

TABLE OF CONTENTS
EDUCATIONAL PROGRAM - SERIES 600

- Code No. 600 - Basic Instructional Program
- Code No. 601 - Citizenship
- Code No. 602 - Student Health Service
- Code No. 602.1-Administration of Medication to Students
- Code No. 603.41-Internet Access for Students
- Code No. 604 - Health Education
- Code No. 606 - School District Instructional Organization
- Code No. 607 - Physical Education
- Code No. 608 - Religion Based Exclusion from School Program
- Code No. 610 - Career Education
- Code No. 612 - Multicultural and Nonsexist Equity Education Opportunity
- Code No. 614 - Special Education
- Code No. 616 - Technology and Instructional Materials
- Code No. 618 - Global Education
- Code No. 620 - Talented and Gifted Program
- Code No. 622 - Program for Students at Risk
- Code No. 623 - Program for Education of the Limited English Proficient Student
- Code No. 624 - Instructional Time Audit
- Code No. 626 - Performance Testing for Classroom Credit
- Code No. 628 - Student Guidance and Counseling Program
- Code No. 630 - Student Activity Program
- Code No. 632 - Open Enrollment Transfers Procedures as Sending District
- Code No. 633 - Open Enrollment Transfers As a Receiving District
- Code No. 640 - Curriculum Development
- Code No. 641 - Curriculum Implementation
- Code No. 642 - Curriculum Evaluation
- Code No. 643 - Media Centers
- Code No. 644 - Instructional Material Selection
- Code No. 647 - Copyright Compliance
- Code No. 650 - School Calendar
- Code No. 652 - School Day
- Code No. 654 - Post-Secondary Enrollment
- Code No. 656 - Competent Private Instruction
- Code No. 658 - Dual Enrollment
- Code No. 660 - Sharing Arrangements, Supplemental Weighting
- Code No. 661 - Goals and Objectives of the Education Program
- Code No. 662 - Selecting and Supporting Initiatives to Improve Student Learning
- Code No. 663 - Quality Professional Development to Improve Student Learning
- Code No. 664 - Access and Use of Data and Information
- Code No. 665 - Community Involvement in Student Learning
- Code No. 666 - Integrated Leadership for Improving Student Learning

The basic instruction program shall include the courses required for each grade level by the board. The instructional approach will be nonsexist and multicultural.

Students enrolled in kindergarten shall attend school for the entire school day every day. The basic instruction program shall be designed to develop healthy emotional and social habits, language arts and communication skills, the capacity to complete individual tasks, and the ability to protect and increase physical well being. Kindergarten instruction shall be a minimum of 10 hours per week.

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

The basic instruction program of students enrolled in grades seven through eight shall include English-language arts, social studies, mathematics, science, health, physical education, music, and visual art.

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

The board may, in its discretion, offer additional courses in the education program.

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

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

	February 9, 2015	
	November 9, 2009	
	February 14, 2005	August 9, 2010
Approved: <u>June 1989</u>	Reviewed: <u>Jan. 1997</u>	Revised: <u>Jan. 1994</u>

Legal Reference: 29 U.S.C. 624-634, 42 U.S.C. 2000e-11., Iowa Code 279.8, 280.3-.14, 601A.9 (1989)., 670 Iowa Admin. Code 3.5., 281 Iowa Admin. Code 12.5 (new standards).

Cross Reference: Equal Education Opportunity, Student Scholastic Achievement, Curriculum Development, Instructional Curriculum.

Related Administrative Rules and Regulations: _____

Policy Title: Citizenship Code No. 601

Being a citizen or legal resident 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.

February 9, 2015
November 9, 2009
February 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: Jan. 1994

Legal Reference: Iowa Code 256.11 (1989), 281 Iowa Admin. Code 12.3(8) (new standards)

Cross Reference: Educational Philosophy of the School District, Student Council

Related Administrative Rules and Regulations: _____

Policy Title: Student Health Services Code No. 602

Students are required to be in good health, as certified by their physician, prior to admission into school. Thereafter, the board retains the authority to deny continued enrollment if the student has not complied with the minimum immunization requirements as stated by the State Department of Health and to require at any time a certification of good health for any student.

Health services shall be coordinated with the health education and physical education curriculum and the guidance and counseling services. The goal of the health services provided by the school district is to help each student protect, improve, and maintain physical, emotional, and social well being.

Nurses, other medical personnel, or other health services personnel employed by or requested to conduct services for the board shall hold and maintain a current Iowa license or certification.

In addition to the health services provided in the curriculum, the school district will provide the following district-wide health services:

- Annual Height & Weight Screening (Identified grade levels)
- Vision & Hearing Screening
- Lice Screening
- Health Education
- Blood Pressure Screening
- Report Communicable Diseases
- Report & Maintain Student Immunization Records
- Report Child Abuse observed by certified personnel
- Provide hazardous chemical disclosure
- Dental screening for Kindergarten and 9th Grade

February 9, 2015

November 9, 2009

February 14, 2005

December 17, 2009

Approved: June 1989

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: Iowa Code 139.9, 143 (1989), 641 Iowa Admin. Code 7., 670 Iowa Admin. Code 3.4(8).. 281 Iowa Admin. Code 12.3(9) (new standards).

Cross Reference: Entrance - Admissions, Student Health and Well-Being

Related Administrative Rules and Regulations: _____

Some students may need prescription and nonprescription medication to participate in 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 judgment, an individual health plan shall be developed by an authorized practitioner with the student and the student's parent. Students who have demonstrated competence in administering their own medications may self-administer their medication. A written statement by the student's parent shall be on file requesting co-administration of medication, when competence has been demonstrated. By law, students with asthma or other airway constricting diseases may self-administer their medication upon approval of their parents and prescribing physician regardless of competency.

Persons administering medication shall include the licensed registered nurse, physician, persons who have successfully completed a medication administration course, or be an authorized practitioner, including, parents. A medication administration course and periodic update shall be conducted by a registered nurse or licensed pharmacist, and a record of course completion kept on file at the agency.

A written medication administration record shall be on file including:

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

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

Approved: June 1989

Reviewed: Jan. 1997

April 6, 2009
December 13, 2006
March 14, 2005
April 7, 2003
Revised: April 1997

Note: This law reflects the Iowa Department of Education's special education administrative rule regarding administration of medication. Since there are no rules addressing students not receiving special education services, IASB has written the sample policies and regulations to address all students.

Iowa law requires school districts to allow students with asthma or other airway constricting disease to carry and self-administer their medication as long as the parents and prescribing physician report and approve in writing. Students do not have to prove competency to the school district. The consent form, see 507.2E1, is all that is required. School districts that determine students are abusing their self-administration may either withdraw the self-administration if medically advisable or discipline the student, or both.

Legal Reference: Iowa Code §§124.101(1), 147.107, 152.1, 155A.4(2), 280.16, 280.23 (2007)
Education [281] IAC §41.404(3)
Pharmacy [657] IAC §8.32(124, 155A)
Nursing Board [655] IAC §6.2(152)

Cross Reference:
596 Student Health
614 Special Education
602 Student Health Services
556 Health and Birth Certificate
581 Student Special Health Service
614 Special Education

*** I hereby give permission for an authorized representative at GMG Community School District to administer the above named medication, as prescribed above, and hereby agree to the above administrative guidelines. I also give permission for the school to contact the above health care provider regarding the administration of this medication.**

Parent/Legal Guardian Signature

Parent/Legal Guardian Name (Please Print)

Home Phone

Cell Phone

Work Phone

Today's Date

Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means. Students will be able to access the Internet through school equipment. Individual student accounts and electronic mail addresses may be issued to students. If a student already has an electronic mail address, the student may be permitted to use the address to send and receive mail at school.

The Internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or completely control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information which may not be of educational value. Student Internet records and access records are confidential records treated like other student records. 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 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

Student safety with regard to:

- o safety on the Internet;
 - o appropriate behavior while on online, on social networking Web sites, and
 - o in chat rooms; and
 - o 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 will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations, and that they understand the consequences for violation of the policy or regulations.

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.

February 9, 2015

May 14, 2012

Approved January 1995 Reviewed February 14, 2005

Revised: June 11, 2012

Policy Title: Health Education Code No. 604

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

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

February 9, 2015
November 9, 2009
February 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: Iowa Code 256.11, 279.8, 280.3-.14 (1989), 670 Iowa Admin. Code 3, 281 Iowa Admin. Code 12.5(3) (e), .5(4) (e), .5(5)(e) (new standards).

Cross Reference: Student Conduct, Curriculum Development

Related Administrative Rules and Regulations: _____

Policy Title: School District Instructional Organization Code No. 606

The school district offers an education program for grades kindergarten through twelve. The levels of instruction are organized by the following levels:

Grades Pre-school through six shall attend the Elementary School.

Grades seven through twelve shall attend the Secondary School.

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

	February 9, 2015	
	November 9, 2009	March 9, 2015
	February 14, 2005	December 17, 2009
Approved: <u>Dec. 1991</u>	Reviewed: <u>Jan. 1997</u>	Revised: <u>April 1997</u>

Legal Reference: Iowa Code 256.11, 275.1, 279.11, 280.14 (1989). 670 Iowa Admin. Code 3.1, 3.2(1)-2(8). 281 Iowa Admin. Code 12.1, 12.3(11), 12.5 (new standards)

Cross Reference: Student Attendance

Related Administrative Rules and Regulations: _____

Policy Title: Physical Education Code No. 607

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

Students may be excused in any grade from physical education when the student is physically unable to participate due to illness or injury or when the student has been exempted because of a conflict with the student's religious beliefs. Students in grade twelve may also be excused when the student is enrolled in another education program authorized by the school district which requires the student's absence from the school building for the day or when the student is enrolled in an academic course not otherwise available.

Students excused from physical education must have an alternate activity or study acceptable to the Principal.

January 11, 2010

March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: Iowa Code 256.11 (1989). 670 Iowa Admin. Code 3.5(10). 281 Iowa Admin. Code 12.5(3)(f), .5(4)(f), .5(5), .5(6) (new standards).

Cross Reference: Student Rights and Responsibilities, Instructional Curriculum

Related Administrative Rules and Regulations: _____

Policy Title: Religion Based Exclusion from School Program Code No. 608

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

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: June 1989

Legal Reference: U.S. Const'n amend. I. Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105 (1971). Graham v. Central Community School District of Decatur County, 608 F. Supp. 531 (Iowa 1985)

Cross Reference: School Ceremonies and Observances, Instructional Curriculum

Related Administrative Rules and Regulations: _____

Policy Title: Career Education Code No. 610

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

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

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: Jan. 1994

Legal Reference: Iowa Code 256.11, 280.9 (1989), 670 Iowa Admin. Code 3.5(9), 281 Iowa Admin. Code 12.5(7) (new standards)

Cross Reference: Instructional Curriculum

Related Administrative Rules and Regulations: _____

Enrolled children in the school district community shall have an equal opportunity for a quality public education without discrimination on the basis of race, religion, sex, national origin, disability, sexual orientation, or marital status in its educational programs, student treatment, student activities, or employment policies as required by Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, and the Federal Rehabilitation Act of 1973.

The education program shall be free of discrimination and provide equal opportunity for the participants. The education program shall foster knowledge of, 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 equal education opportunity shall be directed to the superintendent.

	March 9, 2015	
	January 11, 2010	April 4, 2005
	March 14, 2005	December 2000
Approved: <u>June 1989</u>	Reviewed: <u>Jan. 1997</u>	Revised: <u>January 1997</u>

Legal Reference: 20 U.S.C. 1681-83, 1685-86., 29 U.S.C. 624-634., 42 U.S.C., 20003-11., 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: Educational Philosophy of the School District, Equal Employment Opportunity, Student Scholastic Achievement

Related Administrative Rules and Regulations: _____

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

Special education students are required to meet the requirements stated in board policy or in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

NOTE: This is a mandatory policy and reflects state and federal law.

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction, 285 N.W.2d 173 (Iowa 1979).
20 U.S.C. §§1400 *et seq.* (20045).
34 C.F.R. Pt. 300 *et seq.* (20045).
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (2007).
281 I.A.C. 41.109

Cross Reference: 501 Student Conduct
502 Graduation Requirements
506 Student Records
602.1 Administration of Medication to Students
581 Student Special Health Services
650 School Calendar
600 Basic Instructional Program

Approved: June 1989 Reviewed: January 1997 Revised: April 1997
March 9, 2015 April 6, 2009
January 11, 2010 December 13, 2006
March 14, 2005

Policy Title: Technology and Instructional Materials Code No. 616

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages school district personnel to investigate efficient and effective 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 their evaluation and make a recommendation to the board regarding the use of technology in the curriculum.

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: June 1989

Legal Reference: Iowa Code 256.17, 279.8, 282.14, (1989)., 670 Iowa Admin. Code 3.5(21) .5(10)., 281 Iowa Admin. Code 12.5(10) (new standards).

Cross Reference: Instructional Materials, Curriculum Development

Related Administrative Rules and Regulations: _____

Policy Title: Global Education Code No. 618

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

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: June 1989

Legal Reference: Iowa Code 256.11 (1989), 281 Iowa Admin. Code 12.5(11) (new standards).

Cross Reference: Career Education, Curriculum Development

Related Administrative Rules and Regulations: _____

Policy Title: Talented and Gifted Program Code No. 620

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

It shall be the responsibility of the superintendent to develop a talented and gifted program.

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

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: June 1989

Legal Reference: Iowa Code 256.11, 261C, 442.31-.36 (1989), 670 Iowa Admin. Code 56., 281 Iowa Admin. Code 12.5(12) (new standards).

Cross Reference: Student Scholastic Achievement

Related Administrative Rules and Regulations: _____

Policy Title: Program for Students at Risk Code No. 622

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

It shall be the responsibility of the superintendent to develop a program for students at risk.

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

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: June 1994

Legal Reference: Iowa Code 256.9, 261C, 262.71, 280.19, 442.51-.54 (1989), 670 Iowa Admin. Code 58., 281 Iowa Admin. Code 12.5(13) (new standards)

Cross Reference: Student Scholastic Achievement, Student Guidance and Counseling Program.

Related Administrative Rules and Regulations: _____

Policy Title: Program for Education of the Limited English Proficient Student Code No. 623

The GMG Community School District will have a program ready to fit the needs of Limited English Speaking children.

It shall be the responsibility of the administration to develop a procedure to give these students the best education possible.

March 9, 2015
January 11, 2010
March 14, 2005

Approved: April 1993

Reviewed: Jan. 1997

Revised: April 1993

Legal Reference: _____

Cross Reference: _____

Related Administrative Rules and Regulations: _____

Policy Title: Instructional Time Audit Code No. 624

The board may evaluate the school day schedule utilized for instructional purposes, including the amount of time utilized for instructional purposes on a daily and weekly basis.

To assist in this review of instructional time, a record of the instructional time allocated to each elementary grade and to each course shall be made. This record shall be audited by the superintendent and results of the audit shall be reported to the board.

The following items must be included in the audit, but the audit does not need to be limited to them.

- The patterns of employment and assignment of instructional professional staff;
- The relationship of the school organization and instructional methods to the availability of instructional time;
- Identification of the responsibility for organizing and managing the instructional program, with specific attention to the effect of curriculum sequences and integration on instructional time availability; and
- The effect of co-curricular and extracurricular activity programs on availability of instructional time.

If the board desires that a time audit be completed, this request will be made before the start of the school in the fall. The board shall request a time audit at least every five years, but not more often than every two years.

March 9, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: Iowa Code 256.11, 281 Iowa Admin. Code 12.3(3), .3(5) (new standards)

Cross Reference: Educational and Operational Planning and Needs Assessment Goals and Objectives of the Education Program School Day

Related Administrative Rules and Regulations: _____

Policy Title: Performance Testing for Classroom Credit Code No. 626

The board will not grant credit by performance testing for course work which is ordinarily included in the school curriculum.

May 11, 2015
January 11, 2010
March 14, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: Iowa Code 256.11 (1989), 281 Iowa Admin. Code 12.5(19) (new standards).

Cross Reference: Graduation Requirements, Testing Program

Related Administrative Rules and Regulations: _____

Policy Title: Student Guidance and Counseling Program Code No. 628

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

May 11, 2015
January 11, 2010
March 14, 2005

Approved: June 1989 Reviewed: Jan. 1997 Revised: Jan. 1994

Legal Reference: Iowa Code 256.9(b), 622.10 (1989), 670 Iowa Admin. Code 3.3(10), .3(11), 3.5(16), 281
Iowa Admin. Code 12.3(6), 12.5(21) (new standards).

Cross Reference: Student Records, Programs for Students At Risk

Related Administrative Rules and Regulations: _____

Policy Title: Student Activity Program Code No. 630

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and abilities in the students during their school years and for their lifetime.

Students will have an opportunity to participate in a school activity unless the activity is not offered, the activity is an intramural or interscholastic athletic activity or the student cannot participate for disciplinary reasons. If the activity is an intramural or interscholastic athletic activity, students of the opposite sex will have a comparable opportunity for participation. Comparable opportunity does not guarantee boys and girls will be allowed to play on each other's teams when there are athletic activities available that will allow both boys and girls to reap the benefits of school activities, which are the promotion of additional interests and abilities in the students.

Student activity events must be approved by the superintendent, unless it involves unusual travel and expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

It shall be the responsibility of the superintendent to develop administrative regulations for each school activity. These regulations shall include, but not be limited to, when physical examinations will be required, how and when parents will be informed about the risk of the activity, forms and procedures for a waiver of liability from the parent and student in certain activities, and proof of insurance on the student participating in certain activities. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity.

May 11, 2015
February 8, 2010
May 9, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: Jan. 1994

Legal Reference: 20 U.S.C. 1681-83, 1685-86., 34 C.F.R. 106.41., Iowa Code 280.13-.14, 601A.9 (1989), 670 Iowa Admin. Code 9, 3.5-.6., 281 Iowa Admin. Code 12.6 (new standards).

Cross Reference: Student Rights and Responsibilities, Student Discipline, Student Activities.

Related Administrative Rules and Regulations: _____

The GMG Community School District will participate in open enrollment as a sending district. As a sending district, the board will allow resident students who meet the requirements to open enroll to another public school district.

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district no later than March 1 in the school year preceding the first year desired for open enrollment. The notice is made on forms provided by the Department of Education. The forms are available at the central administration office.

Parents of children who will begin kindergarten in the school district are exempt from the open enrollment March 1 deadline. Parents of children who will begin kindergarten will file in the same manner set forth above by September 1. Parents who have good cause as defined by law for failing to meet the March 1 deadline may make an open enrollment request by September 1 unless another deadline applies. In general, parents that do not meet the March 1 deadline, and do not clearly and accurately meet the state defined "good causes" for late filing will have their application denied.

The receiving district will approve open enrollment requests according to the timelines established by law. The parents may withdraw the open enrollment request prior to the start of the school year. The receiving district's superintendent will notify the parents and sending school district by mail within ten days of the school district's action to approve or deny the open enrollment request.

The board will not allow the receiving district transportation vehicles or personnel to enter the resident school district for the purposes of transportation of open-enrolled out students.

An open enrollment request out of the school district from parents of a special education student is reviewed on a case-by-case basis. The primary determining factor for approval of such an open enrollment request will be whether the special education program available in the receiving school district is appropriate for the student's needs. The area education agency director of special education serving the receiving district, or his/her designee, may provide information in assisting the district in determining whether the program is appropriate. The special education student will remain in the school district until the final determination is made.

It is the responsibility of the superintendent to maintain open enrollment request applications and notice forms. It will also be the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2009).
281 I.A.C. 17.
1990 Op. Att'y Gen. 75.

Cross Reference: 501 Student Attendance
506 Student Records

May 11, 2015
January 12, 2015
February 10, 2010
May 9, 2005

February 9, 2015
March 8, 2010
June 13, 2005

Approved: April 1993 Reviewed: Jan. 1997

Revised: Jan. 1997

The GMG Community School District will participate in open enrollment as a receiving district. As a receiving district, the board will allow nonresident students, who meet the legal requirements, to open enroll into the school district. The superintendent will take action on all timely filed open enrollment requests. The superintendent will notify the sending school district and parents within ten days of the school district's action to approve or deny the open enrollment request.

Open enrollment requests into the school district will not be approved if insufficient classroom space exists. The superintendent, after consultation with building administration, shall determine insufficient classroom space on a case-by-case basis. Criteria to be used in its determination may include, but not be limited to; available personnel, grade level, educational program, instructional methods, physical space, equipment and materials available, finances available, and district goals and objectives. Open enrollment requests into the school district that, if denied, would result in students from the same immediate family unit being enrolled in different school districts, will be given highest priority. The superintendent will have discretion to waive the insufficient classroom space reason for denial for students of the same immediate family to prevent the division of a family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

Open enrollment requests into the school district will also not be approved for students who have been suspended or expelled by the administration or the board of the school district the student is or was attending until the student has been reinstated into the school district from which the student was suspended or expelled. Once the student is reinstated, the student's open enrollment request will be considered in the same manner as the other open enrollment requests provided the required timelines are met.

Per state guidelines, students that open enroll in grades 9-12, shall not be eligible to participate in varsity contests and competitions during the first ninety (90) school days of transfer. Parents of students whose open enrollment requests are approved by the superintendent are responsible for providing or arranging transportation to and from the receiving school district. Transportation may be to the school building of attendance, or to a drop-off/pick-up location within the GMG Community School District that has been approved by the superintendent.

An open enrollment request into the school district from parents of a special education student is reviewed on a case-by-case basis. The determining factors for approval of such an open enrollment request will be whether the special education program available in the school district is appropriate for the student's needs, and the impact on class size. The area education agency director of special education serving the school district, or his/her designee, may provide information in assisting the district in determining whether the program is appropriate. The special education student will remain in the sending district until the final determination is made.

	May 11, 2015	
	January 12, 2015	
	February 10, 2010	February 9, 2015
	May 9, 2005	March 8, 2010
Approved: <u>April 1993</u>	Reviewed: <u>Jan. 1997</u>	Revised: <u>Jan. 1997</u>

Legal Reference: Iowa Code §§ 139A.8; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2009).
281 I.A.C. 17.
1990 Op. Att'y Gen. 75.

Cross Reference: 501.6 Student Transfers In
501.7 Student Transfers Out or Withdrawals
501.14 Open Enrollment Transfers - Procedures as a Sending District
506 Student Records
507 Student Health and Well-Being
606.6 Insufficient Classroom Space

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

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

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

The superintendent 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:

- Through research the district shall identify content standards, benchmarks, and grade level expectations and research for the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Parents and students at all grade levels will be given information throughout the year regarding student progress. Twice annually parents of all students will be encouraged to attend individual conferences with their child's instructors to discuss their child's academic progress;
- Involve the entire school district community in all major curriculum development decisions;
- All local, state, and/or federal mandates (MCNS, school-to-work) must be integrated into all curriculum areas.

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

May 11, 2015

February 8, 2010

May 9, 2005

March 10, 2003

Approved: June 1989

Reviewed: Jan. 1997

Revised: Jan. 1997

Legal Reference: 20 U.S.C. § 1232h (1994). 34 C.R.F. 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: 102 Educational Philosophy of the School District,
106 Long-Range Needs Assessment,
603 Curriculum Implementation,
600 Instructional Curriculum

Related Administrative Rules and Regulations: _____

Careful and continuing attention to implementation allows planned changes in curriculum and instruction to succeed as intended. How change is put into practice, to a large extent determines how well it fares.

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

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

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

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

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

May 11, 2015

February 8, 2010

Approved: April 7, 2003

Reviewed May 9, 2005

Revised _____

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: 102 Educational Philosophy of the School District
103 Long-Range Needs Assessment
640 Curriculum Development
642 Curriculum Evaluation
600 Basic Instructional Programs

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

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

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

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

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

- *Identify roles and responsibilities of key groups;*
- *Involve staff, parents, students, and community members in curriculum evaluation;*
- *Ensure participation of eligible students receiving special education services in district-wide assessments.*

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

May 11, 2015
February 8, 2010

Approved: April 7, 2003 Reviewed May 9, 2005 Revised December 13, 2006

Legal Reference: 20 U.S.C. § 1232h (1994)
34 C.F.R. pt. 98 (2002).
Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14 (2005).
281 I.A.C. 12.8(1)c(1).

Cross Reference: 102 Educational Philosophy of the School District
103 Long-Range Needs Assessment
640 Curriculum Development
600 Basic Instructional Programs
661 Goals of Objectives of the Education Program

Policy Title: Media Centers Code No. 643

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

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

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

June 4, 2015
February 8, 2010
May 9, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: Jan. 1994

Legal Reference: Iowa Code 279.8, 280.3, .14, 301 (1989). 670 Iowa Admin. Code 3.5(20), (21). 281 Iowa Admin. Code 12.5(22) (new standards).

Cross Reference: Student Scholastic Achievement, Curriculum Development, Instructional Materials.

Related Administrative Rules and Regulations: _____

Policy Title: Instructional Material Selection Code No. 644

RESPONSIBILITY FOR SELECTION OF MATERIALS:

The Board of Directors is responsible for all matters relating to the operation of the GMG School District.

The responsibility for coordinating the selection of instruction materials to be inventoried and cataloged for media centers and for making the recommendation for purchase rests with media personnel. The responsibility for coordinating the selection of text materials (textbooks and other print and non-print materials provided for use of a total class or a major segment of such a class) and for making the recommendation for purchase rests with appropriate school personnel

CRITERIA FOR SELECTION OF MATERIALS

One of the basic goals of the educational program is to help students develop positive and realistic self-concepts regardless of race, sex, cultural background, or disability and to help them understand that all persons are members of the human race and have common needs, feelings and problems, but at the same time stimulating their appreciation for the uniqueness of each individual and cultural group. Inherent in this goal is the awareness that racism, sexism and cultural bias are social phenomena influenced by the communication process. This goal also provides an essential basis for the selection of instruction materials.

Instructional materials selected shall provide for the appropriate maturity levels of students and will reflect the ideas, beliefs and contributions of the various religious, socio-economic, racial, political, historical and other cultural groups to the heritage of the United States and world.

If a complaint occurs an attempt will be made to resolve the issue informally. The school official or staff member initially receiving a complaint shall explain to the best of his or her ability to the particular place the material occupies in the educational program and its intended educational usefulness, or refer the complainant to someone who can identify and explain the use of the material. After discussion, the complainant will decide whether to file a formal complaint. All formal complaints must be submitted on a Request for Reconsideration of Instructional Materials form.

Within fifteen calendar days of the receipt of a reconsideration form, filled out completely and signed by the complainant, the Superintendent or a person so designated by the Superintendent shall make available said form to a reconsideration committee for reevaluation.

Access to challenged material may or may not be restricted during the reconsideration process.

The Reconsideration Committee shall include seven members as follows: one media specialist, one member of the district administrative team, five members from the advisory committee, of which one is a teacher, one student and three community members. The Committee shall meet at the request of the Superintendent.

The procedure for the first meeting of the Reconsideration Committee following receipt of a reconsideration form is as follows:

- a. distribute copies of the completed reconsideration form
- b. distribute copies of challenged material as available
- c. distribute reputable, professionally prepared review of the material when available
- d. provide time for the complainant and school staff members who have used the material to make comments. The Committee may request that other individuals with special knowledge be present to provide additional information

Instructional materials selected will be recognized for their potential in helping students develop ideas of their own on many subjects, including controversial issues. Subjects which require specific definition regarding selection include:

Religious, racial, and other cultural groups.

Instructional materials which are representative of the many religious, racial and other cultural groups and their contributions to our society shall be provided. Iowa law requires that a positive effort be made to reflect the achievements of women, minorities and any others, who, in the past, may have been ignored or overlooked by reason of race, sex, religion, disability or cultural background. As with all instructional materials, those selected for this area should be well written, objective and when taken as a whole, should not attempt to sway the emotions of the student toward or against any one group. These materials should foster respect for human dignity and lead the student to see the contributions made to our society by the many cultural groups.

Historical and political views.

Instructional materials should present a realistic picture of our past, including both our strengths and weaknesses. Instructional materials which present an understanding of political systems must be provided in order for students to judge and compare and deal with the realities of assuming the responsibilities of citizenship in a pluralistic democracy.

Problems of contemporary society.

Modern media have made students aware that problems exist in our society and that there are no simple solutions to them. Instructional materials may be provided for adolescents facing the reality of alcoholism, drugs, racism, divorce, differing lifestyles, poverty, violence and war. Iowa law requires that the educational program include information about the effects of alcohol, tobacco and drugs. Students are to be provided information about communicable diseases, including information about venereal diseases at the secondary level. Instructional materials are selected in order to enable students to gain sound knowledge in these areas.

Instructional materials are selected to open a clearer vision of life, develop understanding of people and break down intolerance. In all instances these qualities will be weighed against the inclusion of some words or passages that may be considered by some to contain language not appropriate to polite classroom discussion.

Periodicals shall be selected to meet the needs of the curriculum and provide for student interests at the appropriate level. Periodicals will be purchased and presented as published. The appropriateness of the materials as a whole will be judged in determining the utility and value of each publication. Selection criteria shall be the same for periodicals as for other instructional materials.

Gifts of instructional materials may be accepted only with the understanding that the disposition of such gifts become the prerogative of appropriate school personnel. Accepted gifts will meet the same selection criteria as for other instructional materials.

RECONSIDERATION POLICY

Any resident of the school district may raise objection to instructional materials used in the district's educational program on the basis of appropriateness, despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material. In every instance the principal shall be informed immediately of a complaint.

The Committee will determine how often it needs to meet. At a final meeting the Committee's recommendation will be, (1) to take no removal action, (2) to remove the challenged material from the total school environment, or (3) to limit the educational use of the challenged material. The sole criterion for the final decision is the appropriateness of the material for its intended educational use. The written recommendation and its justification shall be forwarded to the Superintendent for appropriate action.

Following the Superintendent's decision with respect to the Committee's recommendation, the complainant or the chairperson may appeal the decision to the Board of Directors for review. Such appeal must be presented to the Superintendent in writing within fifteen calendar days following the announcement of the decision. The appeal will be heard by the Board of Directors within one month following the filing of the appeal. Following the appeal hearing the Board will decide whether to sustain the Superintendent's decision of the challenge.

A complainant dissatisfied with the decision of the Board may appeal to the State Board of Public Instruction pursuant to state law.

June 4, 2015
March 8, 2010
June 13, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: Jan. 1994

Legal Reference: Iowa Code 279.8, 280.3, .14, 301 (1989). 670 Iowa Admin. Code 3.5(20), .5(21). 281
Iowa Admin. Code 12.5(22) (new standards).

Cross Reference: Student Scholastic Achievement, Curriculum Development, Instructional Materials.

Related Administrative Rules and Regulations: _____

Policy Title: Copyright Compliance Code No. 647

The school system will take necessary steps to ensure that copyright material is protected. The material - whether graphic, audio, visual, or computer software - must indicate through some means that it is under copyright protection to fall within this policy.

Employees will not violate copyright regulations. For their assistance and Board protection, the director of media services will issue related memoranda to the staff; provide posters at locations of copying machines and apparatus; and notify all employees of this policy.

The burden of the posters will be as follows:

- The school district will not accept responsibility for willful reproduction or retention of copyright materials beyond limits provided by the publisher or producer.
- The employees must exert reasonable effort to be familiar with copyright regulations.
- Employees must accept responsibility for willful violation of copyright regulations

The school district will not assume responsibility for any employee violating copyright regulations.

June 4, 2015
March 8, 2010
June 13, 2005

Approved: June 1989

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: _____

Cross Reference: _____

Related Administrative Rules and Regulations: _____

Policy Title: School Calendar Code No. 650

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

The academic school year for students is for a minimum of 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 Individual Education Program.

The board, in its discretion, may excuse graduating seniors from up to 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.

June 4, 2015

March 8, 2010

June 13, 2005

Approved: August 1992

Reviewed: Jan. 1997

Revised: April 1997

Legal Reference: Iowa Code 20.9, 279.10; 280.3 (1993), 281 I.A.C. 12.2(1).

Cross Reference: 501, 601.3

Related Administrative Rules and Regulations: _____

Policy Title: School Day Code No. 652

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

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

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

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

June 4, 2015
March 8, 2010
June 13, 2005

Approved: Dec. 1990

Reviewed: Jan. 1997

Revised: Jan. 1997

Legal Reference: Iowa Code 297.8 (1995). 281 Iowa Admin. Code 11.2(11). 281, Iowa Admin. Code 12.2(2), .2(3), .2(6)

Cross Reference: 502.10 Search and Seizure, 503 Student Discipline

Related Administrative Rules and Regulations: _____

Policy Title: Post-Secondary Enrollment Code No. 654

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

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

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

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

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

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

- the course is taken from a public or accredited private post-secondary educational institution;
- a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the board, to a course offered in the school district;
- the course is a credit-bearing course that leads to a degree;
- the course is not religious or sectarian; and
- the course meets any other requirements set out by the board.

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

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

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

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

June 4, 2015
March 8, 2010
June 13, 2005

Approved: Dec. 1990 Reviewed: Jan. 1997 Revised: April 1997

Legal Reference: Iowa Code Chapter 261C (1989), 281 Iowa Admin. Code 22.

Cross Reference: 505 Student Scholastic Achievement, 604.4 Talented and Gifted, Program, 604.5 Program for Students-At-Risk.

Related Administrative Rules and Regulations: _____

Policy Title: Competent Private Instruction Code No. 656

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

Parents choosing competent private instruction for a student must notify the school district prior to the first day of school on forms provided by the school district. The forms are available in the superintendent's office. A test to obtain educational baseline data will be administered by the Department of Education or its designee to a student who is being placed in competent private instruction with the student's parents, guardian or legal custodian for the first time. A child who is being placed in competent private instruction for the first time shall also provide the school district with a certificate of immunization against diphtheria, pertussis, tetanus, poliomyelitis, rubeola, rubella, and the other immunizations required by law.

Competent private instruction can be provided by either a certified teacher or the parent, guardian or legal custodian of the student. A certified teacher, other than a parent, guardian or legal custodian providing competent private instruction must be appropriately certified to the age and grade level of the student in the school district's enrollment if the school district provides a certified teacher for the competent private instruction.

Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1. The annual evaluation can be a nationally recognized standardized achievement test, another assessment tool developed by or recognized by the Department of Education, or evidence of adequate academic progress reviewed by a certified teacher chosen by the parent, guardian or legal custodian and approved by the superintendent. The parent, guardian or legal custodian may choose the evaluation method. No annual evaluation is required for students receiving competent private instruction from a certified teacher appropriately certified.

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

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

June 4, 2015
March 8, 2010
June 13, 2005

Approved: July 1992 Reviewed: Jan. 1997 Revised: Jan. 1994

Legal Reference: Iowa Code 256.11; 279.10, .11; 299.1-.6, .11, .15, 24; 299B (1991). 281 Iowa Admin. Code 31.

Cross Reference: Student Rights and Responsibilities, Student Activities, Competent Private Instruction Report, Dual Enrollment, Student Health and Immunization Certificates.

Related Administrative Rules and Regulations: _____

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

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

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

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

June 4, 2015
March 8, 2010
June 13, 2005

Approved: July 1992 Reviewed: Jan. 1997 Revised: Jan. 1994

Legal Reference: Iowa Code 279.8 (1991). Iowa Code 299.B.9 (Iowa Acts 1991)

Cross Reference: Competent Private Instruction, Competent Private Instruction, Report, Student Rights and Responsibilities, Student Discipline, Student Activities, Student Health and Well-Being.

Related Administrative Rules and Regulations: _____

Policy Title: Sharing Arrangements, Supplemental Weighting

Code No. 660

Students in classes that are taught under a 28-E agreement with another school or higher educational institution may be eligible for weighted counting. In these cases, those students taking qualifying classes in the fall of a new school year, and those students taking qualifying course in the previous spring semester, shall be counted on the fall budget and certified enrollment head count.

Approved: December 8, 2003

June 4, 2015
March 8, 2010
Reviewed: June 13, 2005

Revised: _____

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 educational program is to provide an equal opportunity for all students to pursue an education free of discrimination on the basis of race, creed, color, sex, national origin, marital status, religion or disability.

In providing the education program of the school district, the board shall strive to meet its overall goal of providing all students with a learning environment of educational excellence and motivation to continue a life time of learning.

Providing a learning environment where all students can achieve is dependent upon the following beliefs:

- All students can learn and have a right to succeed in school.
- It is imperative that we identify students who are not achieving and then adequately support their academic needs.
- It is unacceptable to make excuses for students not learning.
- The consequences for students not achieving well in school are too great for the student, the community, and a democratic society to ignore.
- All staff and board must be connected to the improvement work through shared information, shared decision making, shared focus, and a commitment to high expectations for all students.
- The culture of the school must support adult learning as well as student learning. All role groups (teachers, non-certified staff, administrators, board members) must have the opportunity to grow professionally in their understanding of how to improve student learning.
- Improving academic achievement must be focused in the area(s) of greatest student need
- What we do to improve student learning must be grounded in the current research, theory, and best thinking in the field and should be continuously studied to determine its effect on student learning.
- All certified staff must be organized into collaborative teams to support their improvement efforts and ensure success.
- Quality instruction is the key factor for improving student learning.
- Quality, focused, ongoing professional development is the key to improving instruction.
- All staff must continuously engage in improving their practice (teaching techniques)
- It is essential for the board to commit time and resources to ensure that professional development results in improved student learning,

- The primary focus of professional development should result in a positive change in academic achievement of students.
- Data about student learning must drive decision making at all levels.
- Partnerships with parents and the community are an important key to improving learning for all students.
- Strong and engaged leadership must exist at all levels of the system in order to guide and protect the school-improvement work.
- The district is committed to using all resources possible to ensure that all students are engaged in and take responsibility for their own learning.
- In order to improve student learning, the board of education provides leadership through
 - learning as a board team
 - developing and advocating core district beliefs
 - setting clear expectations
 - providing adequate support
 - ensuring accountability (monitoring progress)

Legal Reference: 281 I.A.C. 12.8
Iowa Code § 279.8 (2005)

Cross Reference: 412 Certified Personnel Professional Development
662 Selecting and supporting initiatives to improve student learning
663 Quality professional development to improve student learning
664 Access and use of data and information
665 Community Involvement in student learning
666 Integrated leadership for improving student learning

July 13, 2015

March 8, 2010

Approved: January 11, 2006

Reviewed: February 4, 2008

Revised _____

The research is clear that the way to improve teaching and learning grows out of an understanding of how to collaboratively create and support actions and initiatives specifically intended to improve student learning. Given this, the district believes ...

- The culture of the school must support adult learning as well as student learning. All role groups (teachers, non-certified staff, administrators, board members) must have the opportunity to grow professionally in their understanding of how to improve student learning.
- Improving academic achievement must be focused in the area(s) of greatest student need
- What we do to improve student learning must be grounded in the current research, theory, and best thinking in the field and should be continuously studied to determine its effect on student learning.
- The Comprehensive School Improvement Plan (CSIP) provides a dynamic, ongoing process that supports district efforts to improve student learning.

The outcomes of the process of selection and implementation of initiatives should include ...

- An agreed upon, clearly understood, narrow focus for improving student learning
- Initiatives focusing on improving instruction and having a strong research base of evidence of improving learning in our focus area
- Recommendations made about what to do to improve achievement are the result of ongoing interaction/study/collaboration between teachers and administrators
- The board having enough knowledge of and commitment to the initiative to provide the necessary support

Legal Reference: Iowa Code § 279.8 (2005)
281 I.A.C. 12.8

Cross Reference: 661 Goals and Objectives of the Education Program
663 Quality professional development to improve student learning
664 Access and use of data and information
665 Community Involvement in student learning
666 Integrated leadership for improving student learning

July 13, 2015

March 8, 2010

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Revised _____

Research has clearly shown that teaching is the single most important factor in student learning. Consistent with the research, our district believes ...

- Quality instruction is the key factor for improving student learning.
- Quality, focused, ongoing professional development is the key to improving instruction.
- All staff must continuously engage in improving their practice (teaching techniques)
- It is essential for the board to commit time and resources to ensure that professional development results in improved student learning,
- The primary focus of professional development should result in a positive change in academic achievement of students.
- All certified staff must be organized into collaborative teams to support their improvement efforts and ensure success.

Therefore, the professional development in the district should result in ...

- Improved student learning in the area of focus
- Improved instructional practice in the area of focus
- Full implementation as a result of provision of adequate time and resources
- Implementation of the best practices (research based) for improving teaching (*professional development*) which includes the implementation of collaborative teams who are responsible and accountable to each other and to the collective improvement effort of the district.
- Instructional practices ensure all students are engaged in and take responsibility for their learning

Legal Reference: Iowa Code §§ 279.8, Ch 284 (2005)
281. I.A.C. 12.7, 12.8, 83

Cross Reference: 661 Goals and Objectives of the Education Program
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March 8, 2010 Revised _____

In order to maintain focus on the greatest learning needs of students, credible and accurate data and information must guide decisions and actions. Research clearly shows that school districts which are able to significantly improve student learning are relentless in their use of data and information to guide their actions. Grounded in the belief that there are no excuses for students not learning, good data and information about current learning, progress towards learning goals for individuals and groups of students, and best practices to reach those goals must be easily accessible and used. Knowing this, our district believes data about student learning must drive decision making at all levels.

- The data collected is comprehensive and serves multiple purposes such as:
 - Enabling the system to monitor learning progress of individuals, groups, sub-groups, buildings, and the district as a whole
 - Enabling the system to monitor the effects of curriculum, instruction, and other improvement initiatives
 - Enabling the system to study effects over time
 - Enabling the system to identify students with specific needs in order to address those needs
- Data is collected, organized, analyzed, and shared in order to guide decisions and actions for improving the learning of all students.
- Data is easily accessible and all levels of the system are supported in their use of the data to ensure interpretations and actions are appropriate for the intended purpose.

Legal Reference: Iowa Code § 279.8 (2005)
281 I.A.C. 12.8

Cross Reference: 661 Goals and Objectives of the Education Program
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The consequences for students not achieving well in school are too great for the student, the community, and a democratic society to ignore. It is essential that the school district not work in isolation to meet the needs of students. Given this our district believes school partnerships with parents and community are an important key to improving learning for all students.

Therefore, strong partnerships with the community should result in these outcomes...

- The community expects high and equitable achievement for all students.
- The community is well informed about the district's efforts to improve student achievement and the results of those efforts.
- There is broad-based community involvement in the district's effort to improve student achievement in the current goal area.
- The community understands that continuous improvement of student learning is the way the district "does business."

Legal Reference: Iowa Code § 279.8 (2005)
281 I.A.C. 12.8

Cross Reference: 661 Goals and Objectives of the Education Program
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Second only to improving the quality of teaching, dynamic leadership at all levels of the system is a critical factor for improving student learning. The district believes that there must be recognized leaders in all levels (teachers, non-certified staff, admin, board) who are empowered to maintain the focus, guide and direct the actions, and protect the improvement work from fragmentation. Recognizing the critical nature of leadership, our district believes.....

- Strong and engaged leadership must exist at all levels of the system in order to guide and protect the school-improvement work.
- The district is committed to using all resources possible to ensure that all students are engaged in and take responsibility for their own learning.
- In order to improve student learning, the board of education provides leadership through
 - learning as a board team
 - developing and advocating core district beliefs
 - setting clear expectations
 - providing adequate support
 - ensuring accountability (monitoring progress)

The expectations for ensuring district wide leadership are:

- Actions led by a district wide leadership team, comprised of all administrators and teacher representatives, selection of teachers based upon their ability to positively lead the improvement efforts at their level.
- The district leadership team is collaborating and interacting regularly with the board to ensure a continuum of leadership exists to support and protect the improvement work.
- Initiatives are implemented with a high level of integrity before evaluating the effect of the initiative and/or moving to new initiatives.
- All levels of leadership in the district keep the “big picture” in front of all staff for improving student learning.
- The board provides clear focus, support, and accountability for the improvement of student learning.

Legal Reference: Iowa Code § 279.8 (2005)
281 I.A.C. 12.8

Cross Reference: 661 Goals and Objectives of the Education Program
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