues will be dealt with yearly per administrative procedure.

Class size for special education students is established by state statute and AEA (Area Education Agency) guidelines.

Approved: 11/9/89

Reviewed: 12/16/19

Revised: 4/16/07

FIELD TRIPS AND EXCURSIONS

The Board of Directors recognizes that a properly planned, well-conducted and carefully supervised field trip is a vital part of the curriculum of any classroom. As such, student trips of significant educational value are to be encouraged when funds are available.

Field trips shall have the prior approval of the building principal. The principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Advance consent of the students' parents or guardians is required for any excursion involving the use of public or private transportation. When the district provides transportation, the cost must be deducted from the yearly transportation costs.

Field trips outside the state must have the approval of the superintendent or designee.

Excursions outside the United States, or fieldtrips which involve unusual length or expense must have the recommendation of the administration and the approval of the Board of Directors.

Staff members who plan to sponsor student trips that require overnight lodging must submit an outline to the Board of Directors describing the purpose of the trip, the method used to determine which students are to make the trip and how such a trip is to be financed.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 12/16/19

SPECIAL EDUCATION

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

Special education students shall be required to meet the requirements stated in board policy in order to receive a diploma. It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

Approved: 8/18/97

Reviewed: 12/16/19

Revised: 6/17/19

SELECTION OF INSTRUCTIONAL MATERIALS

The Board of Directors of the West Liberty Community School District hereby declares it the policy of the District to provide a wide range of instructional materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view and to allow review of allegedly inappropriate instructional materials.

The primary objectives of the schools' educational media centers are to implement, enrich, and support the educational programs of the schools and to aid the individual student in the pursuit of continuing education and the creative use of leisure time. To accomplish these objectives, the media centers will provide a wide range of materials on all levels of difficulty, with diversity of appeal and the presentation of different points of view.

Responsibility for Selection of Materials

The Board of Education in West Liberty is legally responsible for all materials relating to the operation of schools in the District.

The responsibility for the selection of instructional materials is delegated to the professionally trained and certificated staff and media specialists employed by the school district. "Instructional materials" includes all books, printed materials, ~~and audiovisual materials~~, whether considered text materials or media center materials.

Certificated media center personnel or designee will coordinate selection of media center materials and make final recommendations for purchase. Suggestions for acquisition may come from a wide range of sources, including administrators, teachers, students, parents, and community members.

Responsibility for coordinating the selection of text materials for distribution to classes will rest with the licensed employees, principals, and superintendent in conjunction with the curriculum committee. "Text materials" includes textbooks and other print and nonprint material provided in multiple copies for use of a total class or a major segment of a class.

Procedure for Selection

In selecting materials for purchase for the media center, the media specialist will evaluate the existing collection and the curriculum needs and will consult reputable, professionally prepared selection aids and other appropriate sources. Selection aids may include professional journals and lists prepared by teachers, librarians, and other professional groups. Items may be selected that have been personally examined or previewed by teachers, administrators and/or media personnel.

Gift materials and donations may be accepted or rejected pending approval by media center personnel; selection criteria will apply as previously noted in this document.

Vertical file materials, periodicals, pamphlets, and free materials will be part of the collection as they meet the needs of the collection and selection criteria.

Text material

Curriculum committees shall be appointed at the time that text adoption areas are determined. Appropriate subject area and instructional level shall be included in each committee.

Criteria for text materials consistent with the general criteria for materials selection noted in this document shall be developed by the text materials evaluation committee.

Criteria for selection

Selection is an ongoing process which should include the removal of material no longer appropriate and the replacement of lost and worn material still of educational value. All materials--printed, visual and recorded--should be selected for their contribution to the interests and enlightenment of the students and teachers who use them.

To ensure this objective, the following criteria will apply:

1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
2. Materials shall meet high standards of quality in factual content and presentation.
3. Materials shall be appropriate for the subject area and for the age, emotional development, ability level, and social development level of the students for whom the materials are selected.
4. Materials shall have aesthetic, literary, educational or social value.
5. Materials chosen shall be by competent and qualified authors.
6. Materials chosen shall be up-to-date, whenever possible.
7. Materials may be chosen for their readability and popular appeal.
8. Materials shall be selected for their strengths rather than rejected for their weaknesses. The selection of materials on controversial issues will be directed toward maintaining a diverse collection representing various views. Inclusion of profanity or frank treatment of sex should not automatically rule out books or other materials. It does, however, necessitate a searching evaluation of the merits--literary quality, truth to life, relevance to the curriculum--that the material in question may possess.
9. The scope of the collection in each media center will be determined by the grade levels present in the respective building.
10. Biased or slanted materials may be provided to meet specific curriculum objectives. Furthermore, a writer's expression of a certain viewpoint is not to be considered a disparagement when it represents the historical or contemporary views held by some persons or groups.
11. Materials shall be chosen to foster respect for women and minority and ethnic groups, the elderly and handicapped, and shall

realistically represent our pluralistic society, along with the roles and life styles open to both women and men in today's world. Materials shall be designed to help students gain an awareness and understanding of the many important contributions made to our civilization by all minority and ethnic groups. (The community of West Liberty has primarily two minority populations: Hispanic and Southeast Asian. Special care will be taken to reflect these minorities in the collection of media center materials.)

12. Materials on subjects such as religion should be available; they should be factual, unbiased and broadly representative.
13. Physical format and appearance of materials shall be suitable for their intended use.
14. Duplicate copies of some materials may be acquired if there is a perceived need.
15. Replacement of lost, worn or damaged items will be procured for materials which have continuing educational value.
16. Materials are within the school district's budget.

Approved: 7/21/88

Reviewed: 12/16/19

Revised: 12/16/19

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

OBJECTIONS

Although the persons selecting school materials are qualified to make the selections, follow proper procedure and observe criteria for selecting material, any resident or employee of the school district may object to instructional materials used in the school's educational programs.

1. School officials or staff members receiving such complaints shall courteously try to resolve the matter informally.
 - a. The school official or staff member initially receiving a complaint shall explain to the objector the school's selection procedure, criteria, qualifications of those who selected the material, the place the material occupies in the educational program and its intended educational use, or refer the complaining party to someone who can identify and explain the use of the material.
2. The person receiving the initial complaint shall advise the principal of the building where the challenged material is being used of the initial contact no later than the end of the following school day, whether or not the objector has apparently been satisfied by the initial contact. A written record of the contact shall be maintained by the principal.
3. The principal shall review the selection and objection rules with the staff at least annually and the documents will be included in the teacher's handbook. The staff shall be reminded that the right to object to materials is one granted by policies of the board of education and supported by law. They shall also be reminded of ethical and practical considerations in attempting to handle resident complaints with courtesy and integrity.
4. If the person making the objection is not satisfied with the initial explanation, he/she should be referred to the principal or to the media specialist for that building. If, after private discussion, the objector desires to file a formal complaint, he/she will be provided with a "Reconsideration Request Form" and asked to fill it out in full. Assistance may be given by the principal or media specialist in completing the form.

REQUEST FOR RECONSIDERATION PROCEDURES

Any resident or employee of the school district may formally challenge instructional materials used in the district's educational program on the basis of appropriateness. The purpose of this procedure is to consider the opinions of those not directly involved in the selection process.

1. Each building and the central office will keep on hand and make available reconsideration request forms. All formal objections to instructional materials must be made on this form.
2. The reconsideration request form shall be signed by the objector and filed with the superintendent.
3. Within five business days of the filing of the form, the superintendent shall file the material in question with the reconsideration committee for reevaluation. The superintendent will also notify all board members when a reconsideration request is filed.
4. The objector shall be kept informed by the secretary of the reconsideration committee about the status of the complaint through the committee reconsideration process. The objector and known interested parties shall be given appropriate notice of reconsideration committee meetings.
5. Access to challenged material shall not be restricted during the reconsideration; however, the committee may be called by the superintendent at short notice to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.
6. The reconsideration committee shall be made up of seven members:
 - a. one teacher designated annually by the superintendent
 - b. one school media specialist designated annually by the superintendent
 - c. a principal designated annually by the superintendent
 - d. three members from the community chosen by the Citizens Advisory Committee (two of the three members will have children in the West Liberty School)
 - e. one high school student selected annually from the Student Council.
7. The chairperson of the committee shall not be an employee or officer of the district. The secretary shall be an employee or officer of the district.
8. Notice of all meetings shall be made public.
9. The committee shall receive all reconsideration request forms from the superintendent.

10. The committee shall first meet each school year during September at a time and place designated by the superintendent and announced at least three days in advance. A chairperson and secretary will be selected at this first meeting. Subsequent meetings will be called by the superintendent as the need arises.
11. The procedure for the first meeting following receipt of a reconsideration request form is as follows:
 - a. distribute copies of written request form,
 - b. give objector or group spokesperson an opportunity to talk about and expand on the complaint,
 - c. distribute reputable, professionally prepared reviews of the material objected to when available,
 - d. distribute copies of challenged material as available.
12. At the next meeting, interested persons, including the objector, have the opportunity to share their views a second time. The committee may request that individuals with special knowledge be present to give information to the committee. The committee will make its decision in open session at this meeting.
13. The committee's decision will be one of the following:
 - a. to take no removal action,
 - b. to remove all or part of the challenged material from the total school environment,
 - c. to allow students to use alternate materials approved by the school personnel involved,
 - d. to limit the educational use of the challenged material.

The sole criteria for the final decision is the appropriateness of the material for its intended educational use.
14. The written decision and its justification shall be directed to the superintendent for appropriate action, to the objector, and to the appropriate school building.
15. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection or use of the material.
16. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will again be reconsidered. Every reconsideration request form shall be acted upon by the committee.
17. In the event of a severe overload of challenges, the committee may appoint a subcommittee of members of nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee shall approximate the representation on the full committee.

18. Committee members directly associated with the selection, use, or challenge of the material in question shall be excused from the committee during the deliberation on such materials. The superintendent may appoint a temporary replacement for the excused committee member, but such replacement should have the same general qualifications of the person excused.

Approved: 7/21/88

Reviewed: 12/16/19

Revised: 4/16/07

RECONSIDERATION REQUEST FORM

1. Type of material (book, movie, internet site, and audio/visual material, etc.)

Author

Title

Publisher or Producer

Date of Publication

2. Name of individual requesting reconsideration

Telephone number

Address

City _____ Zip

Person making the request represents:

_____ Self

_____ Group or organization. If representing a group, please give name and address of group:

3. Did you read or review the entire item? Yes No
If not, what sections did you read/review?
4. To what item do you object? Please be specific, citing pages, or frames, etc.
5. In your opinion, what harmful effects on pupils might result from use of this item?
6. Do you perceive any instructional value in the use of this item?

7. In place of this item, what work would you recommend that would convey as valuable a picture and perspective of the subject?

8. Are you aware of judgments of this work by literary critics?

Yes No

9. What would you like your school to do about this work?

- Deny access to my child.
- Deny access to all children.
- Move the material to a different age group.
- Other. Please specify.

Approved: 7/21/88

Reviewed: 12/16/19

Revised: 4/16/07

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 to assist in furthering the educational program. Use of outside personnel as resources shall be under regulations approved by the superintendent of school.

As a matter of security, the classroom teacher shall notify the building principal of a visiting speaker before the expected visit takes place. All visitors are expected to sign in at the office and wear a visitor's badge.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 4/16/07

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

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

It shall be the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste, and to allow the student to express personal opinions without jeopardizing his/her relationship with the instructor of the school.

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

It shall be the policy of this school system to encourage 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: 11/16/87

Reviewed: 12/16/19

Revised: 1/21/02

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 qualified 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: 11/16/87

Reviewed: 12/16/19

Revised: 1/21/02

(Note: Transfer and recall procedures of the master contract language or board policy must be reviewed before adopting the language of this policy and before implementation of a shared-time agreement.

STUDENT GUIDANCE AND COUNSELING PROGRAM

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

Approved: 12/19/02

Reviewed: 12/16/19

Revised:

HEALTH SERVICES

The Board of Directors requires that all nurses hold a current Iowa license. 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.

The school district shall sponsor the following minimum system-wide health program:

1. Annual vision screening test shall be administered to any students in grades PK-12 by referral.
2. Annual audiometer screening tests shall be administered to students per AEA guidelines.
3. Height and Weight
K-6 students shall be weighed and measured for height annually. Body mass index may be included.
4. All students seeking first-time enrollment in Kindergarten or ninth grade must provide evidence of a dental screening. A dental screening for elementary school enrollment shall be performed by a licensed dentist, a licensed dental hygienist, a licensed physician, a licensed physician assistant, or a licensed nurse. A dental screening for high school enrollment shall be provided by a licensed dentist or a licensed dental hygienist. Timelines for validity of screenings: 1) from age three, to four months after enrollment for elementary; 2) from one year prior to enrollment to four months after enrollment for high school. A valid certificate of dental screening or certificate of dental screening exemption must be on file for each of the students covered by this requirement.

Note: This is a mandatory policy. 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."

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

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 7/16/12

Legal Reference: 42 U.S.C. §§ 12101 *et seq.*
34 C.F.R. pt. 99, 104, 200, 300 *et seq.*
29 U.S.C. § 794(a)
28 C.F.R. 35
20 U.S.C. 1232g § 1400 6301 *et seq.*
Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 280.23 .
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8
282 I.A.C. 15.3(14); 22.
641 I.A.C. 7.
655 I.A.C. 6

Cross Reference: 501.2 Entrance - Admissions
504 Student Health and Well-Being

SUICIDE PREVENTION AND ACES TRAINING REQUIREMENTS

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

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

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

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

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

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

Approved: 6/17/19

Reviewed: 12/16/19

Revised:

MEDIA CENTERS

The school district shall maintain a media center in each building for use by school district personnel and by students during the school day.

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

It shall be the responsibility of the principal in which the media center is located to oversee the use of materials in the media center.

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

Approved: 2/13/89

Reviewed: 12/16/19

Revised: 12/19/02

STUDENT LIBRARY CIRCULATION RECORDS

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents. Parents may not access records, without the student's permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It is the teacher-librarian's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying may be charged.

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

NOTE: This is a mandatory policy and a reflection of federal and Iowa law. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1 - August 31, 2007.

Approved: 11/5/12

Reviewed: 12/16/19

Revised:

Use of Information Resources (Copyright and Plagiarism Policy)

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 or teacher-librarian* who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

It is the responsibility of the superintendent, in conjunction with the *teacher or 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.

Approved: 11/5/12

Reviewed: 12/16/19

Revised:

PROGRESS REPORTS OF STUDENTS

Students will receive a progress report at the end of each grading period. Grading periods may vary among the buildings. Students, who are doing poorly, and their parents, must be notified prior to the end of the grading period in order to have an opportunity to improve their grade. Each building will establish administrative regulations.

Parent-teacher conferences will be scheduled and placed on the school calendar for all buildings. The conferences at the high school are not individually scheduled.

Parents, teachers or principals may request a conference for students in grades pre-kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Reporting of K-3 diagnostic, literacy assessment performance results will be shared with each child's parent or guardian at least biannually. A signature on the K-3 Early Intervention/Class Size Reduction Assessment results sheet will document the parent's knowledge of whether or not their child was reading below grade level. Notification will occur at parent-teacher conferences or by mail.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 1/8/07

CREDIT POLICY FOR SPECIAL EDUCATION RESOURCE TEACHING PROGRAM

Students enrolled in the Resource Teaching Program will receive one-half (1/2) credit per semester. The grade is not to be used for computing grade point average but the credit could be used for graduation. If a student is enrolled in the program for four (4) years, they could acquire four (4) credits toward graduation.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 1/21/02

STUDENT PROMOTION – RETENTION - ACCELERATION

Students will be promoted to the next grade level at the end of each school year based on the student's achievement, age, maturity, emotional stability, and social adjustment.

The district shall adhere to the following:

- **Retention/Promotion in pre-kindergarten – eighth grade:** The retention of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident in a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Retention/Promotion in ninth – twelfth grade:** Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Acceleration in kindergarten – twelfth grade:** Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.
- **Retention or Acceleration in kindergarten – twelfth grade may also occur in additional instances as provided by law.**

Approved: 9/5/17

Reviewed: 12/16/19

Revised:

PERFORMANCE TESTING FOR CLASSROOM CREDIT

In meeting the needs of the students, the board may grant credit by performance testing for course work which is ordinarily included in the school curriculum. Students wishing to receive credit by testing shall have the approval of the superintendent or designee prior to taking the test. Testing for credit may only be utilized prior to the offering of a course. Once the course has begun students must attend the class and complete the required work for credit.

Approved: 2/13/89

Reviewed: 12/16/19

Revised: 1/21/02

PROMOTION OF STUDENTS

The objective of promotion practices in the school district is that the student be placed in that particular learning environment where his or her maximum development will take place.

When, in the judgment of the professional staff, a student is to be retained in the same grade or class for another year, parents shall be informed as early in the year as possible, so that possible extra help can be discussed. Retentions should never come as a surprise to parents or students.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 1/21/02

GRADUATION REQUIREMENTS

Students must successfully complete the courses required by the Board in order to graduate. Students must successfully complete the required courses of study and grade levels prior to graduation as determined by the Board and by the Iowa Department of Education.

It shall be the responsibility of the superintendent to ensure that students complete the required grade levels and that high school students complete the necessary number of credits for graduation.

Students must successfully complete each grade level, grade one through grade twelve and complete the required courses of study prior to graduation as determined by the Board and by the Iowa Department of Education. **Iowa requirements include CPR training.** To receive a diploma from West Liberty Community School District, a student must have earned the following number of credits:

Total Credits to Graduate = 56

English	8 Credits	Physical Education	4 Credits
Mathematics	6 Credits	Financial Literacy	1 Credit
Science	6 Credits	Electives	25 Credits
Social Studies	6 Credits		

The required courses of study will be reviewed by the board annually.

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur by diploma or certificate of attendance. Prior to the special education student's graduation, the IEP team shall determine whether the graduation requirements have been met.

Approved: 11/16/87 **Reviewed: 12/16/19** **Revised: 6/17/19**

Legal Reference: Iowa Code §§ 256.7, 11, .41; 279.8; 280.3, .14.
281 I.A.C. 12.3(5); 12(5).

Cross Reference: 603.3 Special Education

EARLY GRADUATION

Graduation from West Liberty High School will be based on credits earned, not on years attended. Students wishing to graduate before completing four years of high school should make written application to the high school principal and/or designee at least one full term prior to the requested term of graduation so that the student's schedule can be adjusted to meet all graduation requirements of West Liberty High School. It will be the responsibility of the early graduates to check with the school, in advance of graduation, regarding:

1. Picking up announcement package;
2. Distribution of cap and gown;
3. Graduation practice.

Approved: 11/16/87

Reviewed: 12/16/19

Revised: 1/21/02

Legal Reference: Iowa Code §§ 279.8; 280.3.
281 I.A.C. 12.3(5); 12(5)

DIVERSITY PLAN

The mission of the West Liberty Community School District is to support and engage students in challenging, diverse learning opportunities to prepare them for productive and meaningful lives in a changing world. The District believes that diversity of all kinds strengthens educational effectiveness. Providing a quality education means providing students the opportunity to interact and learn from students of a different socioeconomic status or home language. Any policy or procedure that contributes to any type of segregation frustrates the effort, and the District's duty, to provide a quality education for all of its students. The primary purpose of this policy is to promote diversity and avoid minority student isolation. For purposes of this diversity plan and open enrollment, the District defines "minority student" as a student coming from a household of low socioeconomic status (i.e. qualifies for free or reduced-price meals), a student who qualifies as an English Language Learner, or a student from a household with a home language other than English. [Although they might represent a majority of students enrolled in our school district, students whose home language is not English are a minority in our country, as are students of low socioeconomic status.]

Our community population is somewhat transient; our enrollment snapshot shows a large percentage of our students qualifies for free or reduced-price meals, and a large percentage lists a home language other than English. To complicate matters, some parents speak Spanish as their sole language, and some are unable to read or write any language. This means that many of our non-English language students have not had experience with written resources of any language in their homes, therefore they are coming to preschool and other grades neither ready in their native language nor in English. The number of low socioeconomic students, as well as the number of students who list a language other than English as their home language, has been growing whereas our English-only population has declined. All of these factors combine to complicate the issues of diversity in our school system.

These are some of the steps we have taken to use our diversity to the benefit of the students and avoid segregation: implementation of a dual language program; assigning students to classrooms on a proportional basis; expansion of ESL services to include both "pull out" (resource) and "push-in" (co-teaching); establishment of an all-day preschool program supported in part by Head Start; adoption of a multicultural, gender-fair curriculum; online credit recovery courses; mentoring for students through Dream Catchers and Upward Bound; parent nights with translation services; written and recorded messages in Spanish and English; ESL classes for adults; and workshops for teachers on cultural competence, working with students from poverty, and strategies for engaging English Learners.

The participation of a student in the Standard Open Enrollment Program, at any level (elementary, middle or high school), may not cause an "adverse effect" to the Socioeconomic Status Ratio, the Primary Household Language Ratio, or the English as a Second Language Ratio of the District. An adverse effect is defined as an increase in any of ratios of minority to non-minority students. Requests for open enrollment as part of the Standard Program will be denied if the release

or entry of the student causes an increase in any of these ratios: ELL students to non-ELL students; students whose home language is not English to students whose home language is English; students whose households qualify for low-socioeconomic status to students whose households do not qualify for low-socioeconomic status. An "adverse effect" is determined by comparing a request to the Base Enrollment Figures of the District for the school year preceding the effective date of the open enrollment transfer request. The Base Enrollment Figures are calculated in October of every school year.

Working with the District's attorneys, this Diversity Plan meets the standards of the Supreme Court decision [*Parents Involved in Community Schools v. Seattle School District No. 1* and *Meredith v. Jefferson County Board of Education* (2007)], State statutes, and the rules of the Iowa Department of Education.

Approved: 6/28/04

Reviewed: 2/17/20

Revised: 8/15/16

OPEN ENROLLMENT AS A SENDING DISTRICT

By Iowa law and Board Policy, students who reside in the West Liberty Community School District may qualify to enroll in another Iowa public school district as part of the Open Enrollment Program. However, the District will not permit the open enrollment of resident students if open enrollment will adversely affect the socioeconomic and non-English language ratios of the District.¹ A student may qualify for a diversity exception and participate in the open enrollment program as a qualified sibling or through a qualified hardship.

In all cases, for any participation in the open enrollment program, the parent(s) of the student(s) desiring to participate must request enrollment in another school district by completing and filing an Open Enrollment Request Form with the office of the Superintendent of the West Liberty Community School District. The request must be made on an official state-approved form that is available from the administrative office of the District located at 111 W 7th Street, West Liberty, Iowa and online via the Iowa Department of Education website.

The West Liberty Open Enrollment Program allows the District to restrict open enrollment into and out of the District when such enrollments will adversely affect the socioeconomic and non-English language ratios of the District. Stability of the ratios of the District is necessary to ensure that racial isolation is avoided and cultural diversity is maintained in the District. The policy has been carefully designed to protect the diversity efforts of the District, as outlined in the Diversity Plan, as permitted by law, without being too restrictive or denying the rights of those whose requests for transfer would promote and not adversely affect the Diversity Plan.

Approved: 1/16/92

Reviewed: 2/17/20

Revised: 2/6/08

Ref: Board Policy: §§ 606.1, 201.3, 606.3, 603.11, 702.7

Legal Ref.: Iowa Code §§ 139A.8, 274.1, 279.11, 282.1, .3, .8, .18, 299.1.

Iowa Admin. Code § 281-17.
1990 Op. Att'y Gen. 75

¹ The socioeconomic and non-English language ratios of the District are developed annually in October of each school year and the statistics are used to measure the diversity of the student population of the District. Maintenance of the ratio is central to the Diversity Plan of the District.

OPEN ENROLLMENT AS A SENDING DISTRICT ADMINISTRATIVE PROCEDURES

INTRODUCTION

The following procedures are designed to serve as a guideline to those who wish to participate in the Open Enrollment Program of the District. These procedures are consistent with state law and all related District rules and procedures.

Specifically, these procedures include the qualifying conditions, restrictions, and required procedures for the program. In addition, the request process and the objective criteria are defined for determining when an open enrollment request will adversely affect the Diversity Plan of the District. Furthermore, exceptions are defined and the open enrollment exceptions are as follows: (1) sibling(s), within a nuclear family, who has another sibling(s) open enrolled and attending in a receiving district for the same school year identified in the request for open enrollment; (2) open enrollment for continuation of the educational program; (3) open enrollment for hardship reasons; and (4) for serious health conditions of the student the District cannot adequately address.

The West Liberty Open Enrollment Program allows the District to restrict open enrollment into and out of the District when such enrollments would have an adverse effect on the socioeconomic and non-English language ratios of the District. Stability of the ratios in the District is necessary to ensure that racial isolation is avoided and cultural diversity is maintained. The following procedures have been carefully designed to protect the diversity efforts of the District that are outlined in the Diversity Plan, as permitted by law and supported by District policy, without being too restrictive or denying the rights of those whose requests for transfer will promote or not adversely affect the Diversity Plan.

The Superintendent of the District may develop additional rules and procedures for the efficient processing of open enrollment requests that do not conflict with the rules and procedures of this section.

Parents with questions about participation in the Open Enrollment Program or these administrative procedures should contact the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa (319) 627-2116.

DEFINITIONS

Alternative Receiving District: a district to which a parent or guardian requests open enrollment transfer of their student from a receiving district. Under certain conditions, once a student has transferred via

open enrollment to another district the student may transfer a second time to an alternative receiving district.²

Continuation of Education Program (Diversity Plan Exception): when an open enrollment request is filed on behalf of a student whose parent/guardian moves out of the District and the parent/guardian wishes the student to remain in the District as an open enrolled student to allow for the uninterrupted educational program for the student. **This option is not available to the parent/guardian of a student who is entering kindergarten for the first time.**

Diversity Plan: the policies and procedures developed by the District that define the socioeconomic and non-English language ratios of the District which will be employed to monitor, maintain, avoid, and/or improve racial isolation and cultural diversity of the school district.

English as a Second Language Ratio: the percentage of students in the District that speak English as a second language and speak another language as their primary/first language. The percentage is calculated and based on the Base Enrollment Figures of the District accumulated in October of each school year. The English as a second language ratio is expressed in the English as Second Language (ESL) column of the Base Enrollment Figures.

Good Cause: an acceptable reason for the late filing of an open enrollment request. Good cause includes, but is not limited to, change in student residence after the deadline, court involvement or direction, or changes in the resident school district.

Hardship Program (Diversity Plan Exception): a category of open enrollment without Diversity Plan restrictions for severe and unusual circumstances including student-to-student harassment.

Nuclear Family: a family group that consists of children/child and parent(s) or guardian(s) who have custody and physical care of the children/child. As a priority, the District adopts the policy to ensure, to the extent possible, all siblings in a nuclear family receive their education in the same school district.

Open Enrollment: the procedure supported by Iowa law that allows a parent(s) to enroll one or more of their children in a public school district other than their district of residence at no tuition cost to the parent(s). The parent(s) is responsible for transporting such a student(s) to and from a point on a regular school bus route of the receiving district. Open Enrollment may affect the eligibility of a student to participate in athletics. Once an open enrollment request of a student has been approved, the student will be an open enrollment student until open enrollment status is cancelled by the parent(s) (with notification to the resident and receiving districts), the student

² Any questions about transferring a student to an alternative receiving district are to be directed to the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa (319) 627-2116.

graduates, or the student moves out of the resident district, drops out of school, or elects to attend a nonpublic school.³

Open Enrollment Request: the official document filed, on or before March 1st, with the superintendents of the receiving and resident districts notifying them of the desire to enroll a student in a public school district other than the district of residence for the student. The open enrollment request must be made on Iowa Department of Education forms which are available at the administrative office of the District and online via the Iowa Department of Education website.

Parent: an adult person who has legal custody and physical care of a minor student. Parent also includes a guardian who has legal custody and physical care of a minor student.

Primary Household Language Ratio: the percentage of students in the District whose primary home language is a language other than English. The percentage is calculated and based on the Base Enrollment Figures of the District accumulated in October of each school year. The primary household language ratio is expressed in the Primary Household Language (PHL) column of the Base Enrollment Figures.

Primary language: is defined as the language that is fluently spoken by parent(s) or guardian(s) and all children in the household/home. If children are fluent in English and a second language and the parent(s) or guardian(s) only speaks a non-English language, the primary household language is the non-English language spoken by the parent(s) or guardian(s). If children and parent(s) are fluent in English and speak English as the primary language between them, with extended family in the household/home only speaking non-English, the primary household language will be considered English.

Qualified Sibling Program (Diversity Plan Exception): the category of open enrollment whereby the siblings in a nuclear family are permitted to enroll in another school district where another sibling(s) is already enrolled and will be enrolled for the school year the student is seeking to open enroll as part of the Open Enrollment Program.

Receiving District: the public school district, other than the district of residence, in which a parent(s)/guardian(s) desires to have a student open enrolled and the district accepting the request for open enrollment of the student. A receiving district must take action to accept the Open Enrollment Request Form before a student is open enrolled into the receiving district.

Resident District: the district of residence for school purposes of the parent(s)/guardian(s) and the district in which an open enrollment student shall be counted for the purpose of generating state aid regardless of the district in which the student is enrolled.

³ Any questions concerning the discontinuation of participation in open enrollment, contact the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa (319) 627-2116.

Serious Health Condition (Diversity Plan Exception): a student with a serious health condition the District cannot adequately address shall not be denied open enrollment based on the Diversity Plan of the District.

Socioeconomic Status Ratio: the percentage of students in the District receiving or utilizing free or subsidized lunch pursuant to federal guidelines for subsidized lunch. The percentage is calculated and based on the Base Enrollment Figures of the District accumulated in October of each school year. The socioeconomic status ratio is expressed in the Socio Economic Status (SES) column of the Base Enrollment Figures.

Standard Program: the category of open enrollment whereby regular and special education students may enroll in the West Liberty Community School District or in another school district in which they are not residents. Participation in this program will be restricted by requirements of the Diversity Plan of the District.

Pursuant to Iowa law and Board Policy, students who reside in the West Liberty Community School District may qualify to enroll in another public school district as part of the Open Enrollment Program. However, open enrollment of a resident student will not be permitted if it would adversely affect the socioeconomic and non-English language ratios of the District.⁴ If a student qualifies for a Diversity Plan exception, the student may participate in the open enrollment program.

In all cases, for any participation in the open enrollment program, the parent(s) of the student desiring to participate must request enrollment in another school district, on or before March 1st of the preceding school year to which they are seeking to open enroll a student, by completing and filing an Open Enrollment Request Form with the office of the Superintendent of the West Liberty Community School District. The request must be made on an official state-approved form that is available from the administrative office of the District, 111 W. 7th Street, West Liberty, Iowa and online via the Iowa Department of Education website.

CONTINUATION OF EDUCATION PROGRAM

This program applies when the nuclear family of a student moves into the West Liberty Community School District from another public school district in Iowa and the parent(s) wishes the student to continue the education program of the student at his/her former district of residence.⁵

⁴ The socioeconomic and non-English language ratios of the District are developed annually, in October of each school year, and are the statistics used to measure the diversity of the student population of the District.

⁵ This program may apply when a student becomes a resident of the West Liberty Comm. School District and the residence of the nuclear family of the student is not in the District. If you believe that your student would qualify under this exception, contact the office of the Superintendent at the administrative office of the District at 111 W. 7th Street, West Liberty, Iowa, (319) 627-2116.

Open enrollment as part of this program will continue until the student graduates from high school unless the parent cancels the transfer, in writing, to the Superintendent of the West Liberty Community School District and the Superintendent of the receiving public school district. In addition, open enrollment will continue until the student terminates education in public school, enrollment in a nonpublic school, drops out of school, and/or moves out of the West Liberty Community School District.

QUALIFYING CONDITIONS

Whenever a student whose nuclear family has been a resident in an Iowa public school district, other than the West Liberty Community School District, and the student then moves into the West Liberty Community School District, the parent(s) of the student may apply for open enrollment back to the prior resident district in order to continue the education of the student in the public school district in which the student formerly resided.⁶

RESTRICTIONS

1. Students that, prior to moving into the West Liberty School District, were open enrollment transfers from a prior resident school district to another Iowa school district would either remain an open enrollment student in the other open enrolled school district or become a student of the West Liberty Community School District. However, the West Liberty School District and the other school districts involved must be informed of the change in the residence of the student.

Movement of students to an alternative receiving district is not permitted for students open enrolled under the Continuation of Education Program.

2. Parent(s) must provide transportation to and from the school the student will attend or at least to and from an established school bus stop in the receiving district.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

⁶ If the student had been an open enrollment student at a district other than the former resident district the student may only apply to continue his/her education at the former school district in which the student was open enrolled to continue his/her education program.

3. The athletic eligibility of the student will not be affected.
4. Open enrollment deadlines are not applicable.
5. Requests for this program are not subject to the requirements of the Diversity Plan of the District.

PROCEDURE

1. The request of the parent(s) for participation of a student in the Continuation of Education Program should be made as early as possible in the school year prior to the date the student begins attending the former school district. Requests must be made on or before September 1st of the year the change in school districts becomes effective or as soon as possible after the change in residence.⁷
2. The parent(s) of a student who qualifies for such a transfer must complete and file an Open Enrollment Request Form with the Superintendent of the West Liberty School District. The request must be made on an official state approved form that is available from the administrative office of the District at 111 W. 7th Street, West Liberty, Iowa and online via the Iowa Department of Education website.
3. The Superintendent will process the timely-filed Continuation of Education Program open enrollment request. If the student qualifies for this program, the Superintendent shall, within five (5) days mail a notice of approval to the parent(s) and forward the request to the receiving district, and/or the Department of Education as required.
4. For all improper requests⁸, the Superintendent shall deny the Continuation of Education Program request and shall mail a notice of denial to the parent(s) within three (3) days of the denial.
5. A denial of the Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial of the Board of Directors of the District for a Continuation of Education Program open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

⁷ If advance notice cannot be given and the change in residence takes place after September 1st, the request must be made as soon as possible after the change in residence is known or becomes effective. If a student is eligible (has changed residence and wishes to return to prior school district) such a request cannot be denied by the West Liberty School District. The receiving district shall approve or deny the request and shall notify the parents and the West Liberty School District within five (5) days of the decision.

⁸ Improper requests would include those students whose residence has not changed to the West Liberty School District or those who do not request continuing their education in their prior school district.

QUALIFIED SIBLING PROGRAM

This program applies when one or more siblings in a nuclear family residing in the West Liberty Community School District and is already enrolled under open enrollment in a Iowa public school district other than the West Liberty Community School District. The sibling(s) of the student requesting open enrollment must be attending the same receiving district for the same school year for which the student is requesting open enrollment. A student is not eligible under the Qualified Sibling Program if a sibling(s) is opened enrolled in another school district the school year the request is made and no longer attends school in the open enrolled school district (due to graduation or some other event/reason/cause) the school year for the requested open enrollment. One or more siblings may request open enrollment to the same school district attended by the other sibling(s).

Open enrollment for a qualified sibling(s) will continue until the student graduates from high school unless the parent(s) cancels the transfer, in writing, to the Superintendent of the West Liberty School District and the Superintendent of the receiving public school district. In addition, open enrollment will continue unless the student terminates enrollment in the receiving public school district, enrollment in a nonpublic school, drops out of school, and/or the nuclear family moves out of the West Liberty Community School District.

QUALIFYING CONDITIONS

For qualified sibling in grades first through eleventh, application must be made on or before March 1st prior to the school year in which open enrollment will become effective.⁹

RESTRICTIONS

1. Open enrollment is not available to students who are not in good standing in the West Liberty Community School District.¹⁰ Note, a request can be filed and approved for such a student, but the open enrollment cannot take place until the student is in good standing in the District.
2. Parent(s) must provide transportation to and from the school of attendance or at least to and from an established bus stop in the receiving district.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests

⁹ For students entering kindergarten or for those who meet the requirements for good cause to miss the deadline, the request must be made by September 1st of the year the open enrollment will become effective.

¹⁰ For students entering kindergarten or for those who meet the requirements for good cause to miss the deadline, the request must be made by September 1st of the year the open enrollment will become effective.

to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. The athletic eligibility of the student may be affected.
4. Open enrollment requests for this program cannot be denied for qualified students if requests are filed on or before March 1st of the school year before the open enrollment would become effective.¹¹
5. Open enrollment requests for this program are not subject to the requirements of the Diversity Plan of the District.

PROCEDURE

1. The parent(s) of a qualifying student whose sibling(s) is enrolled in another school district through the West Liberty School District Open Enrollment Program must complete and file an Open Enrollment Request Form for the student(s) wishing to open enroll in the same school district of the other sibling(s) with the office of the Superintendent of the West Liberty Community School District. The request must be made on an official state approved form that is available from the administrative office of the District, 111 W. 7th Street, West Liberty, Iowa and online via the Iowa Department of Education website.
2. The Superintendent of the District will process and approve timely-filed Qualified Sibling Program open enrollment requests on or before June 1st of the year prior to the effective date of the open enrollment change and, within five (5) days, mail a notice of approval to the parent(s), and forward the application to the receiving district and/or the Department of Education as required.¹²
3. The Superintendent of the District will deny any such timely-filed applications on or before June 1st of the year prior to the effective date of the transfer and, within five (5) days of such denial, mail a notice of denial.¹³

¹¹ Request forms filed between March 2nd and September 1st of the school year that open enrollment will become effective will not be denied as untimely for students entering kindergarten or when the reason for the late filing is one defined as good cause by Department of Education rules and regulations.

¹² It is possible for the receiving school district to deny such an application, generally for reasons of class size and/or program. In such cases, the parent(s)/guardians will be notified on or before June 1st.

¹³ Denials will occur when the student(s) do not meet the criteria for a qualified sibling.

4. Requests for this program that are filed with the West Liberty School District after June 1st will be approved or denied by the Superintendent within thirty (30) days of receipt. In addition, the Superintendent shall mail notice of approval or denial within three (3) days of the determination.
5. A denial by the Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

HARDSHIP PROGRAM

Open enrollment under the Hardship Program applies regardless of the filing deadline of March 1st of the school year prior to the effective school year for the open enrollment. The Hardship Program applies when a parent(s) requests open enrollment for a student for one of the following reasons:

- 1) The student is the victim of repeated acts of peer harassment;
or
- 2) The student has a serious health condition the West Liberty School District cannot adequately address; or
- 3) There is another hardship that affects the education of the student.

Open enrollment for hardship reasons will continue until the student graduates from high school unless the parent(s) cancels the transfer, in writing, to the Superintendent of the West Liberty School District and the Superintendent of the receiving public school district. In addition, open enrollment will continue unless the student terminates his/her education in a public school, enrollment in a nonpublic school, drops out of school, and/or the nuclear family moves out of the West Liberty Community School District.

QUALIFYING CONDITIONS

Parents(s) applying for open enrollment for any hardship reason must provide details of the hardship. In a hardship situation the Superintendent must investigate the hardship claimed before approving or denying the open enrollment request.

RESTRICTIONS

1. The athletic eligibility of the student may be affected.
2. Parents must provide transportation to and from the school of attendance or at least to and from an established bus stop in the receiving district.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. Open enrollment requests because of hardship can be denied only if, in the judgment of the Superintendent, the situation of the student does not rise to the level of a hardship.
4. Open enrollment deadlines are not applicable.
5. Open enrollment requests for this program are not subject to the requirements of the Diversity Plan of the District.

PROCEDURE

1. The parent(s) requesting open enrollment of a student on the basis of a hardship must complete and file an Open Enrollment Request Form with the office of the Superintendent, West Liberty Community School District. The request must be made on an official state approved form that is available from the administrative office of the District, 111 W. 7th Street, West Liberty, Iowa and online via the Iowa Department of Education website.
2. The Superintendent will approve or deny the open enrollment request for the Hardship Program and mail a notice of approval or denial, within five (5) days of its receipt or at the conclusion of an investigation, to the parent(s), and forward the request to the receiving district and/or the Department of Education as required.
3. The decision of the Superintendent may be appealed to the Board of Directors of the District. A denial by the Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

STANDARD OPEN ENROLLMENT PROGRAM

This program is designed to provide an opportunity for parent(s) of student(s) of the West Liberty School District who do not qualify for other open enrollment programs to have the opportunity to attend school in a public school district other than the West Liberty Community School District.

This program applies to students in both general and special education. However, because of additional requirements imposed by federal law, the

West Liberty Community School District must ensure that education programs and class size requirements are met by the receiving district for all special education students desiring to enroll in another school district as part of this program.

The Standard Open Enrollment Program participation will continue until the student graduates from high school unless the parent(s) cancels the transfer, in writing, to the Superintendent of the West Liberty School District and the Superintendent of the receiving public school district. In addition, participation will continue unless the student terminates his/her education in public school, enrolls in a nonpublic school, or drops out of school, and/or the nuclear family moves out of the West Liberty Community School District.

QUALIFYING CONDITIONS

The student must be a resident student of the West Liberty Community School District currently in grades kindergarten through eleventh or a child who will be eligible for kindergarten in the next school year.

RESTRICTIONS

1. Open enrollment is not available to students who are not in good standing in the West Liberty Community School District.¹⁴ Requests can be filed for a student who is suspended or expelled, but open enrollment cannot take place until the student is in good standing in the District.
2. Parent(s) must provide transportation to and from the school of attendance or at least to and from an established school bus stop in the receiving district.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. Students who will transfer into grades ninth through twelfth may not be eligible to participate in interscholastic contests at the varsity level or competitions for ninety (90) days after such a transfer. For more information, contact the office of the Superintendent of the West Liberty Community School District, administrative office, 111 W. 7th Street, West Liberty, Iowa, (319) 627-2116.

¹⁴ A student who has been expelled or suspended from school is not a student in good standing until the student has satisfied all disciplinary requirements and has been readmitted to school.

4. To be eligible, open enrollment requests must be made on or before March 1st in the school year preceding that for which open enrollment is sought, or by September 1st for families whose reason for late filing is defined by law as "good cause," or by September 1st for students who will be eligible for the first time to attend kindergarten.
 - a. March 1st - For students currently in grades K through 11.
 - b. September 1st - For students currently in grades K through 11 whose reason for late filing is defined by law as good cause.¹⁵
 - c. September 1st - For students who will be eligible for the first time to attend kindergarten in the coming school year.

However, since the West Liberty School District has adopted a Diversity Plan that may restrict participation in the open enrollment program, parent(s) of all students are encouraged to file applications prior to January 1st of the preceding school year. Open enrollment request forms are made available on an annual basis by the Iowa Department of Education, on or around July 1st of the year preceding that for which open enrollment is sought. Applications for open enrollment may be filed with the West Liberty School District beginning July 1st of the preceding year and are accepted in the order received.

The participation of a student in the Standard Open Enrollment Program, at any level (elementary, middle or high school), may not cause an adverse effect to the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District.

Requests for open enrollment out of the District as part of the Standard Program will be denied if the release of the student adversely affects the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District. An adverse effect is determined by comparing a request to the Base Enrollment Figures of the District for the preceding school year for the effective date of the open enrollment transfer request. The Base enrollment Figures are calculated each October of every school year. If an open enrollment request increases the aggregate average percentage (*without rounding to any whole number, tenth, or hundredth; no rounding will be done in comparison for adverse effect*) for any of the ratios of Socioeconomic Status, Primary Household Language, or English as a Second Language the request will be denied.

The Open Enrollment Out List Selection Procedure shall be employed to determine approval or denial of requests for open enrollment. All requests for the Standard Open Enrollment Program filed on or before March 1st will be included in the Open Enrollment Out List Selection

¹⁵ For further information about such an acceptable reason for late filing of the application, contact the office of the Superintendent, West Liberty Community School District, administrative office, 111 W. 7th Street, West Liberty, Iowa, (319) 627-2116.

Procedure conducted during the month of June to determine which requests will be approved.¹⁶

Students requesting open enrollment out of the District will be approved in the order in which they are selected by the Open Enrollment Out List Selection Procedure.

The Open Enrollment Out List Selection Procedure will assign a number to all valid open enrollment requests for the coming school year. Requests received between July 1st and March 1st shall be added, in chronological order, to the Open Enrollment Out List in the order in which they are received by time and date by the administrative office of the District.

Students shall be approved for open enrollment out of the District in the order based upon the Open Enrollment Out List as long as there is no adverse effect to the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District.

PROCEDURE

1. The parent(s) requesting open enrollment out of the District must make a request by completing and filing an Open Enrollment Request Form with the office of the Superintendent of the West Liberty Community School District. The request must be made on an official state approved form that is available from the administrative office of the District, 111 W. 7th Street, West Liberty, Iowa and online via the Iowa Department of Education.
2. After March 1st, all requests that are timely-received will be processed in the following manner:
 - a. Requests will be examined in the chronological order determined by the order in which open enrollment requests were filed with the administrative office of the District. The chronological order is determined by the sequence from earliest to latest of the requests filed by the administrative office of the District. The administrative office indicates the day and time in which the request was filed. Therefore, the Open Enrollment Out List will start to be compiled beginning July 1st of the preceding year and the order of the
 - b. list will be determined by the day and time an application was filed with the administrative office of the District.
 - 1) If an open enrollment request is left at the administrative office without the parent(s) presenting it to office staff to receive the date and time, the superintendent will determine where the request is to be placed in the chronological Open Enrollment Out List. To ensure correct chronological order on the Open Enrollment

¹⁶ If multiple siblings in a single family have requested open enrollment to the same receiving school district as part of the Standard Program (because there is not already a sibling open enrolled in another district) they shall all be assigned a single number for the Open Enrollment Out List Selection Procedure so that if one is selected for open enrollment, they will all be selected.

- 2) Out List, parent(s) should file the request directly with a member of the staff at the administrative office.
- c. To determine whether or not the open enrollment request complies with the Diversity Plan of the District the office of the Superintendent will determine if each request, pursuant to the chronological order of the Open Enrollment Out List, will adversely affect the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio by increasing the aggregate average percentage of any one of the ratios as compared to the Base Enrollment Figures of the District.

Approval will be granted to all requests for students whose enrollment out of the District will not adversely affect the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District. A request must not affect any one of the three ratios. Therefore, any adverse effect on any one of the three ratios will require a denial of the request.

Within three (3) days of such approval, on or before April 1st, the Superintendent shall mail the official notice of approval of Standard Open Enrollment Program to the parent(s), and forward the request to the receiving district and/or the Department of Education as required.

3. When the number of requests for open enrollment out of the District exceeds the number of open enrollments permitted by the socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District, the Open Enrollment Out List Selection Procedure will be conducted to identify which of the requests will be approved for open enrollment. Students permitted to open enroll out of the District shall be selected in the priority order determined by the Open Enrollment Out List Selection Procedure.

Between March 1st and April 1st of each school year, the Superintendent of the District will conduct the evaluation of open enrollment requests pursuant to the procedures of the Standard Open Enrollment Program. Within three (3) days of completing the Standard Open Enrollment Program evaluation, or on or before April 1st, the Superintendent shall mail official notice of approval or notice of denial of the Standard Open Enrollment Program to the parent(s), and forward the request to the receiving district and/or the Department of Education as required.

All requests that are denied, under the Standard Open Enrollment Program evaluation, shall remain on the Open Enrollment Out List and be reevaluated between June 1st and July 1st, under the Open Enrollment Out List Selection Procedure, to allow the Open Enrollment Out List to be compared to any newly open enrolled students.

4. After the end of the school year and between June 1st and July 1st, the district will determine the number of new students the District will enroll for the upcoming school year as a receiving district. For any new open enrolled student coming to the District as an open enrolled student (*specifically not including new students that become resident students of the District or enrolling students for any other reason*), the Superintendent will compare each new open enrolled student to the District to the Open Enrollment Out List.

Any new open enrolled student entering the District can allow a previous ineligible student on the Open Enrollment Out List to leave the District if the entering open enrolled student offsets the adverse effect of the student on the Open Enrollment Out waiting list.

Within three (3) days of completing the June 1st to July 1st Open Enrollment Out List Selection Procedure, or on or before July 1st, the Superintendent shall mail official notice of approval or notice of denial of the Standard Open Enrollment Program to the parent(s), and forward the request to the receiving district and/or the Department of Education as required.

5. Requests that have been denied on July 1st will have one more opportunity to be considered, due to the possibility that the district might yet receive valid, timely-filed applications for open enrollment between, and including, July 1 and September 1 (i.e. "good cause" late filings, or first time to attend kindergarten). On September 2, the superintendent shall approve or deny all pending open enrollment requests applicable to the current school year, and send notice to the parent(s), the receiving district and the Department of Education.
6. The denial by the Superintendent of a timely or untimely-filed Standard Open Enrollment Program can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

Approved: 6/28/04

Reviewed: 2/17/20

Revised: 5/4/15

REF: Board Policy: §§ 606.2, 606.1, 201.3, 603.11, 702.7, 606.3

LEGAL REF: §§, 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2013).
Iowa Administrative Code §§ Chapter 281-17

OPEN ENROLLMENT AS A RECEIVING DISTRICT

By Iowa law and/or Board Policy, students who reside in another Iowa Public School District may qualify to enroll in the West Liberty Community School District under any of the following programs:

1. Continuing of Education Program
2. Qualified Sibling Open Enrollment
3. Hardship Open Enrollment Program
4. Standard Open Enrollment Program

In all cases, for any one of the approved programs, the parent(s) of a student desiring a change in a school district must request a change by completing and filing an Open Enrollment Request Form with the Superintendent of their resident school district.

The Open Enrollment Program of the West Liberty Community School District allows the District to restrict open enrollment into and out of the District when such enrollments will have an adverse effect on the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District. The maintenance of the previously stated ratios is necessary to ensure that racial isolation is avoided and cultural diversity is maintained in the District.

The program has been carefully designed to protect the diversity efforts of the District, as outlined in the Diversity Plan and as permitted by law, without being too restrictive or denying the rights of those who request transfer into the District who would promote or do not adversely affect the Diversity Plan.

Approved: 1/16/92

Reviewed: 2/17/20

Revised: 2/6/08

REF: Board Policy: §§ 201.3, 606.2, 606.3, 603.11, 702.7

LEGAL REF: Iowa Code §§ 139.8, 274.1, 279.11, 282.1, .3, .8, .18, 299.1 (2013).
Iowa Admin. Code § 281-17.
1990 Op. Att'y Gen. 75.

OPEN ENROLMENT AS A RECEIVING DISTRICT ADMINISTRATIVE PROCEDURES

INTRODUCTION

The following procedures are designed to serve as a guideline to those who wish to participate in the Open Enrollment Program of the District. These procedures are consistent with state law and all related District rules and procedures.

The request process and the objective criteria for determining when an open enrollment request would adversely affect the Diversity Plan of the District are defined under the Diversity Plan. In addition, there are exceptions consisting of open enrollment of sibling(s) within a nuclear family, open enrollment for continuation of the educational program, open enrollment for hardship reasons, and open enrollment for a serious health condition.

The Open Enrollment Program allows the District to restrict open enrollment into and out of the District when such enrollments would have an adverse effect on the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District. Stability of the ratios of the District is necessary to ensure that racial isolation is avoided and cultural diversity is maintained in the District. The following procedures have been carefully designed to protect the diversity efforts of the District as outlined in the Diversity Plan and as permitted by law, without being too restrictive or denying the rights of those who request transfer into the District who would promote or do not adversely affect the Diversity Plan.

The Superintendent of the District may incorporate additional rules and procedures for the efficient processing of open enrollment requests that do not conflict with the rules and procedures of this section.

Parent(s) with questions about participation in the Open Enrollment Program or these administrative procedures should contact the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa, (319)627-2116.

DEFINITIONS

Alternative Receiving District: a district to which a parent or guardian requests open enrollment transfer of their student from a receiving district. Under certain conditions, once a student has transferred via open enrollment to another district the student may transfer a second time to an alternative receiving district.⁴

⁴ Any questions about transferring a student to an alternative receiving district are to be directed to the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa (319) 627-2116.

Continuation of Education Program (Diversity Plan Exception): when an open enrollment request is filed on behalf of a student whose parent/guardian moves out of the District and the parent/guardian wishes the student to remain in the District as an open enrolled student to allow for the uninterrupted educational program for the student. **This option is not available to the parent/guardian of a student who is entering kindergarten for the first time.**

Diversity Plan: the policies and procedures developed by the District that define the socioeconomic and non-English language ratios of the District which will be employed to monitor, maintain, avoid, and/or improve racial isolation and cultural diversity of the school district.

English as a Second Language Ratio: the percentage of students in the District who speak English as a second language and speak another language as their primary/first language. The percentage is calculated and based on the Base Enrollment Figures of the District accumulated in October of each school year. The English as a second language ratio is expressed in the English as Second Language (ESL) column of the Base Enrollment Figures.

Good Cause: an acceptable reason for the late filing of an open enrollment request. Good cause includes, but is not limited to, a change in student residence after the deadline, court involvement or direction, or changes in the resident school district.

Hardship Program (Diversity Plan Exception): a category of open enrollment without Diversity Plan restrictions for severe and unusual circumstances including student-to-student harassment.

Nuclear Family: a family group that consists of children/child and parent(s) or guardian(s) who have custody and physical care of the children/child. As a priority, the District adopts the policy to ensure, to the extent possible, all siblings in a nuclear family receive their education in the same school district.

Open Enrollment: the procedure supported by Iowa law that allows a parent(s) to enroll one or more of their children into a public school district other than their district of residence at no tuition cost to the parent(s). The parent(s) is responsible for transporting such a student(s) to and from a point on a regular school bus route of the receiving district. Open Enrollment may affect the eligibility of a student to participate in athletics. Once an open enrollment request of a student has been approved, the student will be an open enrollment student until open enrollment status is cancelled by the parent(s) (with notification to the resident and receiving districts), the student graduates, or the student moves out of the resident district, drops out of school, or elects to attend a nonpublic school.⁵

⁵ Any questions concerning the discontinuation of participation in open enrollment, contact the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa (319) 627-2116.

Open Enrollment Request: the official document filed, on or before March 1st, with the Superintendents of the receiving and resident districts notifying them of the desire to enroll a student in a public school district other than the district of residence for the student. The open enrollment request must be made on Iowa Department of Education forms which are available at the administrative office of the District and online via the Iowa Department of Education website.

Parent: an adult person who has legal custody and physical care of a minor student. Parent also includes a guardian who has legal custody and physical care of a minor student.

Primary Household Language Ratio: the percentage of students in the District whose primary home language is a language other than English. The percentage is calculated and based on the Base Enrollment Figures of the District accumulated in October of each school year. The primary household language ratio is expressed in the Primary Household Language (PHL) column of the Base Enrollment Figures.

Primary language: is defined as the language that is fluently spoken by parent(s) or guardian(s) and all children in the household/home. If children are fluent in English and a second language and the parent(s) or guardian(s) only speaks a non-English language, the primary household language is the non-English language spoken by the parent(s) or guardian(s). If the children and parent(s) are fluent in English and speak English as the primary language between them with extended family in the household/home only speaking non-English, the primary household language will be considered English.

Qualified Sibling Program (Diversity Plan Exception): the category of open enrollment whereby the siblings in a nuclear family are permitted to enroll in another school district where another sibling(s) is already enrolled and will be enrolled for the school year the student is seeking to open enroll as part of the Open Enrollment Program.

Receiving District: the public school district, other than the district of residence, in which a parent(s)/guardian(s) desires to have a student open enrolled and the district accepting the request for open enrollment of the student. A receiving district must take action to accept the Open Enrollment Request Form before a student is open enrolled in to the receiving district.

Resident District: the district of residence for school purposes of the parent(s)/guardian(s) and the district in which an open enrollment student shall be counted for the purpose of generating state aid regardless of the district in which the student is enrolled.

Serious Health Condition (Diversity Plan Exception): a student with a serious health condition the District cannot adequately address shall not be denied open enrollment based on the Diversity Plan of the District.

Socioeconomic Status Ratio: the percentage of students in the District receiving or utilizing free or subsidized lunch pursuant to federal guidelines for subsidized lunch. The percentage is calculated and based on the Base Enrollment Figures of the District accumulated in October of each school year. The socioeconomic status ratio is expressed in the Socio Economic Status (SES) column of the Base Enrollment Figures.

Standard Program: the category of open enrollment whereby regular and special education students may enroll in the West Liberty Community School District or in another school district in which they are not residents. Participation in this program will be restricted by requirements of the Diversity Plan of the District.

Pursuant to Iowa law and Board Policy, students who reside in the West Liberty Community School District may qualify to enroll in another public school district as part of the Open Enrollment Program. However, open enrollment of a resident student will not be permitted if it would adversely affect the socioeconomic and non-English language ratios of the District.³ If a student qualifies for a Diversity Plan exception, the student may participate in the open enrollment program.

In all cases, for any participation in the open enrollment program the parent(s) of the student desiring to participate must request enrollment in another school district, on or before March 1st of the preceding school year to which they are seeking to open enroll a student, by completing and filing an Open Enrollment Request Form with the office of the Superintendent of the West Liberty Community School District. The request must be made on an official state approved form that is available from the administrative office of the District, 111 W. 7th Street, West Liberty, Iowa and online via the Iowa Department of Education.

CONTINUATION OF EDUCATION PROGRAM

This program applies when the nuclear family of a student residing in the West Liberty Community School District moves to another public school district in Iowa⁴ and wishes to return to West Liberty to continue his/her education.

Open enrollment through the Continuation of Education Program will continue until the student graduates from high school unless the parent(s) cancels the open enrollment, in writing, to the Superintendent of the West Liberty School District and the Superintendent of the resident public school district. In addition, the program will continue unless the student terminates education in public school, enrolls in a nonpublic school, or drops out of school, and/or the nuclear family moves back into the West Liberty school district

³ The socioeconomic and non-English language ratios of the District are developed annually, in October of each school year, and are the statistics used to measure the diversity of the student population of the District.

⁴ This program may apply when a student becomes a resident of another school district and his/her nuclear family did not. If you believe that your student would qualify under this exception, contact the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa.

QUALIFYING CONDITIONS

When a student has been a resident of the West Liberty Community District and the nuclear family of the student then moves into another school district, during the first calendar year after such a move the student may request continuing his/her education in the West Liberty School District.

RESTRICTIONS

1. The program is not available after the student has completed one full school year at a school that is not in the West Liberty School District.
2. Parent(s) must provide transportation to and from the school of attendance or at least to and from an established bus stop in the West Liberty School District.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. The program is not available to students, who, prior to the move out of the West Liberty School District, were participating in an open enrollment program of another school district. Such a student would remain an open enrollment student in the other school district or could become a student in the new resident school district. However, the West Liberty School District and the other districts involved must be informed of the change in residence.
4. The athletic eligibility of the student will not be affected.
5. Requests filed for students qualified under this program cannot be denied.
6. Requests for this program are not required to meet the requirements of the Diversity Plan of the District.

PROCEDURE

1. Requests should be filed as early as possible in the school year prior to the effective date of the open enrollment status; requests are required on or before September 1st of the school year in which the open enrollment will become effective.

NOTE: If advance notice cannot be given, the request must be made as soon as possible after the change in residence is known or becomes effective.

2. The parent(s) of a student who qualifies for such an open enrollment must complete and file an Open Enrollment Request Form with the office of the Superintendent of the new resident school district. The request must be made on an official state approved form that is available from the office of the Superintendent of the West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa.
3. The Superintendent of the resident district will process and approve the open enrollment for the Continuation of Education Program and, within three (3) days, mail a notice of approval to the parent(s), and forward the request to the West Liberty Community School District and/or the Department of Education as required.
4. A denial by the West Liberty Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

QUALIFIED SIBLING PROGRAM

The Qualified Sibling program applies when one sibling in a nuclear family who resides in another school district, is already enrolled in West Liberty Community School District.

Open enrollment through the Qualified Sibling Program will continue until the student graduates from high school unless the parent cancels the open enrollment, in writing, to the Superintendent of the West Liberty School District and the Superintendent of the resident public school district. In addition, the program continues unless the student terminates education in public school, enrolls in a nonpublic school, drops out of school, and/or the nuclear family moves into West Liberty School District.

QUALIFYING CONDITIONS

A student is eligible for the Qualified Sibling Program only if he/she has a sibling who is already attending a school in West Liberty Community School District.

RESTRICTIONS

1. The athletic eligibility of the student may be affected.
2. Parent(s) must provide transportation to and from the school of attendance or at least to and from an established bus stop in the West Liberty School District.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. Requests for Open Enrollment through the Qualified Sibling Program into the West Liberty School District cannot be denied as a matter of District policy if the request has been filed with the resident district on or before March 1st of the school year before the open enrollment would become effective.⁵
4. Requests for this program by qualified students are not subject to denial on the basis of the class size policy of the District nor are they required to meet requirements of the Diversity Plan of the District.

PROCEDURE

1. The parent(s) of a student who qualifies for this program must complete and file an Open Enrollment Request Form with the office of the Superintendent of the resident school district on or before March 1st of the school year prior to the effective date of the open enrollment. The request must be made on an official state approved form that is available from the office of the Superintendent of the West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa.

The deadline may be waived by the resident district for good cause.
2. The Superintendent of the resident district will process and approve the open enrollment request and, within three (3) days, mail a notice of approval to the parent(s) and forward the request to the West Liberty Community School District and/or the Department of Education as required.
3. The Superintendent of the West Liberty School District will approve all timely- filed proper requests and notify the parent(s) on or before fifteen (15) days after receipt from the resident district.
4. The Superintendent of the West Liberty School District can deny any improper request and the Superintendent will mail a notice of denial to the parent(s) within fifteen (15) days after denial.

⁵ Requests filed between March 2nd and June 1st of the school year before the school year that the open enrollment will become effective will not be denied when the reason for the late filing is one defined as good cause by Department of Education Rules.

5. A denial by the Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

HARDSHIP PROGRAM

Open enrollment under the Hardship Program applies regardless of the filing deadline of March 1st of the school year prior to the effective school year for the open enrollment. The Hardship Program applies when a parent(s) requests open enrollment for a student for one of the following reasons:

- 1) The student is the victim of repeated acts of peer harassment;
or
- 2) The student has a serious health condition the resident district cannot adequately address; or
- 3) There is another hardship that affects the education of the student.

Open enrollment for hardship reasons will continue until the student graduates from high school, unless the parent(s) cancels the transfer, in writing, to the Superintendent of the resident district and the Superintendent of the West Liberty School District. In addition, open enrollment will continue unless the student terminates his/her education in a public school, enrolls in a nonpublic school, drops out of school, and/or the nuclear family moves out of the resident district.

QUALIFYING CONDITIONS

Parent(s) applying for open enrollment for any hardship reason must provide details of the hardship. In a hardship situation the Superintendent must investigate the hardship claimed before approving or denying the open enrollment request.

RESTRICTIONS

1. The athletic eligibility of the student may be affected.
2. Parent(s) must provide transportation to and from the school of attendance or at least to and from an established bus stop in the West Liberty School District.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open

Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. Open enrollment requests because of hardship can be denied only if, in the judgment of the Superintendent, the situation of the student does not rise to the level of a hardship.
4. Open enrollment deadlines are not applicable.
5. Open enrollment requests for this program are not subject to the requirements of the Diversity Plan of the District.

PROCEDURE

1. The parent(s) requesting open enrollment of a student on the basis of a hardship must complete and file an Open Enrollment Request Form with the office of the Superintendent of the resident district. The request must be made on an official state approved form that is available from the administrative office of the West Liberty School District, 111 W. 7th Street, West Liberty, Iowa.
2. The Superintendent of the resident district will approve or deny the open enrollment request for the Hardship Program and mail a notice of approval or denial, within five (5) days of its receipt, to the parent(s), and forward the request to the West Liberty School District and/or the Department of Education as required.
3. A denial by the West Liberty Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

STANDARD OPEN ENROLLMENT PROGRAM

This program is designed to provide an opportunity for parent(s) of students residing in another public school district who do not qualify for exceptions to this program, and who would like to have their children attend school in the West Liberty Community School District.

Students applying under the Standard Open Enrollment Program will continue in the program until the student graduates from high school, unless the parent cancels the open enrollment, in writing, to the Superintendent of the West Liberty School District and the superintendent of the resident public school district. In addition, this program will continue until the student terminates his/her education in a public school, enrolls in a nonpublic school, drops out of school, and/or the nuclear family moves out of the other public school district.

QUALIFYING CONDITIONS

The student must be a resident student of another Iowa public school district currently in grades kindergarten through eleventh grade or a child who will be eligible for kindergarten in the next school year.

RESTRICTIONS

1. The program is not available to students who are not in good standing in their resident district. Requests for such students may be filed, but the District will not allow the student to open enroll in until the student is in good standing with the resident district.⁶
2. Parent(s) must provide transportation to and from the school of attendance or at least to and from an established bus stop in the West Liberty School District.

Note: For parent(s) who are applying for available transportation assistance in either the form of subsidy or actual transportation, the parent(s) must send such requests to the Superintendent's Office, West Liberty Community School District, 111 W. 7th Street, West Liberty, IA 52776.

For more information on the "Income Eligibility Transportation Guidelines" for the current school year, locate the Open Enrollment Handbook on the Department of Education website or contact the West Liberty Community School District for a copy.

3. Students who open enroll into grades ninth through twelfth may not be eligible to participate in interscholastic contests or competitions at the varsity level for ninety (90) days after such an open enrollment. For more information contact the office of the Superintendent of the West Liberty Community School District, administrative office, 111 W. 7th Street, West Liberty, Iowa, (319) 627-2116.
4. To be eligible, open enrollment requests must be made on or before March 1st in the school year preceding that for which open enrollment is sought, or by September 1st for families whose reason for late filing is defined by law as "good cause," or by September 1st for students who will be eligible for the first time to attend kindergarten.
 - a. March 1st - For students currently in grades K through 11.
 - b. September 1st - For students currently in grades K through 11 whose reason for late filing is defined by law as good cause.⁷

⁶ A student who has been expelled or suspended from school is not a student in good standing until the student has satisfied all disciplinary requirements and has been readmitted to school.

⁷ For further information about such an acceptable reason for late filing of the application, contact the office of the Superintendent, West Liberty Community School District, administrative office, 111 W. 7th Street, West Liberty, Iowa, (319) 627-2116.

- c. September 1st - For students who will be eligible for the first time to attend kindergarten in the coming school year.

However, since the West Liberty School District has adopted a Diversity Plan that may restrict open enrollment program, parent(s) of such students are encouraged to file applications prior to January 1st of the preceding school year. Open enrollment request forms are made available on an annual basis by the Iowa Department of Education, on or around July 1st of the year preceding that for which open enrollment is sought. Applications for open enrollment may be filed with the West Liberty School District beginning July 1st of the preceding year and are accepted in the order received.

5. A student requesting a transfer into the District may be denied if the transfer of the student adversely affects the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District.

If students apply to attend school in the West Liberty Community School District and adversely affect the Diversity Plan, the processing of all Standard Open Enrollment Requests will be suspended until after June 1st when the Open Enrollment Out List Selection Procedure is conducted to determine approval for those students.

Open Enrollment Requests into the District are approved by determining whether or not the open enrollment request complies with the Diversity Plan of the District. The Superintendent will determine whether each request, pursuant to the chronological order of the Open Enrollment In List, will adversely affect the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio by increasing the aggregate average percentage of any one of the ratios as compared to the Base Enrollment Figures of the District (*without rounding to any whole number, tenth, or hundredth; no rounding will be done in comparison for adverse effect*). The Open Enrollment In List will be compiled in the same manner as the Open Enrollment Out List described in Section 606.2R1.

Approval will be granted to all requests from students whose enrollment into the District does not adversely affect the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio of the District. A request must not affect any one of the three ratios. Therefore, any effect on any one of the three ratios will require a denial of the request.

Within three (3) days of such approval, on or before April 1st, the Superintendent shall mail the official notice of approval of Standard Open Enrollment Program to the parent(s), and forward the request to the sending district and/or the Department of Education as required.

6. All requests for open enrollment (in or out) that have been denied because of an adverse effect on the three ratios will be retained for the remainder of the school year, unless they are withdrawn by the parent(s) of the student. The Open Enrollment In List will be used to approve any additional requests if additional openings arise and it will be generated in the same manner the Open Enrollment Out List is generated, by chronological order determined by the file stamped on all request provided by the District.

After the end of the school year and between June 1st and July 1st, the District will determine the number of new students the District will open enroll out for the upcoming school year as a sending district. For any new open enrolled student leaving the District (*specifically not including students that move from the District or departing students for any other reason*), the Superintendent will examine the Open Enrollment In List to determine whether there might be a possible match that would allow for approval of the request on the basis that it now would not negatively affect any of the three ratios.

Any new open enrolled student leaving the District can allow a previous ineligible student on the Open Enrollment In List to enter the District if the departing open enrolled student offsets the adverse effect of the entering open enrolled student to the Socioeconomic Status Ratio, Primary Household Language Ratio, and English as a Second Language Ratio of the District.

Within three (3) days of completing the June 1st to July 1st Open Enrollment Out List Selection Procedure, or on or before July 1st, the Superintendent shall mail official notice of approval or notice of denial of the Standard Open Enrollment Program to the parent(s), and forward the request to the sending district and/or the Department of Education as required.

Students wishing to open enroll into the District whose requests are received after March 1st and on or before September 1st for good cause will be placed on the Open Enrollment In List, as will students who will be first-time kindergarten students.

PROCEDURE

1. Requests for Open Enrollment into the West Liberty Community School District are made by the parent(s) of the student(s) to the Superintendents of both the sending resident school district and the West Liberty Community School District.
2. Open enrollment request forms that have been filed in a timely manner (between July 1st and March 1st of the year preceding the year for which the open enrollment is requested, or after March 1st with good cause) will be considered between March 1st and April 1st, or between June 1st and July 1st, resulting in acceptance or denial.

Requests to the West Liberty Community School District must be acted upon no later than July 1st. The Superintendent of the West Liberty School District is required to notify the parent(s) of an approval of the open enrollment for the coming year within three (3) days of the determination.⁸

Within five (5) days of such approval, official notice of approval of the Standard Open Enrollment Program requests shall be mailed to the parent(s) and the request form will be forwarded to the sending school district and the Department of Education as required.

3. Requests for open enrollment into the District that had been denied in April because they adversely affected the Socioeconomic Status Ratio, Primary Household Language Ratio, or English as a Second Language Ratio under the Diversity Plan of the District, will be kept on file and reconsidered in June, when the District reexamines the Open Enrollment Out List.
4. Official notice of approval or denial of all Standard Open Enrollment Program requests shall be mailed to the parent(s) by July 1st and the requests shall be forwarded to the sending school district and the Department of Education as required.
5. Requests that have been denied on July 1st will have one more opportunity to be considered, due to the possibility that the district might yet receive valid, timely-filed applications for open enrollment between, and including, July 1 and September 1 (i.e. "good cause" late filings, or first time to attend kindergarten). On September 2, the superintendent shall approve or deny all pending open enrollment requests applicable to the current school year, and send notice to the parent(s), the receiving district and the Department of Education.
6. After ensuring the open enrollment for students into the District will meet the requirements of the Diversity Plan of the District, the Superintendent will then apply the class size policy of the District to all of the requests provisionally approved for the school/grade level.
7. The Superintendent of the District will determine the appropriate attendance center (school) for the student pursuant to the policies of the Board of Directors of the West Liberty Community School District.
8. A denial by the Superintendent can be appealed to the Board of Directors of the West Liberty School District. A denial by the Board of Directors of the District for an open enrollment request

⁸ For most other public school districts denial for such a request would be possible only if West Liberty Community School District lacked specific Special Education Program requirements required for a student. If parents receive denial for such reasons, they should immediately contact the office of the Superintendent, West Liberty Community School District, 111 W. 7th Street, West Liberty, Iowa, (319) 627-2116.

can be appealed to the Board of Education of the State of Iowa. A decision by the State Board can be appealed to the District Court in Muscatine County.

Approved: 6/28/04

Reviewed: 2/17/20

Revised: 5/4/15

REF: Board Policy: §§ 606.2, 606.1, 201.3, 603.11, 702.7, 606.3
LEGAL REF: Iowa Code §§, 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2013).
Iowa Admin. Code, § 281-17

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. This policy is not intended to address the use of service animals, assistive animals, therapy animals or emotional support animals on District property.

Approved: 4/15/19

Reviewed: 2/17/20

Revised:

REF: Board Policy: 607.2; 504.1, .21, .22, .3
LEGAL REF.: Iowa Code §§ 279.8

ASSISTANCE ANIMALS

It is the policy of the West Liberty Community School District to foster an equal education environment for all students, employees and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service or assistive animal. Under control means harnessed, leashed or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

Establishing the Need for a Service Animal

When no prior notice is given to the district of the use of a service or assistive animal, the Superintendent and/or school administrators are permitted to ask the following questions:

"Do you need/require this animal because of a disability?"

If the animal's trained tasks are not readily apparent, the administrator may ask:

"What work or task has the animal been trained to perform?"

Service and Assistive Animals in training

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

Exclusion of Service and Assistive Animals

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a

service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

Employee use of Therapy Animals as part of Education Environment

Before permission to use therapy animals is granted, staff members must provide:

- 1. Proof that the animal is certified to be a therapy animal;*
- 2. An explanation of how the animal will be used, including research supporting the use of therapy animals;*
- 3. A plan for how the staff member will provide for the care and control of the animal;*
- 4. A plan for how the staff member will accommodate students with allergies to the animal; and*
- 5. A current vaccination certificate for the animal.*

Approved: 4/15/19

Reviewed: 2/17/20

Revised:

REF: Board Policy: §§ 607.2; 504.1, .21, .22, .3

LEGAL REF.: United States Code §§ 29-794; 42-12132;
Code of Federal Regulations §§ 28-35
Iowa Code § 216C
Iowa Admin. Code § 216C.