

## EDUCATIONAL PROGRAM

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GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

This series of the board policy manual is devoted to the goals and objectives for the delivery of the educational program. While each course may not have a specific policy reflecting it, the board's objective in the design and contents and in the delivery of the educational program is providing an equal opportunity for students to pursue a high school diploma free of discrimination on the basis of race, religion, creed, national origin, sex, sexual orientation, gender identity, disability, age, marital/parental status, genetic information, or socioeconomic status. In providing the educational program of the school district, the board shall strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance to and encourages critical thinking in the students for a lifetime.

In striving to meet this overall goal, the objectives of the educational program shall be to provide students with an opportunity to:

Acquire basic skills in obtaining information, solving problems, thinking critically, and communicating effectively;

Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state, and nation;

Acquire entry-level job skills and also acquire knowledge necessary for further education;

Acquire the capacities for a satisfying and responsible role as family members;

Acquire knowledge, habits, and attitudes that promote personal and public health, both physical and mental;

Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;

Develop an understanding of their own worth, abilities, potentialities, and limitations;  
and

Learn and enjoy the process of learning, and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

An advisory committee of representatives of the school district community and the school district may be appointed to make recommendations for the goals and objectives of the educational program. Annually, the committee may report to the board regarding the goals and objectives of the educational program. The report may be given at the August or September regular meeting.

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SCHOOL CALENDAR

The school calendar shall accommodate the education program of the school district. The school calendar shall be for a minimum of one hundred ninety-one (191) days and include, but not be limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students shall be for a minimum of one hundred eighty (180) days in the school calendar. The academic school year for students may not begin prior August 23rd. 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 (5) days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It shall be 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 reserves the right to request a waiver for an early start date with the Department of Education.

SCHOOL DAY

The student school day for grades one through twelve shall consist of a minimum of five and a half (5.5) hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences shall be counted as part of the student's instructional time. The minimum school day shall meet the requirements as established for the operation of accredited schools.

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

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 (5) consecutive school days equals a minimum of twenty-seven and one-half (27.5) hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

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

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

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EMERGENCY SCHOOL CLOSINGS

The superintendent or the superintendent's designee shall have the authority to close schools because of extreme weather or other emergency conditions for the length of time the conditions exist. The superintendent or the superintendent's designee shall make provisions to publicly announce such closings via available mass communication media as soon as possible after the decision to close.

Every reasonable effort shall be made to have students attend the total amount of school days annually as specified by statute, state departmental rules, and local school board policy.

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## CURRICULUM DEVELOPMENT

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

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

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

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

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

on the prior

learning of each level.

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#### CURRICULUM DEVELOPMENT

It 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. Each curriculum area shall be reviewed and revised where necessary according to the timelines set out by the superintendent. These timelines will provide for review of each curriculum area at least once every year.

CURRICULUM DEVELOPMENT COMMITTEE

The superintendent, in conjunction with the Administration Team, shall be responsible for curriculum development and for determining the most effective way for conducting research of the school district's curriculum needs and a long-range curriculum development program.

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

- fulfill the philosophy of the school district;
- reflect the educational and operational needs assessment of the school district;
- articulate courses of study from kindergarten through grade twelve;
- identify Standards, Benchmarks, and Critical Objectives for each course and, at the elementary level, for each grade;
- provide for the evaluation of the procedures and methods for attaining the Standards, Benchmarks, and Critical Objectives;
- provide for continual objective monitoring of a student's progress;
- provide for the needs of vocational and college bound students;
- include, if feasible, the course offerings requested by the students;
- meet the long and short range student achievement goals found in the district's School Improvement Plan;
- meet the requirements of the State Department of Education in meeting General Accreditation Standards.

It shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum changes and revisions and to develop administrative regulations for curriculum development and recommendations to the board.

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CURRICULUM ADOPTION

Curriculum of the school district must be approved by the board. Curriculum recommended by the superintendent and the Leadership Team shall be considered by the board.

The school district's curriculum plan shall contain a framework that describes 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 shall:

- Be data driven;
- Review both standardized and district assessment data for existing standards, benchmarks, and critical objectives;
- Identify the strengths and weaknesses (gap analysis);
- Study and identify best instructional practices;
- Identify and develop research that demonstrates how students learn best;
- Focus on developing plans that address weaknesses;
- Provide ongoing staff development;
- Describe procedures for purchase of instructional materials;
- Communicate with both the external and internal customers using data; and
- Continually assess changes in curriculum.

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## CURRICULUM IMPLEMENTATION

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

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

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

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

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

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

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## CURRICULUM EVALUATION

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

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

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

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

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#### CURRICULUM EVALUATION

- 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.

PILOT, EXPERIMENTAL, OR INNOVATIVE PROJECTS

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

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

BASIC INSTRUCTION PROGRAM

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

Students enrolled in kindergarten shall attend school all day every day. The basic instruction program shall be designed to develop healthy emotional and social habits, language arts, and communication skills, the capacity to complete individual tasks, and the ability to protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

The basic instruction program of students enrolled in grades one (1) through six (6) shall include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades seven (7) and eight (8) shall include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer education, technology education, career education, physical education, music, and visual art.

The basic instruction program of students enrolled in grades nine (9) through twelve (12) shall include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, fine arts, foreign language, and vocational education.

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

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

In all instances, the basic instructional program shall meet or exceed the educational requirements established by state statute and the State Department of Education.

SUMMER SCHOOL INSTRUCTION

Generally, only driver's education will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities, for students who need additional help and instruction in those areas. This decision shall be within the discretion of the board.

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

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 (21) or to maximum age allowable in accordance with the law.

Students requiring special education shall attend regular education classes, participate in non-academic and extra-curricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. Students requiring special education shall be placed in the least restrictive environment possible 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 by the Department of Education for graduation.

It shall be the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

Children from birth through age two (2) and children age three (3) through age five (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 two (2). This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

MULTI-CULTURAL AND GENDER FAIR EDUCATION

Enrolled children in the school district shall have an equal opportunity for a quality public education without discrimination, regardless of their race, religion, color, creed, national origin, sex, sexual orientation, gender identity, disability, age, marital/parental status, genetic information, or socioeconomic status. To this end, the education program is free of discrimination and provides equal opportunity for the students.

The district and the board shall encourage and engage in multicultural approaches to the educational program, which shall include approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background; and which shall include the contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

It shall be the responsibility of the various curriculum development committees and the educational equity/equal employment opportunity/affirmative action coordinator to ensure that relevant and responsive educational opportunities are provided to district students.

HEALTH AND HUMAN GROWTH AND DEVELOPMENT EDUCATION

Students in grade levels one (1) through twelve (12) shall receive, as part of their health education, instruction about personal health, food and nutrition, environmental health, safety and survival skills, consumer health, family life, substance use and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body, human sexuality, self-esteem, stress management, and interpersonal relationships, emotional and social health, health resources, prevention and control of disease, including characteristics of communicable disease. While the areas stated above shall be included in health education, the instruction shall be adapted at each grade level to aid understanding by the students. Beginning no later than in grade seven (7), characteristics of communicable disease shall include information about sexually transmitted diseases. The purpose of the health education program is to help each student protect, improve, and maintain physical, emotional, and social well-being.

Health education instruction is adapted at each grade level to be age-appropriate and 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 pupil be excused from the instruction. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall have the final authority to determine the alternate activity or study.

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HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

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

Grade:\_\_\_\_\_

Parent/Guardian:\_\_\_\_\_

Phone #:\_\_\_\_\_

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

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

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 be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed:\_\_\_\_\_

Parent or Guardian

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

Signed:\_\_\_\_\_

School Administrator

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

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PHYSICAL EDUCATION

Students in grades one (1) through twelve (12) shall be required to participate in physical education courses unless they are excused by the principal of their attendance center.

Students may be excused from physical education courses if the student presents a written statement from a doctor stating that such activities could be injurious to the health of the student or the student has been exempted because of a conflict with the student's religious beliefs, provided such excuse fits within federal and state laws. Parents of students requesting such exemption should file a written request that shall include the basis for the request (e.g. verified health concerns and/or a religious conflict) and a proposed alternative activity or study acceptable to the superintendent. However, the superintendent and/or designee shall have the final authority to determine the alternate activity or study.

Students in grades nine (9) through twelve (12) may also be excused from physical education courses if the student is enrolled in academic courses not otherwise available or the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program. Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school. Students who will not participate in physical education must have a written request or statement from the parents.

CAREER EDUCATION

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

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

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TEACHING CONTROVERSIAL ISSUES

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

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

It shall be the responsibility of the teacher to present a 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 teacher to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher. It shall be the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views or selfish propaganda of any kind through any classroom or school device; however, an instructor shall not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.

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

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## TEACHING ABOUT RELIGION AND RELIGIOUS HOLIDAYS

The historical and contemporary significance of religions and/or religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner

Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

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

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

Expressions of belief or non-belief initiated by individual students is permitted in composition, art forms, music, speech, and debate. However, teachers may not require projects or activities to indoctrinate students or force students to contradict their personal religious beliefs or non-beliefs.

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RELIGION-BASED EXCLUSION FROM A SCHOOL PROGRAM OR ACTIVITY

Parents who wish to have their child excluded from a school program or activity because of religious beliefs must inform the superintendent.

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

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

The board authorizes the administration to allow the exclusion if it is not disruptive to the educational process and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

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

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

ACADEMIC FREEDOM

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

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

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

GLOBAL EDUCATION

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

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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.

INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular educational program. Generally, students attending the school district shall take the regular educational program offered by the district. Only for exceptional circumstances will students be allowed to receive individualized instruction at the expense of the school district.

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

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FOREIGN STUDY

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

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

The students and school district personnel or others, if they travel with the students, shall have personal insurance and liability protection. The school district assumes no liability for the participants.

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

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

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

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PROGRAM FOR AT-RISK STUDENTS

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

It shall be the responsibility of the superintendent to develop a program for students at risk which provides for identifying students, for program evaluation, and for the training of school district personnel.

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*GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION*

## LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM FOR STUDENTS

A limited English proficient student is defined as a student whose native language is not English and whose inability or limited ability to speak, understand, read or write English significantly impedes educational progress.

### Identification of LEP Students

For the purpose of identifying potential LEP students, a language survey is to be filled out for each student at the time of initial registration for school. The survey ascertains the first language acquired by the student, the language most often spoken by the student, and the language spoken in the home.

### Assessment of LEP Students

A student whose language survey indicates that s/he may have limited English proficiency is assessed specifically for English language proficiency. If the results of the assessment demonstrate inability or limited ability to speak, understand, read, or write English, the school will design a program designed to promote functional ability in English in the preceding skill areas.

Since it is also important for placement decisions to assess content area knowledge, the school will seek this information through previous school records, nonverbal measures, and so on.

The district will also attempt to assess native language proficiency, as indicative of conceptual development for younger children, and degree of literacy for older children.

### Student Placement

Students deemed to be Limited English Proficient are to be placed at the grade level of their age group as much as possible in order to facilitate language acquisition and social adaptation. Placement in a language instruction program depends on the age and English proficiency of the student.

### Language Instruction Programs

Due to small numbers of students of widely varying language backgrounds and levels of English proficiency, English as a Second Language programs are those commonly chosen to meet the instructional needs of LEP students at the district. Such a program is designed to provide LEP students with a functional ability in the English language and an awareness of American cultural patterns.

### Program Goals

The major aim of ESL instruction is to develop the skills of LEP students so they can function in school and in society at a level comparable to their native English speaking peers. The goals of

the program are to:

1. provide students with English language skills appropriate to their grade level as efficiently and carefully as possible.
2. orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
3. develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
4. enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring.
5. provide a person in the school environment who understands the growth and development patterns of the learner.

### Design a Program

Assessment measures used to determine English proficiency are also used diagnostically, along with any other measures deemed necessary. Based on this diagnosis, a specific program design is selected (pull out, content area English, and so on).

### ESL Teacher/Tutor

The teacher in the ESL program must be certified in the state of Iowa.

### Reassessment of Student

LEP students are reassessed annually in order to determine whether they are ready to exit the program or need continued instructional support. In order to exit the program, the following areas are considered:

1. teacher observation and assessment
2. parent reports
3. student attitudes and behaviors
4. self image
5. cultural pride and adjustment to new culture
6. awareness of new value system
7. positive school attitudes
8. language proficiency assessment instruments
9. student grade reports
10. standardized test results

If continued support is needed, diagnosis takes place again, and the program may be modified to meet changing student needs.

### Evaluation of Program

The program itself is evaluated at the end of the year by the ESL teacher and the school principal with input from various client groups.

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INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

Students in grades nine (9) through twelve (12) may receive academic or vocational-technical credits that count toward the graduation requirements set out by the board for courses successfully completed at post-secondary educational institutions. The student may receive academic and/or vocational-technical credits through an agreement between the district and a post-secondary educational institution or with the board's approval on a case-by-case basis.

Students in grades nine (9) and ten (10) who the district has identified as talented and gifted students and any students in grades eleven (11) and twelve (12) are eligible to take post-secondary educational courses. Students are eligible to take post-secondary educational courses if they meet all of the requirements outlined in this policy and as required by the post-secondary educational institution, and if the student has obtained the approval of the superintendent and/or designee. Eligible students wishing to participate in the post-secondary educational courses shall apply to the eligible post-secondary educational institution.

Students may not enroll in a post-secondary education course if the district offers a comparable course through its curricular program. For purposes of this policy, comparable course is determined at the discretion of administration and generally means that the content of a course provided to a high school student for post-secondary credit consists of substantially the same concepts and skills as the content of a course provided by the school district.

Students in grades nine (9) and ten (10) who are in the talented and gifted program and all students in grades eleven (11) and twelve (12) who successfully complete courses at post-secondary educational institutions under an agreement between the district and the post-secondary educational institution or with the board's approval shall be reimbursed for tuition and other costs directly related to taking any post-secondary education course during the school year up to \$250, except as otherwise outlined in this policy. The district may, instead of reimbursing the student, directly pay the post-secondary educational institution.

Should a student fail any course at a post-secondary educational institution and fail to receive credit for any course at a post-secondary educational institution, the student over the age of eighteen (18) or the parent of a student under the age of eighteen (18) shall be responsible for the costs of the course. Prior to registering for any course at a post-secondary educational institution, students under age eighteen shall have a parent sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail a course and fail to receive credit for a course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, in the board's discretion, may not be responsible for the costs of the course. Students dissatisfied with the board's decision regarding the repayment of the costs of the course may appeal to the AEA for a waiver of reimbursement.

Students in grades nine (9) and ten (10) who are not in the talented and gifted program and

students in grades eleven (11) and twelve (12) who take courses, other than courses taken under an agreement between the District and the post-secondary educational institution and/or approved by the Board, are responsible for tuition, transportation to and from the location where the course is being offered, and other costs directly related to taking any post-secondary education course. The students and/or their parents shall not receive reimbursement for tuition, transportation, or other expenses. Students who take courses during the summer months when school is not in session are responsible for tuition, transportation to and from the location where the course is being offered, and other costs directly related to taking any post-secondary education course.

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INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

Eligible students may take up to seven (7) semester hours of credit at a post-secondary educational institution during the summer months when school is not in session if the student pays for the courses. Upon successful completion of these summer courses, the students may receive academic and/or vocational-technical credit toward the graduation requirements set out by the board.

Successful completion of any course at a post-secondary educational institution is determined by the post-secondary educational institution. The board shall have complete discretion to determine the amount of academic credit to be awarded to the student for the courses taken during the school year and for the courses taken during the summer.

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

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

All courses approved and paid for by the district, and those courses approved by the district and paid for by the student/family will:

- a. Be recorded on the official student transcript, including the letter grade granted by the post-secondary educational institution or the pass-fail indication granted by the post-secondary educational institution.
- b. Be included in figuring class rank, including valedictorian and salutatorian status, and GPA at the High School.
- c. Be given graduation credit, as determined by the board. Typically, a three (3) or four (4) semester hour post-secondary course will be awarded one (1) graduation credit at the High School.

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



POST-SECONDARY ENROLLMENT OPTION GUIDELINES  
(To Be Included in Student Handbook)

General Information

Students in grades nine (9) and ten (10) who the district has identified as talented and gifted students and any students in grades eleven (11) and twelve (12) are eligible to take post-secondary educational courses. Students are eligible to take post-secondary educational courses if they meet all of the requirements outlined in the board's policy on instruction at post-secondary educational institutions and as required by the post-secondary educational institution, and if the student has obtained the approval of the superintendent.

The district has available a packet of materials concerning a student's enrollment in post-secondary educational courses. The packet can be picked up from either the High School Principal or the Guidance Counselor. The following information is included in the packet:

1. A copy of the relevant Iowa law concerning enrollment in post-secondary educational courses;
2. A copy of the school district's policy concerning enrollment in post-secondary educational courses;
3. Information concerning the post-secondary educational institutions with which the district currently has a post-secondary enrollment agreement;
4. Application Form;
5. Notice of Student Registration Form; and
6. Parent/Student Post-secondary Enrollment Agreement Form.

Guidelines

The following is a simplified guideline to assist parents and students in utilizing the post-secondary enrollment option. The entirety of the Iowa law regarding the post-secondary enrollment option and the board's policy regarding the post-secondary enrollment option still controls all situations involving post-secondary enrollment option.

1. You must notify the school district of your intent to enroll in a post-secondary enrollment course at registration time. You may do this by indicating your intent to enroll in these courses on the registration forms distributed in February each year.
2. You must first complete the school district's Application Form, including obtaining the required signatures, and return it to the guidance office.
3. All requests for post-secondary enrollment must be approved by the superintendent and/or building principal PRIOR to enrollment.
4. Upon receiving approval on the district's Application Form, you should fill out the Notice of Student Registration Form.

5. To be eligible for post-secondary enrollment, a course must;
  - a. Be nonsectarian;

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POST-SECONDARY ENROLLMENT OPTION GUIDELINES  
(To Be Included in Student Handbook)

- b. Not be comparable to courses offered here at the district (comparable courses are is determined at the discretion of administration and generally means that the content of a course provided to a high school student for post-secondary credit consists of substantially the same concepts and skills as the content of a course provided by the school district);
  - c. Be credit-bearing course that leads to an educational degree;
  - d. Be in the disciplines of mathematics, science, social sciences, humanities and vocational-technical education; and
  - e. Not disrupt the normal student schedule at the High School, which shall mean not missing all or part of a scheduled class, including PE, or causing the need for an independent study course, or any other special arrangements, etc.
6. If a course is approved, the school district will pay a maximum of \$250 per course and you will not pay for tuition unless you fail to successfully complete the course, as outlined in board policy. If a course is not approved, it may be possible for you to take the course at your own expense. These situations will be handled on a case by case basis.
7. If a student fails any course at a post-secondary educational institution and fails to receive credit for any course at a post-secondary educational institution, the district is not required to pay for and/or reimburse the student/family for any costs associated with the post-secondary educational course, except as outlined in the district's policy regarding the post-secondary enrollment option. If the student fails any course at a post-secondary educational institution and fails to receive credit for any course at a post-secondary educational institution, the student/family may be required to reimburse the district for any costs associated with the post-secondary educational course.
8. A student may take a course in the summer, but the school district is not required to pay for and/or reimburse the student/family for any costs associated with the post-secondary educational course.
9. Transportation costs for attending a post-secondary educational course are the

sole responsibility of the student/family.

10. All courses approved and paid for by the district, and those courses approved by the district and paid for by the student/family will:
  - a. Be recorded on the official student transcript, including the letter grade granted by the post-secondary educational institution or the pass-fail indication granted by the post-secondary educational institution.
  - b. Be included in figuring class rank, including valedictorian and salutatorian status, and GPA at the High School.
  - c. Be given graduation credit, as determined by the board. Typically, a three (3) or four (4) semester hour post-secondary course will be awarded one (1) graduation credit at the High School.

If you have any questions, contact the guidance or principal's office.

POST-SECONDARY ENROLLMENT OPTION STUDENT/PARENT AGREEMENT FORM

I, \_\_\_\_\_, am a student at Garner-Hayfield-Ventura High School who is participating in the district's post-secondary enrollment option. I state that I am aware of and have read the district's policy on post-secondary enrollment instruction. I further state that I meet all of the requirements outlined in the district's policy on post-secondary enrollment.

I, \_\_\_\_\_, am the parent/guardian of \_\_\_\_\_, a student at Garner-Hayfield-Ventura High School who is participating in the district's post-secondary enrollment option. I state that I am aware of and have read the district's policy on post-secondary enrollment instruction. I further state that I meet all of the requirements outlined in the district's policy on post-secondary enrollment.

By signing below, you state that you are aware of and in agreement with the board's policy that, if you fail a course taken through concurrent enrollment (at the high school), at any institution with which the school district has entered into an agreement and/or for which prior approval has been granted by the district, that prior to graduation you and/or your family will be responsible for repayment to the district for the cost of that course according to the bill from the post-secondary institution.

For \_\_\_\_\_ school year, I am agreeing to participate in the following post-secondary educational courses:

Course\_\_\_\_\_

Course\_\_\_\_\_

Course\_\_\_\_\_

Course\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Parent Signature & Date

Please return this to guidance counselor as soon as possible.

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### INSTRUCTIONAL MATERIALS SELECTION

The board has sole discretion to approve instructional materials for the school district. This authority is delegated to the licensed employees to determine which instructional materials, other than textbooks, will be utilized by and purchased by the school district. The licensed employees shall work closely together to ensure vertical and horizontal articulation of textbooks and other instructional materials in the education program.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, licensed employees shall consider the current and future needs of the school district as well as the changes and the trends in education and society. Additionally, licensed employees are to select instructional materials and textbooks that are free from discrimination, regardless of sex, race and color, national origin, religion and creed, age, marital/parental status, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, or socioeconomic status or familial status. It shall be the responsibility of the superintendent to report to the board the action taken by licensed employees.

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

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

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

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

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*GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION*

Code No. 605.1R1

### INSTRUCTIONAL MATERIALS SELECTION REGULATIONS

#### I. Responsibility for Selection of Instructional Materials

- A. The board is responsible for matters relating to the operation of the school district.
- B. The responsibility for the selection of instructional materials is delegated to the licensed employees of the school district. For the purpose of this rule the term "instructional materials" includes printed and multimedia materials (not equipment), whether considered text materials or library materials. The board retains the final authority for the approval of textbooks.
- C. For the purpose of this rule the term "text materials" includes textbooks and other printed and unprinted material provided in multiple copies for use of a total class or major segment of a class.

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

- A. Religion - Material will represent the major religions in a factual, unbiased manner. The primary source material of the major religions is considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms.
- B. Racism - Material will present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect from an individual.
- C. Sexism - Material will reflect sensitivity to the needs, rights, traits and aspirations of men and women without preference or bias.

- D. Age - Material will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
- E. Ideology - Material will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
- F. Profanity and Sex - Material is subjected to a test of literary merit and reality by the teacher-librarians and licensed staff who will take into consideration their reading of public and community standards of morality .
- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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### INSTRUCTIONAL MATERIALS SELECTION REGULATIONS

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

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

#### III. Procedure for Selection

- A. Material purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, school library staff, and/or students. In the case of textbooks, the board shall make the final decision after receiving a recommendation from the superintendent. The criteria stated in the board's policies for selection of other instructional materials shall apply to the selection of textbooks. The superintendent may develop another means for the selection of textbooks. Textbooks shall be reviewed as needed and at least every five years.

1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:
  - a. To acquire materials and provide service consistent with the demands of the curriculum;
  - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
  - c. To effectively guide and counsel students in the selection and use of materials and libraries;
  - d. To foster in students a wide range of significant interests;
  - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
  - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
  - g. To encourage life-long education through the use of the library; and,
  - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
  
2. Materials selected are consistent with stated principles of selection. These principles are:
  - a. To select materials, within established standards that will meet the goals and objectives of the school district;
  - b. To consider the educational characteristics of the community in the selection of materials within a given category;
  - c. To present the sexual, racial, religious and ethnic groups in the community by:
    1. Portraying people, both men and women, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
    2. Placing no constraints on individual aspirations and opportunity.

#### INSTRUCTIONAL MATERIALS SELECTION REGULATIONS

3. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.
4. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.

- d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
  - e. To strive for impartiality in the selection process.
3. The materials selected will meet stated selection criteria. These criteria are:
- a. Authority-Author's qualifications - education, experience, and previously published works.
  - b. Reliability -
    - 1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
    - 2. Current-presentation of content which is consistent with the findings of recent and authoritative research.
  - c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
  - d. Language -
    - 1. Vocabulary -
      - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
      - b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
    - 2. Compatible to the reading level of the student for whom it is intended.
  - e. Format -
    - 1. Book -
      - a. Adequate and accurate index;
      - b. Paper of good quality and color;
      - c. Print adequate and well spaced;
      - d. Adequate margins;
      - e. Firmly bound; and,
      - f. Cost.
    - 2. Non-book, including software and electronically available materials -
      - a. Flexibility, adaptability;
      - b. Curricular orientation of significant interest to students;
      - c. Appropriate for audience;
      - d. Accurate authoritative presentation;
      - e. Good production qualities (fidelity, aesthetically adequate);
      - f. Durability; and,



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

#### INSTRUCTIONAL MATERIALS INSPECTION

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

OBJECTION TO INSTRUCTIONAL MATERIALS

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

OBJECTION TO AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.
1. The school official or employee receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials generally will remain in use pending the outcome of the reconsideration procedure.
    - a. The school official or employee initially receiving a complaint will explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
    - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.
  2. The employee receiving the initial complaint will advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact is maintained by the principal in charge of the attendance center. Each building principal shall inform employees of their obligation to report complaints.
  3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is referred to the principal or to the teacher-librarian of the attendance center. If, after consultation with the principal or teacher-librarian, the individual desires to file a formal complaint, the principal or teacher-librarian will assist in filling out a Reconsideration Request Form in full and filing it with the superintendent.
- B. Request for Reconsideration
1. A member of the school district community may formally challenge instructional materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.
  2. Each attendance center and the school district's central administrative office will keep on hand and make available Reconsideration Request Forms. Formal objections to instructional materials must be made on this form.
  3. The individual will state the specific reason the instructional material is being challenged. The Reconsideration Request Form is signed by the individual and filed with the superintendent.
  4. The superintendent will promptly file the objection with the reconsideration

- committee for re-evaluation.
5. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.
  6. The Reconsideration Committee
    - a. The reconsideration committee is made up of eight members.
      1. One licensed employee designated annually, as needed, by the superintendent.
      2. One teacher-librarian designated annually by the superintendent.

Approved: 9-15-2014 Reviewed: 02/18/2018 Revised:

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Code No. 605.3R1

#### OBJECTION TO AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

3. One member of the administrative team designated annually by the superintendent.
4. Three members of the community appointed annually, as needed, by the board.
5. Two high school students, selected annually by the high school principal.
- b. The committee will select their chairperson and secretary.
- c. The committee will meet at the request of the superintendent.
- d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
- e. Notice of committee meetings is made public through appropriate publications and other communications methods.
- f. The committee will receive the completed Reconsideration Request Form from the superintendent.
- g. The committee will determine its agenda for the first meeting which may include the following:
  1. Distribution of copies of the completed Reconsideration Request Form.
  2. An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
  3. Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
  4. Distribution of copies of the challenged instructional material as available.
- h. The committee may review the selection process for the challenged instructional material and may, to its satisfaction, determine that the challenge is without merit and dismiss the challenge. The committee will notify the individual and the superintendent of its action.
- i. At a subsequent meeting, if held, interested persons, including the

individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

- j. The individual filing the challenge is kept informed by the reconsideration committee secretary on the status of the Reconsideration Request Form throughout the reconsideration process. The individual filing the challenge and known interested parties is given appropriate notice of meetings.
- k. At the second or a subsequent meeting the committee will make its final recommendation. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the board, the individual and the appropriate attendance centers. The superintendent may also make a recommendation but if so, it should be independent from the committee's. Following the superintendent's decision with respect to the committee's recommendation, the individual or the chairperson of the reconsideration committee may appeal the decision to the board for review. Such appeal must be presented to the superintendent in writing within five days following the announcement of the superintendent's decision. The board will promptly determine whether to hear the appeal.

#### OBJECTION TO AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

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



OBJECTION TO AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS REQUEST FORM

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

REVIEW INITIATED BY:

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

Name

\_\_\_\_\_

Address

\_\_\_\_\_

City/State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

\_\_\_\_\_

School(s) in which item is used \_\_\_\_\_

Relationship to school (parent, student, citizen, etc.) \_\_\_\_\_

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Other \_\_\_\_\_

Title

\_\_\_\_\_

Publisher (if known)

\_\_\_\_\_

Date of Publication

\_\_\_\_\_

MULTIMEDIA MATERIAL IF APPLICABLE:

Title

\_\_\_\_\_

Producer (if known)

\_\_\_\_\_

Type of material (filmstrip, motion picture, etc.) \_\_\_\_\_

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self

Group or Organization

Name of Group or Organization \_\_\_\_\_

Address of Group or Organization \_\_\_\_\_

1. What brought this item to your attention?

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Approved: 7-9-90 Reviewed: 02-12-2018 Revised: 9-15-2014

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OBJECTION TO AND RECONSIDERATION OF INSTRUCTIONAL MATERIALS REQUEST FORM

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

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

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

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

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--

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

Yes \_\_\_\_\_ No \_\_\_\_\_

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

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

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

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

No \_\_\_\_\_  
Minutes. \_\_\_\_\_

-----  
Signature \_\_\_\_\_ Dated \_\_\_\_\_

MEDIA CENTERS

The school district will maintain a media center for use by employees and by students during the school day. Materials for the centers will be acquired according to board policy, "Instructional Materials Selection." It is the responsibility of the principal of the building in which the media center is located to oversee the use of materials in the media center. It is the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials, for the acceptance of gifts, for the weeding of library and instructional materials, and for the handling of challenges to either library or classroom materials.

Approved: 7-9-90 Reviewed: 02-12-2018 Revised: 9-15-2014

**APPROPRIATE USE OF DISTRICT TECHNOLOGY RESOURCES, NETWORKS, AND INTERNET ACCESS**

In making decisions regarding access to the school district's computers, network, the Internet, and other technology resources, the Garner-Hayfield-Ventura Community School District considers the educational mission, goals, and objectives of the district. The ability to collaborate, communicate, think critically, and be creative online and in person is now fundamental to the preparation of citizens and future employees.

The school district has the right to monitor and to place reasonable restrictions on the material accessed and/or posted through the use of its technology, network, and Internet connection by both students and staff. The school district expects that faculty will appropriately use digital tools and resources throughout the curriculum and will provide guidance, supervision, and instruction to students in their use.

The use of the school district's technology, network, and Internet access shall primarily be for educational purposes. Students and staff members shall engage only in appropriate, ethical, and legal utilization of the school district's technology, network, and Internet access. Student and staff member use of the school district's technology, network, and Internet access shall also comply with all district policies and regulations.

**CONSENT FOR STUDENT USE OF DISTRICT TECHNOLOGY RESOURCES AND INTERNET**

I give permission for my student to access the Internet and to use the GHVCSD's technology resources. I have read and understand the school district's Acceptable Use Policy or AUP (board policy 605.6R).

I recognize that although the school district has a filtering system in place and will monitor Internet activity, as well as block unacceptable websites as reviewed by faculty and network administrators, the district cannot guarantee that a student will not be able to access objectionable material on the Internet.

I accept full responsibility for my student's use of the school district's technology resources in accordance with the terms, conditions, and guidelines as stated by the district in its policies and regulations and as set out in federal and state law. I release the school district and its employees from any and all financial responsibility that may be incurred by my student's use of the district's technology resources.

I give permission for my student to use G Suite for Education Core Services (e.g. Google classroom, Gmail, Google docs) and G Suite for Education Additional Services (e.g. Google Earth, Google Maps, YouTube).

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

\_\_\_\_\_  
Parent/Guardian Signature Date \_\_\_\_\_

THIS FORM CAN BE ACCEPTED AND SIGNED VIA THE ONLINE REGISTRATION JMC PROGRAM

Approved 11-27-95 Reviewed 02-12-2018 Revised 6-08-2020

### **GHV District Technology Acceptable Use Policy (AUP)**

The District's digital resources, including Internet access, are provided for educational purposes in accordance with **Board Policy 605.6 Appropriate Use of District Technology, Network Systems, and Internet Access**. To remain eligible as a user, student uses must be in support of and consistent with the educational objectives of the Garner-Hayfield-Ventura Community School District. Users are encouraged and expected to practice good digital citizenship.

School staff and authorized network administrators monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. The District reserves the right to examine, use and disclose any data found on the school's computers, networks, and servers in order to further the health, safety, discipline, or security of any student or other person, or to protect property. The District may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Adherence to the following policy is necessary for continued access to the District's technological resources.

**Students must:**

**Respect and protect the privacy of others:**

- Use only assigned accounts
- Not view, use or copy passwords, data, or networks to which they are not authorized
- Not distribute private information, including passwords, about others or themselves

**Respect and protect the integrity, availability, and security of all electronic resources:**

- Observe all usage and network security practices, including not circumventing school filtering
- Recognize school devices and networks are primarily for educational purposes (e.g. do not participate in instant messaging/chat rooms or play non-educational games during school hours)
- Report security risks or violations to a teacher or network administrator
- Not destroy or damage data, computers, or other resources that belong to the district or to others

**Respect and protect the intellectual property of others:**

- Not infringing on copyrights (e.g. do not make illegal copies of music, games, or movies)
- Not plagiarizing

**Respect and practice the principles of good digital citizenship:**

- Communicate only in ways that are kind and respectful
- Report threatening or discomfoting materials to a teacher
- Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to bully or harass)
- Not use resources to commit acts that are criminal or violate the district's code of conduct
- Not send spam chain letters or other mass mailings
- Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project

Students who do not comply with this AUP should expect consequences for this behavior. These may include suspension of computer privileges or other action as deemed appropriate under board policy.

**Students who use their own equipment to access the District guest network are required to follow this Acceptable Use Policy.**

Approved 11-27-95 Reviewed 02-12-2018 Revised 6-08-2020

**SCHOOL DISTRICT WEB PAGE AND MOBILE APP**

The Internet is a valuable tool for communicating school happenings to students, staff, and the public. The school board authorizes the establishment of a school district web page and a school district mobile app. Only this app and web page are approved by the board and maintained in accordance with board policy and will be recognized as the official representation of the school district. The superintendent is responsible for assigning individuals to maintain the district web page and mobile app.

USE OF INFORMATION RESOURCES

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

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

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

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

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

*GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION*

## USE OF INFORMATION RESOURCES REGULATIONS

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

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

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

### Authorized Reproduction and Use of Copyrighted Material Reminders

The following are general reminders:

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

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

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

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

Approved: 9-15-2014 Reviewed: 02/12/2018 Revised:

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#### USE OF INFORMATION RESOURCES REGULATIONS

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

#### Copying Limitations

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

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable

materials such as workbooks, exercises, test booklets, answer sheets and the like.

- Employees shall not:
  - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
  - Copy or use more than nine instances of multiple copying of protected material in anyone term;
  - Copy or use more than one short work or two excerpts from works of the same author in any one term;
  - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
  - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.

#### USE OF INFORMATION RESOURCES REGULATIONS

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

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

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

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

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

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

Teachers may:

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

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

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

*GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION*

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Code No. 605.8R1

### USE OF INFORMATION RESOURCES REGULATIONS

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

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

## Recording of Copyrighted Programs

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

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

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

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

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

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

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

## USE OF INFORMATION RESOURCES REGULATIONS

- A copy of the software license agreement shall be retained by the technology director or librarian; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

### Fair Use Guidelines for Educational Multimedia

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

Educators may perform or display their own multimedia based instructional activities. These projects may be used:

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

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

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

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

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

SCHOOL DISTRICT WEB PAGE

The Internet provides a valuable learning tool for students and staff and offers another communications vehicle for informing the public about school programs and activities. The board authorizes the establishment of a school district web page. Only this web page is approved by the board and maintained in accordance with board policy will be recognized as the official representation of the school district.

The superintendent is responsible for assigning an individual responsible for maintaining the web pages.

Approved: 12-09-02

Reviewed: 02-12-2018

Revised: 9-15-2014

SHARED STUDENTS

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

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

Approved: 7-9-90 Reviewed: 02/12/2018 Revised:

CLASS SIZE AND CLASS GROUPING

It shall be within the sole discretion of the board to determine the size of classes and to determine whether class grouping shall take place. The board shall review the class sizes annually no later than the regular October meeting.

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

Approved: 7-9-90 Reviewed: 02/12/2018 Revised:

HOMEWORK

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

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

The amount of homework in grades one (1) through six (6) shall be minimal. A reasonable amount of homework is required in grades seven (7) through twelve (12). The determination of whether the amount of homework a teacher is requiring is appropriate shall rest with the superintendent.

Guidelines regarding homework for all grade levels shall be developed in conjunction with the curriculum of the educational program.

SCHOOL CEREMONIES AND OBSERVANCES

The school district shall continue school ceremonies and observances which have become a tradition and a custom to the educational program. These include, but are not limited to, reciting the Pledge of Allegiance and observing legal and seasonal holidays, including seasonal holiday programs and performances. Such ceremonies or observances shall have a secular purpose and shall not advocate or sponsor a particular religion.

Students who do not wish to participate in such observances, ceremonies, and/or performances may remain silent or receive permission from the building principal to be excused for religious reasons, in compliance with board policy.

ANIMALS IN THE CLASSROOM

With the exception of certified companion animals for students, staff, or visitors with special needs, live animals will not be allowed in the school facilities except under special circumstances, and it must be for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into the school facilities. Appropriate supervision of animals is required when animals are brought into the school 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.

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

Approved: 7-9-90 Reviewed: 02-12-2018 Revised:

STUDENT PRODUCTION OF MATERIALS AND SERVICES

Materials and services produced by students as part of the curriculum of the school district and/or at the expense of the school district shall be the property of the school district.

Materials and services produced by students during the student's own time and/or at the student's expense, except for incidental expense to the school district, shall be the property of the student.

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

STUDENT FIELD TRIPS AND EXCURSIONS

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

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

Field trips and excursions are to be arranged with the building principal well in advance. A detailed schedule and budget must be submitted by the employee. The school district will be responsible for obtaining a substitute teacher if one is needed.

SCHOOL ASSEMBLY

Building principals may authorize programs or activities in the form of a school assembly when such events contribute to the achievement of education goals of the school district. Such assemblies shall comply with the school calendar.

In authorizing a school assembly, the principal shall consider the budget of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors as the principal or superintendent deems relevant.

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

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board will provide a student guidance and counseling program. The guidance counselor will be certified with the Iowa Department of Education and hold the qualifications required by the board. The guidance and counseling program will serve grades kindergarten through twelve (12). The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and involves licensed employees.

CLASS RING DISPLAY

Annually, as a service to students and their parents, the board may provide a class ring display for students in grades ten through twelve. The service is designed to provide an opportunity to students and their parents to view class rings and accessories.

This policy does not require students and parents to purchase class rings from the vendor displaying at the school.

It shall be the responsibility of the superintendent to develop guidelines regarding the qualifications a vendor must meet to display at this event. Vendors are chosen by the principal and must meet the qualifications established by the superintendent.

ADULT EDUCATION

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

The post-high school and adult education programs shall be administered by the school district’s administrative staff. The school district facilities shall be available for these educational programs as long as they do not interfere with or disrupt the educational program or other school district activities. It shall be the responsibility of the superintendent to oversee these programs.

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

Adult educational programs shall be provided in conjunction with a local college.

COMMUNITY EDUCATION

Learning is a life-long activity and the board supports community educational programs to further this activity. The school district facilities shall be available for community educational programs as long as they do not interfere with or disrupt the educational programs or other school district activities.

*GARNER-HAYFIELD-VENTURA COMMUNITY SCHOOL BOARD OF EDUCATION*