

## **Educational Program**

### **Series 600**

#### **Policy Title: GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM Code No. 600**

This series of the board policy manual is devoted to the goals and objectives for the delivery of the education program. The board's objective in the design, contents and the delivery of the education program is to provide an equal opportunity for students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion, sexual orientation, gender identity, socio-economic status, or disability.

In providing the education program of the school district, the board will strive to meet its overall goal of providing the students an opportunity to develop a healthy social, intellectual, emotional, and physical self-concept in a learning environment that provides guidance and encourages critical thinking in students.

In striving to meet this overall goal, the objectives of the education program are to provide students with an opportunity to:

- Acquire basic skills in obtaining information, solving problems, thinking critically and communicating effectively;
- Become effective and responsible contributors to the decision-making processes of the social and political institutions of the community, state and nation;
- Acquire entry-level job skills and knowledge necessary for further education;
- Acquire the capacities for satisfying and responsible roles as family members;
- Acquire knowledge, habits and attitudes that promote personal and public health, both physical and mental;
- Acquire an understanding of ethical principles and values and the ability to apply them to their own lives;
- Develop an understanding of their own worth, abilities, potential and limitations; and,
- Learn and enjoy the process of learning and acquire the skills necessary for a lifetime of continuous learning and adaptation to change.

A SIAC committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program. Annually, the board will report to the committee regarding progress toward achievement of the goals and objectives of the education program.

#### **Date of Adoption:**

July 1, 1985

#### **Reviewed & Revised:**

January 13, 1995

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2019

**Educational Program**

**Series 600**

**Policy Title: TYPE OF SCHOOL ORGANIZATION**

**Code No. 601**

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

1. Elementary School: grades Pre-K through sixth
2. Junior/Senior High School: grades seven through twelve

Each school building will have a principal responsible for the administration and management of the school building.

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## **Educational Program**

### **Series 600**

**Policy Title: SCHOOL CALENDAR**

**Code No. 601.1**

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 180 days or 1080 hours and includes, but is not be limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students is for a minimum of 180 days or 1080 hours in the school calendar. The academic school year for students may not begin prior to August 23 Employees may be required to report to work at the school district prior to this date.

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

The board, in its discretion, may excuse graduating seniors from up to five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

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

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program.

*NOTE: This policy reflects Iowa law. Should boards want to excuse graduating seniors from school early or from making up snow or other inclement weather days, that policy statement must be in board policy. It is in paragraph 4 above.*

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

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

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## **Educational Program**

### **Series 600**

**Policy Title: SCHOOL DAY**

**Code No. 601.2**

The school day shall consist of the schedule of class instruction and activities as established by the Board of Directors upon recommendation of the Superintendent of Schools. The school day shall function within the framework of the requirements established for the operation of accredited schools.

Major revisions in hours of operation and in scheduling practices shall be subject to approval of the Board of Directors.

All minor time schedule revisions and all changes in time allotment practices shall be made by the proper administrative authority with the approval of the Superintendent of Schools.

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## **Educational Program**

### **Series 600**

#### **Policy Title: CURRICULUM DEVELOPMENT**

**Code No. 602**

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

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

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

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

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

It shall be the responsibility of the superintendent to keep the Board apprised of necessary curriculum revisions, progress of each content area related to curriculum development activities, and to make recommendations to the Board.

Legal Reference: 20U.S.C. 1232h (1994)  
34 C.F.R. pt. 98 (1996)  
Iowa Code 216.9, 256.7, 279.8, 280.3-.14 (1999)  
281 I.A.C. 12.8(1)(c)(1)

Cross Reference: 101 Educational Philosophy of the School District  
103 Long-Range Needs Assessment  
603.2 Instructional Materials Selection

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January 25, 2000

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April 19, 2004  
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Educational Program

Series 600

**Policy Title: CURRICULUM IMPLEMENTATION**

**Code No. 602.2**

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

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

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

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

- Study and identify the best instructional practices and materials to deliver the content;
- Describe procedures for the purchase of instructional materials and resources;
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired delivery system to the 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 staff development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions; and
- Establish content standards, benchmarks, performance levels and annual improvement goals aligned with needs assessment data.

It shall be the responsibility of the superintendent to keep the Board apprised of curriculum implementation activities and the progress of each content area related to curriculum implementation activities.

Legal Reference: 20 U.S.C. 1232h (1994)  
34 C.F.R. pt. 98 (1996)  
Iowa Code 216.9, 256.7, 279.8, 280.3-.14 (1999)  
281 I.A.C. 12.8(1)(c)(1)

Cross Reference: 101 Educational Philosophy of the School District  
103 Long-Range Needs Assessment  
601.4 Curriculum Development

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## Educational Program

Series 600

### **Policy Title: CURRICULUM EVALUATION**

**Code No. 602.3**

On-going evaluation of the total curriculum is necessary to ensure the written and delivered curriculum is having the desired impact for students.

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

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

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

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

It shall be the responsibility of the superintendent to keep the Board apprised of curriculum evaluation activities and the progress of each content area related to curriculum evaluation activities.

Legal Reference: 20 U.S.C. 1232h (1994)  
34 C.F.R. pt. 98 (1996)  
Iowa Code 216.9, 256.7, 279.8, 280.3-.14 (1999)  
281 I.A.C. 12.8(1)(c)(1)

Cross Reference: 101 Educational Philosophy of the School District  
103 Long-Range Needs Assessment  
601.4 Curriculum Development

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Educational Program

Series 600

**Policy Title: CURRICULUM REVISION**

**Code No. 602.3A**

The Superintendent of Schools shall establish the necessary administrative structures and procedures for the purpose of conducting continuous and long-range programs in curriculum development and the improvement of instruction.

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July 1, 1985

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June 1, 1998

April 19, 2004

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March 21, 2016

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Educational Program

Series 600

**Policy Title: STUDENT MEDICATION ADMINISTRATION**

**Code No. 602.7**

Some students may need prescription and non-prescription medication to participate in their educational program. These students shall receive medication concomitant with their educational program.

Medication shall be administered when the student's parent or guardian (hereafter "parent") provides a signed and dated written statement requesting medication administration, and the medication is in the original labeled container, either as dispensed or in the manufacturer's container.

When administration of the medication requires ongoing professional health judgement, an individual health plan shall be developed by the licensed health personnel with the student and the student's parent.

Only medications prescribed by an authorized health care provider will be given at school. Exceptions include Acetaminophen or Ibuprofen which can be given up to five times per school year with written parental consent. If a student requires said medication more than five times during a school year, an order from an authorized health care provider will be required for additional doses. Antibiotic ointment and calamine lotion may also be given with written parental consent only.

By law, students with asthma or other airway constricting diseases, students with a risk of anaphylaxis who use epinephrine auto-injectors, and diabetic students may carry and self-administer their medication while at school, at school-sponsored activities, before or after normal school activities while on school property regardless of competency as long as written approval has been received from the student's parent and prescribing licensed health care professional. If the student abuses this policy, the ability to self-administer may be withdrawn by the school after notification to the student's parent. Pursuant to state law, the school district and its employees are to incur no liability, except gross negligence, as a result of any injury resulting from self-administration of medication by the student.

A written medication administration record shall be on file including:

- date
- student's name
- prescriber or person authorizing information
- medication
- administration time
- administration method
- signature and title of the person administering medication
- any unusual circumstances, actions, or omissions

Persons administering medication shall include the licensed registered nurse, parent, physician, and persons to whom authorized practitioners have delegated the administration of medication (who have successfully completed a medication administration course).

Medication shall be stored in a secured area unless an alternate provision is documented. Emergency protocols for medication-related reactions will be posted. Medication information will be confidential information as provided by law.

Disposal of unused, discontinued/recalled, or expired medication will be in compliance with federal and state law. Prior to disposal, school personnel will make a reasonable attempt to return medication by providing written notification that expired, discontinued, or unused medications need to be picked up. If medication is not picked up by the date specified, disposal will be in accordance with the disposal procedures for the specific

Legal Reference: 155A.4(2)"c,"  
Iowa Code Education  
[281]---41.23(281);  
12.3(9)  
Pharmacy [657]---10.16(204), IAC

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December 4, 1995

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January 19, 2009

November 17, 2014

March 21, 2016

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Educational Program

Series 600

**Policy Title: SUMMER SCHOOL INSTRUCTION**

**Code No 603.2**

Summer school shall be conducted in such buildings, on such grade levels, for such length of time, as the Board, upon the recommendation of the Superintendent of Schools, may determine.

The program offered during the summer school shall be designed to provide remediation for those pupils who need and can profit from further work in the basic subject matter areas.

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July 1, 1985

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January 9, 1995

April 19, 2004

February 2, 2009

March 21, 2016

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## Educational Program

Series 600

**Policy Title: SPECIAL EDUCATION SERVICES**

**Code No 603.3**

It will be the responsibility of the Superintendent and the AEA Director of Special Education to provide or make provisions for appropriate special education programs and related services. While the Superintendent will be custodian of school records, the building principal will be responsible for maintaining the records of identified special education students. These records may be viewed by authorized District personnel in accordance with the requirements of Board policy.

The Board of Education recognizes some students have different educational needs than other students. All eligible children between birth and until the appropriate education is completed, age twenty-one or to maximum age allowable, as defined in the Code of Iowa and Individuals With Disabilities Education Act (IDEA) as amended, will be provided a free and appropriate public education program and related services in accordance with the special education rules and regulations of the Iowa Department of Education. The District will work in conjunction with Heartland Area Education Agency (AEA) to provide services at the earliest appropriate time to children with disabilities from birth through age 3. This will be done to ensure a smooth transition for children entitled to early childhood special education services at age 3. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities, and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student will be written in the student's Individualized Education Program (IEP).

The District seeks to provide special education students with a wide range of special services. All appropriate support instructional services and related services will be provided to children with disabilities in the District, to the extent possible.

Recognizing the District's responsibility in identifying, evaluating, and properly placing eligible children, the Board of Education assigns each employee with a child advocacy function. Such an assignment places responsibility on all staff to continually assess the educational functioning level of all children under his or her charge and to report to parents and the principal any child suspected of having any type of disability. Further, each employee will work actively to see that suspected eligible children are provided appropriate general education intervention according to District-wide procedures. When the general education interventions are exhausted, staff members may refer student for multidisciplinary evaluations and provided appropriate placement. When necessary, other appropriate educational agencies, such as the AEA, are contacted to assist in locating and properly serving eligible students in the District.

Before any child is identified as eligible for special education services, every effort will be made to resolve the presenting problem or behavior at the classroom level. The classroom teacher will take the primary role in providing the necessary support. It is the District's desire to follow AEA procedures which will ensure early intervention activities; including early intervention conferences with appropriate District personnel.

Prior to any initial evaluations, reevaluations and initial placement in special education, written parent consent will be obtained as required by law. Prior to placement in a special education program, a comprehensive evaluation will be conducted, including assessments deemed appropriate by the educational diagnostic team.

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Educational Program

Series 600

**Policy No: MULTICULTURAL & NONSEXIST EQUITY EDUCATION OPPORTUNITY**

**Code No. 603.4**

All students enrolled in the District shall have equal opportunity for a quality public education without discrimination regardless of their race, color, national origin, gender, gender identity, socioeconomic status, sexual orientation, marital status, disability, religion, or creed.

The education and activity program shall be free of such discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups as well as men and women to society. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

Inquiries regarding compliance with Title IX of the 1972 Educational Amendments, Title VI or ADA/Section 504 of the Rehabilitation Act of 1973 may be directed to the Officer of Special Programs or Equity Coordinator at 306 SW School Street, phone 515/965-9600, or the Director of the Region VII Offices of Civil Rights, United States Department of Education, 111 N. Canal St., Chicago, Illinois 60606, phone 312/886-8434.

Legal Reference: Iowa Code §§ 216.9; 256.11 (2013).  
281 I.A.C. 12.5(8). *Legal Reference:*  
20 U.S.C. §§1681-83, 1685-86.  
29 U.S.C. §§624-634.  
42 U.S.C. §§2000 e-11.  
34 C.F.R. 106.41.  
Iowa Code §§256.11, 279.8, 280.3-14, 601A.9 (1989).  
670 Iowa Admin. Code 3.3(6), 3.5, .5(5)/  
281 Iowa Admin. Code 12.1(1), .5(8) (new standards)

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

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April 20, 2015

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Educational Program

Series 600

**Policy No: HEALTH EDUCATION**

**Code No. 603.5**

Students in grade levels K-12 shall receive instruction about personal health, food and nutrition, environmental health, safety and survival skills, consumer health, family life, substance use and nonuse, including the effects of alcohol, tobacco, drugs, and poisons on the human body, emotional and social health, health resources, and prevention and control of disease, including characteristics of communicable diseases. While the areas stated above shall be included in health education, the instruction shall be adapted at each grade level to aid understanding by the students. Beginning no later than grade seven, a unit on characteristics of communicable diseases shall include information about sexually transmitted diseases.

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

*Legal Reference:*

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

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

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Educational Program

Series 600

**Policy No: PHYSICAL EDUCATION**

**Code No. 603.6**

Per the Healthy Kids Act, all students will engage in a set number of minutes of physical activity while at school, unless they are excused by the principal of their attendance center. Those expectations are, 30 minutes daily for grades K-5 and 120 minutes weekly for grades 6-12.

Students may be excused from physical education courses. To do so, students must have a written request or statement from their parents along with proper documentation stating the reasons for a student not being able to take physical education through the school.

Students in grades K-5 must have 30 minutes of physical activity per day. They may count their PE time as well as any recess times they have during the course of the day.

Students in grades 6-8 must have 120 minutes of physical activity per week. They may count their PE time as well as any recess time they are given during the week.

Students in grades 9-12 must have 120 minutes of physical activity per week. A student's PE time may count for this time. If a student is unable to take a PE course due to a conflict of academic scheduling, they must sign a contract with the school stating how they will get 120 minutes of physical activity each week. This contract must be in writing, and it must be agreed upon by the parent, student, and administration of the school. Not all physical activity may be accepted by the school. The contracted physical activity plan will be administered and monitored by the parent/guardian. If a student and their parent/guardian cannot guarantee the 120 minutes of physical activity per week for the entire semester, the student must take PE during the school day to make sure the state requirement of 120 minutes of physical activity is met.

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

- the student is enrolled in academic courses not otherwise available, or
- the student has filled their schedule with academic courses.
- The student can be exempt only once during a semester when they are participants in extra-curricular activities.

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

Students who will not participate in physical education must have a written request or statement from their parents. Along with proper documentation stating the reasons for a student not being able to take physical education through the school.

Legal Reference; Iowa Code §256.11(2007).  
2811.A.C. 12.5.

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Educational Program

Series 600

**Policy No: CAREER EDUCATION**

**Code No. 603.7**

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

It shall be the responsibility of certified staff and administration to infuse career education into appropriate courses. Special attention should be given to make students aware of courses that are vocational in nature. The Board, in its review of the curriculum, shall review the means by which career education is combined with other instructional programs.

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

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Educational Program

Series 600

**Policy No: TEACHING ABOUT RELIGION**

**Code No. 603.8**

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

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

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

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

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## Educational Program

Series 600

### **Policy No: TEACHING ABOUT RELIGION REGULATION -RELIGIOUS HOLIDAYS**

**Code No. 603.8R1**

It will be the policy, responsibility, and aim of the District to demonstrate respect for the religious beliefs and practices of all persons and to refrain from questioning the absence of religious belief.

Students, while engaged in school activities or during the instructional day, may demonstrate religious beliefs through prayer, attire, assignments, and/or speech as long as it is non-disruptive, subject to the rules that normally pertain to other student behavior, and does not impose religious beliefs on other students. Students may be dismissed to attend religious events outside of school consistent with the District's attendance/truancy policies and procedures.

District employees must recognize that when acting in their capacities, that they are representatives of the state and are prohibited from soliciting or encouraging religious or anti-religious activity, and from participating in such activity with students.

The school should not be used for religious or anti-religious instruction. The instructor will ensure that his or her own views do not bias the instruction. Religious celebrations and holidays of different religious groups may be noted and discussed. Pertinent references to religion, even to doctrinal differences, whenever intrinsic to the lesson at hand, may be included in the teaching of board approved curriculum. Such teaching will be factual and objective and not devotional. The religious beliefs and practices, or absence thereof, of all students will be respected. Any student assignments will be judged by ordinary academic standards. When the discussion leads beyond the intent of the lesson, the students should be referred to their parents/guardians for further information and interpretation.

District facilities will not be used during school hours for religious activities, meetings, worship, celebrations, or observances. Facility use outside of the normal school day will be subject to the rules and regulations for other non-religious groups and pursuant to the terms of the District rental agreements arranged through Community Education.

### **R.R. for Policy #603.8**

#### **Permissible Activities in Regard to Religious Expression**

It is the responsibility of the Superintendent/designee to ensure the study of religion in the schools follow these guidelines:

- The proposed activity must have a secular purpose,
  - The primary objective of the activity must not be one that advances or inhibits religion;
- and

The activity must not foster excessive governmental entanglement with religion.

The lists below are, of necessity, generalizations.

1. Curriculum. Teachers shall prepare and teach lessons throughout the year and throughout the curriculum that:
  - o Approach religion as academic not devotional
  - o Strive for student awareness of religions not acceptance of religions
  - o Study about religion, but do not practice religion in the classroom
  - o Expose students to diversity of religious views, not impose any particular view
  - o Educate about a variety of religions, not promote or denigrate religion.
  - o Inform students about various beliefs, not conform students to any particular belief
  - o Demonstrate the impact of economic, social, political, and cultural effects of religion throughout history
  - o Are age appropriate
2. Music Program and Performances. A significant percentage of choral and instrumental music is based on religious themes or text. Any music curriculum designed to expose students to the full array of music culture therefore can be expected to reflect a significant number of religious songs. However, a music instructor would be expected to select any particular piece of sacred music, like any particular piece of secular music, in part for its unique qualities useful to teach a variety of music skills (i.e. sight reading, intonation, harmonization, expression).
3. Student prayer. Individual or collective student prayers are permissible so long as the prayer does not disrupt or impede the educational mission of the district. Prayer led by or at the behest of a public school official, while serving in that capacity is in violation of the First Amendment.
4. Moment of Silence. A collective moment of silence, out of respect for a tragedy is permissible.
5. Secular aspects of traditionally religious holidays. The secular or commercial aspects of Easter, Halloween, and Christmas are, to say the least, undeniably a large part of many lives. To that end, the non-religious aspects of these holidays may be part of students' lives at school to the extent that they do not otherwise violate District policies and/or procedures. For example, the following are permissible activities (inasmuch as they do not violate the First Amendment):
  - o Hanging pictures of reindeer, bells, or other non-religious symbols.
  - o Sponsoring a "giving tree" on which students may hang hats, mittens, scarves, other items for donation to less fortunate persons.
  - o Sponsoring sleigh rides.
  - o Wearing holiday attire and religious symbols so long as they don't interfere with the learning environment.
6. Religious Symbols. Religious symbols may be used as a teaching aid or resource, not as a devotional tool, provided they are displayed only as an example of the cultural and religious heritage of the holiday and are temporary in nature. Students may choose to create artwork with religious symbols, but teachers shall not assign such creations. Art projects and other class activities shall give students a choice that respects the kinds of celebrations, religious or otherwise, that their families practice. Teachers and administrators shall not assume how students celebrate certain times of the year, but shall use religious holidays to teach what these symbols actually mean in the traditions they represent. A religious symbol is:



- a. Any object that portrays or recognizes the existence of a Supreme Being or deity, including, but not limited to: the Cross, Star of David, nativity scene, menorah, tablets, chalices, crescent, Buddha and other symbols that are part of a religious celebration or ceremony.
  - b. Any object that is closely associated with religion or with the celebration of a religious holiday that it is looked upon as being of a religious nature, including, but not limited to: the Dreidel, Christmas tree wreath, Santa Claus, Lion of Judah, Easter eggs and Easter bunnies.
7. Class activities. Activities are appropriate in so far as they are consistent with the District's goal of maximizing instructional time. Such activities must not unduly interfere with regular academics.
  8. Caroling and/or broadcasting. If the songs are secular ("Jingle Bells," "Rudolph, the Red-Nosed Reindeer," "Sleigh Ride," etc.) in nature, there is nothing about singing or broadcasting them that violates the First Amendment. Holiday programs should serve an educational purpose for all students. They may include religious songs so long as they are selected for their musicality, are not limited to only Christian themed songs and the program includes a variety of selections.
  9. Greetings. Staff and students alike are free to wish each other a sincere "Merry Christmas," "Happy Hanukkah," "Joyous Kwanzaa," etc., and they may do so within the walls of a public school building.
  10. Performances. Some performance (i.e. drama or speech) pieces are based on religious times or text. An instructor would be expected to select any particular piece in part for its unique qualities to touch a variety of skills and objectives, not the religious aspects.
  11. Pledge of Allegiance. Reading the pledge is permissible.
  12. Graduation or Baccalaureate. School officials may not mandate or organize prayer at graduation, nor organize religious baccalaureate ceremonies.

**Date of Adoption:**

January 19, 2009

**Reviewed & Revised**

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy No: TEACHING CONTROVERSIAL ISSUES**

**Code No. 603.9**

A "controversial issue" is defined as an area of significant academic inquiry about which substantial segments of the citizens of this community, state, or nation hold sincere conflicting points of view.

It is the belief of the Board that if controversial issues are to be discussed, they should be fairly presented in a spirit of honest academic freedom to the end that individual students may recognize the validity of other points of view but can learn to formulate their own opinions based upon dispassionate, objective, unbiased study and discussion of the factual bases underlying the controversy.

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

It shall be the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within limits of good taste, allowing students to express personal opinions without jeopardizing their relationships with their instructors or school.

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

It shall be the policy of this District, with respect to controversial issues, to encourage instructors to lead full discussions thereof in a spirit of academic freedom to the end that the student may learn that they have the right to disagree with the opinion of another, but have the responsibility to base their disagreement upon fact and at the same time respect the right of another to hold a conflicting opinion.

Before controversial issues are to be covered, the classroom teachers will confer with their building administrator.

Cross Reference:  
605 Selection of Instructional Materials

**Date of Adoption:**

January 19, 2009

**Reviewed & Revised:**

March 21, 2016

June 17, 2019

## Educational Program

Series 600

**Policy No: CORE CURRICULUM & 21<sup>ST</sup> CENTURY LEARNING TO INCLUDE GLOBAL  
AWARENESS**

**Code No. 603.10**

Our growing interdependence with other nations in the world, mastery of core subjects and 21st century themes is essential for students. Core subjects include English, reading, language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. Grades kindergarten through twelve, will move beyond a focus on basic competency in core subjects to understanding of academic content at higher levels by weaving 21st century interdisciplinary themes into core subjects. 21st century student outcomes are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century. As curriculum is reviewed and adopted, emphasis will be placed on the following student outcomes:

**Global Literacy**-students will understand the linkage of economies, peoples, and cultures around the world, and to function comfortably and effectively in languages and cultures other than their own.

**Financial, Economic, Business and Entrepreneurial Literacy**-students will know how to make appropriate personal economic choices, understand the role of the economy in society, and use entrepreneurial skills to enhance workplace productivity and career options.

**Civic Literacy**-students will know how to participate effectively in civic life. They will know how to stay informed, understand governmental processes, exercise the rights and obligations of citizenship at local, state, national and global levels, and understand the local and global implications of civic decisions.

**Health Literacy**-students will obtain, interpret and understand basic health information and services and use such information and services in ways that are health enhancing. Students will understand preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction. Students will use available information to make appropriate health-related decisions, establish and monitor personal and family health goals, and understand national and international public health and safety issues.

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments will be aligned to produce a support system that produces 21st century outcomes for Ankeny's students. The skills support systems include:

### **Learning and Innovation Skills**

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future. Learning and innovation skills include:

**Creativity and Innovation** - students will think creatively by utilizing a wide range of idea creation techniques, create new and worthwhile ideas, elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

**Work Creatively with Others** – students will develop, implement and communicate new ideas to others effectively; be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work, demonstrate originality and inventiveness in work; understand the real world limits to adopting new ideas; view failure as an opportunity to learn; and understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

**Implement Innovations** – students will act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

**Reason Effectively** – students will use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

**Use Systems Thinking** – students will analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

**Make Judgments and Decisions** – students will effectively analyze and evaluate evidence, arguments, claims and beliefs; analyze and evaluate major alternative points of view; synthesize and make connections between information and arguments; interpret information and draw conclusions based on the best analysis; and reflect critically on learning experiences and processes

**Solve Problems** - students will solve different kinds of non-familiar problems in both conventional and innovative ways, and identify and ask significant questions that clarify various points of view and lead to better solutions

**Communicate Clearly** – students will articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes and intentions; use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade); utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact; and communicate effectively in diverse environments (including multi-lingual)

**Collaborate with Others** – students will demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and assume shared responsibility for collaborative work, and value the individual contributions made by each team member

#### **Information, Media and Technology Skills**

Information literacy and technology skills are becoming more complex as print and digital media continue to evolve. Students must develop a comprehensive set of skills in this area in order to meet the demands of our future work force. They must also learn how to use information effectively in an increasingly global community. In short, today's learners must achieve the following outcomes:

**Gain Knowledge**-follow an inquiry-based process in seeking knowledge, including self-assessment to gain knowledge. Demonstrate critical thinking and persistence. Use information technology responsibly.

**Apply Knowledge**-continue an inquiry-based research process by applying critical-thinking skills to information in order to construct new understandings, draw conclusions, and create new knowledge. Consider diverse and global perspectives in drawing conclusions. Determine how to act on information.

**Share Knowledge**-conclude an inquiry-based research process by sharing new understandings and reflecting on the learning. Participate ethically and productively as members of our democratic society. Share knowledge respectfully and responsibly.

**Pursue Personal and Aesthetic Growth**-read, view, listen, and respond for pleasure and personal growth. Display curiosity by pursuing events through multiple resources. Seek opportunities for pursuing personal and aesthetic growth.

**Life and Career Skills**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

**Flexibility and Adaptability** – students will adapt to change, adapt to varied roles, jobs responsibilities, schedules and context, and work effectively in a climate of ambiguity and changing priorities. Students will incorporate feedback effectively, deal positively with praise, setbacks and criticism; and understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

**Initiative and Self-Direction** – students will manage goals and time; set goals with tangible and intangible success criteria; balance tactical (short-term) and strategic (long-term) goals; and utilize time and manage workload efficiently

**Work Independently** – students will monitor, define, prioritize and complete tasks without direct oversight

**Be Self-directed Learners** – students will go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise; demonstrate initiative to advance skill levels towards a professional level; demonstrate commitment to learning as a lifelong process; and reflect critically on past experiences in order to inform future progress

**Interact Effectively with Others** – students will know when it is appropriate to listen and when to speak and conduct themselves in a respectable, professional manner

**Work Effectively in Diverse Teams** – students will respect cultural differences and work effectively with people from a range of social and cultural backgrounds; respond open-mindedly to different ideas and values; and leverage social and cultural differences to create new ideas and increase both innovation and quality of work

**Manage Projects** – students will set and meet goals, even in the face of obstacles and competing pressure; and prioritize, plan and manage work to achieve the intended result

**Produce Results** – students will demonstrate additional attributes associated with producing high quality products including the abilities to:

- Work positively and ethically
- Manage time and projects effectively
- Multi-task
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams

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

**Date of Adoption:**  
January 19, 2009

**Reviewed & Revised:**  
March 21, 2016  
June 17, 2019

Educational Program

Series 600

**Policy Title: CITIZENSHIP**

**Code No. 603.11**

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

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

***NOTE: This is a mandatory policy.***

Legal Reference:

Iowa Code §§ 256.11, .11A (2013).

281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

**Date of Adoption:**

September 3, 1991

**Reviewed & Revised:**

June 3, 1996

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy No: INTERVENTIONS TO SUPPORT INDIVIDUAL STUDENT'S EDUCATIONAL  
IMPROVEMENT Code No. 604**

The Board of Education recognizes that some students learn in different ways and at different paces. Some students need additional instruction to master grade level/subject area standards, benchmarks, and objectives and this takes place within a framework designed to provide a multiple tiered system of support (MTSS). In all classrooms students will be provided on going instruction designed to meet their learning needs (Tier 1). At times, this will occur through high quality differentiated instruction where the teacher uses formative assessment data to inform next steps of instruction. In some situations, more diagnostic assessments may be used to specifically identify student skill deficits. Instruction for these students will be provided through more intensified supplemental instruction (Tier 2) or intensive interventions (Tier 3) specifically designed to target the skill deficits or areas of enrichment. Classroom teachers and Professional Learning Communities determine the best approach (time, intensity, instructional methodology) to meet student learning needs.

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

**Date of Adoption:**

January 19, 2009

**Reviewed & Revised:**

March 21, 2016

June 17, 2019



Educational Program

Series 600

**Policy No: PROGRAM FOR TALENTED & GIFTED STUDENTS**

**Code No. 604.3**

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

It is the responsibility of the superintendent to develop a talented and gifted program which provides for identifying students, for program evaluation, and for training of employees. The following measures are in place to ensure said responsibilities are accomplished:

- Student needs are identified in each individual through collecting valid, systematic information.
- Goals and performance standards are addressed by teachers, parents, and students on a yearly basis in a personalized education plan (PEP).
- Programming modifications will occur in the regular curriculum to provide continuous levels of challenge for all students with unique intellectual gifts and talents.
- Flexible grouping of identified students facilitates academic and social enrichment as well as acceleration.
- Advocating for gifted students is essential to long-term success of the students and the program.
- All staff members participate in training, professional development, and resource acquisition to properly service gifted students.

Legal Reference:

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

**Date of Adoption:**

December 21, 1992

**Reviewed & Revised:**

June 1, 1998

January 19, 2009

March 21, 2016

June 17, 2019

## Educational Program

Series 600

**Policy Title: POST-SECONDARY ENROLLMENT OPTIONS (PSEO) Code No. 604.6**

The District offers a variety of courses through the Senior Year Plus legislation. The law allows students to take courses through a post-secondary institution that promotes rigorous academic pursuits and provides a wider variety of options to enhance the high school experience. There are a variety of mechanisms a District uses to provide students access to Senior Year Plus programming.

This policy is meant to address only the Post-Secondary Enrollment Option (hereinafter PSEO). A course is ineligible to be offered through PSEO if the school district has a contractual agreement with an eligible postsecondary institution to provide a concurrent enrollment program. Only in rare circumstances (e.g., a district without any concurrent enrollment agreement) is enrollment in a community college course through PSEO permissible.

The District does have a contractual agreement in place with Des Moines Area Community College to allow for students in grades 9-12 that meet the eligibility requirements during the normal school to enroll in concurrent enrollment or contracted courses in order to receive credits that may count toward graduation as well toward post-secondary education.

A school district may continue to enroll students through PSEO in coursework offered by other eligible post-secondary institutions, including Iowa's public universities, private colleges and universities, and eligible proprietary institutions with district approval.

**Eligibility:** Students must demonstrate eligibility AND meet the permissible course eligibility criterion:

1. A resident of the state of Iowa; and
2. Student or guardian will provide transportation; and
3. An eleventh or twelfth grade student; or
4. A ninth or tenth grade student identified and gifted and talented pursuant to Iowa Code 257.43; or
5. A student that meets criterion a-d and is under competent private instruction or a student in an accredited non-public within the resident school district

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

- the course is taken from an accredited public or private post-secondary educational institution; and
- a comparable course is not offered in the District (or in the non-public) A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the Board, to a course offered in the District; and
- the course is in the discipline areas of mathematics, science, social sciences, humanities, career technical education, or a course offered in the professional studies program at the community college. the course does not replace a minimum requirement of the District.; and
- the course is a credit-bearing course that leads to a degree; and

- the course's prerequisites or standards have been met; and
- the course is not religious or sectarian; and
- the course meets any other requirements set out by the Board

Summer Coursework: Students who have completed the eleventh grade but who have not completed the graduation requirements set out by the Board may take up to seven semester hours of credit at a post-secondary educational institution during the summer months when regular school is not in session if the

student pays for the courses. Students will be responsible for the full cost of tuition, books and transportation. These courses may not supplant the offerings of the District. Upon successful completion of these summer courses, the students will receive academic or vocational-technical credit toward the graduation requirements set out by the Board. Successful completion of the course is determined by the post-secondary educational institution. The Board will have complete discretion to determine the academic credit to be awarded to the student for the summer courses.

Reimbursement: The District will pay for the cost of the course or \$250 whichever is lower for eligible students. (See eligibility criterion above) .Students who fail the course and fail to receive credit will reimburse the District for all costs directly related to the course. Prior to registering for the course; students under age eighteen will have a parent sign a form indicating that the parent is responsible for the costs of the course should the student fail the course and fail to receive credit for the course. Students who fail the course and fail to receive credit for the course for reasons beyond their control, including, but not limited to, the student's incapacity, death in the family or a move to another district, may not be responsible for the costs of the course. The Board may waive reimbursement of costs to the District for the previously listed reasons. Students dissatisfied with a Board's decision may appeal to the Area Education Agency (AEA) for a waiver of reimbursement.

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

*Legal Reference:*

*Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14; 257.43; 279.61  
281 I.A.C. 12, 22.2(1); 22.14-23  
Senior Year Plus Legislation 2008 DE Guidance 2016*

*Cross Reference:*

*505.02 Student Retention and Promotion  
600.00 Statement of Guiding Principles  
604.03 Program for Talented and Gifted Students*

**Date of Approval:**

September 20, 1993

**Reviewed & Revised:**

February 21, 2000

January 19, 2009

March 21, 2016

June 17, 2019

## Educational Program

Series 600

**Policy No: DUAL ENROLLMENT**

**Code No. 604.7**

### **Dual Enrollment**

If a home school student wants to participate in District programs they must dual enroll. Expectations for participation, attendance, and Board policies and procedures, will be the same as for regularly enrolled students. A student under dual enrollment must receive at least one-quarter of the student's instruction by way of competent private instruction and no more than three-quarters by way of the District's academic programs. This includes art, music, and physical education, as these classes are not considered extracurricular. It also does not include recess or lunch. A student under dual enrollment may also participate in any extracurricular activity offered by the District on the same basis as any regularly enrolled student. Regularly enrolled students who choose to change their status to home school cannot do so to avoid eligibility policies and guidelines for extra-curricular activities. School mailings can be arranged with the school office or school counselor.

### **Post-Secondary Education**

A dual enrolled student may take post-secondary education courses according to District guidelines.

### **Honors and Awards**

Home school and dual enrolled students are not full-time students and, therefore, are not eligible to receive academic honors and awards. Home school students are eligible for extra-curricular letters and awards.

### **Access to Curriculum**

The District shall provide available texts or supplemental instructional materials on the same basis as they are provided to enrolled students when a child is under dual enrollment. If a fee, such as a textbook or towel rental fee, is charged to regularly enrolled students for participation in a class or extracurricular activity; that fee may also be charged to dual enrolled students on the same basis as it is charged to enrolled students, but only for the specific class or extracurricular activity.

### **Class Rank**

Home school and dual enrolled students are not full-time students and, therefore, are not eligible to receive a class ranking.

### *Legal References:*

*Iowa Code Section 279.8, Chapter 299A 92007*

*281 IAC 31*

*Department of Education Declaratory Ruling #33/#44*

*281 IAC 31.5(4)(b)*

### **Date of Adoption:**

January 19, 2009

### **Reviewed & Revised:**

March 21, 2016

June 17, 2019

## Educational Program

Series 600

**Policy No: INTERNATIONAL & FOREIGN EXCHANGE STUDENTS**

**Code No. 604.8**

Foreign students must meet all District entrance requirements including age, place of residence and immunization. Foreign students must be approved by the Board. Space must be available in the grade level requested; however, the Board reserves the right to limit the number of foreign students accepted. All foreign students must be physically able to attend school and provide the District with such proof, including a current TB test.

Students who are citizens of a foreign country will be considered eligible to attend Colfax Mingo Schools if they meet one of the following requirements:

- The student resides with his/her parents(s) or legal guardian;
- The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
- The student is a participant in a recognized foreign exchange program; and

### Foreign and International Students

1. Are subject to the Federal requirements under the SEVIS program. If Colfax Mingo Community School District is enrolled in the SEVIS program, the below would be criteria for enrollment:
  - a. Will be required to pay tuition and any other unsubsidized costs to attend school and
  - b. May be required to demonstrate English proficiency and
  - c. Will be subject to any student rules for conduct, failure to follow the District policies will result in ineligibility for attendance and
  - d. Will only be allowed to stay within the District for a school-year.

### Exchange Students

1. The student is a participant in a recognized foreign exchange program; and
2. At the discretion of the District, a maximum cap on exchange students each school year will be set.
3. If students want to attend and the cap has been exceeded, students will be expected to pay for normal expenses and full per pupil tuition. (Examples of normal expenses: Lunch, activity tickets, yearbooks, etc.)
4. Each student must be approved for admission by the principal.
5. Students will not be accepted at mid-year unless the total number is less than the maximum allowed.
6. Students may participate in commencement, as long as they are considered in good standing by the Principal/designee.

#### *Legal Reference:*

*Iowa Code § 279.8 (2007).*

Reference: Iowa Code § 279.8 (2007).

**Date of Adoption:**

January 19, 2009

**Reviewed & Revised:**

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy Title: COMMUNITY ENGAGEMENT**

**Code No. 604.11**

Community Engagement in Colfax-Mingo Community Schools is based on the philosophy that schools belong to the community and serve the entire community by providing education, recreation and facility use for all community members. The Board of Education recognizes that education is a lifelong process and includes the preparation of individuals for democratic citizenship, providing individuals with means for economic improvement and cultural development, and the enrichment of the personal lives of all the participating individuals.

The physical facilities of the District shall be made available for use in these programs when there is no conflict with regular school activities.

Recommendations for extension and expansion of education programs shall be made through the Superintendent/designee.

**Date of Adoption:**

July 1, 1985

**Reviewed & Revised:**

September 3, 1991

March 10, 1997

January 19, 2009

March 21, 2016

June 17, 2019



## Educational Program

Series 600

**Policy No: VIRTUAL/ON-LINE COURSES**

**Code No. 604.13**

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

High school students may earn a maximum of (6) credits to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the Board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

- The course is not offered at the high school; or
- 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; or
- The course will serve as a supplement to extend homebound instruction; or
- The student has been expelled from the regular school setting, but educational services are to be continued; or
- The principal/designee, with agreement from the student's teachers and parents, determines the student requires a differentiated or accelerated learning environment.

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

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

It is the responsibility of the Superintendent/designee to develop administrative regulations to implement this policy.

This policy does not apply to the coursework earned in the Alternative Program.

*Legal Reference:*

*Iowa Code 279.8 (2007)*

*281 I.A.C.15*

*2005 IASB Policy Primer*

**Date of Adoption:**

January 19, 2009

**Reviewed & Revised:**

March 21, 2016

June 17, 2019

## Educational Program

Series 600

### **Policy Title: DISTRIBUTION OF MATERIALS REGULATIONS**

**Code No. 604.14**

#### **I. Guidelines.**

Students have the right to exercise freedom of speech. This included a right to distribute, at reasonable times and places, unofficial writing material, petitions, buttons, badges or other insignia, except expression of which:

- is obscene to minors;
- is libelous;
- contains indecent, vulgar, profane or lewd language;
- advertises any product or service not permitted to minors or constitutes insulting or fighting words, the vary expressions of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religion, gender, Disability, age or ethnic origin);
- presents a clear and present likelihood that, either because content or the manner of distribution, it will cause a material substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

Distribution on school premises of materials in categories (a) through (e) to any student is prohibited.

#### **II. Procedures**

Anyone wishing to distribute unofficial written material must first submit for approval a copy of the material to the building principal at least twenty-four hours in advance of desired distribution time, together with the following information:

- (1) Name and phone number of the person submitting request and, if a student, the homeroom number;
- (2) Date(s) and time(s) of day of intended display or distribution;
- (3) Location where material will be displayed or distributed;
- (4) The grade(s) of students to whom the display or distribution is intended

Within twenty-four hours of submission, the principal will render a decision whether the material violates the guidelines in subsection I or the time, place and manner restrictions in subsection III of this policy. In the event that permission to distribute the material is denied, the person submitting the request should be informed in writing of the reasons for the denial. Permission to distribute material does not imply approval of its contents by either the school, the administration, the board or the individual reviewing the material submitted.

### III Time, place and manner of distribution

The distribution of written material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school or otherwise disrupts school activities. The distribution of unofficial material shall be limited to a reasonable time, place and manner as follows:

- The material shall be distributed from a table set up for the purpose in a location designated by the principal, which location shall not block the safe flow of traffic or block the corridors or entrance ways, but which shall give reasonable access to students.
- The material shall be distributed either before and/or after the regular instructional day.
- No written material may be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

### IV Definitions

The following definitions apply to the following terms used in this policy

1. **"Obscene to minors"** is defined as:
  - The average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
  - The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
  - The material, taken as a whole, lacks serious literary, artistic, political or scientific value for minors.
2. **"Minor"** means any person under the age of eighteen
3. **"Material and substantial disruption"** of a normal school activity is defined as follows:
  - Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
  - Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, widespread shouting or boisterous demonstration sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecasted including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

4. **"School activities"** means any activity of students sponsored by the school and includes, by way of example but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and in-school lunch periods.
5. **"Unofficial"** written material includes all written material except school newspapers, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples include leaflets, brochures, flyers, petitions, placards and underground newspapers, whether written by students or others.
6. **"Libelous"** is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him/her in the esteem of the community.
7. **"Distribution"** means circulation or dissemination of written material by means of handing out free copies, selling or offering copies for sale and accepting donations for copies. It includes displaying written material in areas of the school which are generally frequented by students.

#### **V Disciplinary action**

Distribution by any student of unofficial written material prohibited in subsection I or in violation of subsection III may be halted, and students may be subject to discipline including suspension and expulsion. Any other party violating this policy may be requested to leave the school property immediately and, if necessary, local law enforcement officials will be called.

#### **VI Notice of policy to students**

A copy of this policy will be published in student handbooks and posted conspicuously in school buildings.

#### **Date of Approval:**

February 13, 1995

#### **Reviewed & Revised:**

June 30, 1997

January 19, 2009

November 17, 2014

March 21, 2016

Educational Program

Series 600

**Policy Title: SELECTION OF INSTRUCTIONAL MATERIALS**

**Code No 605**

The Board has the sole discretion to approve instructional materials for the District. This authority is delegated to licensed employees to determine which instructional materials will be recommended for utilization and purchase by the District. When licensed employees make these selections, they will review the materials for instructional relevance, age appropriateness, profanity, sexually explicitness and/or violence. The Board will make the final decision after receiving a recommendation from the Superintendent/designee.

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

Materials given to the District must meet the criteria established herein. The gift must be received in compliance with **Board Policy 802.70** Gifts, Donations, Grants and Bequests.

**Date of Adoption:**

June 17, 2019

**Reviewed & Revised:**

January 19, 2009

January 18, 2010

November 17, 2014

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy Title: INSTRUCTIONAL MATERIALS SELECTIONS**

**Code No 605.1**

Parents and citizens of the Colfax-Mingo Community School district may view the instructional materials available to students. All materials must be viewed on District premises. Copies may be obtained according to copyright laws and Board policy.

**Date of Adoption:**

May 4, 1998

**Reviewed & Revised:**

January 19, 2009

January 18, 2010

November 17, 2014

March 21, 2016

June 17, 2019

## Educational Program

Series 600

**Policy Title: Objections to Instructional Materials**

**Code No. 605.2**

Citizens of the Colfax Mingo Community School District may object to instructional materials, including supplementary classroom materials, and content accessible from District-owned technology devices despite the selection process. It is the responsibility of the Superintendent/designee to determine administrative regulations for reconsideration of instructional materials.

*Legal Reference:*  
*Iowa Code §§728.1.*

*Cross Reference:*  
*ALA's "Library Bill of Rights"*  
*Copyright Policy (TBD)*

### **R.R. for Policy #605.02**

The procedure for handling reconsideration of challenged instructional materials in response to questions concerning the appropriateness is as follows:

1. The staff member will listen to the concerns of the complainant, inform the complainant of the selection procedure, the purpose and context for the use of the materials, and attempt to resolve the situation informally.
2. If a resolution cannot be reached informally, the student involved in the challenge will be provided alternative materials and not be required to participate in lessons or activities involving the challenged materials during the challenge process if his/her parent or guardian so requests.
3. If steps 1 and 2 do not result in satisfaction for the complainant or the request is to remove the materials from the curriculum entirely, the staff member will request the complainant submit a formal "Reconsideration Request Form" to the building principal. The staff member will inform his/her building principal.
4. Upon receipt of the completed form, the principal will request review of the challenged material by an ad hoc committee. The **Superintendent** will be notified that such a review is being conducted. The Review Committee will be appointed by the principal within ten (10) calendar days of receipt of the written complaint. The committee will be comprised of another principal, an elementary teacher librarian, a secondary teacher librarian, two teachers (including a member from the grade level or department where the instructional materials are being used), three community residents, and two secondary students (students grades ten through twelve). The Director of Curriculum, Assessment, and Professional Development will facilitate the committee. The complainant may present to the committee (if requested), but will not be a member of the committee.
5. Challenged materials will be used during the reconsideration process, with students other than the student involved in the challenge (if his/her parent or guardian has requested alternative materials) unless the Review Committee requests temporary removal for unusual circumstances.

6. The Review Committee will take the following steps after receiving the challenged materials form:
  - a. Set a date for completion of the review process
  - b. Read, view, and/or listen to the material in its entirety,
  - c. Listen to the complainant's presentation (if requested),
  - d. Check the general acceptance of the material by reading reviews and consulting recommended lists, and
  - e. Determine the extent to which the material supports the curriculum.
7. The Review Committee will present one of the following recommendations, within (ten) 10 calendar days, to the complainant and the Superintendent (1) retain the material, (2) withdraw all or part of the material, or (3) limit the educational use of the challenged material.
8. An appeal of the Review Committee's decision may be filed, within ten (10) calendar days by the complainant with the Superintendent.
9. Within ten (10) calendar days of receipt of an appeal, the Superintendent will convene the School Improvement Advisory Committee (SIAC) to consider and review the recommendation received from the Review Committee.
10. The Colfax-Mingo Board of Educations will present one of the following recommendations to the Superintendent/designee in a timely manner: (1) retain the material, (2) withdraw all or part of the material, or (3) limit the educational use of the challenged material.
11. Following the Superintendent's decision, the complainant or the chairperson of the Review Committee may appeal the decision to the Board of Education for review. The Board of Education will hear the appeal within one month following the filing of the appeal. Following the appeal hearing, the Board of Education will decide whether to sustain or to overrule the Superintendent's decision.
12. Pursuant to state law, any person dissatisfied with the decision of the Board may appeal to the Iowa Department of Education.
13. Under unusual circumstances, the Board of Education may waive the timelines as stated.

**Date of Adoption:**

September 3, 1991

**Reviewed & Revised:**

October 3, 1994

February 21, 2000

April 19, 2004

January 19, 2009

June 17, 2019



## Educational Program

Series 600

**Policy Title: LIBRARY MATERIALS**

**Code No. 605.3**

The Board has the sole discretion to approve library materials for the District. This authority is delegated to licensed teacher librarians to determine which library materials will be utilized and purchased by the District. Teacher librarians are responsible for the review, evaluation, maintenance, development, and selection of the school library media collection. They are guided by the system-level selection policy that embodies the philosophy and procedures set forth in national, state, and district documents. Teacher librarians work cooperatively with administrators and teachers to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and student needs. To ensure that these needs are met, teacher librarians apply selection criteria and use recommended selection tools.

The Colfax Mingo Community School District subscribes in full to the principles, philosophy, and goals set forth in the Library Bill of Rights (ALA), Freedom to Read Statement, and interpretative statements adopted thereto.

In reviewing current library materials for continued use and in selecting additional library materials, licensed teacher librarians will consider the current and future needs of the District as well as changes and trends in education and society. Teacher librarians will review the most current challenged book list and evaluate appropriateness for inclusion in the library as it relates to the District's selection criteria. A system for regular review of materials will be established by the elementary and secondary teacher librarians. Books potentially controversial will be reviewed by colleagues for appropriate placement. A collaborative procedure for collection development will be established to enhance the District library collections. A systemic collection building system, based on genres and subject areas, will be established amongst the District teacher librarians.

Library materials given to the District must meet the criteria established herein. The gift must be received in compliance with Board Policy 802.70 Gifts, Donations, Grants and Bequests.

*Legal Reference:*

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

**Date of Adoption:**

June 17, 2019

Educational Program

Series 600

**Policy Title: LIBRARY MATERIALS INSPECTION**

**Code No. 605.4**

Parents and citizens of the Colfax-Mingo Community School District may view the library materials available to students. All library materials must be viewed on District premises. Copies may be obtained according to Board policy.

*Legal Reference:*

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

**Date of Adoption:**

June 17, 2019

Educational Program

Series 600

**Policy Title: SCHOOL LIBRARY (previously Media Center)**

**Code No. 605.5**

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

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

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

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

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

Legal Reference:

Iowa Code §§ 256.7(24); 279.8; 280.14; 301 (2013).

281 I.A.C. 12.3(11), (12).

**Date of Approval:**

September 3, 1991

**Reviewed & Revised:**

June 30, 1997

April 19, 2004

January 19, 2009

November 17, 2014

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy Title: TECHNOLOGY & INSTRUCTIONAL MATERIALS**

**Code No. 605.7**

The Board supports the use of innovative methods and the use of technology in the delivery of the educational program. The Board encourages school district personnel to investigate economic ways to utilize instructional television, audiovisual materials, computers, and other technological advances as a part of the curriculum.

It shall be the responsibility of the Superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually. The Superintendent shall report the results of the evaluation and make a recommendation to the Board annually regarding the use of technology in the curriculum.

**Date of Adoption:**

September 3, 1991

**Reviewed & Revised**

October 3, 1994

June 30, 1997

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2019

Request for reconsideration of educational materials

Today's Date: \_\_\_\_\_ Material Format: \_\_\_\_\_ Book \_\_\_\_\_ Film \_\_\_\_\_ Other
Author: \_\_\_\_\_ Publisher: \_\_\_\_\_
Title: \_\_\_\_\_
Request initiated by: \_\_\_\_\_ Telephone: \_\_\_\_\_
Address: \_\_\_\_\_

Individual Represents:

\_\_\_\_\_ Self
\_\_\_\_\_ Organization (Name) \_\_\_\_\_
\_\_\_\_\_ Other Group (Identify) \_\_\_\_\_

1. To what in the material do you object? Please be specific, cite pages, if applicable:

\_\_\_\_\_
\_\_\_\_\_

2. In your opinion, what harmful effects might result from the use of this material?

\_\_\_\_\_
\_\_\_\_\_

3. For what age group would you recommend this material?

\_\_\_\_\_
\_\_\_\_\_

4. Is there anything good about this material?

\_\_\_\_\_
\_\_\_\_\_

5. Did you review the entire work?

If not, what parts? \_\_\_\_\_

\_\_\_\_\_
\_\_\_\_\_

6. Are you aware of the judgment of this material by critics?

\_\_\_\_\_
\_\_\_\_\_

3/21/16

6-17-19

**continued ...**

The above steps apply to instruction materials inventoried by the library/media center. Objections by the public to classroom textbooks and other forms of media should be referred to the appropriate department for reconsideration.

\*These statements of policy were adopted using approved guidelines of the American Library Association and in conjunction with suggestions from the State of Iowa Department of Public Instruction these policies and procedures have the support of the "**Freedom to Read Statement, Library Bill of Rights, and the School Library Bill of Rights.**"

**Legal Reference:**

Iowa Code 279.8; 280.3; .14:301 (1993). 281.I.A.C. 125 (22)

## Educational Program

Series 600

**Policy Title: INTERNET – APPROPRIATE USE**

**Code No. 605.8**

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

Internet access is regulated by classroom teachers. Google domain accounts are created for all students K-12. Access to the internet is controlled by the teacher. Email accounts become available in 4<sup>th</sup> grade under guidance of the teacher.

**[Note: Students can only use emails within our domain.]**

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

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

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

Employees and students will be instructed on the appropriate use of the Internet. Parents of students who do not wish to grant their student permission to use the Internet should use the Internet Access **Denial Form (#605.8a)** to deny Internet Access.

Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations and understand the consequences for a violation of the policy or regulations. These forms will be signed at grades kindergarten, sixth, and 9th grade, and by any new student to the district.

In compliance with federal law, this policy will be maintained at least five years beyond the termination of funding under the Children’s Internet Protection Act (CIPA) or E-rate.

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019



Educational Program

Series 600

**Policy Title: INTERNET ACCESS DENIAL FORM**

**Code No. 605.8a**

Access to the internet is available to all Colfax-Mingo Community School District teachers and students as a source of information and a vehicle of communication. Students will be able to access the internet under teacher supervision (or other approved adult) to conduct curriculum-related research and communication. Board policies that refer to internet usage can be found on the district website under Board Policy 603.14.

Parents or guardians of students who do **NOT** wish to grant student permission to use the internet should complete this form and return to your child's school office no later than two weeks following the start of the school year.

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

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

\_\_\_\_ I request that my child be denied access to Internet from the date of this request for the balance of the school year.

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

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019

Educational Program

Series 600

**Policy Title: STUDENT INTERNET/NETWORK ACCEPTABLE USE AGREEMENT**  
**Code No. 605.8b**

I have read and understood the Colfax-Mingo Community School District Student Acceptable Use Regulation and agree to abide by it:

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(Student Printed Name)

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(Student Signature)

(Date)

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019

Educational Program

Series 600

**Policy Title: NETWORK/INTERNET APPROPRIATE USE VIOLATION NOTICE**  
**Code No. 605.8c**

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

Administrator: \_\_\_\_\_

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

Any student who inappropriately uses the district network, computers, or accesses restricted sites on the Internet shall be subject to the appropriate action described in the parent-student handbook or to the following consequences:

**First Offense:**

Any student who inappropriately uses the district network, computers, or accesses restricted sites on the Internet shall lose network and/or Internet access for up to 18 weeks at the discretion of a building administrator. Parents will be notified of this offense.

**Second Offense:**

On the second violation of inappropriate use of the district network, computers, or access of restricted sites on the Internet during a school year the student shall forfeit all network and/or Internet privileges for the balance of the school year or at least a period of 18 weeks.

In certain situations, because of the serious nature of the violation of this policy, all network and Internet privileges may be revoked.

Violation of other District disciplinary policies through the misuse of the network and/or Internet will result in the sanctions called for in those policies.

If it is necessary for a student to access a computer during times of suspension, a single computer under the direct supervision of a staff member may be provided.

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019

Educational Program

Series 600

**Policy Title: STUDENT TAKE HOME DEVICE AGREEMENT**

**Code No. 605.9**

**Terms:**

Junior High and High school students will be issued a district-owned Chromebook. By taking possession of a borrowed device, the student agrees to assume full responsibility for the safety, security, and care of the loaned device. Any loss, theft, or damage to the device should be reported to the administration or technology department within two [2] school days.

**Loss/Theft:**

A lost or stolen device will result in the student paying full replacement cost of the device and associated accessories. The student should report the incident to a school administrator within one [1] school day of the occurrence. A police report shall be filed in the case of a theft.

Each student shall be responsible for any damage to the device from the time it is issued until the time it is turned back into the district (including labor costs), beyond any costs that may be covered by insurance on the device.

**Summer Collection of Devices:** Students will return their assigned device at the end of each school year to allow technology staff time to clean and update the devices. Failure to return the assigned device will be considered loss of device and the student will be charged full cost for replacement of the device.

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 19, 2017

June 17, 2019

## Educational Program

Series 600

### **Policy Title: STUDENT INTERNET/NETWORK – APPROPRIATE USE REGULATIONS Code No. 605.10**

#### Internet Access

- I. Access to the Internet is available to all teachers and students as a source of information and a vehicle of communication.
- II. Students will be able to access the Internet under teacher supervision (or other approved adult) to conduct curriculum-related research and communication.
  - A. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. Although the Colfax-Mongo Community School District does employ an Internet filter, it is impossible to control all materials. Because information on the Internet appears, disappears, and changes, it is not possible to predict or control what students may locate.
  - B. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents who choose not to risk exposure to questionable material.
  - C. Student Internet records and access records are confidential records treated like other student records (see Board Policy #506.1 Student Records Access). Student work (art, writing, pictures) may be posted and credited on the district's web pages. Parent(s)/guardian(s) or students who choose not to have their name or work posted on a district web site must file a "Parental Authorization for Releasing Student Directory Information" form.
  - D. The smooth operation of the network relies upon the proper conduct of students and Staff members. Guidelines that require efficient, ethical and legal utilization of network resources must be observed. Utilization of these network resources should be limited to educational purposes.
  - E. Transmission of material, information, or software in violation of any district policy or regulation is prohibited.
  - F. The school district makes no guarantees as to the accuracy of information received on the Internet.

#### General Computing

- I. Sharing your user ID with any other person is prohibited. In the event that you do share your user ID with another person, you will be responsible for the actions that other person appropriated.
- II. Any unauthorized, deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is a violation regardless of system location or time duration.

#### Network Security

- I. Intentional attempts to "crash" network systems or programs are punishable disciplinary offenses.

- II. Any attempts to secure a higher level of privilege on the local computer or network systems are punishable disciplinary offenses.
- III. The willful introduction of computer "viruses" or other disruptive/destructive programs into the network or into external networks is prohibited.
- IV. The possession of "hacking software" or visiting a "hacking" web site is prohibited.
- V. Any attempt, including the use of proxy sites, to bypass the district Internet filtering system is prohibited.
- VI. A personally owned computing device may not be connected to the district network without permission from a member of the District Technology Department; however limited Internet access may be available through the public wireless network.

VII.

Permission to Use Internet

Parents of students who do not wish to grant their student permission to use the Internet should use the District Internet Access Deny **Form (605.9)** to deny Internet access.

Student Use of Internet

- I. Equal Opportunity
  - 1. Internet shall be available to all students within the District. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.
- II. On-line Etiquette
  - 1. The use of the network is a privilege. As a user of the Internet, students may be allowed access to other networks. It is the user's responsibility to abide by the policies and procedures of these other networks.
  - 2. Students should adhere to on-line protocol:
    - a. Respect all copyright and license agreements.
    - b. Cite all quotes, references, and sources.
    - c. Only remain on the system long enough to get needed information; then exit the system.
    - d. Non-educational games are not permitted on school computers.
    - e. Students are not permitted to download music or other executable files without prior permission.
    - f. Apply the same privacy, ethical, and educational considerations utilized in other forms of communication.
    - g. Students are not permitted to stream audio or video unless instructed to do so by a staff member for the purpose of instruction.
  - 3. Student access for electronic mail will be through the supervising teacher's account or class account at the elementary level. Middle school and high school students may be issued a school email account. Students should adhere to the following guidelines:
    - a. Others may be able to read or access your mail. Never send any messages of a private nature.
    - b. Delete unwanted messages immediately.

- c. Use of objectionable language is prohibited.
  - d. Always sign your name to messages.
  - e. Electronic mail should only be utilized for educational purposes.
4. Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission.
- a. Recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others.
  - b. Never agree to meet someone they meet online in real life without parental permission.
  - c. If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.
5. Cyberbullying will not be tolerated.
- a. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying.
  - d. Don't be mean.
  - c. Don't send emails or post comments with the intent of scaring, hurting, or intimidating someone else.
  - d. Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges.
  - e. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

III. Restricted Material

Students shall not intentionally access or download any text file or picture, or engage in any conference that includes pornography. Also, students shall not intentionally access or download any text file or picture, or engage in any conference that advocates violence, racism, anarchy, treason or discrimination.

IV. Unauthorized Costs

If a student gains access to any service via the Internet which has a cost involved, the Colfax-Mingo Community School District will not be responsible for those costs. The student accessing such a service will be responsible for those costs.

V. Personal Computers

Personal computers or other network devices will not be permitted access to the District network without prior knowledge of the Director of Technology; however, limited Internet access may be available through the district Public Wireless Network.

### Examples of Acceptable Use

I will:

- a. Use school technologies for school-related activities.
- b. Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
- c. Treat school resources carefully, and alert staff if there is any problem with their operation.
- d. Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
- e. Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
- f. Use school technologies at appropriate times, in approved places, for educational pursuits.
- g. Cite sources when using online sites and resources for research.
- h. Recognize that use of school technologies is a privilege and treat it as such.
- i. Be cautious to protect the safety of myself and others.
- j. Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

### Examples of Unacceptable Use

I will not:

- a. Use school technologies in a way that could be personally or physically harmful.
- b. Attempt to find inappropriate images or content.
- c. Engage in cyberbullying, harassment, or disrespectful conduct toward others.
- d. Try to find ways to circumvent the school's safety measures and filtering tools.
- e. Use school technologies to send spam or chain mail.
- f. Plagiarize content I find online.
- g. Post personally-identifying information, about myself or others.
- h. Agree to meet someone I meet online in real life.
- i. Use language online that would be unacceptable in the classroom.
- j. Use school technologies for illegal activities or to pursue information on such activities.
- k. Attempt to hack or access sites, servers, or content that isn't intended for my use.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

### Student Violations; Consequences and Notifications:

Students who access restricted items on the Internet shall be subject to the appropriate action described in the school's discipline policy handbook OR to the following consequences:



- I. **First Offense**  
Any Student who inappropriately uses the district network, computers, or accesses restricted sites on the Internet shall lose network and/or Internet access for up to 18 weeks at the discretion of a building administrator. Parents will be notified of this offense.
- II. **Second Offense**  
On the second violation of inappropriate use of the district network, computers, or access of restricted sites on the Internet during a school year the student shall forfeit all network and/or Internet privileges for the balance of the school year or at least a period of 18 weeks.
- III. **In certain situations, because of the serious nature of the violation of this policy, all Internet privileges may be denied.**
- IV. **Violation of other District disciplinary policies through the misuse of the Internet will result in sanctions called for in those policies.**

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019

## Educational Program

Series 600

**Policy Title: STUDENT SOCIAL MEDIA REGULATION**

**Code No. 605.11**

Due to the wealth of new social media tools available to students, student products and documents have the potential to reach audiences far beyond the classroom. This translates into a greater level of responsibility and accountability for everyone. Below are guidelines students in the Colfax-Mingo Community School District should adhere to when using Web 2.0 tools in the classroom.

### **Social Media Guidelines for Students**

Be aware of what you post online. Social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers or a future employer to see.

- I. Follow the school's code of conduct when writing online. It is acceptable to disagree with someone else's opinions, however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online.
- II. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures. Do not share your password with anyone besides your teachers and parents.
- III. Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read the entire article prior to linking to ensure that all information is appropriate for a school setting.
- IV. Do your own work! Do not use other people's intellectual property without their permission. **It is a violation of copyright law to copy and paste other's thoughts.** When paraphrasing another's idea(s) be sure to cite your source with the URL. It is good practice to hyperlink to your sources.
- V. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or that it is under "Creative Commons" attribution.
- VI. How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
- VII. Blog and wiki posts should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work be sure it is in the spirit of improving the writing.
- VIII. If you run across inappropriate material that makes you feel uncomfortable, or is not respectful, tell your teacher right away.
- IX. The district may take actions to regulate the posting of content by users consistent with rules of service (i.e. Facebook) and in accordance with applicable laws, including the removal of prohibited content and/or banishment of users from accessing the page(s).

*Prohibited content includes, but is not limited to, content which is defamatory, contains threats, is obscene or consists of fighting words.*
- X. Students who do not abide by these terms and conditions may lose their opportunity to take part in the project and/or access to future use of online tools.

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

March 21, 2016

June 17, 2019

## Educational Program

Series 600

### **Policy Title: WEB PAGE POLICY**

**Code No. 605.12**

The Colfax-Mingo Community School District makes Internet access available to staff and students. The District also maintains a District Web site. The purpose of the Web site is to provide a source of up-to-date information about the District and the programs offered to students, parents, and the community. The Web site also provides an opportunity for teachers to showcase student work.

This policy outlines the guidelines and responsibilities of individual web page authors who create and maintain pages of the Colfax-Mingo Community School District site.

#### **Ownership and Credit**

All Web pages on the District's server become property of the Colfax-Mingo Community School District. The Technology Coordinator is responsible for all Internet hardware, connections, and infrastructure support systems. The District reserves the right to remove any web page(s) that do not adhere to the guidelines described in this policy.

#### **Web Page Content**

1. All web page content should be related to District or individual school information, curriculum and instruction, school activities, or general information which would be of interest.
2. Staff or student work which is published will be related to class projects, course work, or school-related activities.
3. Individual student or staff personal Web pages or Web pages for other individuals or organizations not directly affiliated with the District may not be published on the District's server.
4. All communications via the District Web pages will comply with the Board approved District Internet Appropriate Use Policy.
5. All Web pages will be free of spelling and grammatical errors.
6. Web page content shall be kept current and will be the responsibility of the building administrator, designated staff member or web page author.
7. The District web site will support individual teacher web pages which adhere to District policy. The individual web page author will be accountable for all content and links contained on the pages he/she authors.
8. Student expression on the District web site will not be deemed to be an expression of the school district. The District, the Board, and the employees or officials are not liable in any civil or criminal action for any student expression made by students unless the employees or officials have interfered with or altered the content of the student expression.

#### **Web Page Design**

1. All building home pages will link to the District home page.
2. All building pages will link to the building home page.
3. Pages will avoid the need for excessive scrolling.
4. Personnel should adhere to all copyright laws in the building of Web pages.
5. Pages should be professional, legible, and consistent in content.
6. Back links should be provided on individual staff pages to the appropriate building home page as well as the District home page.

**Student Safety**

1. The District will use discretion in the use of student information on the district web site to respect students.
2. The District will follow the Board Policy on release of student information stated in Student Directory Information Board Policy **#506.2**.
3. Parent's/legal guardians can deny the inclusion of general information about their child by filling out the refusal slip.
4. It is the responsibility of the individual web author to check for the existence of this parental refusal form prior to posting student information. These slips are on file in the individual buildings.

Concern about the content of any page(s) created by students or staff should be directed to the building administrator or the Director of Communications.

**Date of Adoption:**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019

Educational Program

Series 600

**Policy Title: COLFAX-MINGO DEVICE ACCEPTABLE USE FORM Code No. 605.15**

Retain the above information for your own reference. This page only must be returned to receive your device.

Your signature on this form indicates your agreement to abide by the above expectations and willingness to assume financial responsibility as outlined in this document.

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

Student \_\_\_\_\_

3-21-16  
6-17-19

## Educational Program

Series 600

### **Policy Title: WEB PAGE POLICY**

**Code No. 605.16**

The Colfax-Mingo Community School District makes Internet access available to staff and students. The District also maintains a District Web site. The purpose of the Web site is to provide a source of up-to-date information about the District and the programs offered to students, parents, and the community. The Web site also provides an opportunity for teachers to showcase student work.

This policy outlines the guidelines and responsibilities of individual web page authors who create and maintain pages of the Colfax-Mingo Community School District site.

#### **Ownership and Credit**

All Web pages on the District's server become property of the Colfax-Mingo Community School District. The Technology Coordinator is responsible for all Internet hardware, connections, and infrastructure support systems. The District reserves the right to remove any web page(s) that do not adhere to the guidelines described in this policy.

#### **Web Page Content**

- All web page content should be related to District or individual school information, curriculum and instruction, school activities, or general information which would be of interest.
- Staff or student work which is published will be related to class projects, course work, or school-related activities.
- Individual student or staff personal Web pages or Web pages for other individuals or organizations not directly affiliated with the District may not be published on the District's server.
- All communications via the District Web pages will comply with the Board approved District Internet Appropriate Use Policy.
- All Web pages will be free of spelling and grammatical errors.
- Web page content shall be kept current and will be the responsibility of the building administrator, designated staff member or web page author.
- The District web site will support individual teacher web pages which adhere to District policy. The individual web page author will be accountable for all content and links contained on the pages he/she authors.
- District provides an e-mail account for staff and will retain the right to publish these e-mail addresses on the District web site.
- Student expression on the District web site will not be deemed to be an expression of the school district. The District, the Board, and the employees or officials are not liable in any civil or criminal action for any student expression made by students unless the employees or officials have interfered with or altered the content of the student expression.

#### **Web Page Design**

- All building home pages will link to the District home page.
- All building pages will link to the building home page.

- Pages will avoid the need for excessive scrolling.
- Personnel should adhere to all copyright laws in the building of Web pages.
- Pages should be professional, legible, and consistent in content.
- Back links should be provided on individual staff pages to the appropriate building home page as well as the District home page.

**Student Safety**

- The District will use discretion in the use of student information on the district web site to respect students.
- The District will follow the Board Policy on release of student information stated in Student Directory Information Board Policy #506.2.
- Parent's/legal guardians can deny the inclusion of general information about their child by filling out the refusal slip.
- It is the responsibility of the individual web author to check for the existence of this parental refusal form prior to posting student information. These slips are on file in the individual buildings.

Concern about the content of any page(s) created by students or staff should be directed to the building administrator or the Director of Communications.

**Date of Adoption**

August 18, 2014

**Reviewed & Revised:**

June 17, 2019



Educational Program

Series 600

**Policy Title: INTERNET – PERMISSION FORM**

**Code No. 605.16a**

Please sign this form if you would like your child to be granted Internet access. This form needs to be returned to your child's school where it will be kept on file.

Permission may be withdrawn at any time by signing the withdrawal statement at the bottom of the form.

Student's Name \_\_\_\_\_

Level [Circle One]      K-5                      6-12

Date \_\_\_\_\_

My child and I have read the expected network etiquette about the Internet and electronic mail and agree to abide by these provisions. We understand that if any violations occur, Internet privileges may be suspended or revoked. A list of these violations/suspensions will be kept on the other side of this form.

We agree to be responsible for payment of cost incurred by accessing any Internet services that have a cost involved. We also agree to pay for any damage that might result to the school's equipment resulting from the downloading of programs from the Internet.

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

Parent/Guardian's Signature \_\_\_\_\_

**WITHDRAWAL OF PERMISSION**

I wish to withdraw permission for the above named child to use the Internet:

Parent/Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Date of Adoption:**

March 10, 1997

**Reviewed & Revised:**

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy Title: RECORD OF STUDENT VIOLATIONS/SUSPENSIONS Code No. 605.16b**

**RECORD OF STUDENT VIOLATIONS/SUSPENSIONS**

Date, explanation of violation, suspension time:

1.

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2.

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3.

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4.

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3/21/16

6/17/19

## Educational Program

Series 600

**Policy Title: COLFAX-MINGO COMPUTER LOAN AGREEMENT**

**Code No. 605.20**

One Google Chromebook, Charger, and Case are being loaned to the Student/Borrower and are in good working order. It is Student/Borrower's responsibility to care for the equipment and ensure that it is retained in a safe environment.

This equipment is, and at all time remains, the property of Colfax-Mingo Community Schools of Colfax, Iowa and is herewith lent to the Student/Borrower for educational purposes only for the academic school year.

Student/Borrower may not deface or destroy this property in any way. Inappropriate use of the machine may result in the Student/Borrower losing his/her right to use this computer. The equipment will be returned to the school when requested by Colfax-Mingo Community Schools, or sooner, if the Student/Borrower withdraws from Colfax-Mingo Community Schools prior to the end of the school year.

The District Property may be used by the Student/Borrower only for non-commercial purposes, in accordance with the District's policies and rules. The District's Code of Conduct, as well as, local, state, and federal statutes.

Student/Borrower may not install or use any software other than software owned or approved by the District and made available to Student/Borrower in accordance with this Receipt and Agreement.

One user account with specific privileges and capabilities has been set up on the Google Chromebook for the exclusive use of the Student/Borrower to which it has been assigned. The Student/Borrower agrees to make no attempts to change or allow others to change the privileges and capabilities of this user account.

The Student/Borrower agrees to make no attempts to add, delete, access, or modify other user accounts on the Google Chromebook and on any school-owned computer.

The Colfax-Mingo Community Schools network is provided for the academic use of all students and staff. The Student/Borrower agrees to take no action that would interfere with the efficient, academic use of the network.

Identification and inventory labels/tags have been placed on the Google Chromebook. These labels/tags are not to be removed or modified. If they become damaged or missing, contact tech support for replacements. Additional stickers, labels, tags, or markings are not to be added to the Google Chromebook.

A Google Apps for Education account is available for each Student/Borrower to use for appropriate academic communication with other students and staff members.

Iowa statute allows the District to obtain reimbursement from, or on behalf of, students for any damage to, loss of, or failure to return school property. This will result in the full reimbursement cost of the Chromebook to the school district. Student/Borrower acknowledges and agrees that his/her use of the District Property is a privilege and that by Student/Borrower's agreement to the terms hereof. Student Borrower acknowledges his/her responsibility to protect and safeguard the District Property and to return the same in good condition and repair upon request by Colfax-Mingo Community Schools.

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

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

Parent Signature: \_\_\_\_\_

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

**PLEASE READ THE ASSURANCE ON THE BACK OF THIS FORM BEFORE SIGNING**

## Educational Program

Series 600

### **Policy Title: COLAX-MINGO PARENT & STUDENT RESPONSIBILITIES**

**Code No. 605.21**

#### **Parent Responsibilities**

Your son/daughter has been issued a Google Chromebook computer to improve and personalize his/her education this year. It is essential that the following guidelines be followed to ensure the safe, efficient, and ethical operation of this computer.

- I will supervise my son's/daughter's use of the Google Chromebook at home.
- I will discuss our family's values and expectations regarding the use of the Internet at home and will supervise my son's/daughter's use of the Internet.
- I will not attempt to repair the Google Chromebook.
- I will report to the school any problems with the Chromebook.
- I will make sure that my son/daughter recharges the Google Chromebook battery nightly.
- I will make sure my son/daughter brings the Google Chromebook to school every day and stores the Chromebook in the school issued case during times of transport and while the Chromebook is not in use.
- I understand that if my son/daughter comes to school without his/her computer, I may be called to bring it to school.
- I agree to make sure that the Google Chromebook is returned to the school when requested and upon my son's/daughter's withdrawal from Colfax-Mingo Community School District.

## Student Responsibilities

Your Google Chromebook is an important learning tool and is for educational purposes only. In order to take your Google Chromebook home each day, you must be willing to accept the following responsibilities.

- When using the Google Chromebook at home, at school, and anywhere else I may take it.
- I will follow the policies of the Colfax-Mingo Community Schools – especially the Student Code of Conduct – and abide by all local, state and federal laws.
- I will treat the Google Chromebook with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
- My Google Chromebook is my responsibility and will stay in my possession at all times.
- I will not modify any software on the Google Chromebook.
- I will honor my family's values when using the Google Chromebook.
- I will not release personal information to strangers when using the Google Chromebook.
- I will bring the Google Chromebook to school every day.
- I will keep all accounts and passwords assigned to me secure, and will not share these with any other students.
- **I will clean my Google Chromebook using only the cleaner provided by the district.**
- I will recharge the Google Chromebook battery each night.
- I will return the Google Chromebook when requested and upon my withdrawal from Colfax-Mingo Community Schools.
- I will place the Google Chromebook in its protective case when not in use and when it is being moved.

Educational Program

Series 600

**Policy No: CLASS SIZE-CLASS GROUPING**

**Code No. 606.1**

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3 (2013).

**Date of Adoption:**

January 19, 2009

**Reviewed & Revised:**

March 21, 2016

June 17, 2019

## Educational Program

Series 600

### **Policy Title: STUDENT FIELD TRIPS AND EXCURSIONS**

**Code No. 606.5**

The Board recognizes that a properly planned, well conducted, and carefully supervised field trip or excursion is a vital part of the curriculum in any classroom. As such, one student trips per grade level of significant educational value will be supported.

Field trips shall be accomplished in the time frame of the regular school day, unless there are educational reasons of such an overriding nature as to receive special consideration. Field trips for class enrichment may be approved within a reasonable distance of a school in the District, with such approval granted by the Superintendent/designee. In general, the Board will not sponsor, subsidize, or approve any field trip or excursion (extracurricular trip) outside the State of Iowa. The exception to this out-of-state policy may be granted only (1) by application to the Board of Education, and (2) if the approved activity is related to those programs which are at least partially reimbursed by state or federal funds, or those activities approved by the organizations represented by the Unified Iowa High School Activities Federation with the approval of the Superintendent/designee.

Extracurricular activities shall be those activities which are not a part of the regular school academic program and for which no approved class credit is given. Generally, the Board will not sponsor, subsidize, or approve travel for extracurricular type activities, except those held within the state which are approved by the organizations represented by the Iowa High School Athletic Association (IHSA) and Iowa Girls High School Athletic Union (IGHSAU). Classes and extracurricular organizations desiring approval of a field trip or extracurricular trip which is not generally authorized under the terms of this policy may request that the Board approve and authorize such a trip. A request for exception must be made to the Board, in writing, by the sponsor of such activity. Such request shall be delivered to the Superintendent in ample time prior to the Board meeting at which the request will be considered for the Board to fully review prior to acting thereon.

#### Legal Reference:

390 C.F.R. Pt. 390.3(f) (2006).

Iowa Code § 279.8 (2009).

281 I.A.C. 43.9.

#### **Date of Adoption:**

July 1, 1985

#### **Reviewed & Revised:**

September 3, 1991

June 1, 1998

March 15, 1999

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2019



**Colfax-Mingo Community School  
District Overnight Field Trip Request Form**

**Code No. 606.5a**

Request submitted by: \_\_\_\_\_

A. Class, organization, or club sponsoring the trip:

\_\_\_\_\_

B. Objectives of the trip and how they relate to the curriculum:

\_\_\_\_\_

C. Sponsors accompanying the trip:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. Destination, date, and time:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E. Projected costs of the trip:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

F. How trip will be funded:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Principal Approval: \_\_\_\_\_

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

3/21/16

6-17-19

Educational Program

Series 600

**Policy No: INSUFFICIENT CLASSROOM SPACE**

**Code No. 606.6**

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

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

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

**Date of Adoption:**  
January 19, 2009

**Reviewed & Revised:**  
March 21, 2016  
June 17, 2019

Educational Program

Series 600

**Policy Title: OUTSIDE RESOURCE PEOPLE**

**Code No. 606.7**

The Board of Education recognizes that one of the resources of the school system is to be found in the people of the community who have special knowledge and particular talents to contribute to the school program. The Board, therefore, encourages the use of community resources and citizens to assist in enhancing the educational program. Expertise should be used when it directly correlates to the teaching and learning of the course or class. Schools have the ability to review materials offered by outside resources and consider whether those resources are appropriate to the level and fit within the curriculum. Materials should be free from solicitation or advertising. Use of outside personnel resources shall follow procedures approved by the Superintendent/designee.

It is a matter of courtesy, as well as a method of avoiding possible difficulty, that approval be obtained from the building principal/designee before outside resource people are contacted or scheduled into the school building. Outside resources are used on occasion and not on an ongoing basis. Outside resources will be subject to the school security checks and may also be subject to the background check requirements for volunteers.

Legal References: 2811.A.C. 12.3(12).

November 17, 2014  
17 O.S.C. § 101 et al.  
(March 21, 2016  
(2006)

**Date of Adoption:**  
January 18, 2010

**Reviewed & Revised**  
November 17, 2014  
March 21, 2016

**Reviewed & Revised:**  
June 30, 1997  
June 30, 1998  
April 19, 2004  
January 19, 2009  
March 21, 2016  
June 17, 2019

Educational Program

Series 600

**Policy Title: STUDENT GUIDANCE & COUNSELING PROGRAM**

**Code No. 607.1**

The Board shall provide guidance and counseling programs, for the students enrolled, by a guidance counselor certified with the State Department of Education and holding the qualifications required by the board. The guidance counseling services will serve grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program shall be designed to coordinate with the education program and to involve school district personnel

**Date of Adoption:** September 3, 1991

**Reviewed & Revised:**

June 30, 1997

June 30, 1998

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2019

Educational Program

Series 600

**Policy Title: STUDENT HEALTH SERVICES**

**Code No. 607.2**

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

The Superintendent/designee, in conjunction with the (school nurse, public health nurse, school health team, etc.) will develop administrative regulations implementing this policy. The Superintendent/designee will provide a written report on the role of health services in the education program to the Board annually.

*Legal Reference:*

*No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2004).*

*42 U.S.C. §§ 12101 et seq. (2004).*

*20 U.S.C. 1232g § -1400 -6301 et seq. (2004).*

*29 U.S.C. § 794(a) (2004)*

*28 C.F.R.35*

*34 C.F.R. pt. 99, 104, 200, 300 et seq. (2004)*

*Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 280.23 (2007).*

*281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.405.*

*282 I.A.C. 15.3(14); 22.*

*641 I.A.C. 7.*

*655 I.A.C. 6, 6.3(1), 6.3(6), 6.6(1), 7.*

*2001 IASB Policy Primer*

**Date of Adoption:**

September 3, 1991

**Legal Reference:**

Iowa Code 139.9, 143 (1989)

**Reviewed & Revised:**

March 27, 2000

April 19, 2004

January 19, 2009

March 21, 2016

June 17, 2017