

Educational Program

The educational program is the entire offering of the district, including out of class activities and the sequence of subjects and activities. It is also referred to as the program of studies and activities.

Curriculum

The curriculum is all the pupil experiences that take place under the guidance of the district. It describes both the school experiences of an individual pupil and the arrangement of a cluster of courses to be taken by groups of pupils having a common objective.

Unit

A unit is a course which meets one of the following criteria:

1. It is taught for at least 200 minutes per week for 36 weeks;
2. It is taught for the equivalent of 120 hours of instruction; or
3. It is an equated requirement as a part of an innovative program.

Fractional units may be calculated in a manner consistent with this standard.

Multiple courses taught at the same time in a single classroom by one teacher cannot be counted as more than one unit with the exception of the second and third year of a foreign language.

Credit

A student shall receive a credit or a partial credit upon successful completion of a unit of study. The board may award credit on a performance basis through the administration of an examination, provided the examination covers the content ordinarily included in the regular unit of study. Students wishing to receive credit by testing must have the approval of the superintendent prior to taking the test. Testing for credit may only be utilized prior to the offering of the unit.

Subject Offering

A subject shall be regarded as offered when the teacher of the subject has met the approval standards of the state board of education for that subject, instructional materials and facilities have been provided and pupils have been informed, based on their aptitudes, interests and abilities, about the possible values of the subject.

A subject shall be regarded as taught only when pupils are instructed in it in accordance with all applicable standards. Required subjects shall be made available during the official school day.

Approved: 1967

Reviewed and Amended: 4/13/93; 10/26/99; 9/25/06; 12/22/08; 2/24/14

The education program of the Monticello Community School District revolves around a philosophy of equal educational opportunities and non-discrimination in educational programs and activities. The educational objectives outlined in the board of director's policies are the means whereby the district shall achieve its philosophy. Students will have an equal opportunity for a quality education without discrimination, regardless of their sex, race, color, national origin, religion, creed, age (except for permitting/prohibiting students to engage in certain activities), marital/parental status, sexual orientation, gender identity, genetic information, disability or socioeconomic status.

The education program is free of discrimination and provides equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contribution of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background, to society. Special emphasis is placed on the contributions and perspectives of Asian-Americans, African-Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

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

Approved: 03/15/04

Reviewed: 12/22/08

Revised: 09/25/06; 2/24/14

The district's academic calendar shall accommodate the education program of the district. The calendar shall be for a minimum of one-hundred and ninety-five (195) days and include, but not be limited to, the days for student instruction, staff development and in-service, and time for teacher conferences.

The academic school year for students is a minimum of one-hundred and eighty (180) days or 1080 hours in the school calendar. The academic school year for students may not begin prior to the week in which September 1st falls unless a waiver is obtained from the Iowa Department of Education. Should September 1st fall on a Sunday, school may begin any day during the calendar week which immediately precedes September 1st. Employees may be required to report to work at the district prior to this date.

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

The board, in its discretion, may excuse graduating seniors from up to five (5) days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually. The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program.

Approved: 1967

Reviewed and Amended: 09/18/85; 04/24/89; 04/13/93; 10/26/99; 03/08/04; 09/25/06; 12/22/08; 2/24/14

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

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

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of 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.

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. Schedule revisions and changes in time allotments due to weather or other emergencies will be made by the proper administrative authority with the approval of the superintendent.

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

Approved: 1967

Reviewed and Amended: 04/13/93; 10/26/99; 09/25/06; 12/22/08; 2/24/14

The basic instructional program shall include the courses required for each grade level by the State Department of Education. The instructional approach will be one that is multicultural and gender fair without regard to race, creed, color, gender, national origin, religion, age, marital status, veteran status, gender identity, sexual orientation or disability

The program of instruction for the pre-kindergarten program is designed to help children to work and play with others, to express themselves, to learn to use and manage their bodies, and to extend their interests and understanding of the world about them.

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

The basic instruction program of students enrolled in grades one (1) through six (6) shall include English-language arts; social studies; mathematics; science; health; physical education; traffic safety; music; and visual art. Each of these subjects' fields shall insofar as practical embrace in the materials used, and in the teaching procedures employed, instruction in study and work habits, library usage, safety, thrift, conservation, health and hygiene, citizenship, the establishment of purpose, and the development of character and morality. Provision shall be made for the inculcation of ideals of group and individual behavior, and to this end organized play, intramural sports and games, hobby groups, and other organized student activities shall be fostered.

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

The basic instruction program of students enrolled in grades nine (9) through twelve (12) shall include, at a minimum, the following courses:

- (a) English-language arts for six (6) units;
- (b) social studies for five (5) units;
- (c) mathematics for six (6) units (four (4) sequential units of which shall include the following: algebra, geometry, algebra II, statistics, probability, and discrete mathematics, and two (2) additional units);
- (d) science for five (5) units;
- (e) health for one (1) unit;
- (f) physical education for one (1) unit;
- (g) fine arts for three (3) units;

(h) foreign language for four (4) units; and

(i) vocational education, twelve (12) units (three (3) units in at least four of the six following service areas: agricultural education, business and office education, health occupations education, home economics education, industrial education, and marketing education).

The specific courses shall include instruction in the subjects for college preparatory, comprehensive, and vocational training approved annually by the board.

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

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

Approved: 1967

Reviewed and Amended: 12/13/76, 2/11/80, 4/24/89/ 4/13/93, 10/26/99, 09/25/06, 12/22/08, 2/24/14

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one (21), or to maximum age allowable in accordance with the law.

Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. Students requiring special education shall be placed in the least restrictive environment possible appropriate to the needs of each individual student.

The appropriate education for each student is written in the student's Individualized Education Program (IEP). Special education students are required to meet the requirements stated in board policy or in their IEPs for graduation.

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

Children from birth through age two (2) and children age three (3) through age five (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.

Approved: 02/14/96

Reviewed: 04/24/89; 04/13/93; 10/26/99, 12/22/08

Revised: 03/15/04; 09/25/06; 3/23/09; 2/24/14

Policy Title: **Instruction for Students at Risk**

Policy #602.3

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

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

Approved: 4/24/89

Reviewed and Amended: 4/13/92; 10/26/99; 09/25/06; 12/22/08; 2/24/14

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

Identification of LEP Students

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

Assessment of LEP Students

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

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

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

Student Placement

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

Language Instruction Programs

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

Program Goals

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

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

Design a Program

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

ESL Teacher/Tutor

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

Reassessment of Student

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

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

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

Evaluation of Program

The program itself is evaluated at the end of the year by the ESL teacher, building principals and ESL administrative program liaison, with input from various client groups.

Approved: 2/24/14

Reviewed and Amended:

Policy Title: **Instruction for Talented and Gifted Students**

Policy #602.5

The board recognizes some students require programming beyond the regular education program. The board will identify students with special abilities and provide educational programming. It is the responsibility of the superintendent and/or designee to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees.

Approved: 4/24/89

Reviewed and Amended: 4/13/93, 10/26/99, 09/25/06; 12/22/08; 2/24/14

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 at postsecondary educational institutions. The student may receive academic and/or vocational-technical credits through an agreement between the district and a post-secondary educational institution or with the board's approval on a case-by-case basis.

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

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

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

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

Students in grades nine and ten who are in the talented and gifted program and students in grades eleven and twelve who take courses, other than courses taken under an agreement between the District and the postsecondary educational institution and/or approved by the Board, are responsible for tuition, transportation to and from the location where the course is being offered, and other costs directly related to taking any postsecondary education course. The students and/or

their parents shall not receive reimbursement for tuition, transportation or other expenses. Students who take courses during the summer months when school is not in session are responsible for tuition, transportation to and from the location where the course is being offered, and other costs directly related to taking any postsecondary education course.

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

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

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

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

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

The superintendent or designee 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 or designee will also be responsible for developing the appropriate forms and procedures for implementing this policy.

Approved: 09/25/06

Reviewed and Amended: 12/22/08; 2/24/14

General Information

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

Guidelines

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

1. You must notify the school district of your intent to enroll in a postsecondary enrollment course at registration time. You may do this by indicating your intent to enroll in these courses on the registration forms distributed in February each year.
2. You must first complete the Monticello School District Application Form, including obtaining the required signatures, and return it to the guidance office.
3. All requests for postsecondary enrollment must be approved by the superintendent and/or building principal PRIOR to enrollment.
4. Upon receiving approval on the district's Application Form, you should fill out the Notice of Student Registration Form.
5. To be eligible for postsecondary enrollment, a course must;
 - a. Be nonsectarian;
 - b. Not be comparable to courses offered here at the district (comparable courses are is determined at the discretion of administration and generally means that the content of a course provided to a high school student for postsecondary credit consists of substantially the same concepts and skills as the content of a course provided by the school district);
 - c. Be credit-bearing course that leads to an educational degree;
 - d. Be in the disciplines of mathematics, science, social sciences, humanities and vocational-technical education; and
6. If a course is approved, the school district will pay a maximum of \$250 per course and you

will not pay for tuition unless you fail to successfully complete the course, as outlined in board policy. If a course is not approved, it may be possible for you to take the course at your own expense. These situations will be handled on a case by case basis.

7. If a student fails any course at a post-secondary educational institution and fails to receive credit for any course at a post-secondary educational institution, the district is not required to pay for and/or reimburse the student/family for any costs associated with the postsecondary educational course, except as outlined in the district's policy regarding the postsecondary enrollment option.
8. A student may take a course in the summer, but the school district is not required to pay for and/or reimburse the student/family for any costs associated with the postsecondary educational course.
9. Transportation costs for attending a postsecondary educational course are the sole responsibility of the student/family.
10. All courses approved and paid for by the district, and those courses approved by the district and paid for by the student/family will:
 - a. Be recorded on the official student transcript, including the letter grade granted by the postsecondary educational institution or the pass-fail indication granted by the postsecondary educational institution.
 - b. Be included in figuring class rank, including valedictorian and salutatorian status, and GPA at Monticello High School.
 - c. Be given graduation credit, as determined by the board. Typically, a three (3) or four (4) semester hour postsecondary course will be awarded one (1) graduation credit at Monticello High School.

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

Approved: 2/24/14

Reviewed and Amended:

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

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

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

For _____ school year, I am agreeing to participate in the following postsecondary educational courses:

Course _____

Course _____

Course _____

Course _____

Student Signature & Date

Parent Signature & Date

Please return this to guidance counselor as soon as possible.

Approved: 2/24/14

Reviewed and Amended:

Policy Title: **Global Education**

Policy # 602.7

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

Approved: 4/24/89

Reviewed and Amended: 4/13/93; 10/26/99; 09/25/06; 12/22/08; 2/24/14

Policy Title: **Career Education**

Policy # 602.8

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 the awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in person decision-making, and experiences of integrating work values and work skills into their lives.

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

Approved: 6/13/89

Reviewed and Amended: 7/12/93; 10/26/99; 09/25/06; 12/22/08; 2/24/14

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

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

Students in grades nine (9) through twelve (12) may be excused from physical education courses if they have been approved through the physical education waiver program, as more fully described in the Monticello High School Student Handbook.

Approved: 4/24/89

Reviewed and Amended: 4/13/93, 10/26/99; 09/25/06; 12/22/08; 2/24/14

Students in grade levels one (1) through twelve (12) shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health, safety and survival skills; consumer health; family life; human growth and development; substance use 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, including characteristics of communicable diseases, as required by Iowa law. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

Health education instruction is adapted at each grade level to be age-appropriate and to aid understanding by the students.

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

Approved: 4/24/89

Reviewed and Amended: 12/17/90; 4/13/93; 10/26/99; 09/25/06; 12/22/08; 2/24/14

Student Name: _____

Grade: _____

Parent/Guardian Name: _____

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

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

Signed: _____
(Parent or Guardian)

Date: _____

Signed: _____
(School Administrator)

Date: _____

Approved: 2/24/14

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

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

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

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

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

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

Approved: 1967; 09/25/06

Reviewed and Amended: 2/9/81, 7/12/93, 10/26/99, 09/25/06; 12/22/08; 2/24/14

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

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

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

Approved: 09/25/06

Reviewed: 12/22/08

Revised: 2/24/14

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

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

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

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

Approved: 09/25/06

Reviewed: 12/22/08

Revised: 2/24/14

Policy Title: **Religious Based Exclusion from School Program or Activity** Policy #602.13

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent in writing. Parents may request to have their child excluded from a school program or activity because of religious beliefs if:

- The objection is based on legitimately held religious beliefs;
- The objection states which activities or studies violate their religious beliefs;
- The objection states why these activities or studies violate their religious beliefs; and
- The objection states a proposed alternate activity or study.

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.

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, availability of staff to supervise a student who wishes to be excluded, the availability of space to house the student while the student is excluded, the availability of a superintendent-approved alternative course of study or activity while the student is excluded, the number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, whether the program or activity is required for promotion to the next grade level or for graduation, and applicable state and federal law.

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

Approved: 4/24/89

Reviewed and Amended: 7/12/93; 10/26/99; 09/25/06; 12/22/08; 2/24/14

Policy Title: **Academic Freedom**

Policy #602.14

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 for 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.

Approved: 09/25/06

Reviewed: 12/22/08; 2/24/14

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. The 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 learning for our students.
- Increases the probability that students will acquire the desired knowledge, skills and dispositions and that our schools will be successful in providing appropriate teaming experiences.
- Facilitates communication and coordination.
- Improves classroom instruction.

A curriculum development framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will at a minimum, describe the processes and procedures for the following curriculum development activities to:

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

The superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. The superintendent shall also keep the board apprised of necessary curriculum revisions, progress or each content area related to curriculum development activities, and to make recommendations to the board.

Approved: 1967

Reviewed: 04/24/89; 04/13/93; 10/26/99; 12/22/08

Revised: 03/15/04; 09/25/06; 2/24/14

Policy Title: **Curriculum Adoption**

Policy #603.2

Curriculum of the district must be approved by the board. The board shall consider the changes to existing curriculum or the introduction of new curriculum that is recommended by the superintendent or by a committee established for the purpose of making a recommendation to the board on curriculum.

The board may authorize the use of curriculum guides when it adopts curriculum. Such guides will be used when, in the opinion of the superintendent, they will be of assistance to the instructional program and will provide a consistent approach in the instructional program.

Approved: 4/24/89

Reviewed and Amended: 11/25/75; 4/13/93, 10/26/99; 09/25/06; 12/22/08; 2/24/14

Curriculum implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes 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.

A curriculum implementation framework will describe the processes and procedures that will be followed to assist all staff in developing the knowledge and skills necessary to successfully implement the developed curriculum in each content area. This framework will, at a minimum, describe the processes and procedures for the following curriculum implementation activities to:

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

The superintendent is responsible for curriculum implementation and for determining the most effective way of providing organized assistance and monitoring the level of implementation. The superintendent shall also keep the board apprised of curriculum implementation activities, progress of each content area related to curriculum implementation activities, and make recommendations to the board.

Approved: 3/15/04

Reviewed: 12/22/08

Revised: 09/25/06; 2/24/14

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students need to know, understand and be able to do. It refers to the full range of information gathered to evaluate and 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.

A curriculum evaluation 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 of students 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 conclusion about student learning;
- Identify roles and responsibilities of key groups
- Involve staff, parents, students, and community members in curriculum evaluation; and

- Ensure participation of eligible students receiving special education services in district-wide assessments.

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. The superintendent shall also keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and make recommendations to the board.

Approved: 03/15/04

Reviewed: 12/22/08

Revised: 09/25/06; 2/24/14

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

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

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

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

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

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

Approved: 3/12/93

Reviewed and Amended: 2/24/14

- I. Responsibility for Selection of Instructional Materials
 - A. The Board is responsible for matters relating to the operation of the Monticello Community School District.
 - B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system. For the purpose of this rule the term “instructional materials” includes printed and non-printed materials (not equipment), whether considered classroom materials or media center materials.
 - C. While selection of materials may involve many people including principals, teachers, students, parents, community members and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees. For the purpose of this rule the term “media specialist” includes librarians, school media specialists or other appropriately licensed persons responsible for selection.
 - D. Responsibility for coordinating the selection of materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule, the term “materials” includes textbooks and other printed and non-printed material provided in multiple copies for use of a total class or a segment of a class.
 - E. If the Board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee is formed and appointed in compliance with the Board policy.
 - 1. The superintendent will inform the committee as to their role and responsibility in the process.
 - 2. The following statement will be provided to the ad hoc committee members:

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

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

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

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.”
- II. Material selected for use in media centers and classrooms shall meet the following guidelines:
 - A. Religion – Material shall represent the major religions in a factual, unbiased

manner. The primary source material of the major religions shall be considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, shall not be included in the school media centers or classrooms.

- B. Racism – Material shall present a diversity of race, custom, culture, and belief as a positive aspect of the nation’s heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual.
- C. Sexism – Material shall reflect sensitivity to the needs, rights, traits, lifestyles and aspirations of men and women without preference or bias.
- D. Age – Material shall recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
- E. Ideology – Material shall present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material shall not be selected with the intention to sway reader judgment and shall be related to the maturity level of the intended audience.
- F. Profanity and Sex – Material shall be subjected to a test of literary merit and reality by the media specialists and licensed employees who will take into consideration their reading of public and community standards of morality.
- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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

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

III. Procedure for Selection

- A. Material purchased for media centers and classrooms shall be recommended for purchase by licensed employees in consultation with administrative staff, school library staff, students or an ad hoc committee as appointed by the Board. The material recommended for purchase shall be approved by the appropriate building administrator.
 - 1. The materials selected shall support stated objectives and goals of the school district. Specifically, the goals are:
 - a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students’ skills and resourcefulness in the use of media centers and learning resources;
 - c. To effectively guide and counsel students in the selection and use

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

- d. Language -
 - 1. Vocabulary –
 - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
 - b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
 - 2. Compatible to the reading level of the student for whom it is intended.
- e. Format -
 - 1. Book –
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well spaced;
 - d. Adequate margins;
 - e. Firmly bound; and,
 - f. Cost.
 - 2. Non-book, including software and electronically available materials –
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
 - 3. Illustrations of book and non-book materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and non-segregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
 - 4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
- f. Special Features -
 - 1. Bibliographies.
 - 2. Glossary.
 - 3. Current charts, maps, etc.
 - 4. Visual aids.
 - 5. Index.
 - 6. Special activities to stimulate and challenge students.
 - 7. Provide a variety of learning skills.

- g. Potential use:
 1. Will it meet the requirement of reference work?
 2. Will it help students with personal problems and adjustments?
 3. Will it serve as a source of information for teachers and librarians?
 4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, and sexual stereotypes?
 5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
 6. Will it help students and teachers keep abreast of and understand current events?
 7. Will it foster and develop hobbies and special interests?
 8. Will it help develop aesthetic tastes and appreciation?
 9. Will it serve the needs of students with special needs?
 10. Does it inspire learning?
 11. Is it relevant to the subject?
 12. Will it stimulate a student's interest?
- 4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.
- 5. In order to provide a current, highly usable collection of materials, teacher-librarians will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of reviewing and eliminating instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

Approved: 01/26/99

Reviewed and Amended: 2/24/14

Policy Title: **Inspection of Instructional Materials**

Policy #604.2

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, CDs/DVDs/ Online content 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.

Approved: 09/25/06

Reviewed and Amended: 12/22/08; 2/24/14

Policy Title: **Objection to and Reconsideration of Instructional Materials** Policy # 604.3

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.

Approved: 09/25/06

Reviewed: 12/22/08; 2/24/14

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

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

throughout the reconsideration process. The individual filing the challenge and known interested parties is given appropriate notice of meetings.

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

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

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

Approved: 2/24/14

Reviewed and Amended:

Policy Title: **Objection to and Reconsideration of Instructional Materials Request Form**

Policy # 604.3E1

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

REVIEW INITIATED BY: DATE: _____

Name _____

Address _____

City/State _____ Zip Code _____ Telephone _____

School(s) in which item is used _____

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

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

MULTIMEDIA MATERIAL IF APPLICABLE:

Title _____

Producer (if known) _____

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

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self Group or Organization

Name of Group or Organization _____

Address of Group or Organization _____

1. What brought this item to your attention?

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?

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 _____

Signature

Dated

Approved: 09/25/06

Reviewed and Amended: 12/22/08; 2/24/14

Policy Title: **Objection to and Reconsideration of Instructional**
Sample Letter Response to Request

Policy # 604.3E2

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,

Approved: 09/25/06

Reviewed and Amended: 2/24/14

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 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 district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for district staff to violate copyright requirements in order to perform their duties properly. The 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, or teacher-librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

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

Approved: 01/26/09

Reviewed:

Revised: 2/24/14

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

General Reminders:

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

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

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

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

- 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;
- 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 or librarian or the subscription database, e.g. united streaming.

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 ten (10) consecutive school days, excluding scheduled interruptions, in the forty-five (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 (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (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 ten (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 and librarian; and
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.

Fair Use Guidelines for Educational Multimedia

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

Educators may perform or display their own multimedia 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 (2) years, after that permission must be requested and received.

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

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No

- alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more than five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

Fair use does not include posting a student or teacher's work on the Internet if it includes portions of copyrighted materials. Permission to copy 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.

Approved: 1/26/09

Reviewed and Amended: 2/24/14

Policy Title: **Production of Materials and Services**
 by Students and Employees

Policy #604.5

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.

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

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

Approved: 09/25/06

Reviewed and Amended: 12/22/08; 2/24/14

The board is committed to making available to students and staff members access to a wide range of electronic learning facilities, technology (including, but not limited to, computers, tablets, and hand held devices), equipment and software, network systems, and the internet. The goal in providing this technology and access is to support the educational objectives and mission of the school district and to promote resource sharing, innovation, problem solving, and communication. The district's technology, network and/or internet connection is not a public access service or a public forum. The district has the right to place reasonable restrictions on the material accessed and/or posted through the use of its technology, network and/or internet connection, including the use of personal technology brought into the district by students and staff and the ability of students and staff to access the district's network systems and internet access using personal technology.

The district's technology, network systems, and internet access shall be available to all students and staff within the district. However, access is a privilege, not a right. Each student and staff member must have a signed acceptable use agreement on file prior to having access to and using the district's technology, network and the internet. The amount of time and type of access available for each student and staff member may be limited by the district's technology and the demands for the use of the district's technology. Even if students have not been given access to and/or use of the district's technology, network and the internet, they may still be exposed to information from the district's technology, network and/or the internet in guided curricular activities at the discretion of their teachers.

Every item of technology in the district having internet access shall not be operated unless internet access from the item of technology is subject to a technology protection measure (i.e. filtering software). The technology protection measure employed by the district shall be designed and operated with the intent to ensure that students are not accessing inappropriate sites that have visual depictions that include obscenity, child pornography or are otherwise harmful to minors. The technology protection measure may only be disabled for an adult's use if such use is for bona fide research or other lawful purposes.

The technology coordinator may close a user account at any time as required and administrators, faculty, and staff may request the technology coordinator to deny, revoke or suspend user accounts. Any user identified as a security risk or having a history of problems with technology and/or network systems may be denied access to the district's technology, network systems and the internet. Students and staff members will be instructed by the district's technology coordinator or other appropriate personnel on the appropriate use of the district's technology, network and the internet.

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

district policies and regulations.

The following rules provide guidance to students and staff for the appropriate use of the district's technology, network and internet access. Inappropriate use and/or access will result in the restriction and/or termination of the privilege of access to and use of the district's technology, network and internet access and may result in further discipline for students up to and including expulsion and/or other legal action and may result in further discipline for staff members up to and including termination of employment and/or other legal action. The district's administration will determine what constitutes inappropriate use and their decision will be final.

Inappropriate use of the district's technology, network and internet access includes, but is not limited to a violation of the following rules:

- Do not make or disseminate offensive or harassing statements or use offensive or harassing language including disparagement of others based on age, color, creed, national origin, race, religion, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status.
- Do not swear, use vulgarities or any other inappropriate language. Be polite and follow the same privacy, ethical, educational, and other considerations observed regarding other forms of communication.
- Do not access, create or disseminate any material that is obscene, libelous, indecent, vulgar, profane or lewd; any material regarding products or services that are inappropriate for minors including products or services that the possession and/or use of by minors is prohibited by law; any material that constitutes insulting or fighting words, the very expression of which injures or harasses others; and/or any material that presents a clear and present likelihood that, either because of its content or the manner of distribution, 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 will cause the violation of lawful school regulations.
- Do not disseminate or solicit sexually oriented messages or images.
- Do not transmit your credit card information or other personal identification information, including your home address or telephone number from any district item of technology without prior permission from the building principal, the superintendent or other appropriate personnel.
- Do not publish personal or private information about yourself or others on the internet without prior written permission.
- Do not repost a message that was sent to you privately without permission of the person who sent the message. If any information is to be provided regarding students, it should be limited to the student's first name and the initial of the student's last name only.
- Do not arrange or agree to meet with someone met online.
- Do not use the district's technology and/or network systems to participate in illegal activities and/or activities that are inappropriate for the workplace, including, but not limited to, gambling, fraud, and pornography.
- Do not subscribe to or access listservs, bulletin boards, online services, e-mail services, social networking sites (i.e., myspace, facebook, twitter) or other similar services without

prior permission from the technology coordinator or other appropriate personnel.

-Do not use, possess or attempt to make or distribute illegal/unauthorized copies of software or other digital media. Illegal/unauthorized software or other digital media means any software or other digital media that has been downloaded or copied or is otherwise in the user's possession or being used without the appropriate registration and/or license for the software or in violation of any applicable trademarks and/or copyrights, including the payment of any fees to the owner of the software or other digital media.

-Do not alter, modify, corrupt or harm in any way the software stored on the district's technology or network systems. Do not install any software on the hard drive of any district technology or on the district's network systems or run any personal software from either floppy disk, CD-ROM, DVD, flash drives or other storage media or alter or modify any data files stored on the district's technology or network systems without prior permission and/or supervision from the technology coordinator or other appropriate personnel.

-Do not download any programs or files from the internet without prior permission from the district's technology coordinator or other appropriate personnel. Any programs or files downloaded from the internet shall be strictly limited only to those that you have received permission from the technology coordinator or other appropriate personnel to download.

-Do not use any encryption software from any access point within the district.

-Do not access the internet from a district item of technology using a non-district internet account.

-Do not share personal user account information with anyone. Each user shall change his/her personal user account passwords at least once every ninety (90) days. Do not share any personal user account passwords with anyone or leave your account open or unattended. Every user shall utilize a 'screensaver' and/or a 'lock-out' method each time the user walks away from the item of technology.

-Do not access the district's item of technology or network systems or use the district's internet connection from a non-district item of technology without prior authorization from the technology coordinator or other appropriate personnel.

-Do not use an instant messenger service or program, internet relay chat or other forms of direct electronic communication or enter a chat room while using the district's technology, network systems and/or internet connection.

-Do not disable or circumvent or attempt to disable or circumvent filtering software without prior permission from the district's technology coordinator or other appropriate personnel.

-Do not play any games or run any programs that are not related to the district's educational program.

-Do not vandalize the district's technology or its network systems. "Vandalism" is defined as any attempt to harm, modify, deface or destroy physical technology or the network and any attempt to harm or destroy data stored on the district's technology or the network or the data of another user. All users are expected to immediately report any problems or vandalism of technology equipment to the administration, the technology coordinator or the instructor responsible for the equipment.

-Do not commit or attempt to commit any act that disrupts the operation of the district's

technology or network systems or any network connected to the internet, including the use or attempted use or possession of viruses or worms or participation in hacking or other unlawful/inappropriate activities on line. Users must report any security breaches or system misuse to the administration or technology coordinator.

-Do not demonstrate any security or other network problems to other users; give your password to another user for any reason; and/or use another individual's account.

-Do not attempt to access any device as a system administrator.

-Do not use the network in such a way that you would disrupt the use of the network by other users or would waste system resources (e.g. listening to internet radio, printing web pages without prior permission from the technology coordinator or other appropriate personnel, staying on the network longer than is necessary to obtain needed information).

-Do not use the district's technology and/or network systems for any commercial or for-profit purposes, personal or private business, (including but not limited to shopping or job searching), product advertisement or political lobbying.

-Do not use the district's technology, network systems and/or the internet to access, download, transmit, and/or disseminate any material in violation of any federal or state law, copyrighted material, obscene material, hate literature, material protected by trade secret, viruses and/or worms, offensive material, spam e-mails, any threatening or harassing materials, and/or any material that will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities. If a user encounters potentially inappropriate information, the user shall immediately terminate contact with such information and notify the technology coordinator or other appropriate personnel of the contact with inappropriate information.

-Do not plagiarize information accessed through the district's technology, network systems and/or the internet. Students and staff shall obtain permission from appropriate parties prior to using copyrighted material that is accessed through the district's technology, network systems, and/or the internet.

The district will, within the curriculum currently being offered, include age-appropriate content related to children's use of the internet. This may include anti-bullying and harassment considerations, social networking considerations and other considerations involving internet usage.

Although reasonable efforts will be made to make sure students will be under supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students may encounter information that may not be of educational value and/or may be inappropriate. If a student encounters such information, the student should terminate access to the information immediately and notify supervisory personnel or other appropriate personnel of what occurred.

Students will be able to access the district's technology and network systems, including use of the internet, through their teachers and/or other appropriate supervisors. Students will not be allowed to use personal e-mail except under very specific, limited educational circumstances. If a student has an electronic mail address that has been set up outside of school, the student will not be permitted to access that e-mail account or use that address to send and receive mail at school.

Parents will be required to sign a permission form to allow their students to access the district's technology, network systems and the internet. Students and staff members will sign a form acknowledging they have read and understand the district's policies and regulations regarding appropriate use of the district's technology, network systems and the internet; that they will comply with the policies and regulations; and understand the consequences for violation of the policy or regulations. Prior to publishing any student work and/or pictures on the internet, the district will obtain written permission from the student's parents to do so.

The district has the right, but not the duty, to monitor any and all aspects of its technology, network systems and internet access including, but not limited to, monitoring sites students and staff visit on the internet and reviewing e-mail. The administration and the technology coordinator shall have both the authority and right to examine all technology and internet activity including any logs, data, e-mail, storage and/or other technology related records of any user. The use of e-mail is limited to district and educational purposes only. Students and staff waive any right to privacy in anything they create, store, send, disseminate or receive on the district's technology and network systems, including the internet.

No warranties, expressed or implied, are made by the district for the technology and internet access being provided. Although the district has taken measures to implement and maintain protection against the presence of viruses, spyware, and malware on the district's technology, network systems, and internet access, the district cannot and does not warranty or represent that the district's technology, network systems or internet access will be secure and free of viruses, spyware or malware at all times. The district, including its officers and employees, will not be responsible for any damages including, but not limited to, the loss of data, delays, non-deliveries, misdeliveries or service interruptions caused by negligence or omission. Individual users are solely responsible for making backup copies of their data. The district is not responsible for the accuracy of information users access on the internet and is not responsible for any unauthorized charges students or staff members may incur as a result of their use of the district's technology, network systems, and/or internet access. Any risk and/or damages resulting from information obtained from the district's technology, network systems, and/or internet access is assumed by and is the responsibility of the user.

Students, parents, and staff members may be asked from time to time to sign a new consent and/or acceptable use agreement to reflect changes and/or developments in the law or technology. When students, parents, and staff members are presented with new consent and/or acceptable use agreements to sign, these agreements must be signed for students and/or staff to continue to have access to and use of the district's technology, network systems, and the internet.

The interpretation, application, and modification of this policy are within the sole discretion of the school district. Any questions or issues regarding this policy should be directed to the Superintendent, any building principal or the technology coordinator.

The board will review and update this policy as necessary. The district will maintain this policy at least five (5) years after the termination of funding pursuant to the Children's Internet Protection Act (CIPA) or E-rate.

Approved: 6/24/02

Reviewed: 12/22/08

Revised: 6/25/12; 2/24/14

The district has laptop computers and/or tablets for its staff and/or students to use inside and/or outside of school in order to enhance, enrich, and facilitate learning and teaching and to aid in administrative duties and school communications. All laptop computers, tablets and related equipment are school district property. The use of the district's laptop computers, tablets and related equipment shall be subject to all of the terms and conditions set out in the district's policies on appropriate use of technology, network systems, and the internet.

Staff's Use of District's Laptop Computer and/or Tablet

Prior to using the district's technology and related equipment, staff members will sign a Staff Technology Acceptance Form and Consent to Use of the District's Technology, Network Systems, and Internet Access and agree to all outlined policies before being issued any piece of technology. Staff members shall not attempt to install software or hardware or change the system configuration, including any network settings, on any district laptop computer and/or tablet without prior consultation with the district's administration.

Staff members shall protect district technology and related equipment from damage and theft. Each faculty member may be responsible for any damage to the technology and related equipment they have been issued from the time it is issued to them until the time it is turned back in to the district. Staff members who choose to store school data, such as grades, tests or exams, on district laptop computers and/or tablets are required to back up this data on the district's network as a safety precaution against data loss.

Students' Use of District's Laptop Computer and/or Tablet

Prior to using the district's technology and related equipment, a parent/guardian and/or the student will sign a Student Technology Acceptance Form and Consent to Use of the District's Technology, Network Systems, and Internet Access and agree to all outlined policies before being issued a piece of technology.

Students shall protect district technology and related equipment from damage and theft. Each student may be responsible for and/or assessed a fee for any damage or loss of any component of the technology and related equipment.

Approved: 2/24/14

Reviewed and Amended:

Policy Title: **Staff Technology Acceptance Form and Consent to Use of District Technology, Network Systems and Internet Access**

Policy #605.2E1

Name: _____

Date: _____

Computer and/or Tablet Serial # _____

Equipment Description and Serial # _____

I hereby certify that I have received, read, understand and agree to all of the terms and conditions in the Monticello Community School District's Appropriate Use of Technology Policy.

I understand that the laptop computer, tablet, and related equipment I am being issued is the property of the Monticello Community School District. I will return the laptop computer and/or tablet and any related equipment I am issued in the same condition in which I receive it, excluding normal wear and tear and unforeseen system breakdowns, i.e. hard drive failure, etc. I understand that I may be responsible for any damage or loss of any component of the laptop computer, tablet, and/or related equipment I am issued. In case of damage or loss, I agree that I may be required to reimburse the district for any damaged or lost component and/or equipment with components.

I accept full responsibility for my use of the district's computers, computer-like equipment, computer network systems, and the internet through the district in accordance with the terms, conditions, and guidelines as stated by the district in its policies and regulations and as set out in federal and state law. I understand that violation of these provisions will result in the restriction and/or termination of my ability to use the district's computers, computer-like equipment (such as tablets), computer network systems, and internet access and may result in further discipline up to and including termination of my employment with the district and/or other legal action.

I will not hold the district responsible in any way for materials accessed through the district's computers, computer-like equipment, computer network systems, and/or the district's internet access. I relieve the Monticello Community School District and its officers and employees from any and all financial responsibility that may be incurred by my use of the district's computers, computer-like equipment, computer network systems, and the internet.

Date

Signature

Printed Name

Approved: 2/24/14

Reviewed and Amended:

Policy Title: **Student Technology Acceptance Form and Consent to Use of District Technology, Network Systems and Internet Access**

Policy #605.2E2

Name: _____

Graduation Year: _____

User Name: _____

User Password: _____

<u>Equipment</u>	<u>Check-In</u>	<u>Check-Out</u>
Computer/Tablet Asset Tag #: _____ Serial #: _____	<input type="checkbox"/>	<input type="checkbox"/>
Carrying Case	<input type="checkbox"/>	<input type="checkbox"/>
Power Supply & Cord	<input type="checkbox"/>	<input type="checkbox"/>
_____ Parent/Guardian Signature	_____ User Signature	_____ User Signature
_____ Date	_____ Admin. Signature	_____ Admin. Signature

I am the parent or guardian of the above student. I hereby certify that I have received, read, understand and agree to the Monticello Community School District's Appropriate Use of Technology Policy.

I understand that the laptop computer, tablet, and related equipment the above-referenced student is being issued is the property of the Monticello Community School District. My student will return the laptop computer and/or tablet and any related equipment he/she is issued in the same condition in which he/she receives it, excluding normal wear and tear and unforeseen system breakdowns, i.e. hard drive failure, etc.

I understand that the district has insurance coverage that may cover the cost of repairs to the laptop. I understand that my student and/or I may be responsible for and/or assessed a fee for any damage or loss of any component of the laptop computer, tablet, and/or related equipment. In case of damage or loss, I agree that my student and/or I may be required to reimburse the district for and/or pay a fee for any damaged or lost component and/or equipment with components.

I recognize that although the Monticello Community School District has taken measures to restrict access to controversial materials, it cannot guarantee that students will be protected from accessing any controversial materials during the student's use of the district's computers, computer-like equipment, computer network systems, and the internet.

I accept full responsibility for my student's use of the district's computers, computer-like equipment, computer network systems, and the internet through the district in accordance with

the terms, conditions, and guidelines as stated by the district in its policies and regulations and as set out in federal and state law. I relieve the Monticello Community School District and its officers and employees, from any and all financial responsibility that may be incurred by my student's use of the district's computers, computer-like equipment, computer network systems, and the internet.

My student may take his/her computer home with him/her.: Yes No

My student may have access to internet: Yes No

My student may be issued or create an account for internet services, including but not limited to, a Google account. Yes No

I hereby give the district permission to publish my student's work, picture, and/or first name on the internet through the district's web site and/or other online forums. Yes No

Parent/Guardian Signature

Date

If you have consented to your child's use of the district's computers, computer-like equipment, computer network systems, and internet access, please have your child review and sign the following:

I have read the Monticello Community School District's Appropriate Use of Technology Policy and agree to abide by its provisions. I understand that violation of these provisions will result in the restriction and/or termination of my ability to use the district's computers, computer-like equipment, computer network systems, and internet access and may result in further discipline up to and including expulsion and/or other legal action. I agree to be responsible for payment of costs incurred by accessing any internet services that have a cost involved.

I understand that the laptop computer, tablet, and related equipment I am being issued is the property of the Monticello Community School District. I will return the laptop computer and/or tablet and any related equipment I am issued in the same condition in which I receive it, excluding normal wear and tear and unforeseen system breakdowns, i.e. hard drive failure, etc.

I understand that the district has insurance coverage that may cover the cost of repairs to the laptop. I understand that I may be responsible for and/or assessed a fee for any damage or loss of any component of the laptop computer, tablet, and/or related equipment. In case of damage or loss, I agree that I may be required to reimburse the district for and/or pay a fee for any damaged or lost component and/or equipment with components.

Student Signature

Date

Approved: 2/24/14

Reviewed and Amended:

The purpose of this policy is to provide a safe environment for students through the use of technology protection measures (i.e. filtering software) to enhance education in the district.

The internet is an ever expanding resource that adds large quantities of content on a daily basis. However, some of the content is inappropriate for student use and may even be harmful to students' health, safety and welfare. Therefore, the district has determined that it will establish this policy to limit student access to certain undesirable topics, including but not limited to, information and images that are obscene, constitute child pornography or are otherwise harmful to minors. Since it is not feasible for the district to continually monitor the content of the internet, the district will employ technology protection measures in the form of internet filtering software in an attempt to block access to these types of harmful and inappropriate materials.

The district's implementation of internet filtering software does not guarantee that students will be prevented from accessing materials that may be considered inappropriate and/or harmful. However, it is a meaningful effort on the part of the district to prevent students from accessing inappropriate and/or harmful materials on the internet. The district makes no guarantee that the filtering software will be available at all times or that the filtering software will block all inappropriate and/or harmful material.

If there is an accessible Uniform Resource Locator [URL] that may be inappropriate, students, staff, and parents may request a review by designated district personnel regarding blocking the URL. Upon review, the Director of Technology or other appropriate personnel will make a determination about blocking access to that site. If there is an educationally valuable URL that is blocked, students, staff, and parents may request a review by designated district personnel regarding un-blocking the URL. The Director of Technology or other appropriate personnel will review the request and make a determination about unblocking the site.

Staff members may request that the internet filtering software be disabled for bona fide research or other lawful purposes. Such a request may be submitted to, and will be reviewed by, the Director of Technology or other appropriate personnel before the internet filtering software is disabled.

Approved: 2/24/14

Reviewed and Amended:

Add URL to Blocked Status Form

Name: _____ Date submitted: _____

Position: _____

URL http://_____

Primary focus of the web site: _____

What material is deemed objectionable: _____

Reviewed by: _____ Date Reviewed: _____

Action taken: _____

Remove URL from Blocked Status Form

Name: _____ Date submitted: _____

Position: _____

URL http://_____

Primary focus of the web site: _____

Academic value of material being sought: _____

Reviewed by: _____ Date Reviewed: _____

Action taken: _____

Disabling Internet Filtering Software for Bona Fide Research and/or Other Lawful Purpose Form

Name: _____ Date submitted: _____

Position: _____

Reason individual requires full access to internet with no filtering: _____

Academic value of material being sought: _____

I, _____, accept the responsibility of full, non-filtered, access to the internet for bona fide research or other lawful purposes. I understand that I am the only one authorized for full access and will not allow others to use this access for any reason. Once I am completed with this research, I will notify the administration so the filters can be re-enabled.

Signature

Printed Name

Date

Reviewed by: _____ Date Reviewed: _____

Action taken: _____

Approved: 2/24/14

Reviewed and Amended:

General Graduation Requirements

To be eligible for graduation from Monticello High School, students must meet all of the following requirements:

- A. Successfully completed a minimum of:
 - 1. Eight (8) credits of English/Language Arts, including two (2) credits of Freshman English; two (2) credits of Sophomore English; one (1) credit of Literature and three (3) credits of English electives.
 - 2. Six (6) credits of mathematics, including two (2) credits of Algebra.
 - 3. Six (6) credits of science, including two (2) credits of Earth Science; two (2) credits of biology and two (2) credits of science electives.
 - 4. Six (6) credits of social studies, including one (1) credit of World History; two (2) credits of American History; two (2) credits of American Government, and one (1) credit of social studies electives.
 - 5. Four (4) credits of Physical Education, including one (1) credit for each year of attendance.
 - 6. One (1) credit of fine arts (foreign language may be used to meet this requirement).
 - 7. One (1) credit business, including one (1) credit of financial skills.
 - 8. One (1) credit vocational education, including one (1) credit in business, family & consumer science or industrial education.
 - 9. One (1) credit health, including one (1) credit of Freshmen health.
 - 10. Elective credits.
- B. Been in full-time attendance eight (8) semesters. Full-time attendance is defined as enrollment in at least eight (8) courses in grades nine (9), ten (10) and eleven (11) and at least seven (7) courses in grade twelve (12).

A maximum of six (6) credits may be accepted toward graduation from approved correspondence high schools and/or approved programs designed for high school completion. **Students attending an approved alternative high school program (i.e., Kirkwood Community College-Jones County Alternative High School) may transfer more than six (6) credits.**

Students not meeting graduation requirements are not allowed to participate in commencement exercises or other graduation ceremonies.

Special Education Graduation Requirements

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in the individual education program. Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the student's graduation, the IEP team shall determine that the graduation criteria have been met.

Early Graduation Requirements

Students may graduate early if they meet all of the requirements in a plan approved by the Monticello High School Principal. Such a plan must be submitted to the high school principal prior to the beginning of the semester in which the student plans to graduate. Alternative educational programming for graduation may be approved by the high school principal.

Students who graduate early under an approved plan may participate in the regular spring commencement exercises and Prom.

Approved: 10/11/71

Reviewed and Amended: 1/28/80; 1/10/83; 12/15/86; 2/13/89; 10/23/89; 11/13/89; 7/12/93; 2/27/95; 3/27/95; 4/14/97; 10/26/99; 9/22/03; 11/22/04; 09/25/06; 11/24/08; 2/24/14

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 district.

High school students may earn a maximum of eight (8) credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as Iowa On-Line Learning.

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

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

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

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

Approved: 09/25/06

Reviewed and Amended: 12/22/08; 2/24/14

Long-range needs assessment enables the district to analyze assessment data, get feedback from the community about its expectation of students and determines how well students are meeting student learning. The board will conduct ongoing and in-depth needs assessment, soliciting information from business, labor, industry, higher education, and community members, regarding their expectations for adequate student preparation.

The needs assessment will include the following;

- Provisions for collecting, analyzing and reporting information derived from local, state and national sources.
- Provisions for reviewing information acquired on the following:
 - state indicators and other locally determined indicators,
 - locally established student learning goals,
 - specific data collection required by state and federal programs; and
- Provisions for collecting and analyzing assessment data on the following:
 - state indicators,
 - locally determined indicators,
 - locally established student learning goals.

In conjunction with the in-depth needs assessment of the district, the board will authorize the appointment of a committee, representing administrators, employees, parents, students and community members, to make recommendations and assist the board in determining the priorities of the district in addition to the basic skills areas of the education program.

The district has a board-approved School Improvement Advisory committee in place to provide opportunities for local feedback on an ongoing basis. The School Improvement Advisory Committee will meet a minimum of once each school year.

It is the responsibility of the superintendent to ensure the school district community is informed of students' progress on state and locally determined indicators. The superintendent will report annually to the board about the means used to keep the community informed.

As a result of the board and committee's work, the board will determine major educational needs and rank them in priority order; develop long-range goals and plans to meet the needs; establish and implement short-range and intermediate-range plans to meet the goals and to attain the desired levels of student performance; evaluate progress toward meeting the goals and maintain a record of progress under the plan that includes reports of student performance and results of school improvement projects; and annually report the school district's progress made under the plan to the committee, community and Iowa Department of Education.

Approved: 04/24/89

Reviewed: 07/12/93; 10/26/99; 12/22/08

Revised: 03/15/04, 09/25/06, 3/23/09; 2/24/14

Students in grades K through 12 will receive a progress report at the end of each grading period (i.e., quarter, trimester or semester), as determined appropriate by the board and the superintendent. Students who are doing poorly and their parents are notified prior to the end of the grading period in order to have an opportunity to improve their grade. The board encourages the notification of students who have made marked improvement prior to the end of the grading period.

Parent-teacher conferences will be held twice a year at the elementary and middle school and as needed at the high school to keep the parents informed. The conferences at the high school are not individually scheduled. Parents, teachers, or principals may request a conference for students in grades kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Twice a year, parents of students in grades K-3 will receive results of their child's district reading assessment. Parents will be notified of strategies and interventions that can be done at home and at school. Parents will be asked to sign a form that indicates these actions, and these forms will be filed in students' cumulative records.

Approved: 09/10/73

Reviewed: 01/28/80; 07/12/93; 10/26/99; 12/22/08

Revised: 03/15/04, 09/25/06, 03/26/07; 2/24/14

The district shall establish and maintain a comprehensive testing program in order to evaluate the total educational program of the district as well as to provide better counseling service to the students. In addition to the annual Iowa Assessments (grades 3-11)f, other ability and achievement group tests will be used as necessary. Individual aptitude and ability tests will be used primarily for determining special program needs.

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

The board shall have the responsibility of granting approval to the evaluation and testing program.

Approved: 1967

Reviewed and Amended: 2/9/81, 7/12/93, 10/26/99; 09/25/06; 12/22/08; 2/24/14

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

The retention of a student will be determined on the judgment of the licensed employee and the principal. When it becomes evident a student in grades kindergarten through eight (8) may be retained in a grade level for an additional year, the parents will be informed. It is within the sole discretion of the board to retain students in their current grade level.

Students in grades nine (9) through twelve (12) will be informed of the required coursework necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student's parents will be informed. It is within the sole discretion of the board to retain students in their current grade level and to deny promotion to a student.

Students in grades kindergarten through twelve (12) with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the district may be allowed when they do not conflict with the district's graduation requirements.

Approved: 1967

Reviewed and Amended: 11/28/88; 10/26/99; 09/25/06; 12/22/08; 2/24/14

With the exception of certified companion animals for students, staff, or visitors with special needs, 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 district facilities. Appropriate supervision of animals is required when animals are brought into district facilities.

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

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

Approved: 09/25/06

Reviewed and Amended: 12/22/08; 2/24/14

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

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

Field trips and excursions are to be arranged with the principal well in advance and a detailed schedule and budget must be submitted by the employee to the principal along with the request for authorization of the field trip or excursion. 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.

Approved:

Reviewed and Amended: 12/23/74, 11/28/77, 7/12/93, 10/26/99, 09/25/06, 12/22/08; 2/24/14