

**EDUCATION PROGRAM
SERIES 600**

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Education 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 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.

An advisory 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.

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Reviewed: 9/17/14

Education Program

Series 600

Policy Title **TYPES OF SCHOOL ORGANIZATION**

Code No. 601.1

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

Elementary Schools: the elementary school may consist of pre-kindergarten and grades K through 6. **Middle School:** the middle school shall consist of grades 7 through 8. **Senior High School:** the senior high school shall consist of grades 9 through 12.

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Reviewed: 4/13/11

Reviewed: 4/13/16

Education Program

Series 600

Policy Title: **SCHOOL CALENDAR**

Code No. 601.2

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

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

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

Date of Adoption: 7/09/73

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Revised: 7/23/14

Revised: 8/20/14

Education Program

Series 600

Policy Title **SCHOOL DAY**

Code No. 601.3

The student school day for grades one through twelve will consist of a minimum of five and one-half hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. For a 180 day calendar, time during which students are released from school for parent/teacher conferences or professional development may be counted as part of the student's instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

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

For a 180 day calendar, 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 thirty hours, even though any one day of school is less than the minimum instructional hours because of staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least thirty 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 day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

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

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

Adoption Date: ?
Revised: 7/15/96
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Education Program

Series 600

Policy Title CURRICULUM DEVELOPMENT

Code No. 602.1

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 learning are rigorous, challenging, and represent the most important learning for our students.
- ❖ Increases the probability that students will acquire the desired knowledge, skills, and dispositions and that our schools will be successful in providing appropriate learning experiences.
- ❖ Facilitates communication and coordination.
- ❖ Improves classroom instruction.

The superintendent is responsible for curriculum development and for determining the most effective method of conducting research and design activities. A curriculum framework will describe the processes and procedures that will be followed in researching, designing, and articulating each curriculum area. This framework will, at a minimum, 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 content/discipline;
- ❖ Identify differences in the desired and present program and develop a plan for addressing the differences;
- ❖ Communicate with internal and external publics regarding the content area.
- ❖ Involve staff, parents, students, and community members in curriculum development decisions;
- ❖ Verify integration of local, state, and/or federal mandates (MCNS, school-to-work, etc.)
- ❖ Verify how standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

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

Adoption Date: 7/17/00

Revised: 1/15/03

Review: 11/19/07

Reviewed: 9/18/13

Education 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 is 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.

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

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

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

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

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Policy Title **CURRICULUM EVALUATION**

Code No. 602.3
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Regular evaluation of the total curriculum is necessary to ensure that the written and delivered curriculum is having the desired effect for students.

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

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

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

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

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Policy Title CURRICILUM EVALUATION

Code No. 602.3
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- ❖ 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 participants of eligible students receiving 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.

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Revised: 1/15/03
Review: 11/19/07
Reviewed: 9/18/13

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Policy Title **CURRICULUM REVISION**

Code No. 602.4

The superintendent shall establish the necessary administrative mechanisms to conduct a continuing, long-range planning program in curriculum development and the improvement of instruction.

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Reviewed: 11/10/93

Revised: 2/10/99

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Reviewed: 12/21/11

Reviewed: 11/20/17

Education Program

Series 600

Policy Title **ELEMENTARY CURRICULUM**

Code No. 602.5

The program of instruction in the regular elementary schools shall include: English-Language arts, social studies, mathematics, science, health, human growth and development, physical education, technology, traffic safety, music and visual art. Each of these subject fields shall, insofar as practical, embrace in the materials used and in the teaching procedures employed, instruction in study and work habits, library usage, safety, thrift, conservation, health and hygiene, citizenship, the establishment of purpose, and the development of character and morality. Provision shall be made for the inculcation of ideals of group and individual behavior, and to this end organized play, intramural sports and games, hobby groups and other organized student activities shall be fostered.

Curriculum guides shall be prepared to assist in the instructional program. These guides shall be designed to provide a consistent approach to instructional problems and to furnish information as to available supplementary materials and related activities.

The elementary curriculum shall meet the educational requirements established by state statute and the Department of Education.

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Revised: 01/18/06

Reviewed: 12/21/11

Reviewed: 11/20/17

Education Program

Series 600

Policy Title **MIDDLE SCHOOL CURRICULUM**

Code No. 602.6

The middle school shall provide instruction in the following fields: English-language arts, social studies, mathematics, science, health, human growth and development, physical education, technology, music, and visual art.

Curriculum guides shall be prepared to assist in the instructional program. These guides shall be designed to provide a consistent approach to instructional problems and furnish information as to available supplementary materials and related activities.

The middle school curriculum shall meet the educational requirements as established by state statute and the Department of Education.

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Reviewed: 11/20/17

Education Program

Series 600

Policy Title **SENIOR HIGH SCHOOL CURRICULUM**

Code No. 602.7

The senior high school shall provide instruction in the following fields: science, social studies, English-language arts, mathematics, foreign language, physical education, technology, occupational education subjects, fine arts, and health education.

Curriculum guides shall be prepared to assist in the instructional program. These guides shall be designed to provide a consistent approach to instructional problems and to furnish information to available supplementary materials and related activities.

The senior high school curriculum shall meet the education requirements established by state statute and the Department of Education.

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Reviewed: 11/10/93

Revised: 1/13/99

Revised: 7/17/00

Revised: 01/18/06

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Reviewed: 11/20/17

Education Program

Series 600

Policy Title **RESPONSIBLE USE OF THE INTERNET & ON-LINE SERVICES**

Code No. 602.8
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The Board of Directors of the Benton Community School District is committed to providing students, staff, and community members with a wide range of electronic learning facilities, equipment, and software, including computer network services. The Board encourages and expects that all users of electronic learning be responsible and comply with district policy related to its operation and use. 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.

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 internet can provide a vast collection of educational resources for students and employees. It is a global network which makes it impossible to control all available information. Because information appears, disappears and changes constantly, it is not possible to predict or control what students may locate. The school district makes no guarantees as to the accuracy of information received on the Internet. Although students will be under teacher supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Some students might encounter information that may not be of educational value. 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 cyber-bullying, including awareness and response. Employees will provide age appropriate training for students who use the Internet. The training provided will be designed to promote the school district's commitment to:

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

The Benton Community School District has taken the appropriate measures to comply with the Children's Internet Protection Act. The school district is required to filter out Internet services through our Internet provider, Grant Wood AEA 10. This product is a specific technology that blocks or filters Internet access. This technology protection measure will eliminate access by adults and minors to visual depictions that are obscene, child pornography, or with respect to use of computers with Internet access by minors – harmful to minors.

The Board further recognizes that each of the following parties has specific responsibilities related to this access.

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Policy Title **RESPONSIBLE USE OF THE INTERNET & ON-LINE SERVICES**

Code No. 602.8
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The Board will make best efforts to:

1. Review and update this policy every three years as necessary.
2. Provide an investigative procedure to take appropriate action related to any allegations of unacceptable or inappropriate electronic transmission of socially unacceptable or illegal material.
3. Provide background information and a standard consent form for employees, parents, and students to sign before access is provided.

The school district and buildings will make best efforts to:

1. Inform students, parents, and staff of the educational benefits, as well as the potential risks involved in the use of computers and computer network services outside the jurisdiction of the District or school.
2. Ensure that students and parents have read this policy and its regulations and have signed a standard District consent form before any access is granted.

The school district staff will make best efforts to:

1. Include in its school handbooks, newsletters, curriculum, and instruction the requirements and responsibilities associated with computers and computer networks.
2. Offer required classes to all students and parents prior to use of computer networks.
3. Maintain a district wide software and network system screening procedures to ensure acceptable use.

The school district staff will make best efforts to:

1. Review and comply with this policy and other related policy references.
2. Instruct all students in the nature of the risks involved in accessing information or communicating with others through networks.
3. Provide students with guidelines for minimizing risks when using network services.
4. Monitor student use of the computer and networks during classroom instruction and supervised study.

The parent/guardian will make best efforts to:

1. Attend required training and information sessions on the acceptable use guidelines and District policies related to computers and computer network services.
2. Read the acceptable use guidelines and District policies prior to signing the District consent form.
3. Surrender access to system privileges when District association is terminated.

The student will make best efforts to:

1. Attend required information sessions on the acceptable use guidelines and District policies prior to signing the consent form.
2. Conduct his/her activities in accordance with the guidelines and policies as established by the District and school.
3. Conduct all activities in a responsible, ethical, legal and courteous manner, especially when using network services.

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.

Adopted: 7/13/95
Revised: 1/13/99
Revised: 6/19/02
Revised: 01/16/08
Revised: 05/09/12
Revised: 6/19/19

Education Program

Series 600

Policy Title **TECHNOLOGY AND INTERNET ACCEPTABLE USE POLICY**

Code No. 602.8R1

REGULATIONS

This policy applies to all technology resources in the Benton Community School District. The use of these resources is a privilege and must be treated as such by all users. The actions listed below are violations acceptable use of technological resources in the Benton Community School District:

1. Unauthorized copying or theft of software or other intellectual property.

It is unethical to copy or download software of any kind unless expressed permission has been obtained from its creator.

2. Damaging, vandalizing, hacking, or destroying technological systems or equipment, including computer hardware or software.

All users shall respect the technological resources at Benton Community. Users shall not in any way vandalize or misuse school district equipment.

3. Harassment using any technological systems. Use of any district technological resource to send inappropriate, obscene or harassing messages anywhere or to anyone is prohibited.

4. Invasion of the property of individuals or the school including computer files. All users shall respect the privacy of others. A user's files are private and shall be accessed only by the owner. School files are strictly off limits. All users must observe appropriate password security and should never share their passwords with others. Users are encouraged to change their password as needed to maintain security of their files.

5. Accessing or publishing pornographic, demeaning, unacceptable or inappropriate materials. Materials accessed or published must be educationally appropriate.

6. Unauthorized use of any of Benton Community's technology resources is prohibited.

The consequences of the above violations will be in keeping with the Benton Community School District School Board Policies. Violations may result in the loss of access to technology resources within the Benton Community School District.

Signature of Student

Printed Name of Student

Date

Signature of Parent/Guardian

Relationship to Student

Date

Graduation Year of Student

Revised: 1/16/08
Reviewed: 5/9/12
Reviewed: 6/19/19

Education Program

Series 600

Policy Title **BASIC INSTRUCTION PROGRAM**

Code No. 603.1

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

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

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

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

The basic instruction of program of students enrolled in grades nine through twelve will include English-language (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), physical education (1 unit), fine arts (3 units), foreign language (4 units), and vocational education (12 units).

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

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

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

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Revised: 2/18/85

Revised: 6/17/87

Review: 11/10/93

Review: 2/10/99

Revised: 1/15/03

Review: 11/19/2007

Reviewed: 8/21/13

Education Program

Series 600

Policy Title **SPECIAL EDUCATION**

Code No. 603.2

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 a 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 relation services.

Children from birth through age 2 and children age 3 through age 5 are provided comprehensive special education services with 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.

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Revised: 2/18/85
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Revised: 2/10/99
Revised: 1/15/03
Review: 11/19/07
Reviewed: 9/19/12

Education Program

Series 600

Policy Title **MULTICULTURAL/GENDER FAIR EDUCATION**

Code No. 603.3

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability.

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

NOTE: This is a mandatory policy and reflects the educational standards.

Date of Adoption: 10/10/90

Revised: 11/10/93

Revised: 01/11/95

Revised: 4/07/99

Revised: 1/15/03

Revised: 11/19/07

Revised: 1/16/13

Education Program

Series 600

Policy Title **HEALTH EDUCATION**

Code No. 603.4

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

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

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

Note: *This is a mandatory policy and reflects the educational standards.*

Date of Adoption:
Revised: 12/08/93
Revised: 4/07/99
Revised: 08/17/05
Revised: 04/13/16

Education Program

Series 600

Policy Title **COMMUNITY EDUCATION**

Code No. 603.5

Because it recognizes that learning is a life-long activity, the board supports the concept of community education. Because school facilities belong to the people, the board will make them available, whenever they are not being used for the district's regular program, for educational, recreational, cultural, and other community services and program for all age, ethnic and social economic groups residing in the community.

Date of Adoption: 7/09/73

Revised: 2/18/85

Revised: 11/10/93

Revised: 4/07/99

Reviewed: 09/21/05

Reviewed: 4/13/11

Reviewed: 4/13/16

RESCINDED

Code No. 603.5E1

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: _____ Grade: _____

Parent/Guardian: _____ Phone: _____

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

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

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

Signed: _____ Date: _____
Parent/Guardian

Signed: _____ Date: _____
School Administrator

Date of Adoption: 7/09/73
Revised: 2/18/85
Revised: 11/10/93
Revised: 4/07/99
Reviewed: 09/21/05
Rescinded: 2/20/19

Education Program

Series 600

Policy Title **CAREER EDUCATION**

Code No. 603.6

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

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

NOTE: This is a mandatory policy and reflects the educational standards.

Date of Adoption: 2/18/85

Reviewed: 11/10/93

Reviewed: 4/07/99

Reviewed: 08/17/05

Revised: 8/20/2008

Reviewed: 9/17/14

Education Program

Series 600

Policy Title **TEACHING ABOUT RELIGION**

Code No. 603.7

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

It shall be 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 object of the activity must not be one that advances or inhibits religion; and
- ❖ the activity must not foster excessive governmental entanglement with religion.

Date of Adoption:

Revised: 2/16/94

Revised: 5/12/99

Reviewed: 10/19/05

Reviewed: 8/17/11

Reviewed: 10/16/17

Education Program

Series 600

Policy Title **TEACHING ABOUT RELIGION
REGULATION – RELIGIOUS HOLIDAYS**

Code No. 603.7R1

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

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

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

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

Revised: 10/19/05
Reviewed: 8/17/11
Reviewed: 10/16/17

Education Program

Series 600

Policy Title **ACADEMIC FREEDOM**

Code No. 603.8

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

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

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

Date of Adoption:
Revision: 2/16/94
Revision: 5/12/99
Revised: 09/21/05
Reviewed: 07/20/11
Reviewed: 5/17/17

Education Program

Series 600

Policy Title **GLOBAL EDUCATION**

Code No. 603.9

Because of our growing interdependence with other nations in the world, global education is incorporated into the educational program for grades Kindergarten (K) through twelve (12) so that students have the opportunity to acquire a perspective on world issues, problems, and prospects for an awareness of the relationship between an individual's self-interest and the concerns of people elsewhere in the world.

Date of Adoption:

Revised: 2/16/94

Revised: 5/12/99

Reviewed: 09/21/05

Reviewed: 07/20/11

Reviewed: 5/17/17

Education Program

Series 600

Policy Title: **TEACHING CONTROVERSIAL ISSUES REGULATION**

Code No. 603.9R1

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

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

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

- ❖ It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste and to allow the student to express personal opinions without jeopardizing the student's relationship with the teacher.
- ❖ It is the responsibility of the teacher to refrain from advocating partisan causes, sectarian religious views, or selfish propaganda of any kind through any classroom or school device; however, an instructor will not be prohibited from expressing a personal opinion as long as students are encouraged to reach their own decisions independently.
- ❖ The board encourages full discussion of controversial issues in a spirit of academic freedom that shows students that they have the right to disagree with the opinions of others but that they also have the responsibility to base the disagreement on facts and to respect the right of others to hold conflicting opinions.

Revision: 09/21/05
Reviewed: 07/20/11
Reviewed: 5/17/17

Education Program

Series 600

Policy Title **ADULT EDUCATION**

Code No. 603.10

The board recognizes that general objectives post-high school and adult educational programs are the same as those of other levels of public education; preparing individuals with means for economic improvement and cultural development, and enriching of the personal lives of all who participate.

The post-high school and adult education programs shall be administered by the administrative staff of the school system.

The physical facilities of the district shall be made available for use in those programs when there is not a conflict with regular school activities.

Recommendations for extension of adult education programs shall be made along the prescribed lines of authority and shall be presented to the board by the superintendent.

Date of Adoption: 2/18/85

Reviewed: 11/10/93

Revised: 5/12/99

Reviewed: 09/21/05

Reviewed: 07/20/11

Reviewed: 5/17/17

Education Program

Series 600

Policy Title **EQUIVALENT INSTRUCTION**
EXCEPTION TO COMPULSORY EDUCATION
REQUIREMENTS

Code No. 603.11

The compulsory education section of the Code of Iowa requires any person having control of any child over 7 and under 16 years of age by September 15 shall cause said child to attend public school, or, in lieu of such attendance, such child may attend equivalent instruction by a certified teacher elsewhere.

The compulsory education section addresses the board's responsibility to determine equivalency when parents educate their children of compulsory attendance age in other than the public schools.

Attendance in other than the public schools is normally limited to enrollment in nonpublic, approved school, nonpublic non-approved schools, or some form of private tutoring or instruction. Regardless of the form of private instruction, it is the local board's responsibility to determine equivalency.

If the instruction provided is in a nonpublic school, the superintendent shall contact the Department of Education. If the private school is on the approved list of the Department of Education, the board will consider their program as meeting the equivalency standards.

If the nonpublic, non-approved school is located within the district, the superintendent shall visit the nonpublic school and make a recommendation to the board concerning whether or not equivalent instruction is being provided by the certified teacher taking into consideration the guidelines established in Sections I & II of Regulation Series #R6173.

If the nonpublic, non-approved school is located in another district, the superintendent shall contact the superintendent of the district within which the nonpublic, non-approved school is located and ask for a letter confirming equivalent instruction by a certified teacher. A letter from said superintendent certifying the above can be accepted as verification of equivalent instruction by a certified teacher. When the superintendent becomes aware of a student of compulsory age not enrolled in an approved or equivalent instructional program, the superintendent shall notify the *Board Secretary, who shall notify the parents, in writing, of their responsibility to file a certificate within ten days with the Board of Education at its office, detailing such instructions as outlined in Section II & III of Regulation 602.16R.

Date of Adoption: 3/18/85

Revised: 12/08/93

Revised: 6/9/99

Reviewed: 09/21/05

Reviewed: 8/17/11

Reviewed: 3/20/19

Education Program

Series 600

Policy Title: EQUIVALENT INSTRUCTION

Code No. 603.12

In the event a child of compulsory education age, over age seven (7) and under age sixteen (16), cannot attend or the child does not attend public school, the child must receive equivalent instruction from a certified teacher elsewhere. It shall be the responsibility of the board to annually determine whether the educational program provided to a resident child not attending an accredited public or private school is equivalent instruction.

Students attending a nonpublic school accredited by the State Department of Education or receiving instruction through the home study program sponsored by the Grant Wood Area Education Agency will be presumed to be receiving equivalent instructions.

In determining equivalent instruction, the board may approve an educational program which provides less time of certified teacher instruction than the public school educational program by considering such factors as pupil-teacher ratio, pupil ability and pupil needs. The hours designated for instruction shall not exceed hours in a public school day.

When the board receives information indicating that a child not enrolled in the public schools has been evaluated as being in need of special education, the board or its designee shall notify the child's parents and request a meeting with them to assess the child's instructional program. A board's prior approval of equivalent instruction for an educational program may be withdrawn in light of the child's needs for special education.

The board may seek proof of satisfactory student progress by requiring documentation of course work or test results, or by other reasonable methods.

It shall be the responsibility of the superintendent, with the board's approval, to develop guidelines for determining equivalent instruction. It shall also be the responsibility of the superintendent to report to the board names and ages of resident students not attending an accredited public or private school upon learning of such students. The superintendent shall also provide the board with additional information to enable the board to determine whether the children are receiving equivalent instruction.

Date of Adoption:

Revised: 2/16/94

Revised: 6/9/99

Reviewed: 09/21/05

Reviewed: 8/17/11

Reviewed: 3/20/19

Education Program

Series 600

Policy Title **CITIZENSHIP**

Code No. 603.13

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

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

NOTE: This is a mandatory policy and reflects the educational standards.

Date of Adoption: 12/18/02

Review: 11/19/07

Reviewed: 8/21/13

Education Program

Series 600

Policy Title **PHYSICAL EDUCATION**

Code No. 603.14

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

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

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

- ❖ The student is enrolled in academic courses not otherwise available, or
- ❖ The student has obtained a physical education waiver for term because the student is actively involved in an athletic program.

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

Students who will not participate in physical education must have a written request or statement from their parents.

Date of Adoption:

Revised: 2/16/94

Revised: 7/14/99

Revised: 09/21/05

Reviewed: 8/17/11

Reviewed: 10/16/17

Education Program

Series 600

Policy Title **CO-CURRICULAR ACTIVITIES**

Code No. 603.15

The board believes that a program of student activities is vital to the complete development of the student. Such activities offer opportunities to serve the institution, to assist in the development of fellowship and social goodwill, to promote self-realization and all-around growth, and to encourage good citizenship qualities.

To assist in the administration of a student activities program and to provide a framework of communication and review, the administration will develop a detailed structure of the activities program, and compile it in an operating procedure's manual.

Date of Adoption: 7/09/73

Revised: 2/18/85

Reviewed: 11/10/93

Revised: 7/14/99

Reviewed: 09/21/05

Reviewed: 8/17/11

Reviewed: 10/16/17

Education Program

Series 600

Policy Title: SUMMER SCHOOL INSTRUCTION

Code No. 603.16

The Benton Community School District recognizes the importance of ongoing learning opportunities for students. As such, the district shall offer summer school instruction in accordance with the following:

- Beginning in the summer of 2017, the district shall offer, unless a waiver from this requirement is granted by the Iowa Department of Education, an intensive summer literacy program for students assessed as exhibiting a substantial deficiency in reading. The applicable legal requirements for the intensive summer literacy program, including, but not limited to those relating to criteria and notification, shall be followed.
- The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.

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

Date of Adoption: 7/09/73
Revised: 2/18/85
Revised: 11/10/93
Revised: 2/10/99
Reviewed: 09/21/05
Reviewed: 07/20/11
Revised: 8/19/15

Education Program

Series 600

Policy Title **PRIVATE INSTRUCTION**

Code No. 604.1

The Benton Community School District recognizes that families with students of compulsory attendance age may select alternative forms of education outside the traditional school setting, including private instruction. The applicable legal requirements for private instruction, including, but not limited to those relating to reporting and evaluations for progress, shall be followed.

Except as otherwise exempted, in the event a child of compulsory attendance age as defined by law does not attend public school or an accredited nonpublic school, the child must receive private instruction. Private instruction means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Private instruction can take the form of competent private instruction and independent private instruction. The Iowa Department of Education recognizes three options for delivery of this form of instruction: two options for delivery of competent private instruction and one option for independent private instruction.

Competent private instruction means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress. Competent private instruction is provided by or under the supervision of a licensed practitioner or by other individuals identified in law.

Independent private instruction means instruction that meets the following criteria: (i) is not accredited, (ii) enrolls not more than four unrelated students, (iii) does not charge tuition, fees, or other remuneration for instruction, (iv) provides private or religious-based instruction as its primary purpose, (v) provides enrolled students with instruction in mathematics, reading and language arts, science, and social studies, (vi) provides, upon written request from the superintendent of the school district in which the independent private instruction is provided, or from the director of the department of education, a report identifying the primary instructor, location, name of the authority responsible for the independent private instruction, and the names of the students enrolled, (vii) is not a nonpublic school and does not provide competent private instruction as defined herein, and (viii) is exempt from all state statutes and administrative rules applicable to a school, a school board, or a school district, except as otherwise provided by law.

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

NOTE: This policy reflects Iowa law on competent private instruction and independent private instruction. For additional information, including applicable forms, please visit the “Options for Educational Choice” section of the Iowa Department of Education’s website, located at <https://www.educateiowa.gov/pk-12/options-educational-choice>.

Date of Adoption: 1/13/93
Revised: 12/08/93
Revised: 7/14/99
Revised: 10/19/05
Reviewed: 8/17/11
Revised: 3/16/16

Education Program

Series 600

Policy Title **INDIVIDUALIZED INSTRUCTION**

Code No. 604.2

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

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

Date of Adoption:

Revised: 2/16/94

Revised: 7/14/99

Revised: 10/19/05

Reviewed: 8/17/11

Reviewed: 9/20/17

Education Program

Series 600

Policy Title **PROGRAM FOR TALENTED AND
GIFTED STUDENTS**

Code No. 604.3

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

Date of Adoption:
Revised: 2/16/94
Revised: 7/14/99
Reviewed: 10/19/05
Revised: 8/17/11
Revised: 9/20/17

Education Program

Series 600

Policy Title **PROGRAM FOR AT-RISK STUDENTS**

Code No. 604.4

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

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

Date of Adoption:
Revised: 2/16/94
Revised: 8/18/99
Reviewed: 10/19/05
Reviewed: 9/21/11
Revised: 9/20/17

Education Program

Series 600

Policy Title **RELIGION BASED EXCLUSION
FROM A SCHOOL PROGRAM**

Code No. 604.5

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

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

- ❖ the notice is in writing;
- ❖ the objection is based on religious beliefs;
- ❖ the objection will state which activities or studies violate their religious beliefs;
- ❖ the objection will state why these activities or studies violate their religious beliefs; and
- ❖ the objection will state a proposed alternative activity or study.

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

Date of Adoption:
Revised: 2/16/94
Revised: 8/18/99
Revised: 10/19/05
Reviewed: 9/21/11
Revised: 9/20/17

Education Program

Series 600

Policy Title **INSTRUCTION AT A POST-SECONDARY
EDUCATIONAL INSTITUTION**

Code No. 604.6
Page One

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 will receive academic and vocational-technical credits in accordance with the agreement.

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

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

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

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

Education Program

Series 600

Policy Title **INSTRUCTION AT A POST-SECONDARY
EDUCATIONAL INSTITUTION**

Code No. 604.6
Page Two

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

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

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

Date of Adoption:
Revised: 2/16/94
Revised: 8/18/99
Revised: 10/19/05
Reviewed: 9/21/11
Reviewed: 9/20/17

Education Program

Series 600

Policy Title DUAL ENROLLMENT

Code No. 604.7

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the district. On the form, they will indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

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

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

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

The applicable legal requirements for dual enrollment including, but not limited to those related to reporting and eligibility, shall be followed. It is the responsibility of the superintendent to develop administrative regulations regarding this policy.

Date of Adoption: 1/13/93

Revised: 12/08/93

Revised: 8/18/99

Revised: 10/19/05

Reviewed: 9/21/11

Revised: 3/16/16

Education Program

Series 600

Policy Title: FOREIGN STUDENT

Code No. 604.8

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

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

Date of Adoption:

Revised: 2/06/94

Revised: 8/18/99

Reviewed: 10/19/05

Reviewed: 10/20/10

Reviewed: 04/13/16

ADMINISTRATIVE REGULATION

Education Program **Series 600**

FOREIGN EXCHANGE PROGRAM

ADM REG. 604.8R1

1. No foreign exchange student shall be placed in the Benton Community School District without prior notification of the school authorities and their concurrence, in writing, in the placement.
2. Notification of enrollment must be received by school authorities before the end of the preceding school year.
3. Complete academic records and a written notice of intent to receive a diploma or certificate of attendance must be received prior to the end of the preceding school session.
4. Written verification, by sponsoring organization, of proficiency in English oral communication must be received prior to the end of the preceding school year.
5. A conference between prospective host parents and Benton Community Guidance personnel shall be required prior to the end of the preceding school year.
6. There shall not be more than two (2) students of any one nationality in any one school on any program lasting longer than two (2) weeks without the prior approval in writing of the school authorities.
7. There shall be no more than two (2) foreign exchange students in any one school.
8. The sponsoring organization shall be responsible for all fees, activity passes, yearbooks, class rings, supplies, etc. The sponsoring organization shall also be fully responsible for adjustment difficulties in the family and shall provide host families with a responsible person to contact in case of problems.
9. Sponsoring organizations not adhering to any and all guidelines established by the U.S. Department of State in addition to the above guidelines shall not be permitted to place foreign exchange students in Benton Community Schools.
10. It is strongly recommended that sponsoring parents have a child/children attending Benton Community in grades 6 through 12 during the year of sponsorship.
11. Recommendation for acceptance of foreign exchange individuals shall be a function of a designated high school official. If the student is unable to demonstrate sufficient oral communication skills to the satisfaction of the Benton Community School District, it is the sponsoring organization's responsibility to place the student in an alternate school district.

Date of Adoption: 2/18/85 (as 501.8)

Revised: 9/16/92

Revised: 10/8/97

Reviewed: 4/13/05

Revised: Moved Policy 501.5R1 to Current Policy #604.8R1 10/20/10

Reviewed: 04/13/16

Education Program

Series 600

Policy Title: **HOME SCHOOL ASSISTANCE PROGRAM**

Code No. 604.9

The board, recognizing alternatives to education outside the formal public school system, authorizes the establishment of a home school assistance program. This program will assist students receiving competent private instruction by providing licensed employees of the school district to assist the parent, guardian, or legal custodian in the education of the student.

The parent, guardian, or legal custodian registering for the home school assistance program will agree to comply with the requirements established by the faculty of the program.

Students registered for the home school assistance program will be counted in the basic enrollment.

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

Date of Adoption: 1/13/93

Revised: 12/08/93

Revised: 10/20/99

Reviewed: 10/19/05

Reviewed: 9/21/11

Reviewed: 10/16/17

Educational Program

Series 600

Policy Title **ESL PROGRAM**

Code No. 604.10

Page One of Two

I. ESL Program Goals

The overall goal of the ESL program is to develop language and other academic skills of LEP students, so they can function in school and society at a comparable level with their native English speaking peers.

The specific goals of this program are to:

- provide students with English language skills appropriate to their grade level and academic needs.
- provide students with supplementary materials, instruction, and tutoring including bilingual tutoring, so they can make as much progress as possible in their academic subjects.
- orient students to the cultural patterns of our school and society, so they can fully participate in activities associated with each.
- develop an awareness of cultural diversity and encourage pride in their bilingualism and biculturalism.

II. Identification and Assessment Procedures

First Level-The district separates language minority students from students who speak only English by asking whether another language is spoken in the home at the time of registration and through the student language survey.

Second Level-At this level, students identified as having the influence of another language in their background are assessed to determine how proficient they are in English. They are given the IDEA Oral Language Proficiency Test. In some cases, second through sixth grade students whose language abilities range from limited to fluent English speaking are given the IDEA Reading and Writing Test. Students in seventh through twelfth grade are given the Boston Cloze Reading Test and a writing sample in English is taken.

Also, at this level students and their parents are asked about the students' educational background. Students' test scores and report cards are examined. Student's reading and writing skills may also be informally tested in Spanish. The district does not have a Spanish literacy test at this time.

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Third Level-Assessment is done periodically with the ESL program to assess the progress of students. This is done both formally through the tests listed above and informally through classroom work and teacher observations.

Fourth Level-If necessary, a fourth level of assessment may be conducted to determine if there are possible learning difficulties. This type of assessment is done in conjunction with the special education staff who are familiar with assessment for LEP students under Public Law 94-142.

III. **ESL Education Program Elementary (Preschool through Sixth Grade)**

At the elementary level, students receive English language instruction through a Pull-out program. The length of instruction ranging from 30 to 90 minutes is determined by students' need. All four language skills (listening, speaking, reading, and writing) are integrated; however, certain skills may be emphasized more depending on the age and the needs of the students. Students also received bilingual tutoring to assist them in their regular classroom.

Secondary (Seventh through Twelfth Grade)

At both the Middle School and High School, limited English proficient students receive English language instruction through a scheduled ESL class. Students are grouped according to their English language ability. All four language skills are integrated with an emphasis placed on the need for students to acquire academic language. During their study hall, students receive bilingual tutoring to assist them in their academic subjects.

IV. **Evaluation of the ESL Program**

The ESL program is evaluated periodically throughout the school year to determine if any aspects of it need to be changed, eliminated, or another part needs to be added. The program is also evaluated at the end of the school year to determine if it was the best kind of program to meet the limited English proficient students' needs. The most important part of the evaluation is student growth and development both in language skills and in subject matter areas.

V. **Exit Criteria**

Students will exit the ESL program when they are proficient in oral and written English and when they are working at grade level in all content areas. A trial period will be established for each student exiting the ESL program. The purpose of this trial period is to give the students an opportunity to experience an all English curriculum and classroom without any additional English as a second language instruction.

Adopted: 4/12/95
Revised: 10/20/99
Reviewed: 10/19/05
Reviewed: 9/21/11

Education Program

Series 600

Policy Title **Student Language Survey**

Code No. 604.101R1

Student's Name _____ Date _____

School _____ Grade _____

Teacher _____

Circle the best answer to each question.

1. Was the first language you learned English? Yes No
2. Can you speak a language other than English? Yes No
If yes, what language? _____
3. Which language do you use most often when you speak to your friends? (specify: _____) English Other
4. Which language do you use most often when you speak to your parents? (specify: _____) English Other
5. Does anyone in your home speak a language other than English? Yes No

Adopted: 4/12/95
Revised: 10/20/99
Reviewed: 10/19/05
Reviewed: 9/21/11

Education Program

Series 600

Policy Title **INSTRUCTIONAL MATERIALS SELECTION**

Code No. 605.1

The board recognizes that the selection of instructional materials is a vital component of the school district's curriculum.

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

The board may appoint an ad hoc committee for the selection of instructional materials. The committee may be composed of school district employees, parents, students, community members or representatives of community groups.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, the licensed employees will consider the current and future needs of the school district as well as the changes and the trends in education and society. It is the responsibility of the superintendent to report to the board the action taken by the selection committee.

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

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

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

Gifts of instructional materials must meet these criteria stated above for the selection of instructional materials. The gift must be received in compliance with board policy 704.4 "Gifts-Grants-Bequests."

Adopted: 7/09/73
Revised: 2/18/85
Revised: 1/12/94
Revised: 11/09/94
Revised: 11/15/99
Revised: 10/15/03
Reviewed: 7/16/2008
Reviewed: 12/19/12

Education Program

Series 600

Policy Title **SELECTION OF INSTRUCTIONAL MATERIALS**

Code No.: 605.1R1
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- I. Responsibility for Selection of Instructional Materials
- A. The board is responsible for matters relating to the operation of the Benton Community School District.
 - B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system. For the purposes of this rule the term “instructional materials” includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials. The board retains the final authority for the approval of textbooks.
 - C. While selection of materials may involve many people including principals, teachers, students, parents community members and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees. For purpose of this rule the term “media specialist” includes librarians, school media specialists or other appropriately licensed persons responsible for the selection of media equipment and materials.
 - D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule the term “text materials” includes textbooks, and other printed and non-printed material provided in multiple copies for use of a total class or major segment of a class.
 - E. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee is formed and appointed in compliance with the board policy on Ad Hoc Committees.
 - 1. The superintendent will inform the committee as to their role and responsibility in the process.
 - 2. The following statement is give to the ad hoc committee members:
 - ❖ Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom from injury is vital to education in a democracy.
 - ❖ Study thoroughly all materials referred to you and read available reviews. The general acceptance of the materials should be checked by consulting standard evaluation aid and local holdings in other schools.
 - ❖ Passages or parts should not be pulled out of context. The values and faults should be weighed against each other and the opinions based on the material as a whole.
 - ❖ Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

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- II. Material selected for use in libraries and classrooms will meet the following guidelines:
- A. Religion – Material will represent the major religions in a factual, unbiased manner. The primary source material of the major religions is considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms.
 - B. Racism – Material will be present a diversity of race, custom, culture, and belief as a positive aspect of the nation’s heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual.
 - C. Sexism – Material will reflect sensitivity to the needs, rights, traits and aspirations of men and women without preference or bias.
 - D. Age – Material will recognize the diverse contribution of various age groups and portray the continuing contributions of maturing members of society.
 - E. Ideology – Material will present basic primary and factual information on an ideology or philosophy of government, which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
 - F. Profanity and Sex – Material is subjected to a test of literary merit and reality by the media specialists and licensed staff who will take into consideration their reading of public and community standards of morality.
 - G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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

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

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III. Procedures for Selection

- A. Materials purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, media center staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase is approved by the appropriate building administrator.
1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:
 - a. To acquire material and provide service consistent with the demands of curriculum.
 - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
 - c. To effectively guide and counsel students in the selection and use of materials and libraries;
 - d. To foster in students a wide range of significant interests;
 - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
 - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
 - g. To encourage life-long education through the use of the library; and,
 - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
 2. Materials selected are consistent with stated principles of selection. These principals are:
 - a. To select material, within established standards, which will meet the goals and objectives of the school district;
 - b. To consider the educational characteristics of the community in the selection of materials within a given category;
 - c. To present the sexual, racial, religious and ethnic groups in the community by:
 1. Portraying people, both men and women, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
 2. Placing no constraints on individual aspirations and opportunity.
 3. Giving comprehensive, accurate, and balanced representation to minority groups and women – in art and science, history and literature, and in all other fields of life and culture.

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

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- f. Durability, and
 - g. Cost
3. Illustrations of book and non-book materials should:
- a. Depict instances of fully integrated grouping and settings to indicate equal status and nonsegregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
- f. Special Features:
- 1. Bibliographies.
 - 2. Glossary.
 - 3. Current charts, maps, etc.
 - 4. Visual Aids.
 - 5. Index.
 - 6. Special activities to stimulate and challenge students.
 - 7. Provide a variety of learning skills.
- g. Potential use:
- 1. Will it meet the requirements of reference work?
 - 2. Will it help students with personal problems and adjustments?
 - 3. Will it serve as a source of information for teachers and librarians?
 - 4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic and sexual stereotypes?
 - 5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
 - 6. Will it help students and teachers keep abreast of and understand current events?
 - 7. Will it foster and develop hobbies and special interest?
 - 8. Will it help develop aesthetic tasks and appreciation?
 - 9. Will it serve the needs of students with special problems?
 - 10. Does it inspire learning?
 - 11. Is it relevant to the subject?
 - 12. Will it stimulate a student's interest?

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4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.
5. In order to provide a current, highly usable collection of materials, media specialists will provide for constant and continuing renewal of the collection, not only the addition of up- to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding of instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

Date of Adoption: 8/20/2008
Reviewed: 12/19/12

Education Program

Series 600

Policy Title **INSTRUCTIONAL MATERIALS INSPECTION**

Code No. 605.2

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

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

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

Date of Adoption:

Reviewed: 2/16/94

Revised: 12/14/99

Revised: 11/21/05

Reviewed: 10/19/11

Reviewed: 10/16/17

Education Program

Series 600

Policy Title **OBJECTION TO INSTRUCTIONAL MATERIAL**

Code No. 605.3

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

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

Date of Adoption:

Reviewed: 2/16/94

Revised: 12/14/99

Reviewed: 10/15/03

Reviewed: 7/16/2008

Reviewed: 12/19/12

Education Program

Series 600

Policy Title **INSTRUCTIONS TO THE RECONSIDERATION
COMMITTEE**

Code No. 605.3E1
Page 1 of 2

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

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

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

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

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

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

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

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

Date of Adoption: 11/19/03
Reviewed: 7/16/2008
Reviewed: 12/19/12

Education Program

Series 600

Policy Title **RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

Code No. 605.3E2
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1. What brought this item to your attention?

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

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

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

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

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

_____ yes _____ no

If yes, please list specific suggestions: _____

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

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

_____ Yes (a) please call the office of the Superintendent

(b) please be prepared at this time to indicate the approximate length of time your presentation will require.

_____ minutes.

_____ No

Dated

Signature

Date of Adoption: 11/19/03
Reviewed: 7/16/2008
Reviewed: 12/19/12

Education Program

Series 600

Policy Title **SAMPLE LETTER TO INDIVIDUAL CHALLENGING
INSTRUCTIONAL MATERIALS**

Code No. 605.3E3

Dear:

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

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

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

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

Sincerely,

Date of Adoption: 11/19/03
Reviewed: 7/16/2008
Reviewed: 12/19/12

Education Program

Series 600

Policy Title **RECONSIDERATION OF INSTRUCTIONAL MATERIALS
REGULATION**

Code No. 605.3R1
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- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.
1. The school official or employee receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials generally will remain in use pending the outcome of the reconsideration procedure.
 - a. The school official or employee initially receiving a complaint, will explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
 - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the media specialist who can identify and explain the use of the material.
 2. The employee receiving the initial complaint will advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact is maintained by the principal in charge of the attendance center. Each building principal shall inform employees of their obligation to report complaints.
 3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is referred to the principal or to the media specialist of the attendance center. If, after consultation with the principal or media specialist, the individual desires to file a formal complaint, the principal or media specialist will assist in filling out a Reconsideration Request Form in full and filing it with the superintendent.
- B. **REQUEST FOR RECONSIDERATION**
1. A member of the school district community may formally challenge instructional materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and community who are not directly involved in the selection process.
 2. Each attendance center and the school district's central administration office will keep on hand and make available Reconsideration Request Forms. Formal objections to instructional materials must be made on this form.

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

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- j. The individual filing the challenge is kept informed by the reconsideration committee secretary on the status of the Reconsideration Request Form throughout the reconsideration process. The individual filing the challenge and known interested parties is given appropriate notice of meetings.
- k. At the second or subsequent meeting the committee will make its final recommendation. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the board, the individual and the appropriate attendance centers. The superintendent may also make a recommendation but if so, it should be independent from the committees.

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

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

Date of Adoption: 11/19/03
Reviewed: 7/16/2008
Revised: 12/19/12

Education Program

Series 600

Policy Title **TECHNOLOGY AND INSTRUCTIONAL MATERIALS**

Code No. 605.4

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

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

Date of Adoption:
Reviewed: 2/16/94
Revised: 12/14/99
Revised: 11/19/03
Reviewed: 8/20/2008
Revised: 12/19/12

Education Program

Series 600

Policy Title **SCHOOL LIBRARY**

Code No. 605.5

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

Materials for the 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 be 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.

Date of Adoption: 12/14/94

Revised: 12/14/99

Revised: 11/19/03

Revised: 9/17/08

Reviewed: 12/19/12

Education Program

Series 600

Policy Title **HOMEWORK**

Code No. 606.3

The district shall encourage "homework"; those extra-curricular activities and assignments which may properly be considered as extensions and enrichment of the regular classroom instructional program. The purposes of carefully assigned homework should be: practice in research and exploratory activities; sharing and discussing ideas; reviewing and summarizing materials studied; becoming acquainted with the libraries and other sources of reference material; organizing students thoughts and thinking processes in preparation for classroom activities; and making up incomplete course or subject assignments.

Date of Adoption: 7/09/73

Revised: 2/18/85

Reviewed: 12/08/93

Revised: 12/14/99

Reviewed: 11/19/03

Reviewed: 8/20/2008

Reviewed: 9/17/14

Education Program

Series 600

Policy Title **STUDENT FIELD TRIPS AND EXCURSIONS**

Code No. 606.4

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

In authorizing field trips and excursions, the principal will consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student(s) participation in field trips and excursions.

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

Overnight field trips/excursions outside of the state and/or the United States must have the recommendation of the administration and the approval of the board.

Date of Adoption: 7/09/73

Revised: 9/26/73

Revised 11/09/77

Revised: 2/18/85

Revised: 12/08/93

Revised: 1/20/00

Revised: 11/19/03

Reviewed: 8/20/2008

Education Program

Series 600

Policy Title **HEALTH SERVICES**

Code No. 607.2

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

The superintendent, in conjunction with the school nurse and the district advisory committee, will develop administrative regulations implementing this policy.

Date of Adoption: 7/09/73

Revised: 2/18/85

Revised: 2/16/94

Revised: 1/20/00

Revised: 11/20/02

Revised: 01/16/08

Reviewed: 04/13/16

Education Program

Series 600

Policy Title **STUDENT SPECIAL HEALTH SERVICES**

Code No. 607.3
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Student Health Services Administrative Regulations

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

Supports to improve student achievement include:

- ❖ Qualified health personnel
- ❖ School superintendent, school nurse, and school health team working collaboratively
- ❖ Family and community involvement
- ❖ Optimal student health services program with commitment to its continuing improvement

Components provided within a coordinated school health program include:

- ❖ Health services
- ❖ Nutrition
- ❖ Healthy, safe environment
- ❖ Staff wellness
- ❖ Health education
- ❖ Physical education and activity
- ❖ Counseling, psychological and social services
- ❖ Family and community involvement

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

II. **Student Health Services Essential Functions**

- A. Identify student health needs
1. Provide individual initial and annual health assessments
 2. Provide needed health screenings
 3. Maintain and update confidential health records
 4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws
- B. Facilitate student access to physical and mental health services:
1. Link students to community resources and monitor follow through
 2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
 3. Encourage appropriate use of health care

Education Program

Series 600

Policy Title **STUDENT SPECIAL HEALTH SERVICES**

Code No. 607.3
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- C. Provide for student health needs related to educational achievement:
 - 1. Manage chronic and acute illnesses
 - 2. Provide special health procedures and medication including delegation, training, supervision of qualified designated school personnel
 - 3. Develop, implement, evaluate and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individual with Disabilities Education Act (IDEA), Rehabilitation Act (Section 504), and American with Disabilities Act (ADA).
 - 4. Provide urgent and emergency care for individual and group illness and injury
 - 5. Prevent and control communicable disease and monitor immunizations
 - 6. Promote optimal mental health
 - 7. Promote a safe school facility and a safe school environment
 - 8. Participate in and attend team meetings as a team member and health consultant

- D. Promote student health, well-being, and safety to foster healthy living:
 - 1. Provide developmentally appropriate health education and health counseling for individuals and groups
 - 2. Encourage injury and disease prevention practices
 - 3. Promote personal and public health practices
 - 4. Provide health promotion and injury and disease prevention education

- E. Plan and develop the student health services program collaboratively with the superintendent, school nurse, and school health team:
 - 1. Gather and interpret data to evaluate needs and performance
 - 2. Establish health advisory council and school health team
 - 3. Develop health procedures and guidelines
 - 4. Collaborate with staff, families, and community
 - 5. Maintain and update confidential student school health records
 - 6. Coordinate program with all school health components
 - 7. Coordinate with school improvement
 - 8. Evaluate and revise the health service program to meet changing needs
 - 9. Organize scheduling and direct health services staff
 - 10. Develop student health services annual status report
 - 11. Coordinate information and program delivery within the school and between school and major constituents
 - 12. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
 - 13. Provide for professional development for school health service staff

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

Adopted: 2/17/00
Revised: 1/15/03
Revised: 9/19/07
Reviewed: 04/13/16