

## EDUCATION PROGRAM

### Series 600

- 600 Goals and Objectives of the Education Program
- 601 General Organization
  - 601.1 School Calendar
  - 601.2 School Day
- 602 Curriculum Development
  - 602.1 Curriculum Development
  - 602.2 Curriculum Implementation
  - 602.3 Curriculum Evaluation
  - 602.5 Curriculum Management: The Intended Curriculum
  - 602.6 Curriculum Management: The Enacted Curriculum
  - 602.7 Curriculum Management: The Assessed Curriculum
  - 602.8 Accountability Test Integrity/Test Preparation
- 603 Instructional Curriculum
  - 603.1 Basic Instruction Program
  - 603.2 Summer School Instruction
  - 603.3 Special Education
  - 603.4 Multicultural/Gender Fair Education
  - 603.5 Health Education
  - 603.5-E1 Human Growth and Development Student Excuse Form
  - 603.6 Physical Education
  - 603.7 Career Education
  - 603.8 Teaching About Religion
  - 603.8-R1 Teaching About Religion Regulation - Religious Holidays
  - 603.9 Academic Freedom
  - 603.9-R1 Teaching Controversial Issues
  - 603.10 Global Education
  - 603.11 Citizenship
- 604 Alternative Programs
  - 604.1 Competent Private Instruction
  - 604.2 Individualized Instruction
  - 604.3 Program for Talented and Gifted Students
  - 604.4 Program for At-Risk Students
  - 604.5 Religious-Based and Exclusion from a School Program
  - 604.6 Instruction at a Post-Secondary Educational Institution
  - 604.7 Dual Enrollment

604.8 Foreign Students - Foreign Exchange Students  
604.9 Virtual/On-Line Courses

605 Instructional Materials

605.1 Instructional Materials Selection, Inspection & Reconsideration  
605.1-E1 Reconsideration of Instructional Materials  
605.1-E2 Request for Reconsideration of Instructional Materials  
605.4 Technology and Instructional Materials  
605.5 School Library  
605.6 Appropriate Use of Internet and Technological Resources  
605.6-E1 Internet Access Permission Notice to Parents  
605.6-E2 Internet Appropriate Use Violation Notice  
605.6-R1 Internet - Appropriate Use Regulation  
605.7 Use of Information Resources  
605.7-R1 Use of Information Resources Regulation

606 Instructional Arrangements

606.1 Class Size - Class Grouping  
606.2 School Ceremonies and Observances  
606.3 Animals in the Classroom  
606.4 Student Production of Materials and Services  
606.5 Student Field Trips and Excursions  
606.5-E1 Procedural Checklist - Major Trips  
606.5-E2 Request to Plan a Major Trip  
606.5-E3 Request for Approval of a Major Trip  
606.5-E4 Financial Statement of Reporting of Major Trips  
606.6 Insufficient Classroom Space

607 Instructional Services

607.1 Student Guidance and Counseling Program  
607.2 Student Health Services  
607.2-R1 Student Health Services Regulation



## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### School Calendar

Code No. 601.1

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 180 days and will 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 is for a minimum of one-hundred and eighty days in the school calendar. The academic school year for students may not begin prior to September but may begin in the week in which September 1 falls unless a waiver is obtained from the Iowa Department of Education. Should September 1 fall on a Sunday, school may begin any day during the calendar week which immediately precedes September 1. Employees may be required to report to work at the school district prior to this date.

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

The board, in its discretion, may excuse graduating seniors from up to five days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop and recommend the school calendar for 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.

Date of Adoption: 5/04/87

Dates Amended: 2/06/89 6/03/91

12/05/94 7/08/96 5/01/00 6/03/02

12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3 (2011)  
281 I.A.C. 12.2(1).

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

Series 600 - Education Program

School Day

Code No. 601.2

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

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

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of twenty-seven and one-half 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 is the responsibility of the superintendent to inform the board annually of the length of the school day.

Date of Adoption: 5/04/87

Dates Amended: 2/06/89 6/03/91

7/08/96 5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference        Iowa Code § 279.8 (2011)  
                                 281 I.A.C. 12.2(2), .2(3), .2(6).

Cross Reference:        601.1 School Calendar

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Curriculum Development

Code No. 602.1

Page 1 of 2

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

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

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

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

- Study the latest thinking, trends research and expert advice regarding the content/discipline;
  
- Study the current status of the content/discipline (what and how well students are currently learning);
  
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;

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

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

Date of Adoption: 5/04/87

Dates Amended: 4/10/89 6/03/91  
12/06/93 7/08/96 5/01/00 6/03/02  
12/05/05 11/03/08 12/05/11

Legal Reference: 20 U.S.C. § 1232h (2010)  
34 C.F.R. Pt. 98 (2010)  
Iowa Code §§ 216.9; 256.7; 279.8; 280.3-.14 (2011)  
281 I.A.C. 12.5, 8

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

Page 2 of 2

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Curriculum Implementation

Code No. 602.2

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

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

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

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

developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

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

Page 1 of 2

Code No. 602.2

- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions.

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

Date of Adoption: 12/06/93

Dates Amended: 7/08/96 5/01/00

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal References: 20 U.S.C. § 1232h (2010)  
34 C.F.R. pt. 98 (2010)  
Iowa Code §§ 216.9 256.7, 279.8, 280.3-.14 (2011)  
281 I.A.C. 12.8(1)(c)(1).

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

Page 2 of 2

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Curriculum Evaluation

Code No. 602.3

Page 1 of 2

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

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

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

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

- Identify specific purposes for assessing student learning;
  
- Develop a comprehensive assessment plan;
  
- Select/develop assessment tools and scoring procedures that are valid and reliable;
  
- Identify procedures for collecting assessment data;

- Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various sub-groups of students);

- Identify procedures for establishing at least three levels of performance (specific to the content standard and the assessment tool when appropriate) to assist in determining whether students have achieved at a satisfactory level (at least two levels describe performance that is proficient or advanced and at least one level describes students who are not yet performing at the proficient level);

- Identify procedures for using assessment information to determine long-range and annual improvement goals;

- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);

- Provide support to staff in using data to make instructional decisions;

- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);

- Define data reporting procedures;

- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;

- Verify that assessment tools measure the curriculum that is written and delivered;

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

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

Date of Adoption: 12/06/93

Dates Amended: 7/08/96 5/01/00

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal References: 20 U.S.C. § 1232h (2010)  
 34 C.F.R. pt. 98 (2010)  
 Iowa Code §§ 216.9, 256.7, 279.8, 280.3 (2011)  
 281 I.A.C. 12.8

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

Page 2 of 2

W-SR SCHOOL BOARD POLICIES

Series 600 - Education Program

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: 20 U.S.C. § 1232h (2010)  
34 C.F.R. Pt. 98 (2010)  
Iowa Code §§ 279.8, .10; 280.3 (2011)  
281 I.A.C. 12.5. .8

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

## W-SR SCHOOL BOARD POLICIES

Series 600 - Education Program

The district’s written curriculum consists of two items: 1) written planned courses; and 2) daily instructional plans. The written curriculum is an important part of the district’s curriculum management process. Efforts to manage curriculum usually focus either on curriculum design or curriculum delivery. Whenever there are problems of curriculum consistency or, conversely, whenever there is a degree of consistency in a curriculum area, teachers and administrators can point to one of two areas: 1) Curriculum design—the extent to which curriculum has been stated clearly and comprehensively in writing; and 2) Curriculum delivery to the extent to which the written curriculum is taught consistently.

There is an expectation that all courses be documented in writing, that planned courses be updated in accordance with the curriculum development cycle, that teachers have copies of planned courses and use them to develop daily instructional plans, and that administrators work with teachers to maintain internal consistency between curriculum design (the written courses) and curriculum delivery (what is actually taught).

Written courses are developed in accordance with specified criteria. Written course format includes:

- Objectives
- Content
- Instructional time
- Learning expectations
- Evaluation procedures

Instructional plans include:

- Objectives
- Activities
- Evaluation

Date of Adoption: 12/06/93

Dates Amended: 7/08/96 5/01/00

6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference:

Cross Reference:

W-SR SCHOOL BOARD POLICIES

Series 600 - Education Program

The Board has several expectations toward the teaching process. Teachers have a right to expect that their teaching efforts are part of a broad plan of quality education. There is to be assurance that teachers and their colleagues are working toward a common goal. All faculty members have a responsibility not only to contribute to the refinements of written courses of study, but also to teach those courses of study.

Curriculum guides are to serve as a framework from which a teacher will develop units of study, individual instructional plans, and approaches to instruction that will serve the students' particular needs at a particular time. The guides will be used to map the logical sequence of instruction.

The principal and Director of Educational Services will see that optimum use is made of available curriculum guides. Teachers will adhere to the guides.

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

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

- Establishing a school climate that continually affirms the worth and dignity of all students.
- Expecting that all students will perform at high levels of learning.
- Ensuring that all students experience opportunities for personal success.
- Varying the time for learning according to the needs of each student and the complexity of the task.
- Having both staff members and students take responsibility for successful learning expectations.
- Assessing current student skills.

- Analyzing the content of each objective so that instructional strategies match assessment.
- When appropriate, sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.
- Orienting students to the objective(s) to be learned.
- Initial teaching to the objective(s) that provides varied approaches, adequate practice time, and multiple opportunities for learning and success.
- Assessing student mastery of the objective(s) to determine the need for movement to a new instructional objective extension/enrichment, or correctives.
- For those who attain mastery, progressing to the next objective or offering extension/enrichment.
- For those who do not attain mastery, providing correctives and/or using different teaching strategies until expectations are attained.

The District staff-development program for teachers will reflect a research-based approach to teaching.

Date of adoption: 12/06/93

Dates Amended: 7/08/96 5/01/00

6/03/02 12/05/05 11/03/08 12/05/11

Legal References:

Cross References:

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Curriculum Management: The Assessed Curriculum

Code No. 602.7

The district staff will design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum as well as the taught curriculum.

The tested curriculum is to include the following components:

- A criterion-referenced assessment system that documents, records, reports, and awards credit for student skill attainment.
- District-level criterion-referenced tests for selected core objectives across all levels.
- A criterion-referenced information-management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation.
- Assessment strategies for teachers to diagnose and determine instructional assignments of student learning.
- An evaluation system that allows students to demonstrate and receive credit for mastery.
- An assessment approach using state/local norm-referenced tests to evaluate the status of students from a national perspective and for curriculum revision as well as program design.
- A program-evaluation component that guides curriculum redesign and instructional planning, with the learning expectations based on program graduates and the performance demands of postschool roles.
- Other alternative assessment methods as deemed appropriate.

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

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

Date of Adoption: 12/06/93

Date Amended: 7/08/96 5/01/00

6/03/02 12/05/05 11/03/08 12/05/11

Legal References:

Cross References:

## W-SR SCHOOL BOARD POLICIES

### Series 600 – Education Program

#### Accountability/Test Integrity/Test Preparation

Code No. 602.8

The Waverly-Shell Rock Community School District is committed to ensuring the integrity of the information obtained from the use of educational assessments. This policy is intended to apply to two assessments in particular; the assessment used to meet the reporting requirement under the No Child Left Behind Act and the Annual Progress Report to the Iowa Department of Education.

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

#### **APPOINTMENT OF DISTRICT TEST COORDINATOR**

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

#### **TEST PREPARATION**

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

Staff will not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test-specific curriculum content with students at any time.

#### **ADMINISTRATION OF TESTS**

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

1. Provide inappropriate test preparation such as any of the following:
  - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.

Page 1 of 2

Code No. 602.8

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

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

### **CONSEQUENCES OF POLICY VIOLATIONS**

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

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

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

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

Date of Adoption: 12/05/05

Dates Amended: 11/03/08 12/05/11

Legal Reference:

Cross Reference:

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Basic Instruction Program

Code No. 603.1

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

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

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

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

The basic instruction program of students enrolled in grades nine through twelve will include English-language arts (8 credits), social studies (6 credits), mathematics (6 credits), science (6 credits), health (1 credit), physical education (4 credits), plus 23 elective credits fine arts (3 credits), foreign language (4 credits), and vocational education (12 credits).

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: 20 U.S.C. § 1232h (2010)  
34 C.F.R. Pt. 98 (2010)  
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14 (2011)  
281 I.A.C. 12.5.

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Summer School Instruction

Code No. 603.2

Generally, only \_\_\_\_\_ will be offered during summer school.

The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision is within the discretion of the board.

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

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

Date of Adoption : 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 279.8, .11; 280.3, 282.6 (2011)

Cross Reference: 410.2 Summer School Licensed Employees  
603 Instructional Curriculum  
711.4 Summer School Program Transportation Service

# W-SR SCHOOL BOARD POLICIES

## Series 600 - Education Program

### Special Education

Code No. 603.3

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

Special education students are required to meet the requirements stated in board policy or in their IEPs for graduation. It is the responsibility of each eligible individual's resident local education agency director of special education to provide or make provisions for appropriate special education and related services.

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).  
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).  
Southeast Warren Comm. School District v. Dept. of Public Instruction,  
285 N.W.2d 173 (Iowa 1979).  
20 U.S.C. §§1400 et seq. (2010)  
34 C.F.R. Pt. 300 et seq. (2010)  
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2011)  
281 I.A.C. 41.109

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Multicultural/Gender Fair Education

Code No. 603.4

Students will have an equal opportunity for a quality education without discrimination, regardless of race, color, age (except students), religion, national origin, creed, sex, marital status, sexual orientation, gender identity, socioeconomic status, or disability in admission or access to, or treatment in, its programs, policies, and activities.

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 6/05/06

6/04/07 10/16/07 11/03/08 2/07/11 12/05/11

Legal Reference: Iowa Code §§ 216.9; 256.11 (2011)  
281 I.A.C. 12.5(8).

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Health Education

Code No. 603.5

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

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

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

Date of Adoption 5/04/87

Dates Amended: 3/13/89 6/03/91

7/08/96 5/01/00 6/03/02 12/05/05

11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (2011)  
281 I.A.C. 12.5.

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

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

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

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

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

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

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

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

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Physical Education

Code No. 603.6

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- The student has obtained a physical education waiver for a semester because the student is actively involved in an 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 from their parents.

Date of Adoption: 3/13/89

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code § 256.11 (2011)  
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities  
603 Instructional Curriculum  
W-SR SCHOOL BOARD POLICIES

Series 600 - Education Program

Career Education

Code No. 603.7

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (2011)  
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Teaching About Religion

Code No. 603.8

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code §§ 279.8; 280.6 (2011)

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

## REGULATIONS

### Series 600 - Education Program

#### Teaching About Religion - Religious Holidays

Code No. 603.8-R1

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

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

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

Expressions of belief or nonbelief initiated by individual students are permitted in composition, art forms, music, speech and debate. However, teachers may not require projects or activities which are indoctrinational or force students to contradict their personal religious beliefs or nonbeliefs.

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Academic Freedom

Code No. 603.9

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (2011)

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

## REGULATIONS

### Series 600 - Education Program

#### Teaching Controversial Issues

Code No. 603.9-R1

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

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

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

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Global Education

Code No. 603.10

Because of our growing interdependence with other nations in the world, global education is incorporated into the education program for grades kindergarten through twelve so that students have the opportunity to acquire a 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.

Date of Adoption: 4/10/89

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.11, .11A (2011)  
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development  
603 Instructional Curriculum

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Citizenship

Code No. 603.11

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

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

Date of Adoption: 3/13/89

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.11, .11A (2011)  
281 I.A.C. 12.3(8).

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Competent Private Instruction

Code No. 604.1

In the event a child of compulsory attendance age, over age six and under age sixteen, does not attend public school or an accredited nonpublic school the child must receive competent private instruction.

A parent choosing competent private instruction for a student must notify the school district prior to the first day of school on forms provided by the school district. The forms are available in the central administration office. One copy of the completed forms will be kept by the school district and another copy will be forwarded to the area education agency.

The superintendent will determine whether the completed form is in compliance with the law. Specifically, the superintendent will determine whether the individual providing the instruction is either the student's parent, guardian, legal custodian or an Iowa licensed practitioner; whether the licensed practitioner's license is appropriate for the age and grade level of the student; that the student is being instructed a minimum of one hundred and forty-eight days per year; that immunization evidence is provided for students placed under competent private instruction for the first time and that the report is timely filed.

The school district will report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

Students receiving competent private instruction are eligible to request open enrollment to another school district. Prior to the request for open enrollment, the student will request dual enrollment in the resident district. The receiving district will not bill the resident district unless the receiving district complies with the reporting requirements. If the parent, guardian or custodian fails to comply with the compulsory attendance requirements, the receiving district will notify the resident district. The resident district shall then report the noncompliance to the county attorney of the county of residence of the parent, guardian or custodian.

Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1 unless such person is properly licensed. The parent, guardian or legal custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or legal custodian chooses standardized testing and the student is dual enrolled, the school district will pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or legal custodian will reimburse the school district for the

cost of the standardized test and the administration of the standardized test. If a parent, guardian or legal custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the portfolio evaluator must be approved by the superintendent. Portfolio evaluators must hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.

Upon the request of a parent, guardian or legal custodian of a student receiving competent private instruction or upon referral of a licensed practitioner who provides instruction or instructional supervision of a student under competent private instruction, the school district will refer a student who may require special education to the area education agency, Division of Special Education, for evaluation.

Students in competent private instruction must make adequate progress. Adequate progress includes scoring at the thirtieth percentile on a standardized test or a report by the portfolio evaluator indicating adequate progress. Students who fail to make adequate progress under competent private instruction provided by the student's parent, guardian or legal custodian will attend an accredited public or nonpublic school beginning the next school year. The parent, guardian or legal custodian of a student who fails to make adequate progress may apply to the director of the Department of Education for approval of continued competent private instruction under a remediation plan.

The remediation plan is for no more than one year. Before the beginning of the school year, the student may be re-tested and if the student achieves adequate progress the student may remain in competent private instruction.

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 11/04/91

7/08/96 5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.11; 279.10, .11; 299.1-.6, .11, .15, .24, 299A (2011).  
281 I.A.C. 31.

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

Series 600 - Education Program

Individualized Instruction

Code No. 604.2

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (2011)

Cross Reference: 501.12 Pregnant Students  
604.1 Competent Private Instruction

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Program for Talented and Gifted Students

Code No. 604.3

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

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

Date of Adoption: 5/04/87

Dates Amended: 4/04/88 4/10/89

6/03/91 7/08/96 5/01/00 6/03/02

12/05/05 11/03/08 2/05/11

Legal Reference: Iowa Code §§ 257.42-.49 (2011)  
281 I.A.C. 12.5(12); 59.

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Program for At-Risk Students

Code No. 604.4

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

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

Date of Adoption: 4/10/89

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (2011)  
281 I.A.C. 12.5(13); 33; 65.

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Religious-Based and Exclusion from a School Program

Code No. 604.5

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

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

Date of Adoption: 3/13/89

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602 (1971).  
Graham v. Central Community School District of Decatur County, 608  
F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code §§ 256.11(6); 279.8 (2011)

Cross Reference: 603 Instructional Curriculum  
606.2 School Ceremonies and Observances

## Series 600 - Education Program

### Instruction at a Post-Secondary Educational Institution

Code No. 604.6

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

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

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

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

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

- the course is not religious or sectarian; and
- the course meets any other requirements set out by the board.

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

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

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

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

Date of Adoption: 11/04/91

Dates Amended: 11/02/92 9/13/93

7/08/96 5/01/00 06/03/02 12/05/0 11/03/08 12/05/11 12/05/11

Legal Reference: Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (2011)  
281 I.A.C. 12, 22.

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

Page 2 of 2

W-SR SCHOOL BOARD POLICIES

Series 600 - Education Program

Dual Enrollment

Code No. 604.7

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

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

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

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

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

Date of Adoption: 11/04/91

Dates Amended: 7/08/96 5/01/00  
6/03/02 12/05/05 11/03/08 12/05/11 12/05/11

Legal Reference: Iowa Code §§ 279.8, 299A (2011)  
281 I.A.C. 31.

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

W-SR SCHOOL BOARD POLICIES

Series 600 - Education Program

Foreign Students - Foreign Exchange Students

Code No. 604.8

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 6/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code § 279.8 (2011)

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

W-SR SCHOOL BOARD POLICIES

Series 600 – Education Program

Virtual/On-Line Courses

Code No. 604.9

The board recognizes that on-line coursework may be a good alternative for students to not only

meet graduation requirements but, also have the opportunity to take advanced or other courses not offered by the school district.

High school students may earn a maximum of 4 credits of the 23 electives to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

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

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

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

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

Date of Adoption: 12/05/05

Dates Amended: 11/03/08 12/05/11

Legal Reference: Iowa Code § 279.8 (2011)  
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use  
501.6 Student Transfers In

# W-SR SCHOOL BOARD POLICIES

## Series 600 - Education Program

### Instructional Materials Collections

Code No.605.1

#### I. Responsibility for Selection of Materials

- A. The board of directors is legally responsible for all matters relating to the operation of the Waverly-Shell Rock Community School District.
- B. For the purpose of this policy the term instructional materials means print and non-print materials which include textbooks, library media collections, and classroom materials.
- C. The responsibility for the selection and management of instructional materials is delegated to licensed employees of the school district.
- D. All principals shall review the selection and reconsideration policies with the staff annually. The staff shall be reminded that the right to challenge materials is one granted by board policy and firmly entrenched in law. They also shall be reminded of the ethical and practical considerations in attempting to handle concerns with courtesy, respect, and integrity.

#### II. Criteria for Selection of Materials

- A. The following criteria will be used as they apply.
  - 1. Materials shall support and be consistent with the general educational goals of the district and the objectives of specific courses.
  - 2. Materials shall meet high standards of quality in factual content, presentation, and currency.
  - 3. Materials shall be appropriate for the subject area and for the age, social and emotional development, ability level, culture, and socioeconomic circumstances of the students for whom the materials are selected.
  - 4. Materials shall have aesthetic, literary, and/or social value.

5. Materials shall be chosen to heighten awareness, develop understanding and foster respect for differences among groups such as gender, ethnicity, age, and ability. Materials shall realistically represent our diverse society, lifestyles, and roles.

6. Materials shall be selected to motivate individuals and staff to examine their own attitudes and to comprehend their responsibilities, rights, and privileges as participating members of society.

7. The subject matter interprets historical or modern life situations in their proper context.

8. Physical format and appearance of materials shall be suitable for their intended use.

B. The selection of materials addressing controversial issues will be directed toward maintaining a balanced collection representing various views.

### III. Responsibility for Collections

#### A. Responsibility for Library Instructional Materials

1. Selection: The teacher librarian is responsible for selection of collection materials. In selecting materials for the library media center, the teacher librarian will evaluate the existing collection and the curricula needs, and will consult reputable, professionally prepared selection aids and other appropriate sources following criteria identified in Section II.

a. Recommendations for purchase will be solicited from staff, student body, and administrators.

b. Gift materials shall be judged by the criteria in Section II and shall be accepted or rejected by those criteria.

2. Management: Managing the collection is an ongoing process which shall include new acquisitions; the replacement of damaged, lost, or worn materials; and the removal of materials outdated or no longer appropriate for the existing and ever-changing school programs. The teacher librarian will assume responsibility for the quality, quantity (within the confines of the district budget), and organization of the school library media collection.

#### B. Responsibility for Classroom Instructional Materials

1. Selection: In selecting classroom instructional materials, teachers, in conjunction with district administration, will evaluate the existing instructional materials and the curricula needs, and will consult appropriate sources for selection.

2. Management: Managing the collection is an ongoing process which shall include new acquisitions; the replacement of damaged, lost, or worn materials; and the removal of materials outdated or no longer appropriate for the existing and ever-changing school programs. The teacher will assume responsibility for the quality, quantity (within the confines of the district budget), and organization of the classroom instructional materials.

#### IV. Inspection of Instructional Materials

A. Any student, parent, district resident, or district employee may view the instructional materials used by students. All instructional materials, including teacher's manuals, multimedia and digital resources, or other 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.

B. The materials must be viewed on school district premises.

C. Copies may be obtained according to board policy.

#### V. Reconsiderations

A. Any student parent, district resident, or district employee may express concern regarding instructional materials used in the district's educational program.

##### B. Informal Review Process

1. The materials shall remain in use throughout the informal review process.

2. The school official or staff member receiving the concern regarding instructional materials shall try to resolve the issue informally.

a. The school official or staff member initially receiving a concern shall explain to the concerned party the school's selection procedure and criteria.

b. The school official or staff member initially receiving a concern shall explain the material's relevance in the educational program

and additional information regarding its use, or refer the concerned party to someone who can identify and explain the use of the material.

c. The school official or staff member receiving the concern shall advise the principal of the initial contact and where the challenged material is being used no later than the end of the following school day, and whether or not the concerned party has apparently been satisfied with the initial contact. A written record of the contact shall be maintained by the principal.

d. If the concern is not resolved informally, a formal reconsideration request form will be provided to the concerned party. Each attendance center and the school district's central office shall be responsible for making available reconsideration request forms. All formal objections to instructional materials shall be made on this form.

### C. Reconsideration Process

1. The completed reconsideration request form shall be signed by the concerned party, the appropriate certified staff, and the principal. The signed form shall be filed with the superintendent or someone designated by the superintendent.

2. Within five school days of filing the form, the superintendent or designee shall submit the formal request to the reconsideration committee for evaluation.

#### 3. The Reconsideration Committee

##### a. Composition

i. The reconsideration committee shall be made up of nine members:

\* One teacher designated by the superintendent.

\* One teacher librarian designated by the superintendent.

\* Five community members appointed by the administrative team.

Page 4 of 8

\* One high school student selected by the high school student senate.

\* One administrator representing the building where the concern originated.

ii. Committee members directly associated with the selection, use, or challenge of the material in question shall be excused from the committee. The superintendent will appoint a temporary replacement for the excused committee member. The replacement shall be of the same general qualifications of the person(s) excused.

iii. The chairperson of the committee shall be a community citizen who is not on staff in the district.

iv. The secretary shall be selected from and by the committee and will be a voting member.

b. Responsibilities

i. Meeting dates shall be made public through appropriate school and community communication venues such as the school district website and other communication methods as deemed appropriate by the superintendent and committee chairperson.

ii. The committee shall receive all completed reconsideration forms from the superintendent or designee.

c. Procedures

i. The superintendent will appoint and post the reconsideration committee members annually.

ii. The challenger and known interested parties shall be given appropriate notice of reconsideration committee meetings.

iii. The challenger shall be kept informed by the committee secretary concerning the status of the challenge throughout the reconsideration process.

Page 5 of 8

iv. The first meeting will be an information-gathering meeting. The procedure for this meeting, following the receipt of a completed reconsideration request form, shall be:

- \* Distribute copies of written request form.
- \* Give person filing request or group spokesperson an opportunity to expand on the written request.
- \* Give school representative an opportunity to share selection rationale.
- \* Distribute copies of challenged material.

v. At a second meeting, the committee may request the challenger, school representative, or other individuals with special knowledge are present to give additional information to the committee. The committee may make its decision at this second meeting.

vi. At a subsequent meeting the committee shall make its decision in open session. The committee's final decision will be to:

- (1) keep material in place;
- (2) allow students to use alternate materials, approved by school personnel involved;
- (3) limit the educational use of the challenged material; or
- (4) remove all or part of the challenged material from the total school environment.

vii. The sole criterion for the final decision shall be the appropriateness of the material for its intended educational use.

viii. The decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the staff involved in the original selection or use of the material.

Page 6 of 8

ix. Copies of the written decision and its justification shall be forwarded to the person filing the request, the appropriate attendance center(s), and the superintendent for appropriate action.

x. Requests to reconsider materials which have previously been before the committee must receive approval of a majority of the committee members before the materials will be reconsidered. Every completed reconsideration request form shall be acted upon by the committee.

xi. If not satisfied with the decision, the challenger or school representative may request that the matter be placed on the agenda of the next regularly scheduled meeting of the district's board of directors.

xii. If dissatisfied with the decision of the board of directors, the challenger or school representative may appeal to the Department of Education pursuant to state law.

xiii. Special Circumstances

\*A special meeting of the reconsideration committee may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a three-fourths vote of the committee.

\* In the event of an overload of challenges, 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 shall approximate the representation of the full committee.

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (2009).  
281 I.A.C. 12.3(12).

Cross Reference: 208 Ad Hoc Committees

505 Student Scholastic Achievement

602 Curriculum Development

605 Instructional Materials

Page 8 of 8

Code No. 605.1-E.1

#### INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to the selection of learning materials states that any student, parent, or district resident may formally challenge instructional materials used in the district's education program. This policy allows those persons in the school and the community

who are not directly involved in the selection of materials to make their own opinions known. The task of the reconsideration committee is to provide an open forum for discussion of challenged materials and to make an informed decision on the challenge. The meetings of the committee shall be subject to the open meetings law.

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

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

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

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

Page 1 of 2

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

The committee's final recommendation will be (1) to take no removal action, (2) to allow alternative materials to be used, (3) to agree on a limitation of the educational use of the materials, or (4) to remove the challenged material from the total school environment.

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

Page 2 of 2

**Request for Reconsideration of Instructional Materials**                      **Code No. 605.1-E2**

WAVERLY-SHELL ROCK COMMUNITY SCHOOLS  
1415 4<sup>th</sup> Ave SW                      Waverly, IA 50677

Please complete form and submit a copy to each of the following: Certified Staff and Building Principal.

1. Author, Publisher, or Producer: \_\_\_\_\_

2. Title: \_\_\_\_\_

3. Request Initiated by: \_\_\_\_\_

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

Address: \_\_\_\_\_

4. Request being made on behalf of (self or organization) \_\_\_\_\_
5. Have you read or viewed the entire piece? \_\_\_\_\_
6. To your knowledge, what was the purpose for which the book or material was purchased?
7. How did you become aware of this material's use in the school?
8. What do you find objectionable? Please be specific. Cite chapters, pages, etc. Use additional sheets if necessary.
9. Are you aware of any professional reviews of this material?
10. Are you aware of the district's policy regarding material selection?

Complainant Signature \_\_\_\_\_ Date \_\_\_\_\_

Certified Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Administrator Signature \_\_\_\_\_ Date \_\_\_\_\_

Reconsideration Committee Decision \_\_\_\_\_

Committee Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### INSTRUCTIONAL MATERIALS INSPECTION

Code No. 605.2

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

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

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

Date of Adoption: 4/10/89

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 12/03/07

11/03/08 12/05/11

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).  
Iowa Code §§ 279.8; 280.3, .14; 301 (2011).  
281 I.A.C. 12.3(12).

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

Series 600 - Education Program

OBJECTION TO INSTRUCTIONAL MATERIALS

Code No. 605.3

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

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

Date of Adoption: 4/10/89

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 12/03/07

11/03/08 12/05/11

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (2011).  
281 I.A.C. 12.3(12).

Cross Reference: 213 Public Participation in Board Meetings  
402.5 Public Complaints About Employees  
602 Curriculum Development  
605 Instructional Materials

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

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

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

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

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

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

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

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

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

RECONSIDERATION REQUEST FORM

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

REVIEW INITIATED BY:

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

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

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

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

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

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Date of Publication \_\_\_\_\_

MULTIMEDIA MATERIAL IF APPLICABLE:

Title \_\_\_\_\_

Producer (if known) \_\_\_\_\_

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

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self

Group or Organization

Name of group \_\_\_\_\_

Address of Group \_\_\_\_\_

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. What brought this item to your attention?

---

---

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

---

---

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

---

---

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

---

---

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

---

---

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

\_\_\_\_\_ yes                      \_\_\_\_\_ no

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

---

---

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

---

---

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

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

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

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

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

\_\_\_\_\_ No

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

SAMPLE LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL MATERIALS

Dear:

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

To help you understand the selection process, we are sending copies of the school district's:

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

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

Sincerely,

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

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

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

5. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.
6. The Reconsideration Committee
  - a. The reconsideration committee is made up of nine members.
    - (1) One teacher designated by the superintendent.
    - (2) One teacher-librarian designated by the superintendent.
    - (3) One administrator representing the building where the concern originated.
    - (4) Five members of the community appointed by the administrative team.
    - (5) One high school student selected by the high school student senate.
  - 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.
  - ii.

## RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- 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.

- 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.

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Technology and Instructional Materials

Code No. 605.4

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

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

Date of Adoption: 4/10/89

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 12/03/07

11/03/08 12/05/11

Legal Reference: Iowa Code § 279.8 (2011)  
281 I.A.C. 12.3(12), 12.5(10), .5(22).

Cross Reference: 602 Curriculum Development  
605 Instructional Materials

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### School Library

Code No. 605.5

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

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

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

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

Date of Adoption: 4/10/89

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 12/03/07

11/03/08 12/05/11

Legal Reference: Iowa Code §§ 256.7(24); 279.8; 280.14; 301 (2011)  
281 I.A.C. 12.3(11), (12)

Cross Reference: 602 Curriculum Development  
605 Instructional Materials

Series 600 - Educational Program

Appropriate Use of Internet and Technological Resources

Code No. 605.6

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable- through traditional means.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses ~~may~~ (will not/may) be issued to students. If a student already has an electronic mail address, the student (will not/may with the permission of the supervising teacher.) be permitted to use the address to send and receive mail at school.

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

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

- The standards and acceptable use of Internet services as set forth in the Internet Safety Policy;
- Student safety with regard to:
  - Safety on the Internet;
  - Appropriate behavior while on online, on social networking Web sites, and
  - In chat rooms, and
  - Cyberbullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. ~~Parents who do not want their child to have access to the Internet must notify, their child's principal in writing~~

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

Date of Adoption: 4/08/96

Dates Amended: 5/01/00 9/03/02

12/05/05 5/07/07 11/03/08 12/05/11

Legal References: Iowa Code § 279.8(2011)

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

## REGULATIONS

Series 600 - Educational Program

I. Responsibility for Internet Appropriate Use.

- A. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees.
- B. Instruction in the proper use of the Internet system will be available to employees who will then provide similar instruction to their students.
- C. Employees are expected to practice appropriate use of the Internet and violations may result in discipline up to, and including, discharge.

II. Internet Access

- A. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
- B. Employees and students will be able to access the Internet through individual student accounts and electronic mail addresses may be issued to students at this time.
  - 1. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. On a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
  - 2. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents who choose not to risk exposure to questionable material.
  - 3. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines which require efficient, ethical and legal utilization of network resources.

4. To reduce unnecessary system traffic, users may use real-time conference features such as talk/chat/Internet relay chat only as approved by supervising teacher.
5. Transmission of material, information or software in violation of any board policy or regulation is prohibited.
6. System users will perform a virus check on downloaded files to avoid spreading computer viruses.
7. The school district makes no guarantees as to the accuracy of information received on the Internet.

III. Permission to use Internet-Annually, parents will grant permission for their student to use the Internet using the prescribed form.

IV. Student Use of Internet

- A. Equal Opportunity - The Internet shall be available to all students within the school district through network access. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.
- B. On-line Etiquette.
  1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
  2. Users should adhere to on-line protocol:
    - a. Respect all copyright and license agreements.
    - b. Cite all quotes, references and sources.
    - c. Apply the same privacy, ethical and educational considerations utilized in other forms of communication and behavior.
  3. Student access for electronic mail will be through their own account. Students should adhere to the following guidelines:
    - a. Others may be able to read or access the mail so private messages should not be sent.
    - b. Delete unwanted messages immediately.
    - c. Use of objectionable language is prohibited.

- d. Always sign messages.
  - e. Always acknowledge receipt of a document or file.
- C. Restricted Material - Students will not intentionally access or download or create any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses or bullies others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of school regulations.
- D. Unauthorized Costs - If a student gains access to any service via the Internet which has a cost involved or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.

#### V. Student Violations--Consequences and Notifications.

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

1. First Violation - A verbal and written "Warning" notice will be issued to the student. The student may lose Internet access at the discretion of the supervising teacher. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.
2. Second Violation - A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges at the discretion of the principal.
3. Third Violation - A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges for the balance of the school year.

Date of Adoption: 4/08/96

Dates Amended: 5/01/00 9/03/02

12/05/05 5/07/07 11/03/08 12/05/11

## INTERNET ACCESS PERMISSION NOTICE TO PARENTS

Your child has access to the Internet. The vast domain of information contained within Internet's libraries can provide unlimited opportunities to students.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students at this time. If a student already has an electronic mail address, he/she may, with permission of the supervising teacher, be permitted to use the address to send and receive mail at school.

Students will be expected to abide by the following network etiquette:

- The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. Students will abide by the policies and procedures of these other networks.
- Students will respect all copyright and license agreements.
- Students will cite all quotes, references, and sources.
- Students will only remain on the system long enough to get needed information.
- Students will apply the same privacy, ethical and educational considerations utilized in other forms of communication.
- Student access for electronic mail will be through their own account. Students should adhere to the following guidelines:
  - a. Others may be able to read or access the mail, so private messages should not be sent.
  - b. Delete unwanted messages immediately.
  - c. Use of objectionable language is prohibited.
  - d. Always sign messages.
  - e. Always acknowledge receipt of a document or file.

- Students accessing Internet services that have a cost involved will be responsible for payment of those costs.

-----  
Please sign the form if you would like your child to be granted Internet access and return the permission form to your child's school.

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

School \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
(Parent or guardian's signature)

If you have granted your child Internet access, please have them respond to the following:

I have read the expected etiquette and agree to abide by these provisions. I understand that violation of these provisions may constitute suspension or revocation of Internet privileges.

I agree to be responsible for payment of costs incurred by accessing any Internet services that have a cost involved.

\_\_\_\_\_  
(Student signature)

If you do not want your child to have access to the Internet, you must notify, in writing, your child's principal.

INTERNET APPROPRIATE USE VIOLATION NOTICE

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

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

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

\_\_\_\_\_ First Offense:

The above student has violated the Student Internet Policy by intentionally accessing restricted material. He/she will lose Internet access for up to three weeks at the discretion of the supervising teacher.

\_\_\_\_\_ Second Offense:

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

\_\_\_\_\_ Third Offense:

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

\_\_\_\_\_  
Principal

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Use of Information Resources

Code No. 605.7

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

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

Date of Adoption: 12/03/07

Dates Amended: 11/03/08 12/05/11

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

Cross References: 605.6 Internet Appropriate Use

## 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 principal, teacher, teacher-librarian. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.

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

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

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

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

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

- A chapter from a book;
- An article from a newspaper or periodical;
- A short story, short essay or short poem; or,

- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical or newspaper.

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

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

### **Copying Limitations**

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

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.

- Employees shall not:

- Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
- Copy or use more than nine instances of multiple copying of protected material in any one term;
- Copy or use more than one short work or two excerpts from works of the same author in any one term;
- Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
- Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher's use of copyrighted material without permission of the copyright owner.
- Require other employees or students to violate the copyright law or fair use guidelines.

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

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

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

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;

Page 3 of 6  
Code No. 605.7-R1

- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided

that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;

- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

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

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

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

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

### **Recording of Copyrighted Programs**

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

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10

consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers,

and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

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

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

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

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

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

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

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

Page 5 of 6  
Code No. 605.7-R1

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

- In face-to-face instruction;

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

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

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

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

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

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

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

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

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

Date of Adoption 7/03/89

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code §§ 279.8; 280.3 (2011)

Cross Reference: 606.6 Insufficient Classroom Space

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### School Ceremonies and Observances

Code No. 606.2

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: U.S. Const. amend. I.  
Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Lemon v. Kurtzman, 403 U.S. 602, (1971).  
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).  
Iowa Code § 279.8 (2011)

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Animals in the Classroom

Code No. 606.3

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

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code § 279.8 (2011)

Cross Reference: 507 Student Health and Well-Being

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Student Production of Materials and Services

Code No. 606.4

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

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

Date of Adoption: 5/04/87

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code § 279.8 (2011)

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Student Field Trips and Excursions

Code No. 606.5

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

In authorizing field trips and excursions, the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions. Board approval will be required for field trips and excursions outside the state or which involve unusual length, expense, or fundraising. Following an out of state trip, students will present a brief report to the Board. In exceptional instances, the superintendent may approve such a trip and report mitigating circumstances for the approval to the board at the next scheduled meeting.

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

#### Major Trips

A trip is defined as major when:

- 1) the destination is outside the borders of the states contiguous to Iowa or
- 2) extensive fund-raising is required to finance the trip

When considering a major trip, the school sponsor should first review the proposed trip with the building principal, superintendent, and Board of Education. The review should include the educational value of the trip, number of students involved, projected costs, and anticipated methods of raising funds. Following consent by the Board, the sponsor may proceed with the planning of the trip with students and/or parents and community.

Formal approval by the Board of Education for a major trip must be given before the commencement of fund-raising activities by the support group or before students are required to submit any payment.

Fund raising by students shall be limited to two “direct-sell” activities, approved by the building principal. Support groups shall not use students in “direct-sell” activities for funding a major trip. Support groups are encouraged to limit student participation in their fund-raising activities. Fund-raising activities by support groups which utilize students must have board approval (606.5-E2,3).

Upon return, a written report shall be filed by the sponsor and shall include:

- 1) a summary of the trip’s activities
- 2) the educational value gained and methods of integrating with the curriculum
- 3) a financial report, itemizing all receipts and expenses. The collection and expending of all funds shall comply with 704.1 Local-State-Federal-Miscellaneous Revenue and 402.4 Gifts to Employees.

A trip shall be defined as a school trip when:

- 1) it is considered an extension of classroom learning
- 2) students are encouraged or invited to participate as part of a classroom or club activity
- 3) funds are raised through school club or student activities

Trips determined not to be school trips shall clearly state such on information distributed to students and/or parents.

Date of Adoption: 5/04/87

Dates Amended : 12/03/90 6/03/91

12/07/92 7/08/96 5/01/00 9/03/02

12/05/05 11/03/08 12/05/11 6/4/12

Legal Reference: 390 C.F.R. Pt. 390.3(f) (2010)  
Iowa Code § 279.8 (2011)  
281 I.A.C. 43.9.

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

PROCEDURAL CHECKLIST  
MAJOR TRIPS

When considering a trip, a determination must be made whether the trip is a major one by answering affirmative to the following two questions:

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Is the destination outside the borders of the states contiguous to Iowa or outside the United States?

\_\_\_\_\_ Yes    \_\_\_\_\_ No    Is extensive fund raising required to finance the trip?

If determined to be a major trip, the school sponsor must first review the proposed trip with the building principal, superintendent and Board of Education. This must be done prior to planning with students, parents, or community.

\_\_\_\_\_ Date reviewed with principal

\_\_\_\_\_ Date reviewed with superintendent

\_\_\_\_\_ Date reviewed with Board of Education

\_\_\_\_\_ Date of final approval of Board of Education

\_\_\_\_\_ Date financial statement was submitted to superintendent

REQUEST TO PLAN A  
MAJOR TRIP

This initial request must be completed and filed with the superintendent before it can be placed on the board agenda (due no later than the 20th of the month preceding the next regular meeting).

Sponsor:

Destination:

Purpose of Trip:

Educational Value:

Proposed Activities:

Number of Students:

Average Cost Per Student:

- a. personal \_\_\_\_\_
- b. school fund raising \_\_\_\_\_
- c. support group fund raising \_\_\_\_\_

Anticipated Methods of Student Fund Raising:

Anticipated Methods of Support Group Fund Raising: (Indicate which activities will involve students.)

REQUEST FOR APPROVAL OF A  
MAJOR TRIP

Formal approval by the Board of Education for a major trip must be given before the commencement of fund-raising activities by the support group or before students are required to submit any payment.

This request must be completed and filed with the superintendent before it can be placed on the board agenda. It is due no later than the 20th of the month preceding the next regular meeting.

\* \* \* \* \*

Sponsor:  
Destination:  
Date of departure:  
Date of return:  
Final itinerary:

Number of students:  
Number of chaperones:  
Method of transportation:

Total trip costs per student:  
a. transportation  
b. meals:  
c. lodging:  
d. incidentals:  
e. other (specify):

Fund-raising activities by students:  
(fund raising by students is limited to two activities and must have approval of principal)

Fund-raising activities by support group: (Indicate which activities will involve students.)



## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Insufficient Classroom Space

Code No. 606.6

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

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

Date of Adoption: 7/03/89

Dates Amended: 6/03/91 7/08/96

5/01/00 9/03/02 12/05/05 11/03/08 12/05/11

Legal Reference: Iowa Code § 282.18(13) (2011)  
281 I.A.C. 17.6(3).

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Student Guidance and Counseling Program

Code No. 607.1

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

Date of Adoption: 5/04/87

Dates Amended: 4/10/89 6/03/91

7/08/96 5/01/00 9/03/02 12/05/05

11/03/08 12/05/11

Legal Reference: Iowa Code §280.14 § 622.10 (2011)  
281 I.A.C. 12.3(11).

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

## W-SR SCHOOL BOARD POLICIES

### Series 600 - Education Program

#### Student Health Services

Code No. 607.2

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

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

Date of Adoption: 5/04/87

Dates Amended: 3/13/89 6/03/91

7/08/96 5/01/00 9/03/02 12/05/05

11/03/08 12/05/11

Legal Reference: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2004).  
42 U.S.C. §§ 12101 et seq. (2010)  
20 U.S.C. 1232g § 1400 6301 et seq. (2010)  
29 U.S.C. § 794(a) (2010)  
28 C.F.R. 35  
34 C.F.R. pt. 99, 104, 200, 300 et seq. (2010)  
Iowa Code §§ 22.7, 139A.3 .8, .21; 143.1, 152, 256.7(24), .11,  
280.23 (2011)  
281. I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.405  
282 I.A.C. 15.3(14); 22.  
641 I.A.C. 7.  
655 I.A.C. 6, 6.3(1), 6.3(6), 6.6(1), 7.

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

# REGULATIONS

## Series 600 – Educational Program

### Student Health Services Regulation

Code No. 607.2-R1

#### Student Health Services Administrative Regulations

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

Supports to improve student achievement include:

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

Components provided within a coordinated school health program include:

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

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

#### **Student Health Services Essential Functions**

- A. Identify student health needs:
  1. Provide individual initial and annual health assessments
  2. Provide needed health screenings
  3. Maintain and update confidential health records
  4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws
  
- B. Facilitate student access to physical and mental health services:
  1. Link students to community resources and monitor follow through

2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
  3. Encourage appropriate use of health care
- C. Provide for student health needs related to educational achievement:
1. Manage chronic and acute illnesses
  2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel
  3. Develop, implement, evaluate, and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individuals with Disabilities Education Act (IDEA), Rehabilitation Act (Section 504), and American with Disabilities Act (ADA)
  4. Provide urgent and emergency care for individual and group illness and injury
  5. Prevent and control communicable disease and monitor immunizations
  6. Promote optimal mental health
  7. Promote a safe school facility and a safe school environment
  8. Participate in and attend team meetings as a team member and health consultant
- D. Promote student health, well-being, and safety to foster healthy living:
1. Provide developmentally appropriate health education and health counseling for individuals and groups
  2. Encourage injury and disease prevention practices
  3. Promote personal and public health practices
  4. Provide health promotion and injury and disease prevention education
- E. Plan and develop the student health services program collaboratively with the superintendent, school nurse, and school health team:
1. Gather and interpret data to evaluate needs and performance
  2. Establish health advisory council and school health team
  3. Develop health procedures and guidelines
  4. Collaborate with staff, families, and community
  5. Maintain and update confidential student school health records
  6. Coordinate program with all school health components
  7. Coordinate with school improvement
  8. Evaluate and revise the health service program to meet changing needs
  9. Organize scheduling and direct health services staff
  10. Develop student health services annual status report
  11. Coordinate information and program delivery within the school and between school and major constituents

12. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
13. Provide for professional development for school health services staff

**Expanded Health Services**

These additional health services address learning barriers and the lack of access to health care. Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.