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EDUCATIONAL PROGRAM

Policy Title GOALS OF THE EDUCATION PROGRAM Code 600

The goals of the school district shall be designed to achieve the mission statement of the school district. An advisory committee of representatives of the school district community and the school district shall be appointed to make recommendations for the goals of the education program in alignment with the Strategic Plan. These goals will directly align with the written, taught, and assessed curriculum by all district personnel. Educational programming will align with the Strategic Plan.

Short-term and long-term goals for educational programming shall be established annually by the Board. These goals shall reflect the results of the needs assessment, recommendation of the advisory committee, recommendations from the superintendent, and changes in law within the framework of the Strategic Plan. These goals should reflect the clear identification of national standards and benchmarks.

Annually, the Board shall report to the community regarding progress toward the achievement of the goals of the education program.

Adopted 2/1/99 Reviewed 12/09; 6/11 Revised 7/03; 11/19/07
Related Policy: (Code Number) 100; 101
Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title _____ TYPE OF SCHOOL ORGANIZATION _____ Code 601.1

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

- 1) Elementary Schools: the elementary schools shall consist of kindergarten and grades one through five.
- 2) Middle Schools: the middle schools shall consist of grades six, seven, and eight.
- 3) High School: the high school shall consist of grades nine through twelve.

Adopted 6/15/70 Reviewed 3/90; 12/09; 6/11 Revised 2/99; 7/03; 11/19/07
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title SCHOOL CALENDAR

Code 601.2

The school calendar shall accommodate the education program of the school district. The school calendar shall be for a minimum of 192 days and include, but not be limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students shall be for a minimum of one hundred and eighty days in the school calendar, with the exception of an adopted innovative calendar. In implementing an innovative calendar, the District will follow state code for the start of the school year.

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

It shall be the responsibility of the superintendent, or designee, 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.

Adopted 6/15/70 Reviewed 7/03; 12/09; 6/11 Revised 2/99; 11/19/07
Related Policy: (Code Number) 601.2-E
Legal Reference: (Code of Iowa) §§ 20.9; 279.10; 280.3; 281 I.A.C. 12.2(1)

EDUCATIONAL PROGRAM

Policy Title SCHOOL DAY

Code 601.3

The student school day for grades kindergarten through twelve shall consist of a minimum of six and one-half hours, including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of the student's instructional time. The minimum school day shall meet the requirements as established for the operation of accredited schools.

The 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 27 ½ hours. For any one day of school to be less than the minimum instructional hours, it must be used for either staff development opportunities provided for the instructional staff or parent-teacher conferences scheduled beyond the regular school day. The superintendent has responsibility for changes in time allotments and schedule revisions as appropriate.

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

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

Adopted 6/15/70 Reviewed 4/90; 1/10; 6/11 Revised 2/99; 7/03; 11/19/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §§ 279.8 (2009); 281 I.A.C. 12.2(2), .2(3), .2(6)

EDUCATIONAL PROGRAM

Policy Title BASIC INSTRUCTIONAL PROGRAM Code 602.1

The basic instructional program shall include, but not be limited to, the curriculum required for each grade level by the State Department of Education. The instructional approach will be gender fair and multicultural.

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

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

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

The basic instruction program of students required by the State educational standards enrolled in grades nine through twelve will include, but not be limited to, English-language arts (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. An individual student may advance through the academic sequence offered in the instruction program at an accelerated pace provided the age, appropriateness, and affordability can be reasonably accommodated. Each instruction program is carefully planned for optimal benefit taking into consideration the financial condition of the school district and other factors deemed relevant by the board or superintendent. Each instruction program's plan should describe the program, its goals, the effective materials, the activities and the method for student evaluation.

It is the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one through six, grades seven and eight, and grades nine through twelve, including program description, goals, and methods for student assessment/evaluation.

Adopted 6/15/70 Reviewed 7/03; 12/09; 6/11 Revised 7/91; 10/07; 12/7/09

Related Policy: (Code Numbers) _____

Legal Reference: (Code of Iowa) 20 USC § 1232h (2006), 34 CFR Pt. 98 (2006)
Iowa Code §§ 216.9; 256.11; 279.8/ 280.3-.14 (2009),
281 IAC 12.5

EDUCATIONAL PROGRAM

Policy Title COMPETENT PRIVATE INSTRUCTION

Code 602.2

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

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

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

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

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

Adopted 11/16/92 Reviewed 3/99; 2/08; 12/09; 6/11 Revised 7/21/03

Related Policy: (Code Number) 602.3

Legal Reference: (Code of Iowa) §§256.11; 279.10,.11; 299.1-.6,.11,.15,.24

Chapter 299A (2009); 281 IAC 31

EDUCATIONAL PROGRAM

Policy Title COMPETENT PRIVATE INSTRUCTION

Code 602.2

Students receiving competent private instruction from a parent, guardian or legal custodian must be evaluated annually by May 1 unless such person is properly licensed. The parent, guardian or legal custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or legal custodian chooses standardized testing and the student is dual enrolled, the school district will pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or legal custodian will reimburse the school district for the cost of the standardized test and the administration of the standardized test. If a parent, guardian or legal custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the portfolio evaluator must be approved by the superintendent. Portfolio evaluators must hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.

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

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

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

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Adopted 11/16/92 Reviewed 3/99; 2/08; 12/09; 6/11 Revised 7/21/03

Related Policy: (Code Number) 602.3

Legal Reference: (Code of Iowa) §§256.11; 279.10,.11; 299.1-.6,.11,.15,.24

Chapter 299A (2009); 281 IAC 31

EDUCATIONAL PROGRAM

Policy Title DUAL ENROLLMENT Code 602.3

The parent, guardian or legal custodian of a student receiving competent private instruction may also enroll the student in the school district. The student shall be considered under dual enrollment. The parent, guardian or legal custodian requesting dual enrollment for the student should notify the Board Secretary prior to the third Friday of September each year on forms provided by the school district. On the form, they shall indicate the extra- and co-curricular 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 districts extra- and co-curricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district shall apply to the dual enrollment students in the same manner as the other students enrolled in the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements and payment of the fees required for participation.

A dual enrollment student whose parent, guardian or legal 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 what activities in which they wish to participate, the school district will provide information regarding the specific programs.

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

Adopted 11/16/92 Reviewed 3/99; 12/09; 6/11 Revised 7/21/03; 2/4/08
Related Policy: (Code Number) 602.2
Legal Reference: (Code of Iowa) §§279.8; 299A (2009); 281 IAC 31

EDUCATIONAL PROGRAM

Policy Title SUMMER PROGRAMMING

Code 602.4

Summer programming shall be conducted in such buildings, at such grade levels, and for such length of time, as the Board, upon recommendation of the superintendent, may determine.

Purpose:

The program offered during summer school shall be designed so that the following purpose or objective may be met:

Enrichment and extension of programs provided during the regular academic year.

Adopted 6/15/70 Reviewed 7/03; 2/08; 1/10 Revised 6/13/11

Related Policy: (Code Numbers) _____

Legal Reference: (Code of Iowa) 2798, .11; 280.3; 282.6 (2011)

EDUCATIONAL PROGRAM

Policy Title SPECIAL EDUCATION

Code 602.5

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

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

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

Adopted 6/15/70 Reviewed 12/09; 6/11 Revised 2/99; 7/03; 10/1/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) Board of Education v. Rowley, 458 US 176 (1982)
Springdale School District #50 v. Grace 693 F.2d
41 (8th Circ. 1982); Southeast Warren CSD v. Dept. of
Public Instr., 285 NW 2d 173 (Iowa 1979); 20 USC §§
1400 et seq. (2010); 34 CFR Pt. 300 et seq. (2010); IA
Code §§ 256.11(7); 256 B; 273.1, 12, .5, .9(2)-(3); 280.8
(2007); 281 IAC 41

EDUCATIONAL PROGRAM

Policy Title COMMUNITY EDUCATION

Code 602.6

To help fulfill its mission, the Board supports the concept of Community Education within the district. The superintendent or designee shall be responsible for the development and implementation of the Community Education program in the district.

Adopted 6/15/70 Reviewed 7/08; 12/09; 6/11 Revised 2/99; 7/21/03

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title HOME SCHOOL ASSISTANCE PROGRAM

Code 602.7

The Board, recognizing alternatives to education outside the formal public school system, authorizes providing a home school assistance program. This program will assist students receiving competent private instruction by providing licensed teachers in a home school assistance program 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.

Adoption 11/16/92 Reviewed 7/03; 7/08; 12/09; 6/11 Revised

Related Policy: (Code Number) 602.2; 602.3

Legal Reference: (Code of Iowa) §§279.8; 299A; 281 IAC 31 (2011)

EDUCATIONAL PROGRAM

Policy Title TIME RELEASE PROGRAM Code 602.8

High School students who qualify will be given consideration to participate in a Time Release program.

“Time Release” is defined as time during the regular school day when a high school student is excused from school for purpose(s) personally benefiting the student.

The Time Release program shall be under the direction and administration of the high school principal.

Adopted 6/15/70 Reviewed 3/99; 12/09; 6/11 Revised 1/72; 7/03; 11/19/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____

ADMINISTRATIVE REGULATIONS REGARDING
TIME RELEASE PROGRAM

Time Release Policy – Juniors and Seniors who have parent, guardian or legal custodian approval may apply for the privilege of enjoying a “restricted open campus.” This privilege allows the students to arrive at school in time for their first scheduled class of the day and to leave school when their last scheduled class is completed for the day. This privilege is designated on student I. D. cards.

Juniors and Seniors in good standing with attendance and discipline regulations and who have no failing grades or incomplete grades may be eligible for time release.

Rules and Regulations:

1. Time release privileges may be changed or made void at any time by either the school and/or parent, guardian or legal custodian.
2. Students cannot drop a course(s) to extend their time release privileges. (If a student should drop or be withdrawn from a course, the school may assign the student to supervised study hall during that time.)
3. Students must present their student I. D. card when requested and must carry it at all times. (Failure to do so may result in loss of time release privileges.)
4. Students should NOT drive another student’s car from the parking lot without the approval of the owner and office.
5. Taking “non-release time” students from the campus or parking off campus may result in loss of time release privileges.
6. Students parking improperly or leaving school on non-release time or altering the I. D. card may have release time privileges taken away.

By signing this agreement, the parent, guardian or legal custodian releases and absolves the Linn-Mar Community School District from all responsibility, financial, legal, moral, or other responsibility, during the time the student is away from school on time release. This agreement can be changed or made void at any time at the direction of the school and/or parent, guardian or legal custodian for failing marks, school rule violations, or irresponsible behavior on the part of the student. Irresponsibility is considered, but not limited to, the following:

1. Failure to present student I. D. card when requested.
2. Continual improper parking.
3. Leaving school on non-release time.
4. Continual forgetting of student I.D. card.
5. Driving another student’s car from the parking lot without office and owner approval.
6. Not being out of the building at the tone could result in loss of time release privilege.
7. Misbehavior while at school.
8. Any violations of school rules and regulations.

ALTERING STUDENT I. D. CARD WILL RESULT IN IMMEDIATE REVOCATION OF TIME RELEASE PRIVILEGES.

Application

Students wishing to apply for Time Release should do so through the High School associate principal's office. This agreement is valid when signed by the associate principal, student, and parent, guardian or legal custodian.

Objectives

1. To encourage students to make responsible decisions on budgeting their time while in school.
2. To allow some students to gain practical work experience while in school.

General Policy

1. If a student's I. D. card is lost, a student must apply for a new card at the Attendance Office. There will be a waiting period of one week before a new card is issued and a \$5.00 fee for the new student I. D. card.
2. Released time release will be given only with parent, guardian or legal custodian approval.
3. The released time agreement will be in effect as long as the student performs in an acceptable manner.
4. The educational welfare of the student will at all times be given primary consideration.
5. While on released time, a student is representing the Linn-Mar Schools. Please remember this factor for the welfare of the school and the program, as well as for the student involved.

EDUCATIONAL PROGRAM

Policy Title EXTRA-CURRICULAR ACTIVITIES Code 602.9

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

To assist in the administration of a student activities program, and to provide a framework of communication and review, a detailed structure of the activities program shall be outlined by the administration.

Adopted 6/15/70 Reviewed 7/03; 12/09; 6/11 Revised 11/19/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title CURRICULUM DEVELOPMENT Code 602.10

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

The superintendent or designee 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 the content/discipline;
- Identity differences in the desired and present program and develop a plan for addressing the differences;

EDUCATIONAL PROGRAM

Policy Title CURRICULUM DEVELOPMENT Code 602.10

- Communicate with internal and external publics regarding the content area;
- Involve staff, parents/guardians/legal custodians, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (MCGF, school-to-work, etc);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

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

EDUCATIONAL PROGRAM

Policy Title CURRICULUM IMPLEMENTATION

Code 602.11

Implementation refers to what actually happens in practice as compared to what was intended 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 three components of any implementation effort that must be present to guarantee the planned changes in curriculum and instruction succeed as intended:

- Understanding the conceptual framework of the content/discipline being implemented; and,
- Organized assistance to understand the theory, observation of exemplary demonstrations, opportunities to practice, and coaching and feedback focused on the most powerful instructional strategies to deliver the content at the classroom level.
- Consistency of effort to ensure all students at each grade level receive the instructional content.

The superintendent or designee 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 selection of instructional materials and resources (See Policy 602.27-R1;
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);

Adopted 7/21/03 Reviewed 12/09; 6/11 Revised 11/07; 7/08; 12/7/09

Related Policy: (Code Number) 101; 103; 600; 602.10; 602.12

Legal Reference: (Code of Iowa) §§216.9, 256.7, 279.8, 280.3-.14 (2011); 281 IAC
12.8(1)(c)(1)

EDUCATIONAL PROGRAM

Policy Title CURRICULUM IMPLEMENTATION

Code 602.11

- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff into collaborative study teams to support their learning and implementation efforts (address the gaps);
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents/guardians/legal custodians, students, and community members in curriculum implementation decisions.

It is the responsibility of the superintendent or designee 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.

Adopted 7/21/03 Reviewed 12/09; 6/11 Revised 11/07; 7/08; 12/7/09

Related Policy: (Code Number) 101; 103; 600; 602.10; 602.12

Legal Reference: (Code of Iowa) §§216.9, 256.7, 279.8, 280.3-.14 (2011); 281 IAC
12.8(1)(c)(1)

EDUCATIONAL PROGRAM

Policy Title CURRICULUM EVALUATION

Code 602.12

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 or designee 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);

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Adopted 7/21/03 Reviewed 7/08; 12/09; 6/11 Revised _____

Related Policy: (Code Numbers) 101; 103; 600; 602.10; 602.11

Legal Reference: (Code of Iowa) §§ 216.9, 256.7, 279.8, 280.3-.14 (2011);
281 I.A.C. 12.8(1)(c)(1)

EDUCATIONAL PROGRAM

Policy Title CURRICULUM EVALUATION

Code 602.12

- Identify procedures for using assessment information to determine long-range and annual improvement goals;
- Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- Provide support to staff in using data to make instructional decisions;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);
- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents/guardians/legal custodians, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

It is the responsibility of the superintendent or designee 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.

Adopted 7/21/03 Reviewed 7/08; 12/09; 6/11 Revised _____

Related Policy: (Code Numbers) 101; 103; 600; 602.10; 602.11

Legal Reference: (Code of Iowa) §§ 216.9, 256.7, 279.8, 280.3-.14 (2011);
281 I.A.C. 12.8(1)(c)(1)

EDUCATIONAL PROGRAM

Policy Title ARTICULATION AND ALIGNMENT OF CURRICULUM Code 602.13

Learning will be enhanced by adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge from grade to grade and school to school. The curriculum shall reflect the best knowledge of the growth and development of its learners, the content of various curriculum disciplines, the needs of learners based on the nature of society, the desires of the residents/tax payers of the school district, and the Iowa Core. The curriculum is designed to provide teachers and students with the district's expectations of what children and young people are to learn. Teachers are required to align their teaching to the-district standards/benchmarks and the Iowa Core.

Adopted 7/19/99 Reviewed 7/03; 12/09; 6/11 Revised 7/14/08
Related Policy: (Code Number) 102; 602.10
Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title ASSESSMENT OF STUDENT ACHIEVEMENT

Code 602.15

The district will establish criteria for determining the effectiveness of curricular design and instructional programming at district, school, and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining the appropriate level of performance for each specific expectation, and the extent to which the instructors are displaying effective conveyance of the curriculum in the classroom.

Adopted 7/19/99 Reviewed 7/03; 12/09; 6/11 Revised 11/19/07

Related Policy: (Code Number) 102; 602.12

Legal Reference: (Code of Iowa)

EDUCATIONAL PROGRAM

Policy Title CAREER EDUCATION Code 602.17

Preparing all students for careers is one goal of Linn-Mar's education program. The district curriculum will be relevant to the world of work, and career education shall be infused into all curricular areas, PreK-12. 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.

Effective career education begins with the basic academic, communication, and technical skills required for success in a changing world. In addition, every student should be offered, in an age-appropriate manner, opportunities to assess personal attributes and interests, and to match these against potential career opportunities. The goal is that all students will develop employability skills and required competencies in their area of interest by the time they graduate. Students shall be provided guidance in educational planning to help achieve this goal.

It shall be the responsibility of the superintendent or designee to encourage and assist licensed staff in finding ways to incorporate career education into the education program. In addition to school-based resources, Linn-Mar shall utilize community resources, e.g., Junior Achievement, Workplace Learning Connection, Chamber of Commerce; school/business partnerships; student and faculty internships; and others, to enhance the education program. It shall also be the responsibility of the superintendent or designee to incorporate career education in Linn-Mar's school improvement plan and to include evaluation of Linn-Mar's career education efforts in an overall district assessment plan.

In any curriculum under review, the Board shall take special note of those components that indicate that career education has been incorporated into all curricula.

Adopted 6/13/85 Reviewed 7/03; 12/09 Revised 10/99; 11/07; 6/13/11

Related Policy: (Code Numbers) _____

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

EDUCATIONAL PROGRAM

Policy Title INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION Code 602.18

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

- The course is taken from a public or accredited private post-secondary educational institution.
- A comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are similar, in the judgment of the Board, to a course offered in the school district.
- The course is 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.
- The course meets any other requirements set out by the Board.
- Comply with Department of Education requirements for meeting proficiency criteria for No Child Left Behind.
- Comply with Department of Education Senior Year Plus criteria.

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

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

EDUCATIONAL PROGRAM

Policy Title INSTRUCTION AT A POST-SECONDARY
EDUCATIONAL INSTITUTION Code 602.18

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

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

Adopted 11/16/92 Reviewed 3/99; 1/10 Revised 7/03; 10/07; 1/10; 6/13/11
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (2011)
281 IAC 12, 22

EDUCATIONAL PROGRAM

Policy Title GLOBAL EDUCATION Code 602.20

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

Adopted 8/14/89 Reviewed 1/90; 7/08; 12/09; 6/11 Revised 2/99; 7/21/03
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) §§ 256.11, .11A; 281 IAC 12.5(11) (2011)

EDUCATIONAL PROGRAM

Policy Title CITIZENSHIP Code 602.21

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

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

Adopted 3/1/99 Reviewed 7/08; 12/09; 6/11 Revised 7/21/03
Related Policy: (Code Number) 100; 502.1
Legal Reference: (Code of Iowa) §§ 256.11, .11A; 281 IAC 12.3(8) (2011)

EDUCATIONAL PROGRAM

Policy Title ACADEMIC FREEDOM Code 602.22

The Board believes students should have an opportunity to reach their own decisions and develop their own beliefs about conflicting points of view. Academic freedom is the opportunity of licensed personnel and students to study, investigate, present, interpret and discuss facts and ideas relevant to the subject matter of the classroom. The expression of academic freedom must be consistent with the maturity and intellectual and emotional capacities of the students.

It shall be the responsibility of the licensed personnel to refrain from advocating partisan causes, sectarian religious views, or biased positions in the classroom. Licensed personnel 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.

Adopted 3/1/99 Reviewed 7/08; 12/09; 6/11 Revised 7/21/03
Related Policy: (Code Number) 502.1; 602.1; 1001.4
Legal Reference: (Code of Iowa) §§ 279.8; 280.3, .6 (2011)

EDUCATIONAL PROGRAM

OPEN ENROLLMENT TRANSFERS –
Policy Title PROCEDURES AS A RECEIVING DISTRICT Code 602.23

The school district will participate in open enrollment as a receiving district. As a receiving district, the Board will allow nonresident students, who meet the legal requirements, to open enroll into the school district. The Board will have complete discretion to determine the attendance center of the students attending the school district under open enrollment.

The superintendent or designee has the authority to approve good cause applications or continuation of an educational program application. The deadline for regular open enrollment requests is March 1 of the previous school year. The deadline for Kindergarten students is September 1 of the new school year.

The superintendent or designee will notify the sending school district of the Board's or superintendent's or designee's action to approve or deny the open enrollment request. The superintendent or designee will notify the parents, guardians or legal custodians of the Board's or superintendent's or designee's action to approve or deny the open enrollment request.

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

Open enrollment requests into the school district that, if denied, would result in students from the same nuclear family being enrolled in different school districts, will be given highest priority. The Board, in its discretion, may waive the insufficient classroom space reason for denial for students of the same nuclear family to prevent the division of a nuclear family between two school districts. Other open enrollment requests into the school district are considered in the order received by the school district with the first open enrollment request given a higher priority than the second open enrollment request and so forth.

EDUCATIONAL PROGRAM

OPEN ENROLLMENT TRANSFERS –
Policy Title PROCEDURES AS A RECEIVING DISTRICT Code 602.23

Generally, students in grades nine through twelve open enrolling into the school district will not be eligible for participation in interscholastic athletics at the varsity level during the first ninety days of open enrollment into the school district.

Parents, guardians or legal custodians of students whose open enrollment requests are approved by the Board or superintendent or designee are responsible for providing transportation to and from the receiving school district without reimbursement. The Board will not approve transportation into the sending district.

An open enrollment request into the school district from parents, guardians or legal custodians of a special education student is reviewed on a case-by-case basis. The determining factors for approval of such an open enrollment request will be whether the special education program available in the school district is appropriate for the student's needs and whether the enrollment of the special education student will cause the class size to exceed the maximum allowed. The area education agency associate administrator, with special education responsibilities, serving the school district will determine whether the program is appropriate. The special education student will remain in the sending district until the final determination is made.

The policies of the school district will apply to students attending the school district under open enrollment.

It is the responsibility of the superintendent to develop appropriate office procedures and administrative regulations necessary for open enrollment requests.

EDUCATIONAL PROGRAM

OPEN ENROLLMENT TRANSFERS –
Policy Title PROCEDURES AS A SENDING DISTRICT Code 602.24

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

Parents, guardians or legal custodians requesting open enrollment out of the school district for their student will notify the school district no later than March 1 in the school year preceding the first year desired for open enrollment. The notice is made on forms provided by the Department of Education. The forms are available at the Linn-Mar Learning Resource Center.

Parents of children who will begin kindergarten in the school district are exempt from the open enrollment March 1 deadline, but must submit the request to open enroll by September 1. Parents, guardians or legal custodians who have good cause as defined by law for failing to meet the March 1 deadline may make an open enrollment request in the same manner set forth above.

The superintendent or designee has the authority to approve good cause applications or continuation of an educational program application.

The Board will approve all other open enrollment requests according to the timelines established by law. The parents, guardians or legal custodians may withdraw the open enrollment request prior to the start of the school year. The superintendent or designee will notify the parents, guardians or legal custodians by mail of the Board's or superintendent's or designee's action to approve or deny the open enrollment request. Approved open enrollment requests are transmitted by the superintendent or designee to the receiving district after the Board's or superintendent's or designee's action on the open enrollment request.

The Board will not approve a student's request to allow the receiving district to enter the school district for the purposes of transportation.

EDUCATIONAL PROGRAM

OPEN ENROLLMENT TRANSFERS –
Policy Title PROCEDURES AS A SENDING DISTRICT Code 602.24

An open enrollment request out of the school district from parents, guardians or legal custodians of a special education student is reviewed on a case-by-case basis. The determining factor for approval of such an open enrollment request will be whether the special education program available in the receiving school district is appropriate for the student's needs. The area education agency associate administrator, with special education responsibilities, serving the school district will determine whether the program is appropriate. The special education student will remain in the school district until the final determination is made.

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

Adopted 3/1/99 Reviewed 3/06; 12/09 Revised 7/03; 3/06; 11/07; 6/13/11
Related Policy: (Code Number) 602.2; 602.3; 602.7; 602.23
Legal Reference: (Code of Iowa) §§139.9; 274.1; 279.11; 282.1, .3, .8, .18; 299.1 (2011)
281 IAC 17

EDUCATIONAL PROGRAM

Policy Title SPACE REQUIREMENTS FOR OPEN ENROLLMENT,
ATTENDANCE CENTER EXCEPTION REQUESTS Code 602.25

Open enrollment or other enrollment requests shall be considered based upon availability of classroom space. In making its determination, the Board may consider several factors, including but not limited to: the nature of the education program; the grade level; the available licensed employees; the instructional method; the physical space; student-teacher ratios; equipment and materials; facilities either being planned or under construction; facilities planned to be closed; financial condition of the school district; a sharing agreement in force or planned; a bargaining agreement in force; laws or rules governing special education class size; Board-adopted school district goals and objectives; and other factors considered relevant by the Board.

The enrollment requests as described shall be reviewed by the board annually. It is the responsibility of the superintendent or designee to bring this information to the attention of the board each year.

Adopted 3/1/99 Reviewed 3/06; 10/07 Revised 7/03; 10/07; 12/09; 6/13/11
Related Policy: (Code Number) 102; 602.23; 603.2
Legal Reference: (Code of Iowa) §§ 282.18(13) (2011); 281 I.A.C. 17.6(3)

EDUCATIONAL PROGRAM

Policy Title ATTENDANCE CENTER EXCEPTION REQUESTS Code 602.26

The Board supports the internal transfer of a student from one attendance center to another within the district's schools when there are extenuating circumstances. All attendance center exception requests will be reviewed for approval by the superintendent or designee. A process for handling these requests will be made available to all parents and will be published on a regular basis in order that all parents are aware of this administrative procedure. The consideration for an attendance center exception request will be based on the extenuating circumstance and class size at the requested school. The decision on placement is not subject to appeal. If approved, the parent/guardian will be responsible for transportation of the student to and from school.

Adopted 7/21/03 Reviewed 11/07; 1/10; 6/11 Revised 11/19/07
Related Policy: (Code Number) 602.23; 602.24; 602.25
Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title SELECTION OF INSTRUCTIONAL MATERIALS Code 602.27

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 instructional and library materials in the education program.

The superintendent 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;
- Meet high standards of quality in factual content and presentation;
- 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.

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Adopted 12/13/73 Reviewed 2/99; 2/08; 12/09; 6/11 Revised 7/03; 2/4/08

Related Policy: (Code Number) 602.10; 602.11; 602.12

Legal Reference: (Code of Iowa) 279.8; 280.3, .14; Chapter 301 (2011);

281 IAC 12.3(12)

EDUCATIONAL PROGRAM

Policy Title SELECTION OF INSTRUCTIONAL MATERIALS Code 602.27

In the case of textbooks, the Board will make the final decision after a recommendation from the superintendent. The criteria stated above for selection of instructional materials will also apply to the selection of textbooks. The superintendent may appoint licensed employees to assist in the selections 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 802.7 – Gifts, Grants, and Bequests.

Adopted 12/13/73 Reviewed 2/99; 2/08; 12/09; 6/11 Revised 7/03; 2/4/08
Related Policy: (Code Number) 602.10; 602.11; 602.12
Legal Reference: (Code of Iowa) 279.8; 280.3, .14; Chapter 301 (2011);
281 IAC 12.3(12)

ADMINISTRATION REGULATIONS REGARDING
SELECTION OF INSTRUCTIONAL MATERIALS

I. Responsibility for Selection of Instructional Materials

- A. The Board is responsible for materials relating to the instructional program of the Linn-Mar Community School District.
- B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system. For the purpose of this rule the term "instructional materials" includes printed and multimedia materials (not equipment), whether considered text materials or library materials. The board retains the final authority for the approval of textbooks.
- C. While selection of materials may involve many people including principals, teachers, teacher-librarian, students, parents and community members, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees, including teacher-librarian selection of materials for school libraries.
- D. Responsibility for coordinating the selection of instructional materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule the term 'instructional 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 superintendent 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, or similar, statement is to be given to the ad hoc committee members:

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

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

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

Your report, presenting both majority and minority opinions, will be presented by the principal to the complainant at the conclusion of our discussion of the questioned material.

II. Material selected for use in 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 present a diversity of race, custom, culture, and belief as a positive aspect of the nation's and world'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 contributions 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 teacher-librarians 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.

III. Procedure for Selection

- A. Material purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrators, teacher-librarians, students or an ad hoc committee as appointed by the superintendent. The material recommended for purchase is approved by the appropriate administrator.
 - 1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:
 - a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students' skills and resourcefulness in the use of 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 staff and administrators in the school and the district.
2. Materials selected are consistent with stated principles of selection. These principles 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.
 - 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 of 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 without the meaning of context;
 - 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 range of the student for whom it is intended.
 - e. Format:
 - 1. Book
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well spaced;
 - d. Adequate margins;

- e. Firmly bound; and,
- f. Cost.
- 2. Non-book
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
- 3. Illustrations of book and non-book materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and non-segregated social relationships (exception would be primary sources used as reference documents);
 - 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 based on a rigid frame of reference unless appropriate to pedagogy.
- 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 activities, strategies, and skill development that can be anchored on standards for learning.
- g. Potential use considerations:
 - 1. Will it meet the requirement of reference work?
 - 2. Will it help students with personal problems and adjustments?
 - 3. Will it serve as a source of information for teachers and librarians?
 - 4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, and sexual stereotypes?
 - 5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
 - 6. Will it help students and teachers keep abreast of and understand current events?
 - 7. Will it foster and develop hobbies and special interest?
 - 8. Will it help develop aesthetic tastes and appreciation?
 - 9. Will it serve the needs of students with special needs?
 - 10. Does it inspire learning?
 - 11. Is it relevant to the subject?
 - 12. Will it stimulate a student's interest?

4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the superintendent.
5. In order to provide a current, highly usable collection of materials, teacher-librarians will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or are being used. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.
6. Procedure to start basic collection:
With the assistance of a reputable vendor in collaboration with the teacher-librarian, the collection will begin with the vendor's selected "core" collection based on curriculum areas submitted by the teacher-librarian. Additional titles will be added to core using resources such as: American Library Associations Top 100 Lists, Children's Catalog, knowledge of children's authors and illustrators, Caldecott and Newbery Award winning titles and staff recommendations.
7. Procedure to add to the collection:
 - a. The teacher-librarian will utilize a variety of selection aids including: Booklist, School Library Journal, HornBook, newspaper reviews, Publisher's weekly, Library Talk, School Media Journal, Sparks, Bulletin of the Center for Children's Books, Library Media Connections, Kirkus Reviews, publisher recommendations from adopted curricular areas (i.e., Science, Social Studies, Six Traits of Writing), and student and staff requests.
 - b. Consideration of district curriculum needs of the individual school and student.
 - c. Consideration of reading interests, abilities and developmental levels of students using the library media center.
 - d. Literary quality of the material.
 - e. Attractiveness and durability of the physical book/material.
 - f. Assurance of use for the intended use or appropriate requested use.

EDUCATIONAL PROGRAM

Policy Title INSTRUCTIONAL MATERIALS INSPECTION Code 602.28

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

The instructional materials must be viewed on school district premises. Copies of instructional materials may be obtained according to Board policy and in compliance with copyright law.

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

Adopted 2/4/08 Reviewed 12/09; 6/11 Revised _____
Related Policy: (Code Numbers) 602.16
Legal Reference: (Code of Iowa) §§ 279.8; 280.3, .14; 301 (2011), 281 IAC 12.3(12)

EDUCATIONAL PROGRAM

Policy Title OBJECTION TO INSTRUCTIONAL MATERIALS Code 602.29

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

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

Adopted 2/4/08 Reviewed 12/09; 6/11 Revised _____

Related Policy: (Code Number) 602.16

Legal Reference: (Code of Iowa) §§ 279.8; 280.3, .14; 301 (2011); 281 IAC 12.3(12)

ADMINISTRATIVE REGULATIONS REGARDING
OBJECTION TO INSTRUCTIONAL MATERIALS

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

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

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

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

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

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

RECONSIDERATION REQUEST FORM

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

REVIEW INITIATED BY: _____ DATE: _____

Name _____

Address _____

City/State _____ Zip _____ Phone _____

School(s) in which item is used _____

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

BOOK OR OTHER PRINTED MATERIAL, IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

MULTIMEDIA MATERIAL, IF APPLICABLE:

Title _____

Producer (if known) _____

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

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self Group or Organization

Name of group _____

Address of group _____

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. What brought this item to your attention?

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

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

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

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

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

_____ Yes _____ No

If yes, please list specific suggestions: _____

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

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

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

_____ Yes (a) Please contact the Superintendent

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

_____ Minutes

_____ No

Dated

Signature

EDUCATIONAL PROGRAM

Policy Title CLASS GROUPING – CLASS SIZE

Code 603.2

It shall be the responsibility of the superintendent or designee to make a recommendation to the Board on class size based upon the financial condition of the school district, available classroom space, the qualifications of and number of licensed employees, and other factors deemed relevant by the Board.

Adopted 6/15/70 Reviewed 12/07; 12/09; 7/11 Revised 2/99; 7/03; 12/07; 12/7/09

Related Policy: (Code Number) _____

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

EDUCATIONAL PROGRAM

Policy Title FIELD TRIPS AND EXCURSIONS Code 603.3

The Board of Directors recognizes that a properly planned, well-conducted and carefully supervised curriculum-related field trip is a vital part of the curriculum of any classroom or current activity. Student travel related to extra- or co-curricular activities that are reasonable extension of student experiences are also supported as long as student participation is inclusive of the regular group activity participation.

Field trips and excursions shall have the approval of the building principal in advance of the trip. Consent of each student's parent, guardian or legal custodian is required in advance of any field trip or excursion including activities and athletics.

Every effort should be made to confine trips to a single day but it is recognized that there may be occasions when an educational trip, tour or excursion will be of such distance and/or nature to necessitate students being gone overnight. Such trips shall require the approval of the superintendent or designee. Students who have graduated by the time of the school-sponsored scheduled trip or excursion are not eligible to participate. Sanctioned (Iowa High School Athletic Association or Iowa Girls' High School Athletic Union) athletic competition and/or tournaments are excepted as long as student conduct is covered by the Code of Conduct.

It shall be the responsibility of the superintendent, in conjunction with principals, to develop administrative regulations regarding this policy.

Adopted 2/12/78 Reviewed 1/90; 10/08; 7/11 Revised 2/99; 7/03; 10/08; 1/11/10
Related Policy: (Code Number) 502.1; 503.6
Legal Reference: (Code of Iowa) § 279.8 (2007); 281 I.A.C. 43.9; 390 C.F.R.
pt. 390.3(f)(2004)

ADMINISTRATIVE REGULATIONS REGARDING EXCURSIONS AND TRIPS

Excursions and trips that relate to the educational development of the student are supported by the Board of Education.

School sponsored excursions or trips are those in which only Linn-Mar students participate and are sponsored by a certificated Linn-Mar employee. In contrast to field trips which must demonstrate a strong alignment to the curriculum, trips or excursions must have a relationship to either the academic, activity, or athletic programming of the district with a purpose of advancing the development of the student or providing an opportunity for application of the student's education. Requirements of school sponsored excursions or trips include:

- Sponsorship by a certificated District employee;
- Adherence to the District Code of Conduct and completion of appropriate documentation by parents and students;
- Completion of a written request to the building principal at least 3 weeks in advance of the trip including the following:
 - The rationale for the trip;
 - Purpose and objectives of the excursion or trip;
 - Justification for an overnight excursion or trip, if applicable;
 - Detailed plans for student supervision;
 - Complete itinerary;
 - Resource manual with emergency contacts for participants, situational protocols including administrative contacts; and procedures for first aid, health, and emergency contacts at the location;
 - Costs, budget and sources of funding; and a
 - List of the participants and copies of required participation paperwork.
- Approval by the principal and submission of the approved application and materials to the superintendent or designee no later than three (3) weeks prior to the start of the trip or excursion for the following action:
 - High School: approval required by the superintendent or designee for overnight excursions or trips.
 - Middle School and Elementary School: approval by the Board of Education for overnight excursions or trips.
- Within three (3) weeks of completion of the trip, the teacher sponsor shall submit a written summary of the event to the principal.

Note: Students who have graduated prior to commencement of the trip are not eligible to participate unless they are a member of a state sanctioned team or group and governed by the District's Code of Conduct.

Non-school sponsored trips including those involving groups with Linn-Mar students or groups with Linn-Mar students and other students will abide by the requirements of the excursion or trip sponsors and sponsoring organization or business. Parents of the students, the students, and the sponsoring organization are responsible for everything related to the excursion and trip as well as the excursion or trip. If the sponsors or sponsoring organization or business meets with students on campus, the sponsor or sponsoring organization must reserve the meeting space and pay rent for the use of District facilities related to the excursion or trip meetings, arrangements or anything else related to the trip. District resources may not be used for any aspect of a non-school sponsored excursion or trip. This includes bulletin boards, district e-mail, distribution of information in any format, informal meetings, etc.

**ADMINISTRATIVE REGULATIONS REGARDING
FIELD TRIPS AND EXCURSIONS**

A written request for overnight trips must be submitted to the building principal not less than three (3) weeks prior to the proposed trip and prior to any travel arrangements being finalized. The request will include: objectives and purposes of the trip; the need, rationale, and justification for an overnight trip; detailed plans for student supervision on the trip; and a complete itinerary and budget of the trip. The school district will be responsible for obtaining a substitute teacher if one is needed. Following field trips and excursions, the teacher shall submit a written summary of the event.

Overnight trips involving high school students will require the prior approval of a high school administrator and the superintendent or designee.

Overnight trips for the middle and elementary school students will require the prior approval of the Board of Directors.

In authorizing field trips, the principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity and other factors deemed relevant by the superintendent, including the participation of the membership of the regular activity group. Students who have graduated may not participate in school sponsored field trips unless the event is sanctioned by the state athletic associations.

Field Trips Criteria:

The following checklist and application must be submitted for overnight trips along with the required documentation

Criteria		Description	Yes	No
Purpose	Required	The purpose of the field trip/work site visit is clearly defined and “. . . is a vital part of the curriculum or current activity.” Reference: Board Policy 603.3		
Pre-Planning	Required	There is evidence of pre-planning that will maximize the learning experiences of students on this field trip/work site visit. This should include a prior visit by the teachers in charge. This could include evidence that a conscious decision has been made as to whether this field trip/work site visit or excursion is an initial common experience or a culminating experience.		
Follow-up	Required	There is evidence of planning for follow-up in order to maximize the learning experiences of students on this field trip/work site visit or excursion.		
Assessment	Required	There is evidence that students will be required to demonstrate their understanding of the learning/s expected from this experience.		
Funding	Required	A source of funding has been determined that meets Department of Education and District guidelines Reference: Board Policy 603.3		
Common Experience	Recommended	This field trip/work site visit is a common experience that all students at this grade level or activity group should have.		
Multi-disciplinary	Recommended	This field trip/work site visit, excursion addresses more than one curricular area and offers the opportunity for curriculum integration.		
School Administrator Approval			Date	
District Administrator Approval			Date	
Board Approval			Date	

- Students who are eligible for a fee waiver will be covered through the use of contingency or discretionary funds as appropriate.

Adopted 2/1/99 Reviewed 9/08; 10/08; 7/11 Revised 7/03; 10/08; 1/11/10

EDUCATIONAL PROGRAM

Policy Title OUTSIDE RESOURCE PEOPLE Code 603.4

The Board encourages the use of community resources and citizens to assist in furthering the educational program. Use of outside personnel and resources shall be under regulations as approved by the Superintendent or designee and will follow all procedures used for employees.

Adopted 6/15/70 Reviewed 7/03; 12/07; 7/11 Revised 12/07; 12/7/09

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title TEACHING CONTROVERSIAL ISSUES

Code 603.5

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

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

It shall be the responsibility of the licensed personnel to present full and fair opportunity and means for students to study, consider and discuss all aspects of controversial issues including, but not limited to, political philosophies.

It shall be the responsibility of the licensed personnel to protect the right of the student to study pertinent controversial issues within the limits of good taste and civility and to allow the student to express personal opinions in an appropriate and respectful manner without jeopardizing the student's relationship with the licensed personnel.

It shall be the responsibility of the licensed personnel to refrain from advocating partisan causes, sectarian religious views, propaganda, or indoctrination of any kind through any classroom or school activity or device. However, licensed personnel shall not be prohibited from expressing personal opinions in a balanced and respectful manner, 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 dialog 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 or reasoned conclusions and to respect the right of others to hold conflicting opinions.

Adopted 6/15/70 Reviewed 7/03; 12/09; 7/11 Revised 3/99; 12/3/07

Related Policy: (Code Number) 602.16; 602.16-R

Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title SCHOOL CEREMONIES AND OBSERVANCES Code 603.6

Student participation in opening and/or closing school-day ceremonies or observances of a ceremonial nature shall be of the student's own choosing.

The school shall respect each student's personal beliefs, non-religious or religious, concerning patriotism as it relates to the opening or closing of school programs.

Non-participation of students in ceremonies or observances shall not be cause for exclusion from the classroom, assembly hall or group meeting place.

Adopted 6/15/70 Reviewed 1/90; 12/09; 7/11 Revised 3/99; 7/03; 12/03/07
Related Policy: (Code Number) 603.11
Legal Reference: (Code of Iowa) § 279.8

EDUCATIONAL PROGRAM

Policy Title HOMework

Code 603.7

Homework should be an integral and relevant part of a student’s instructional program. It should be used consistently throughout the grades and classes. Parents, guardians or legal custodians should be informed of this homework policy and regulations.

Homework is defined as the out-of-class assignments that may be considered as extensions and enrichment of the regular classroom instructional program, as reinforcement of newly acquired skills, as application of recent learning, or as preparation for further learning.

Three basic types of homework – practice, preparation and extension – should be intentionally designed for students with the following considered. Purposes:

1. To provide students an opportunity to reinforce newly acquired skills or apply recent learning. (Practice)
2. To have the student obtain sufficient background information to be prepared for the next day’s instruction. (Preparation)
3. To foster student initiative for learning through individual applications, research, and study. (Extension)

Homework may be given in all classes in grades PreK-12. For all students, homework assignments should be

- Necessary and useful;
- Appropriate to the ability and maturity level of the students;
- Well explained and motivating;
- Clearly understood by the student;
- Identified as far in advance as possible in order to assist students in planning their time;
- Promptly monitored by licensed personnel including acknowledgement and/or feedback.

The time required for homework completion should be appropriate to the student’s developmental level and potential. Teachers should consider the following when assigning homework: the number of assignments for which a student may have responsibility, the complexity of the assignment(s), the available school time in which homework can be completed, and the resources available to the student at home. The principal in each school, PreK-12, is responsible for the development of homework assignment guidelines that fulfill the intent of this policy and which inspire learning, unlock potential and empower achievement.

Adopted 6/13/85 Reviewed 1/90; 11/07; 12/09 Revised 3/99; 7/03; 7/11/11
Related Policy: (Code Number) 602.16; 602.16-R
Legal Reference: (Code of Iowa) _____

EDUCATIONAL PROGRAM

Policy Title PHYSICAL EDUCATION

Code 603.8

Students in grades pre-kindergarten through twelve shall be required to participate in physical education courses unless they are excused by the principal of their attendance center.

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

A student in grades 9-12 may also be excused from physical education courses if the student is enrolled in academic courses not otherwise available or the student has obtained a physical education waiver for a quarter because the student is actively involved in an extra- or co-curricular program requiring 425 minutes of planned exercise weekly for the quarter.

A twelfth grade student 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.

Any student who will not participate in physical education must have a written request or statement from the parent(s), guardian(s) or legal custodian(s).

Adopted 3/1/99 Reviewed 7/08; 12/09 Revised 7/03; 7/08; 7/11/11

Related Policy: (Code Number) 602.1

Legal Reference: (Code of Iowa) § 256.11 92007); 281 IAC 12.5

EDUCATIONAL PROGRAM

Policy Title RELIGION IN THE SCHOOLS Code 603.9

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 or school-sponsored activities. The Board does not authorize the practice of religion as part of the curriculum or school-sponsored activities. Religion and religious conviction shall be treated with fairness and respect.

The school district is required by law to keep the practice of religion out of the school curriculum. Preferential or derogatory treatment of a single religion will not take place.

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

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

School district employees will not discriminate against any person based upon that person's religious beliefs. School district employees are encouraged to promote among employees and students tolerance of varied religious beliefs or non-belief. School district employees will not denigrate a student's religious beliefs or non-belief. The policy against denigrating religious beliefs and non-belief shall not be interpreted to prohibit academic discussion of religion. This policy has no intent to affect the religious beliefs or practices of school district employees outside of their work environment.

Adopted 3/1/99 Reviewed 7/03; 12/09; 7/11 Revised 7/14/08

Related Policy: (Code Number) 603.10

Legal Reference: (Code of Iowa) §§279.8; 280.6 (2011)

US Const. amend. I.; Lee V Weisman. 112 S.Ct. 2649 (1992)

Lemon v. Kurtzman, 403 US 602 (1971)

Graham v. Central Comm. School District of Decator Co,

608 F. Supp. 531 (SD Iowa 1985);

ADMINISTRATIVE REGULATIONS REGARDING RELIGION IN THE SCHOOLS

The Linn-Mar Community School District believes there is value in diversity and appreciates the constitutional context in which schools must function regarding religious liberty and the First Amendment.

The following guidelines have been developed to further define Board Policy 603.9, Religion in the Schools.

Teaching About Religion

Religious holidays offer opportunities to teach about religions. The observance or celebration of a religious holiday in the school raises sensitive issues for people who observe the holiday and for those who do not. School district employees and students are permitted to observe their religious holidays in the schools so long as the observance is not disruptive. By way of example, observing a religious fast or wearing a religious article as part of a holiday observance or celebration is not likely to be disruptive. Other forms of observance that could be disruptive may not be permitted at school or special arrangements for such observance may have to be made. School district employees may not make the celebration of – as opposed to the study of – a religious holiday part of any curricular, co-curricular activity or extra curricular activity. School district employees may not coerce students to participate in the celebration or observance of any religious celebration.

Religious Expression

The right of students to engage in religious activity and discussion shall be respected. For example, individual students are free to pray, read their scriptures, discuss their faith, and invite others to join their particular religious group as long as such behaviors are not disruptive or coercive. Students shall have the right to express their religious views when those views are relevant to the subject under consideration or meet the requirements of the assignment.

Students may wear clothing with religious significance when the wearing of the clothing during the school day is part of their religious practice. Students may wear religious jewelry and may display religious messages on clothing to the same extent that other messages are permitted.

Students may distribute religious literature on school property. Following the guidelines of Policy 1001.4 and 1001.4-R for distribution of non-curricular materials. Distribution, upon the proper approvals, of religious, non-curricular literature is to be done at a reasonable time, place and manner that is not disruptive to the orderly and efficient operation of the school. The distribution of literature that is obscene, defamatory or disruptive shall be prohibited.

Students may form religious clubs which shall have access to school facilities and media on the same basis as other non-curriculum-related student clubs. Participation in such clubs must be voluntary and student-initiated. The club may not be sponsored by the school or school district employees. Non-school persons shall not direct, conduct, control or regularly attend meetings of such clubs. School district employees may be present at religious club meetings in a supervisory capacity, but they shall not participate in club activities. Any club activity that is illegal or that would cause substantial disruption of the school shall be prohibited.

When acting on behalf of Linn-Mar Schools, employees shall be neutral among religions and between religion and non-religion. School district employees shall not organize, mandate or participate in student religious activities, including prayer. School district employees shall be allowed to wear personal religious jewelry.

School Activities and Programs

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

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

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

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

Accommodations

Curricular, co-curricular or extra-curricular assignments/activities that make students feel excluded or identified with a religion not their own shall be avoided, whenever possible.

The Linn-Mar Community School District shall accommodate requests from parents or students to be excused for religious reasons from curricular, co-curricular or extra-curricular activities without penalty. When students are excused for religious reasons from curricular activities, teachers shall make available a comparable educational experience.

Adopted 3/1/99 Reviewed 12/09; 7/11 Revised 7/03; 7/14/08

Related Policy: (Code Number) 603.9; 603.11; 502.11; 1001.4

Legal Reference: (Code of Iowa) §§279.8; 280.6

EDUCATIONAL PROGRAM

Policy Title RELIGION-BASED EXCLUSION FROM SCHOOL PROGRAMS Code 603.10

Parents, guardians or legal custodians who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent or designee. 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 shall be required to do an alternate activity or study.

In notifying the superintendent or designee, the parents, guardians or legal custodians shall abide by the following:

- The notice shall be in writing;
- The objection shall be based on religious beliefs;
- The objection shall state which activities or studies violate their religious beliefs;
- The objection shall state why these activities or studies violate their religious beliefs and
- The objection shall state a proposed alternate activity or study;

The superintendent or designee shall have sole discretion to make this determination. The factors the superintendent or designee shall 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 or designee 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 that it is supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

Adopted 8/14/89 Reviewed 4/90; 7/08; 7/11 Revised 3/99; 7/03; 7/08; 1/11/10

Related Policy: (Code Numbers/Letters) 603.9

Legal Reference: (Code of Iowa) US Const. amend. I; Lee v Weisman, 112 S Ct. 2649 (1992); Lemon v Kurtzman, 403 US 602(1971; Graham v Central Comm. School Dist. Of Decatur County, 608 F. Supp. 531 (SD Iowa 1985); Iowa Code §§256.11(6); 279.8 (2007).

EDUCATIONAL PROGRAM

Policy Title HEALTH EDUCATION Code 603.11

Students in grade levels kindergarten through twelve (12) shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; human growth and development; substance 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 sexually transmitted diseases and acquired immune deficiency syndrome; and current crucial health issues. 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 shall be included in health education and the instruction shall be adapted at each grade level to the age and maturity level of students to aid in their understanding of the content.

Parents, guardians or legal custodians 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 (603.11-E) shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent or designee shall have the final authority to determine the alternate activity or study.

Adopted 6/11/90 Reviewed 12/09; 7/11 Revised 3/99; 7/03; 7/14/08

Related Policy: (Code Numbers/Letters) 603.11-E

Legal Reference: (Code of Iowa) §§ 256.11, 279.8, 280.3-.14,
281 IAC 11, 12.5(3)(e), .5(4)(e), .5(5)(e)

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: _____ Grade: _____ Building: _____

(printed)

Parent/Guardian/Legal Custodian: _____ Phone No.: _____

(printed)

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.

	Objective	Class/Grade	Proposed Alternative Activity
Example:	To describe behaviors that will minimize and prevent transmission of HIV.	Health Education/6	
1.			
2.			
3.			
4.			
5.			
6.			

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/shall be required to complete an alternative assignment that relates to the class and is consistent with assignments required of all students in the class.

Signed: _____

(Parent, Guardian or Legal Custodian)

Date: _____

Signed: _____

(School Administrator)

Date: _____

EDUCATIONAL PROGRAM

Policy Title TECHNOLOGY AND INSTRUCTIONAL MATERIALS Code 603.12

The Board supports the use of innovative methods and the use of technology in the delivery of the education program. The Board encourages school district personnel to investigate efficient and effective ways to utilize technological advances as a part of the curriculum and instruction practices.

The superintendent or designee is responsible for developing guidelines to monitor the use of technology. Any objections to materials used as a result of technology will be processed under policy 602.27, 602.27-R1, 602.28, 602.29, 602.29-R, 602.29-E.

It shall be the responsibility of the superintendent or designee to develop a plan for the use of technology in the curriculum and to evaluate it biennially. The superintendent or designee shall report the results of this evaluation and make a recommendation to the Board regarding the use of technology in the curriculum.

Adopted 8/14/89 Reviewed 7/03; 11/07; 7/11 Revised 3/99; 1/11/10
Related Policy: (Code Number) 602.16, 602.16-R, 603.5
Legal Reference: (Code of Iowa) §256.17, 279.8, 282.14, 670 IAC 3.5(21).5(10)
281 IAC 12.5(10)

ADMINISTRATIVE REGULATIONS REGARDING
THE INTERNET

Technology is a vital part of the school district curriculum and 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.

If a student already has an electronic mail address, the student may, with the permission of the supervising teacher, be permitted to use the address to send and receive mail at school.

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

Employees and students will be instructed on the appropriate use of the Internet. Parents/ Guardians/Legal Custodians will be required to sign a permission form to allow their students to access the Internet. Students will sign a form acknowledging they have read and understand the Internet Acceptable Use policy and regulations, that they will comply with the policy and regulations and understand the consequences for violation of the policy or regulations.

ADMINISTRATIVE REGULATIONS REGARDING
INTERNET - APPROPRIATE USE

I. Responsibility for Internet Appropriate Use

- A. The authority for appropriate use of electronic Internet resources is delegated to the licensed employees. For the purpose of this policy, Internet is defined as:

A collection of thousands of interconnected computer networks involving millions of computers and users around the world. It is a collaboration of private, public, educational, governmental and industrial sponsored networks whose operators cooperate to maintain the network infrastructure.

- B. Instruction in the proper use of the Internet will be available to employees who will then provide similar instruction to their students.
- C. Employees are expected to practice appropriate use of the Internet, and violations may result in discipline up to, and including, discharge.

II. Internet Access

- A. Access to the Internet is available to teachers and students as a source of information and a vehicle of communication.
- B. Students will be able to access the Internet with the permission of their teachers. Individual student accounts and electronic mail addresses will not be issued to students at this time.
1. Making Internet access available to students carries with it the potential that some students might encounter information that may not be appropriate for students. However, on a global network, it is impossible to control all materials. Because information on the Internet appears, disappears and changes, it is not possible to predict or control what students may locate.
 2. It is a goal to allow teachers and students access to the rich opportunities on the Internet, while we protect the rights of students and parents/guardians/legal custodians who choose not to risk exposure to questionable material.
 3. The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines which require efficient, ethical and legal utilization of network resources.
 4. To reduce unnecessary system traffic, users may use real-time conference features such as talk/chat/Internet relay chat only as approved by the supervising teacher.
 5. Transmission of material, information or software in violation of any Board policy or regulation is prohibited.
 6. The school district makes no guarantees as to the accuracy of information received on the Internet.

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

- IV. Student Use of Internet
 - A. Equal Opportunity - The Internet is available to all students within the school district through teacher access. The amount of time available for each student may be limited by the number of available terminals and the demands for each terminal.

 - B. On-line Etiquette
 - 1. The use of the network is a privilege and may be taken away for violation of Board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. It is the user's responsibility to abide by the policies and procedures of these other networks.
 - 2. Student access for electronic mail will be through his/her account supervised by his/her teacher. Students should adhere to the following guidelines:
 - a. Respect all copyright and license agreements.
 - b. Cite all quotes, references and sources.
 - c. Remain on the system long enough to get needed information, then exit the system.
 - d. Apply the same privacy, ethical and educational considerations utilized in other forms of communication.
 - 3. Students should adhere to the following guidelines:
 - a. Others may be able to read or access the mail so private messages should not be sent.
 - b. Delete unwanted messages immediately.
 - c. Use of objectionable language is prohibited.
 - d. Always sign messages.
 - e. Always acknowledge receipt of a document or file.

 - C. Restricted Material - Students will not intentionally access or download any text file or picture or engage in any conference that includes material which is obscene, libelous, indecent, vulgar, profane or lewd; advertises any product or service not permitted to minors by law; constitutes insulting or fighting words, the very expression of which injures or harasses others; or presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

 - D. Unauthorized Costs - If a student gains access to any service via the Internet which has a cost involved or if a student incurs other types of costs, the student accessing such a service will be responsible for those costs.

INTERNET ACCESS PERMISSION LETTER TO
PARENTS/GUARDIANS/LEGAL CUSTODIANS

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

Individual student accounts and electronic mail addresses will not be issued to students. If a student already has an electronic mail address, he/she may be permitted to use the address to send and receive mail at school under teacher supervision.

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

1. The use of the network is a privilege and may be taken away for violation of board policy or regulations. As a user of the Internet, students may be allowed access to other networks. Each network may have its own set of policies and procedures. Students will abide by the policies and procedures of these other networks.
2. Students will respect all copyright and license agreements.
3. Students will cite all quotes, references, and sources.
4. Students will only remain on the system long enough to get needed information.
5. Students will apply the same privacy, ethical and educational considerations utilized in other forms of communication.
6. Whenever accessing electronic mail, students should adhere to the following guidelines:
 - Others may be able to read or access the mail, so private messages should not be sent.
 - Delete unwanted messages immediately.
 - Use of objectionable language is prohibited.
 - Always sign messages.
 - Always acknowledge receipt of a document or file.
7. Students accessing Internet services that have a cost involved will be responsible for payment of those costs.

INTERNET ACCESS PERMISSION LETTER TO
PARENTS/GUARDIANS/LEGAL CUSTODIANS

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

Student Name _____ Grade _____

School _____ Date _____

(Parent/Guardian/Legal Custodian's signature)

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

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

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

(Student's signature)

LINN-MAR COMMUNITY SCHOOL DISTRICT
Marion, IA 52302

STAFF
INTERNET USE AGREEMENT

IMPORTANT: Please read before signing

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

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

Name: _____
(Please print)

Signature

Date

EDUCATIONAL PROGRAM

Policy Title SCHOOL DISTRICT WEB SITE Code 603.13

The Internet provides a valuable learning tool for students and staff and offers another communications vehicle for informing the public about school programs and activities. The Board authorizes the establishment of a school district Web site. Only those Web pages approved by the superintendent or designee and maintained in accordance with Board policy and administrative procedures will be recognized as official representations of the school district.

The superintendent or designee is responsible for assigning an individual responsible for maintaining the Web pages. The superintendent or designee, in conjunction with the responsible individual, will develop administrative regulations regarding the Web site.

Adopted 7/21/03 Reviewed 11/07; 12/09; 7/11 Revised 11/19/07
Related Policy: (Code Number) 603.12, 604.6
Legal Reference: (Code of Iowa) §279.8

ADMINISTRATIVE REGULATIONS REGARDING WEB PAGE DEVELOPMENT GUIDELINES

Internet access provides opportunities for students and staff to contribute to the District's presence on the World Wide Web. The District's web site, located at <http://www.linnmar.k12.ia.us>, provides information about District planning, curriculum, instruction, school-authorized activities, programs, and general information relating to our District and its schools. Web page development capability is provided by the Technology Department, Coordinator of Information Services, or designee(s). Creators of web pages need to familiarize themselves with and adhere to the following guidelines. Failure to follow these guidelines may result in the loss of authoring privileges or other stringent disciplinary measures.

Content Standards

Web pages may not contain advertisements. However, business logos directly associated with Linn-Mar Community School District programs or departments which meet guidelines and have been approved may be displayed. Web pages may not promote individuals or organizations for the purpose of financial, political, or professional gain. Web pages must be approved by the Information Services Coordinator or designee before they can be linked to the Linn-Mar site. If prior approval is not possible, a disclaimer page will be inserted before the user links to that site.

Subject Matter

All subject matter on web pages must relate to curriculum, instruction, school-authorized activities, programs, general information that is appropriate and of interest to others, or it should relate to the School District, or the schools within the District. Therefore, neither staff nor students may publish personal home pages as part of the District web site, or home pages for other individuals or organizations not directly affiliated with the District. Staff or student work may be published only as it relates to a class project, course, or other school-related activity.

Quality

All web pages must be free of spelling and grammatical errors. Documents may not contain objectionable material or point (link) directly to objectionable material. Objectionable material is defined as material that does not meet the standards for instructional resources specified in District policies. Regarding the question of quality or propriety of web page material, appearance, or content, the judgment of the Information Services Coordinator or his/her designee will prevail.

Ownership and Retention

Web pages associated with the Linn-Mar School District must be stored and linked on the web server. All web pages on the District's server (s) are property of the School District.

Safeguards

Web pages may not contain photographs or personal identification information about students, their families, their friends, and/or employees of the Linn-Mar School District without written consent. E-mail addresses of Linn-Mar employees may be posted. Web pages may not include any information which indicates the physical location of a student at a given time. Web pages may not hinder the loading and general functions of the home page, home page server, and/or computer stations.

Laws or School Board Policies

All documents on the Linn-Mar web server must conform to School Board policies, state laws, federal Laws, and copyright laws as well as established school guidelines. Copies of Board Policies are available in all media centers. Persons developing or maintaining Web documents are responsible for complying with these and other policies. Some of the relevant issues and Board Policies include the following:

Electronic transmission of materials is a form of copying. As specified in District Policy, no unlawful copies of copyrighted materials may be knowingly produced or transmitted via the District's equipment, including its Web server.

Web pages are subject to Board Policy 602.29-E, "Reconsideration of Instructional Materials", and 603.12, "Technology and Instructional Materials", including related administrative rules, regulations, and exhibits.

Any information communicated via the District web pages will comply with Board Policy 505.6, "Use of Student Records" and 505.61, "Student Records Access", including related administrative rules, regulations, and exhibits.

Any links to District web pages that are not specifically-related will meet the criteria established in Board Policies. Any other non-curricular materials must be limited to information about youth activities, agencies, or organizations which are known to be non-sectarian, non-profit, exclusively devoted to community interests or child welfare, and non-discriminatory. Web page links may not include entities whose primary purpose is commercial or political advertising.

Any deliberate tampering with or misuse of District network services or equipment will be considered vandalism and will be handled according to Board Policy 603.12, "Technology and Instructional Materials".

Consistency Technical Standards

Each web page added to the District web site(s) must contain certain elements, which will provide general consistency for District Web pages.

All web pages must be submitted to the Information Services Coordinator or designee(s) for review prior to placement on the District server(s).

No computers other than the assigned District web server shall be configured as Web/FTP servers.

Users must exhibit care when creating web pages with extensive tiled backgrounds, large graphics, large PDF documents, or any other large file. Such files require extensive download time, are frustrating for modem users, and slow down the file servers. As a general rule, a web page should not take longer than one minute to download over a 56K modem connection. Graphics files shall be under 80K in size, unless a special situation exists that requires a larger graphic.

The authorized staff member who is publishing the final web page(s) for herself or himself, or for a student, will edit and test the page(s) for accuracy of links, and check for conformance with standards outlined in this policy.

Web pages may not contain links to other web pages not yet completed. If additional pages are anticipated, but not yet developed, the text that will provide such a link should be included. However, the actual link to said page(s) may not be made until the final page is actually in place on the District server(s).

All web pages must be given names which clearly identify them. The names of all documents shall coincide with current District naming practices and structures.

Any graphics, sounds, or video used on web pages must conform to the format currently used or approved by the District.

Web pages may not contain any student e-mail address links, any survey-response links, or any other type of direct-response links.

Final decisions regarding access to active web pages for editing content or organization will rest with the Information Services Coordinator or designee(s).

All web pages shall be linked to other District pages in relation to their current location on the server(s).

Other Technical Standards

Material on web pages reflect an individual's thoughts, interests, and activities. Such web pages do not, in any way, represent individual schools or the District nor are they endorsed or sanctioned by the individual school or District. Concern about the content of any page(s) created by students or staff should be directed to the Technology Director or designee(s).

Given the rapid change in technology, some of the technical standards outlined in this policy may require change throughout the year. Such changes will be made by the Information Services Coordinator with approval of the Superintendent. This Web Page policy will be updated on an annual basis, or more frequently, if required.

EDUCATIONAL PROGRAM

Policy Title COPYRIGHT COMPLIANCE Code 603.14

In order for students to experience a diverse curriculum, the Board encourages employees to supplement their regular curricular materials with other resources. In so doing, the Board recognizes that federal law makes it illegal to duplicate copyrighted materials without authorization of the holder of the copyright, except for certain exempt purposes. Severe penalties may be imposed for plagiarism, unauthorized copying or using of media, including, but not limited to, print, electronic and web-based materials, unless the copying or using conforms to the “fair use” doctrine. Under the “fair use” doctrine, unauthorized reproduction of copyrighted materials is permissible for such purposes as criticism, comment, news reporting, teaching, scholarship or research providing that all fair use guidelines are met.

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district’s copying procedures and obey the requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school district received permission to perform a copyrighted work does not mean outsiders can copy it and re-play it. Those who wish to do so should contact the employee in charge of the activity to determine what the process is to ensure the copyright law is followed. The school district is not responsible for outsiders violating the copyright law or this policy.

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school district’s procedures or is permissible under the law should contact the teacher-librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

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

Adopted 7/16/07 Reviewed 1/10; 7/11 Revised 1/11/10
Related Policy: (Code Number) _____
Legal Reference: (Code of Iowa) 17 U.S.C. § 101 et al; 281 I.A.C. 12.3 (12)

ADMINISTRATIVE REGULATIONS REGARDING COPYRIGHT COMPLIANCE

Employees and students may make copies of copyrighted materials that fall within the following guidelines. Where there is reason to believe the material to be copied does not fall within these guidelines, prior permission shall be obtained from the publisher or producer with the assistance of the teacher-librarian. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the Board.

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

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

Authorized Reproduction and Use of Copyrighted Material Reminders:

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

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

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

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

- Brevity
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or ten percent of the work, whichever is less may be copied; in any event, the minimum is 500 words;

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

Copying Limitations

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

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
 - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner’s permission;
 - Copy or use more than nine instances of multiple copying of protected material in any one term;
 - Copy or use more than one short work or two excerpts from works of the same author in any one term;
 - Copy or use protected material without including a notice of copyright. The following is a satisfactory notice: NOTICE: THIS MATERIAL MAY BE PROTECTED BY COPYRIGHT LAW.
 - Reproduce or use copyrighted material at the direction of someone in higher authority or copy or use such material in emulation of some other teacher’s use of copyrighted material without permission of the copyright owner.
 - Require other employees or students to violate the copyright law or fair use guidelines.

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

A library may provide a single copy of copyrighted material to a student or employee at no more than the actual cost of photocopying. The copy must be limited to one article of a periodical issue or a small part of other material, unless the library finds that the copyrighted work cannot be obtained elsewhere at a fair price. In the latter circumstance, the entire work may be copied. In any case the copy shall contain the notice of copyright and the student or staff member shall be notified that the copy is to be used only for private study, scholarship or research. Any other use may subject the person to liability for copyright infringement.

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than ten percent of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available;
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

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

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

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

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

Recording of Copyrighted Programs

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

provision; check with the teacher librarian or the subscription database; e.g., united streaming.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first ten consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

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

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

Authorized Reproduction and Use of Copyrighted Computer Software

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

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

Fair Use Guidelines for Educational Multimedia

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

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

- In face-to-face instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;

- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for 15 days. After 15 days a copy may be saved onsite only; or,
- In their personal portfolios.

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

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

- Motion media; ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: up to ten percent, but no more than 30 seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations cartoons and photographs: no more than five images by an artist, and no more than ten percent of fifteen images whichever is less from a collective work; and,
- Numerical data sets: up to ten percent or 2500 field or cell entries, whichever is less.

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

EDUCATIONAL PROGRAM

Policy Title GUIDANCE AND COUNSELING

Code 604.1

The Linn-Mar Community School District shall provide a student guidance and counseling program. The guidance counselor shall be certified with the Iowa Department of Education and hold the qualifications required by the Board of Education and the Board of Educational Examiners. The guidance and counseling program will serve grades kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program shall be coordinated with the education program and will involve licensed personnel.

Adopted 6/15/70 Reviewed 7/03; 12/09; 7/11 Revised 3/99; 12/3/07

Related Policy: (Code Number) 505.6; 505.61; 602.1; 604.5

Legal Reference: (Code of Iowa) § 622.10; 281 IAC 12.3(6); .5(21)

EDUCATIONAL PROGRAM

Policy Title TALENTED AND GIFTED PROGRAM Code 604.4

The Board shall provide an educational program for students who have been identified as talented and gifted.

It shall be the responsibility of the superintendent or designee to develop a talented and gifted program which provides for identifying students and training of employees.

Adopted 8/14/89 Reviewed 1/90; 7/08; 12/09; 7/11 Revised 3/99; 7/21/03
Related Policy: (Code Numbers/Letters) _____
Legal Reference: (Code of Iowa) §§ 257.42-.49; 281 I.A.C. 12.5(12); 59

EDUCATIONAL PROGRAM

Policy Title PROGRAM FOR STUDENTS AT RISK

Code 604.5

The Board shall provide a program which encourages and promotes appropriate opportunities for students at risk to succeed in the educational program.

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

It shall also be the responsibility of the superintendent or designee to develop a Student-At-Risk Program, which provides for identifying students, for program evaluation, and the training of school district personnel.

Adopted 8/14/89 Reviewed 1/90; 12/09; 7/11 Revised 3/99; 7/03; 11/19/07

Related Policy: (Code Numbers)

Legal Reference: (Code of Iowa) §§256.9, 261C, 262.71, 280.19, 442.51-.54

670 IAC 58, 281 IAC 12.5(13)

EDUCATIONAL PROGRAM

Policy Title SCHOOL LIBRARY

Code 604.6

The school district shall maintain a school library in each student attendance center for use by employees and by students during the school day.

Materials for the library will be acquired according to board policy, “Instructional Materials Selection.”

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

It shall be the responsibility of the superintendent or designee 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.

Adopted 3/1/99 Reviewed 12/07; 12/09; 7/11 Revised 7/03; 12/07; 2/4/08

Related Policy: (Code Number) 602.16; 602.16-R

Legal Reference: (Code of Iowa) §§ 279.8; 280.3, .14; 301; 281 IAC 12.5

EDUCATIONAL PROGRAM

Policy Title STUDENT PROGRESS REPORTS AND CONFERENCES Code 605.1

The following are the objectives of a system of student progress reporting practices:

- To inform parents, guardians or legal custodians of the progress made by their student.
- To clarify the expectations of the instructional program.
- To record for students their growth or achievement.
- To assist students in evaluating their growth or achievement
- To assist the student, parent, guardian or legal custodian and the school in working cooperatively for the welfare of the student.

Students shall receive a progress report at the end of each regular grading period. Prior to the end of the grading period, a reasonable attempt will be made to notify parents, guardians or legal custodians of students who are doing poorly. The Board encourages the notification of students who have made marked improvement prior to the end of the grading period.

Parent-teacher conferences will be held at least once yearly at the elementary and middle school level. High school conferences will be offered at least once in the year.

In addition to the scheduled conference time, parents, guardians or legal custodians, teachers, or principals may request a conference. Parents, guardians or legal custodians and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Adopted 6/15/70 Reviewed 1/91; 11/07; 12/09 Revised 4/99; 7/03; 6/13/11

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §§ 256.11, .11A; 280 (2011);
281 I.A.C. 12.3(6), .3(7); .5(16)

EDUCATIONAL PROGRAM

Policy Title TESTING PROGRAM

Code 605.2

A comprehensive testing program shall be established and maintained to evaluate the education program of the school district and to assist in providing guidance or counseling services to students and their families.

No student shall be required, as part of any applicable program, to submit, without prior written consent from the student's parent, guardian or legal custodian, to surveys, analysis or evaluation which reveals information concerning:

- political affiliations or beliefs of the student or the student's parents, guardians or legal custodians;
- mental and psychological problems of the student or the student's family;
- sex behavior and attitudes;
- illegal, anti-social, self-incriminating and demeaning behavior;
- critical appraisals of other individuals with whom students have close family relationships;
- legally recognized, privileged and analogous relationships, such as those of lawyers, physicians and ministers;
- religious practices, affiliations or beliefs of the student or student's family; or
- income, but not including income required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

It shall be the responsibility of the superintendent or designee, in conjunction with the principal, to develop administrative regulations regarding this policy.

It shall be the responsibility of the Board to review and approve the evaluation and testing program.

Adopted 6/15/70 Reviewed 11/07; 12/09; 6/11 Revised 4/99; 7/03; 11/19/07

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §§ 280.3 (2011); 256B; 282.1, .3., .6 (1995); 281 I.A.C. 12.5(13), 5(21); 20 U.S.C. § 1232h (2010)

EDUCATIONAL PROGRAM

Policy Title GRADUATION REQUIREMENTS Code 605.3

Students must successfully complete the courses required by the Board and Iowa Department of Education in order to graduate.

It shall be the responsibility of the superintendent to ensure that students complete grades one through twelve and that high school students earn 250 credit hours to be awarded a Linn-Mar High School diploma.

Graduation – Early

Students meeting all requirements for graduation and electing to graduate early must apply for early graduation at least one month prior to the student’s final quarter. Applications can be picked up in the guidance office and submitted to the principal’s office. The principal will meet with each early graduation applicant prior to recommending candidates to the Board of Education for approval.

Graduation Requirements

Linn-Mar High School students are required to earn 250 credits in order to graduate. In addition, the following department requirements must be met in order to earn a diploma:

- English-40 credits. Must include English 9 or English I (10 credits), English II – may opt out if pass English I with a 90 percent or higher grade, English III, and one speech/acting course (5 credits).
- Mathematics-30 credits. Must include Algebra (10 credits) or Algebra Fundamentals I and Algebra Fundamentals II (20 credits). Student who successfully complete both semesters of Algebra I may not then take Algebra Fundamentals I or Algebra Fundamentals II to fulfill the Algebra or three year Math requirement.
- Science-30 credits. Must include General Biology (10 credits) or Fundamentals of Biology I and Fundamentals of Biology II (20 credits), a physical science course (Chemistry, Physics, or Earth and Physical Science (10 credits). Ten elective credits may include the following vocational/technical offerings: Aquaculture, Botany, Horticulture, Advance Aquaculture, Natural Resource Conservation, Intro to Engineering Design, Principles of Engineering, Intro to Veterinary Science and/or Veterinary Science.

Adopted 12/14/71 Reviewed 10/04; 1/10 Revised 8/99; 7/03, 10/04; 11/07; 1/10; 6/13/11

Related Policy: (Code Number) _____

Legal Reference: (Code of Iowa) §§ 256.11, .11A; 279.8; 280.3, .14 (2011)
281 I.A.C. 12.2; .3(7); .5; 41.10(9)

EDUCATIONAL PROGRAM

Policy Title GRADUATION REQUIREMENTS Code 605.3

- Social Studies-30 credits. Must include U.S. History 9 or U.S. History 1 (10 credits), World History (or AP World History) (10 credits), American Government (5 credits), and one social studies elective (5 credits).
- Health/PE-25 credits. Must include Health (5 credits).

Graduation requirements for students with an Individual Education Program (IEP) will be in accordance with the prescribed course of study as written in their IEP. Prior to graduation, the IEP team shall determine whether the graduation requirements have been met.

COMPASS Credits

High School credits are available via the COMPASS alternative program. Linn-Mar will accept credit hours for approved courses that can be applied to requirements for the Linn-Mar High School diploma. Students should visit with their assigned counselor, or the Academic Assistance Counselor, to develop an approved plan for this option.

Post-Secondary Opportunities (Senior Year Plus)

Credit may be awarded by a college upon successful completion of course requirements. Any college credit determination is made by an individual college.

Advanced Placement

Linn-Mar High School offers Advanced Placement (AP) courses in Art History, Calculus (AB and BC), Statistics, Biology, Chemistry, Physics (B), English Literature, World History, Psychology, U.S. Government, and U.S. History. A minimal number of AP courses are available thru the Iowa AP Online Academy. Students who complete these courses can take a standard AP exam. Many colleges and universities accept AP courses for college credit, depending upon individual AP exam scores. More information is available in the guidance office or the TAG office.

EDUCATIONAL PROGRAM

Policy Title EARLY GRADUATION Code 605.31

Students who expect to meet the total hourly graduation requirements as specified in Policy 605.3 may apply for early graduation.

The superintendent or designee will develop and communicate early graduation procedures to be followed.

Recommendations for early graduation will be forwarded to the Board of Education for final approval.

Final approval of early graduation is contingent upon fulfilling the requirements for graduation prescribed by Policy 605.3, Graduation Requirements.

Students who graduate early may participate in the regular commencement exercises if they meet the requirements of 605.32, Participation in Graduation Ceremonies.

Adopted 12/14/71 Reviewed 3/99; 1/10; 6/11 Revised 3/91; 7/03; 12/3/07
Related Policy: (Code Numbers) 605.3
Legal Reference: (Code of Iowa) 279.8; 280.3 (2011)

ADMINISTRATIVE REGULATIONS REGARDING
EARLY GRADUATION APPLICATION

Applications for graduation at the end of the Junior Year must be filed by February 1, of the Junior Year. Application for graduation at the end of the first semester of the Senior Year must be filed by September 15, of the Senior Year. Applications must be filed in the Principal's office. (Applications not filed by the deadline will not be considered that semester unless unusual circumstances are involved. Exceptions must have the approval of the Principal.)

The procedure below will be followed for the early graduation process:

1. Student fills out application
2. List of early graduation applicants is given to high school staff for review. Staff members have seven (7) days to communicate any information regarding the application.
3. A conference between parents, guardians or legal custodians and designated school personnel will be held to discuss the ramifications of the student's early graduation. If the student is 18 years of age or older, the parents, guardians or legal custodians are not required to attend.
4. Parent, guardian or legal custodian approval after the conference.
5. Review by evaluation committee.

EARLY GRADUATION APPLICATION

I, _____, apply for early graduation from Linn-Mar High School at the end of _____ semester of the _____ school year.

My reason(s) for wishing to graduate before _____ is (are) listed below (attach sheet if necessary):

I understand that, in addition to having met the prescribed requirements for graduation by the time noted in the application, the following procedure will be followed before a diploma is granted:

1. On September 15 (or as soon as possible thereafter), and on February 1 (or as soon as possible thereafter), all high school licensed personnel will be notified of my application. Any staff member who has information or knowledge bearing upon my application request will have seven (7) school days to communicate that information to the principal. (These deadlines may be waived by the principal when unusual circumstances arise.)
2. A conference between my parent(s)/guardian(s)/legal custodian(s) and designated school personnel will be held to discuss the ramifications of my early graduation. If I am 18 years of age or older, my parent(s)/guardian(s)/legal custodian(s) are not required to attend.
3. My parent(s)/guardian(s)/legal custodian(s) must sign their approval after the conference before any further proceedings. This phase is to be completed by November 1, for a winter application and February 20, for a spring application. If I am 18 years of age, my signature is sufficient for completion of Step 3.
4. An evaluation committee consisting of one guidance counselor and one principal will accept or reject my application. Results of this committee's decision will be communicated to me by November 15, for winter applicants and by March 7, for spring applicants.

RIGHT OF APPEAL:

If the evaluation committee rejects my application, I may appeal the decision to the superintendent, and subsequently to the Board of Education.

5. Final approval for my early graduation must be given by the Board of Education.
6. Formal commencement exercises will be held only in the spring of each year. I must communicate with school officials if I wish to participate.

Student's Printed Name

Student's Signature

Date

PARENTAL PERMISSION

Having conferred with school personnel regarding early graduation for _____
(student's

_____, I agree to let the school proceed with the evaluation process.
printed name)

Student's Signature

Date

Parent/Guardian/Legal Custodian's Signature

Date

EVALUATION COMMITTEE REPORT

After due consideration, the early graduation of _____
(student's printed name)

is hereby accepted rejected by this committee.

Date

Counselor's Signature

Principal's Signature

EDUCATIONAL PROGRAM

Policy Title PARTICIPATION IN GRADUATION CEREMONIES

Code 605.32

Only those students who have completed all graduation requirements and who finish their final school year in good standing may participate in the graduation ceremony.

Students who do not meet these conditions prior to the graduation ceremony will be awarded a diploma after the graduation requirements and the requirements for good standing have been completed.

Adopted 5/20/82 Reviewed 3/99; 12/07; 1/10; 6/11 Revised 7/21/03
Related Policy: (Code Number) 605.3
Legal Reference: (Code of Iowa) 279.8; 280.3 (2011)

EDUCATIONAL PROGRAM

Policy Title STUDENT PROMOTION AND RETENTION Code 605.5

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

The promotion or retention of a student will be determined on the judgment of the licensed personnel, the principal, and the Executive Director of Instructional Services. When, in the judgment of the licensed personnel, a student's academic skill development is inadequate or a student's completion of grade level requirements is unsatisfactory, the possibility of retaining the student shall be discussed with the parents. The purpose of the discussion shall be to clarify the concerns about the student's performance and to enlist the support of the parents, guardians or legal custodians in corrective action.

When, in the judgment of the licensed personnel, a student needs to be retained in the same grade or class for another year, parents, guardians or legal custodians shall be informed as early in the year as possible. Final decisions regarding retention are the responsibility of the Executive Director of Instructional Services. Parents, guardians or legal custodians and/or students may appeal such decisions to the superintendent.

Each year, students in grades nine through twelve will be informed of the required course work necessary to graduate. When it becomes evident a student in these grades will be unable to meet the graduation requirements, the parents, guardians or legal custodians will be informed. Students who are determined to be unable to meet graduation requirements with their class will receive academic counseling to identify deficiencies and to create a remediating plan.

It shall be the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy. In developing these administrative regulations, the procedures for promotion and retention shall be included.

Early graduation is allowed in accordance with Board Policy 605.31.

Adopted 6/13/85 Reviewed 1/90; 6/11 Revised 3/99; 7/03; 12/07; 1/11/10
Related Policy: (Code Numbers/Letters) 605.31
Legal Reference: (Code of Iowa) 256.11; 11A; 297.8; 280.3 (2011); 281 I.A.C. 12.3(7);
12.5(16)

EDUCATIONAL PROGRAM

Policy Title STUDENT PERFORMANCE TESTING FOR COURSE CREDIT Code 605.6

In meeting the needs of the students, a student may earn credit through performance testing for course work which is ordinarily included in the school curriculum. Students wishing to receive credit by testing shall have the approval of the superintendent, or designee, prior to taking the test. Testing for credit may only be utilized prior to the offering of a course. Once the course has begun, students must attend the class and complete the required work for credit. No grade will be given for credit obtained through performance testing and the credit will not be involved in computing the student's GPA (grade point average).

Adopted 9/17/90 Reviewed 3/99; 6/11 Revised 7/03; 12/07; 12/7/09
Related Policy: (Code Numbers) 605.2, 605.3, 605.31
Legal Reference: (Code of Iowa) §256.11, 281 IAC 12.5(19)

EDUCATIONAL PROGRAM

Policy Title MULTICULTURAL/GENDER FAIR EDUCATION Code 605.7

Students shall have an 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 shall be free of discrimination and provide equal opportunity for the students. The education program shall foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, of both men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans and persons with disabilities. It shall also reflect the wide variety of roles open to men and women and provide equal opportunity to both genders.

The District shall support multicultural and gender fairness in the education program through a committee involving parents/guardians/legal custodian, students, employees and community members appointed by the superintendent. The committee shall be charged with monitoring district programs and reporting annually to the Board.

Adopted 4/19/99 Reviewed 10/07; 6/11 Revised 7/03; 10/07; 1/11/10
Related Policy: (Code Numbers/Letters) 103; 600
Legal Reference: (Code of Iowa) §§ 216.9; 256.11 (2011); 281 I.A.C. 12.5(8)