

EDUCATION PROGRAM

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GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

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

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

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

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

An advisory committee of representatives of the school district community and the school district shall be appointed to make recommendations for the goals and objectives of the education program. Annually, the board will report to the committee regarding progress toward achievement of the goals and objectives of the education program.

Approved 2/8/93

Reviewed 11/15/21

Revised 9/08/08

GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

The goals and objectives of the school district are designed to achieve the philosophy statement of the school district. An advisory committee of representatives of the school district community and the school district is appointed to make recommendations for the goals and objectives of the education program.

Short-term and long-term objectives for the education program are established annually by the board. These objectives will reflect the results of the needs assessment, recommendation of the advisory committee, recommendations from the superintendent, and changes in law.

Annually, the board will report to the committee regarding progress toward the achievement of the goals and objectives of the education program.

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SCHOOL CALENDAR

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

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

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

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3 (1995).
281 I.A.C. 12.2(1).

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

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

SCHOOL DAY

The student school day for grades one through twelve shall consist of a minimum of five and one-half hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. 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. Kindergarten will consist of a minimum of 13.5 hours of instruction each week.

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

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

When the school is forced to close due to weather or other emergencies, that part of the day during which school was in session, will constitute a school day. The Superintendent will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. Remote learning opportunities will count toward instructional time requirements as allowed by law. During the time of remote learning, student attendance will be taken, assessments may be administered and grades will count toward students' cumulative grade point average. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans during periods of closure will be determined by each respective IEP or Section 504 team.

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

Legal Reference: 34 C.F.R. sec. 300
 28C.F.R. pt. 35
 Iowa Code §§ 279.8 (1995).
 281 I.A.C. 12.2(2), .2(3), .2(6).

Cross Reference: 601.1 School Calendar

Approved 7/10/89 Reviewed 11/15/21 Revised 08/24/20

CURRICULUM DEVELOPMENT

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

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

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

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

- 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 critical objectives for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate the internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates;
- Verify how the standards and benchmarks of the content/discipline support each of the Essential Learning Area and provide a K-12 continuum that builds on the prior learning of each level.

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JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

CURRICULUM DEVELOPMENT

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

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

Cross Reference: 101 Educational Philosophy of the School District
105 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

Approved 6/5/89 Reviewed 11/15/21 Revised 4/10/00

CURRICULUM IMPLEMENTATION

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

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

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

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

- Study and identify the best instructional practices and materials to deliver the content;
- Describe procedures for the purchase of instructional materials and resources (See Policy 605.1 Instructional Materials Selection);
- Identify/develop exemplars that demonstrate the learning behaviors, teaching, and learning environment to deliver the content;
- Study the current status of instruction in the content area (how teachers are teaching);
- Compare the desired and present delivery system, identify differences (gap analysis), and develop a plan for addressing the differences;
- Organize staff to support their leaning and implementation efforts to address the gaps;
- Provide ongoing professional development related to instructional strategies and materials that focuses on theory, demonstration, practice and feedback;
- Regularly monitor and assess the level of implementation;
- Communicate with internal and external publics regarding curriculum implementation;
- Involve staff, parents, students, and community members in curriculum implementation decisions.

CURRICULUM IMPLEMENTATION

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

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

Cross Reference: 101 Educational Philosophy of the School District
105 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum
604

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

CURRICULUM EVALUATION

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

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

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

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

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

- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.

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

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

Cross Reference: 101 Educational Philosophy of the School District
105 Long-Range Needs Assessment
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

Approved 4/10/00 Reviewed 11/15/21 Revised 2/15/10

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

The board welcomes new ideas in curriculum. Proposals for pilot or experimental projects shall first be reviewed and analyzed by the superintendent. Projects recommended by the superintendent will be considered by the board. Pilot and experimental projects approved by the board, the Iowa Department of Education, or the U. S. Department of Education may be utilized in the education program.

Students, who may be or are asked to participate in a research or experimental project or program, must have their parents' written consent on file prior to participating in the project or program. A research or experimental program or project requiring parents' prior written consent is a program or project designed to explore or develop new or unproven teaching methods or techniques. These programs or projects shall be designated as research or experimental projects or programs. The educational materials of a program or project designated as a research or experimental program or project may be inspected and reviewed by the parents of the students participating or being considered for participation in the program or project. The inspection and review by the parents shall be in accordance with board policy 605.2, "Instructional Materials Inspection."

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

Legal Reference: 20 U.S.C. § 1232h (1988).
34 C.F.R. Pt. 98 (1993).
Iowa Code §§ 279.8, .10; 280.3-.14 (1995).
281 I.A.C. 12.5.

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved 10/9/95 Reviewed 11/15/21 Revised _____

BASIC INSTRUCTION PROGRAM

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

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

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

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

The basic instruction program of students enrolled in grades nine through twelve shall include character education, 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.

Each instruction program shall be 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 shall be 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.

Legal Reference: 20 U.S.C. § 1232h (1988).
34 C.F.R. Pt. 98 (1993).
Iowa Code §§ 216.9; 256.11; 279.8; 280.3-.14 (1995).
281 I.A.C. 12.5.

Cross Reference: 102 Equal Educational Opportunity
103 Educational and Operational Planning
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

Approved 7/10/89 Reviewed 11/15/21 Revised 5/8/00

SUMMER SCHOOL INSTRUCTION

Generally, only Driver Education will be offered during summer school. However, the board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision shall be within the discretion of the board.

Upon receiving a request for summer school, the board shall weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.

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

Legal Reference: Iowa Code §§ 279.8, .11; 280.3, .14; 282.1A, .6 (1995).

Cross Reference: 410.2 Summer School Licensed Employees
603 Instructional Curriculum
711.4 Summer School Program Transportation Service

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

SPECIAL EDUCATION

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

Special education students are required to meet the requirements stated in board policy or in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for free 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 shall work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This is done to ensure a smooth transition of children entitled to early childhood special education services.

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

Legal Reference: Board of Education v. Rowley, 458 U.S. 176 (1982).
Springdale School District #50 v. Grace, 693 F.2d 41 (8th Cir. 1982).
Southeast Warren Comm. School District v. Dept. of Public Instruction,
285 N.W.2d 173 (Iowa 1979).
20 U.S.C. §§ 1400 et seq. (1988).
34 C.F.R. Pt. 300 et seq. (1993).
Iowa Code §§ 256.11(7); 256B; 273.1, .2, .5, .9(2)-(3); 280.8 (1995).
281 I.A.C. 41.

Cross Reference: 503 Student Discipline
505.5 Graduation Requirements
506 Student Records
507.2 Administration of Medication to Students
507.8 Student Special Health Services
601.1 School Calendar
603 Instructional Curriculum

Approved 7/10/89

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MULTICULTURAL/GENDER FAIR EDUCATION

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

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

Legal Reference: Iowa Code §§ 216.9; 256.11 (2007).
281 I.A.C. 12.5(8).

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

Approved 7/10/89 Reviewed 11/15/21 Revised 09/08/08

HEALTH EDUCATION

Students in grade levels one through twelve shall receive, as part of their health education, instruction about personal health; food and nutrition; environmental health; safety and survival skills; consumer health; family life; 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 aid understanding by the students.

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

Legal Reference: Iowa Code §§ 256.11; 279.8; 280.3-.14 (1995).
281 I.A.C. 12.5.

Cross Reference: 502 Student Rights and Responsibilities
603 Instructional Curriculum
607 Instructional Services

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: _____

Grade: _____

Parent/Guardian: _____

Phone #: _____

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

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

I have reviewed the Human Growth and Development program goals, objectives, and materials and wish my child to be excused from class when these objectives are taught. I understand my child will incur no penalty but may/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 or Guardian)

Date: _____

Signed: _____
(School Administrator)

Date: _____

Approved 10/9/95

Reviewed 11/15/21

Revised _____

PHYSICAL EDUCATION

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

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

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

- the student is enrolled in academic courses not otherwise available, or
- the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.
- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps.

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

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

Legal Reference: Iowa Code § 256.11
281 I.A.C. 12.5.

Cross Reference: 504 Student Activities
603 Instructional Curriculum

Approved 07/10/89 Reviewed 11/15/21
JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Revised 11/15/21

CAREER EDUCATION

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

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

Legal Reference: Iowa Code §§ 256.11, .11A; 280.9 (1995).
281 I.A.C. 12.5(7).

Cross Reference: 603 Instructional Curriculum

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

TEACHING ABOUT RELIGION

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

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

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

Legal Reference: U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code §§ 279.8; 280.6 (1995).

Cross Reference: 603 Instructional Curriculum
604.5 Religious-Based Exclusion from a School Program
606.2 School Ceremonies and Observances

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

The historical and contemporary significance of religious holidays may be included in the education program provided that the instruction is presented in an unbiased and objective manner. The selection of holidays to be studied shall take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities shall be educationally sound and sensitive to religious differences and shall be selected carefully to avoid the excessive or unproductive use of school time. Teachers shall 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) shall be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes shall be only as extensive as necessary for a balanced and comprehensive study or presentation. Religious content included in student performances shall be selected on the basis of its independent educational merit and shall seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances shall 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) shall be permitted as a teaching aid, but only when such symbols are used temporarily and objectively to give information about a heritage associated with a particular religion. The Christmas tree, Santa Claus, Easter eggs, Easter bunnies and Halloween decorations are secular, seasonal symbols and as such can be displayed in a seasonal context.

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

Approved 10/9/95 Reviewed 11/15/21

Revised _____

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ACADEMIC FREEDOM

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

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .6 (1995).

Cross Reference: 502 Student Rights and Responsibilities
603 Instructional Curriculum
903.5 Distribution of Materials

Approved 10/9/95 Reviewed 11/15/21 Revised _____

TEACHING CONTROVERSIAL ISSUES

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

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

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

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

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

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

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

GLOBAL EDUCATION

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

Legal Reference: Iowa Code §§ 256.11, .11A (1995).
281 I.A.C. 12.5(11).

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved 7/10/89 Reviewed 11/15/21 Revised 5/9/05

CITIZENSHIP

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

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

Legal Reference: Iowa Code §§ 256.11, .11A (1995).
281 I.A.C. 12.3(8).

Cross Reference: 101 Educational Philosophy of the School District
502 Student Rights and Responsibilities
503 Student Discipline

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

COMPETENT PRIVATE INSTRUCTION

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 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 shall 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 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 shall request dual enrollment in the resident district. The receiving district shall not bill the resident district unless the receiving district complies with the reporting requirements. If the parent, guardian or custodian fails to comply with the compulsory attendance requirements, the receiving district shall notify the resident district. The resident district shall then report the noncompliance to the county attorney of the county of residence of the parent, guardian or custodian.

Approved 10/9/95

Reviewed 1/10/00, 5/9/05
2/15/10, 1/11/16

Revised _____

PRIVATE INSTRUCTION

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

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

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

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

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

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

Legal Reference: Iowa Code §§ 299, 299A.
281 I.A.C. 31.

Cross Reference: 501 Student Attendance
502 Student Rights and Responsibilities
504 Student Activities
507.1 Student Health and Immunization Certificates
604.7 Dual Enrollment
604.9 Home School Assistance Program

Approved 10/9/95 Reviewed 11/15/21 Revised 11/15/21

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

INDIVIDUALIZED INSTRUCTION

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

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

It shall be the responsibility of the superintendent to develop administrative regulations for individualized instruction.

Legal Reference: Iowa Code §§ 256.11; 279.8, .10, .11; 280.3, .14; 299.1-.6, .11, .15, .24; 299A (1995).

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved 10/9/95 Reviewed 11/15/21 Revised _____

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

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

Legal Reference: Iowa Code §§ 257.42-.49 (1995).
281 I.A.C. 12.5(12); 59.

Cross Reference: 505 Student Scholastic Achievement
604.6 Instruction at a Post-Secondary Education Institution

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

PROGRAM FOR AT-RISK STUDENTS

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

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

Legal Reference: Iowa Code §§ 257.38-.41; 280.19, .19A (1995).
281 I.A.C. 12.5(13); 33; 61; 65.

Cross Reference: 505 Student Scholastic Achievement
607.1 Student Guidance and Counseling Program

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the education program and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations.

In notifying the superintendent, the parents 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 shall have discretion to make this determination. The factors the superintendent 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-approved alternative course of study or activity while the student is excluded, number of students who wish to be excluded, whether allowing the exclusion places the school in a position of supporting a particular religion, and whether the program or activity is required for promotion to the next grade level or for graduation.

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

Legal Reference: U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code §§ 256.11(6); 279.8 (1995).

Cross Reference: 603 Instructional Curriculum
606.2 School Ceremonies and Observances

Approved 7/10/89 Reviewed 11/15/21

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JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

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

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

Approved 12/13/93Reviewed 11/15/21Revised 5/9/05

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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; and
- the course meets any other requirements set out by the board.

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

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

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

Approved 12/13/93Reviewed 11/15/21Revised 10/9/95

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

Legal Reference: Iowa Code §§ 256.11, .11A; 261C; 279.8; 280.3, .14 (1995).
Iowa Code Supp. § 261C.8 (1995).
281 I.A.C. 12, 22.

Cross Reference: 505 Student Scholastic Achievement
604.3 Program for Talented and Gifted Students

Approved 12/13/93 Reviewed 11/15/21 Revised 10/9/95

DUAL ENROLLMENT

The parent, guardian, or 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 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 extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

A dual enrollment student is eligible to participate in the school district's extracurricular and academic activities in the same manner as other students enrolled in the school district. The policies and administrative rules of the school district shall apply to the dual enrollment students in the same manner as the other students enrolled 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 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.

The school district shall notify the dual enrollment student of the extracurricular and academic activities in which the student wishes to participate.

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

Legal Reference: Iowa Code §§ 279.8, 299A (1995).
281 I.A.C. 31.

Cross Reference: 502 Student Rights and Responsibilities
503 Student Discipline
504 Student Activities
507 Student Health and Well-Being
604.1 Competent Private Instruction
604.9 Home School Assistance Program

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FOREIGN STUDENTS

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

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

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 501 Student Attendance
507.1 Student Health and Immunization Certificates

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

HOME SCHOOL ASSISTANCE PROGRAM

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

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

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

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

Legal Reference: Iowa Code §§ 279.8; 299A (1995).
281 I.A.C. 31.

Cross Reference: 504 Student Activities
507 Student Health and Well-Being
604.1 Competent Private Instruction
604.7 Dual Enrollment

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VIRTUAL/ON-LINE COURSES

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

High school students may earn necessary credits as determined by the high school principal and guidance counselor to be applied toward graduation requirements by completing on-line courses offered through agencies approved by the board, such as the Iowa On-Line Learning. Credit from an on-line or virtual course may be earned only in the following circumstances:

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

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

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

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

Legal Reference: Iowa Code § 279.8 (2005)
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

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JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Revised 12/11/13

APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

It is important to embrace technology that can foster a creative, interactive learning environment for students, and facilitate employee professional development and collaboration. The use of online platforms to host remote interaction between students and employees and to facilitate learning is encouraged in the district.

While student and employee instruction and communication using virtual and online platforms provides a wide array of learning opportunities, it is imperative that employees and students recognize that the use of such platforms is a privilege. Training related to the use of online learning platforms will be provided to employees and students.

The district shall carefully safeguard the right of students and employees to learn and teach in a respectful environment regardless of the method. All instruction and communication through online learning platforms should be appropriate to the age and ability of the participants. Students and employees should be aware that online platforms may be monitored by the district. Verbal and written communication occurring on these platforms may be recorded and stored by the district in accordance with applicable laws.

Any verbal or written communication on these platforms deemed to be inappropriate will subject the student and/or employee to the same disciplinary measures that would exist if the interaction took place through traditional in-person learning. Students and employees who have concerns about the proper use of these platforms are encouraged to speak with their teachers or building principal. The superintendent will make administrative regulations necessary to enforce this policy.

Legal Reference:

[20 U.S.C. §1232g; 34 C.F.R. Part 99](#)

[47 U.S.C. §254](#)

[20 U.S.C. §6777](#)

[Iowa Code §§ 715C](#)

Cross Reference:

104 Anti-Bullying/Anti-Harassment

401.13 Staff Technology Use/Social Networking

506.1 Student Records

605.4 Technology in the Classroom

605.6 Internet Appropriate Use

501.6 Student Transfers In

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INSTRUCTIONAL MATERIALS SELECTION

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 shall work closely together to ensure vertical and horizontal articulation of school library materials and textbooks in the education program.

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

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

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

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

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INSTRUCTIONAL MATERIALS SELECTION

- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (1995).

Cross Reference: 208 Ad Hoc Committees
505 Student Scholastic Achievement
602 Curriculum Development
605 Instructional Materials

SELECTION OF INSTRUCTIONAL MATERIALS

I. Responsibility for Selection of Instructional Materials

- A. The Board is responsible for matters relating to the operation of the Janesville Consolidated 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 audiovisual materials (not equipment), whether considered text materials or media center materials. The board retains the final authority for the approval of textbooks.
- C. While selection of materials may involve many people including principals, teachers, students, parents, community members and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately licensed persons responsible for the selection of media equipment and materials.
- D. Responsibility for coordinating the selection of text materials for distribution to classes will rest with the licensed employees, principal and superintendent. For the purpose of this rule the term 'text materials' includes textbooks and other printed and nonprinted material provided in multiple copies for use of a total class or major segment of a class.
- E. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee shall be formed and appointed in compliance with the board policy on Ad Hoc Committees.
 - 1. The superintendent will inform the committee as to their role and responsibility in the process.
 - 2. The following statement shall 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.

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SELECTION OF INSTRUCTIONAL MATERIALS

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

SELECTION OF INSTRUCTIONAL MATERIALS

- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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

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

III. Procedure for Selection

- A. Material purchased for libraries and classrooms shall be recommended for purchase by licensed employees, in consultation with administrative staff, media center staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase shall be approved by the appropriate building administrator.
1. The materials selected shall support stated objectives and goals of the school district. Specifically, the goals are:
 - a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
 - c. To effectively guide and counsel students in the selection and use of materials and libraries;
 - d. To foster in students a wide range of significant interests;
 - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
 - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
 - g. To encourage life-long education through the use of the library; and,
 - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
 2. Materials selected shall be consistent with stated principles of selection. These principles are:

SELECTION OF INSTRUCTIONAL MATERIALS

- 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 shall meet stated selection criteria. These criteria are:
- a. Authority-Author's qualifications - education, experience, and previously published works;
 - b. Reliability:
 - 1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
 - 2. Current-presentation of content which is consistent with the finding of recent and authoritative research.
 - c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
 - d. Language:
 - 1. Vocabulary:
 - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;

SELECTION OF INSTRUCTIONAL MATERIALS

- b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause women to feel excluded or dehumanized.
 - 2. Compatible to the reading level of the student for whom it is intended.
 - e. Format:
 - 1. Book
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well spaced;
 - d. Adequate margins;
 - e. Firmly bound; and,
 - f. Cost.
 - 2. Nonbook
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
 - 3. Illustrations of book and nonbook materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and nonsegregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
 - 4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.

SELECTION OF INSTRUCTIONAL MATERIALS

f. Special Features:

1. Bibliographies.
2. Glossary.
3. Current charts, maps, etc.
4. Visual aids.
5. Index.
6. Special activities to stimulate and challenge students.
7. Provide a variety of learning skills.

g. Potential use:

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

INSTRUCTIONAL MATERIALS INSPECTION

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 may be obtained according to board policy.

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

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).
Iowa Code §§ 279.8; 280.3, .14; 301 (1995).

Cross Reference: 602 Curriculum Development
 605 Instructional Materials
 901 Public Examination of School District Records

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

OBJECTION TO INSTRUCTIONAL MATERIALS

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (1995).

Cross Reference: 213 Public Participation in Board Meetings
402.5 Public Complaints About Employees
602 Curriculum Development
605 Instructional Materials

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

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

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

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

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

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

Approved 10/9/95 Reviewed 11/15/21 Revised _____

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

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

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

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

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

RECONSIDERATION REQUEST FORM

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

REVIEW INITIATED BY: _____ DATE: _____

Name _____

Address _____

City/State _____ Zip Code _____ Telephone _____

School(s) in which item is used _____

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

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

AUDIOVISUAL 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 _____

Approved 10/9/95 Reviewed 11/15/21 Revised _____

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

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

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

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

_____ minutes.

_____ No

Dated

Signature

SAMPLE LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL MATERIALS

Dear:

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

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

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

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

Sincerely,

Approved 10/9/95 Reviewed 11/15/21 Revised _____

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- A. A resident of the school district 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 shall try to resolve the issue informally. The materials shall remain in use pending the outcome of the reconsideration procedure.
 - a. The school official or employee initially receiving a complaint shall 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 shall explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the media specialist who can identify and explain the use of the material.
 2. The employee receiving the initial complaint shall 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 shall be maintained by the principal in charge of the attendance center.
 3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual shall be referred to the principal or to the media specialist of the attendance center. If, after consultation with the principal or media specialist, the individual desires to file a formal complaint, the principal or media specialist will assist in filling out a Reconsideration Request Form in full and filing it with the superintendent.

Approved 7/10/89

Reviewed 11/15/21

Revised 02/15/10

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

B. Request for Reconsideration

1. A resident of the school district 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 shall state the specific reason the instructional material is being challenged. The Reconsideration Request Form shall be signed by the individual and filed with the superintendent.
4. The superintendent shall promptly file the objection with the reconsideration committee for re-evaluation.
5. Generally, access to challenged instructional material shall 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 will be established as needed, and will be made up of eight members.
 - (1) One licensed employee designated by the superintendent.
 - (2) One media specialist designated by the superintendent.
 - (3) One member of the administrative team designated by the superintendent.
 - (4) Three members of the community appointed by the board.
 - (5) Two high school students, selected by the high school principal.
 - b. The committee shall select their chairperson and secretary.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- c. The committee shall meet at the request of the superintendent.
- d. Special meetings may be called by the superintendent to consider temporary removal of materials in unusual circumstances. Temporary removal shall require a two-thirds vote of the committee.
- e. Notice of committee meetings shall be made public through appropriate publications and other communications methods.
- f. The committee shall receive the completed Reconsideration Request Form from the superintendent.
- g. The committee shall determine its agenda for the first meeting which may include the following:
 - (1) Distribution of copies of the completed Reconsideration Request Form.
 - (2) An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.
 - (3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
 - (4) Distribution of copies of the challenged instructional material as available.
- h. The committee may review the selection process for the challenged instructional material and may, to its satisfaction, determine that the challenge is without merit and dismiss the challenge. The committee will notify the individual and the superintendent of its action.
- i. At a subsequent meeting, if held, interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.
- j. The individual filing the challenge shall be 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 shall be given appropriate notice of meetings.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION

- k. At the second or a subsequent meeting the committee shall make its decision. 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 criteria for the final decision is the appropriateness of the material for its intended educational use. The written recommendation and its justification shall be forwarded to the superintendent for appropriate action, the individual and the appropriate attendance centers.

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 shall not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
- m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered. Completed and filed Reconsideration Request Forms shall be acted upon by the committee.
- 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 shall approximate the representation of the full committee.
- o. Committee members directly associated with the selection, use, or challenger of the challenged material shall be 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 shall be of the same general qualifications as the member excused.
- p. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.

TECHNOLOGY AND INSTRUCTIONAL MATERIALS

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

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

Legal Reference: Iowa Code § 279.8 (1995).
281 I.A.C. 12.5(10), .5(22).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

MEDIA CENTERS

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

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

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3, .14; 301 (1995).
281 I.A.C. 12.5(22).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

TECHNOLOGY – ACCEPTABLE USE POLICY

The following statement of acceptable use of the Janesville Consolidated School District (JCSD) technology resources applies to all JCSD faculty, staff, administration, students, parents, other employees and guests using school district information resources.

JCSD offers a variety of technology resources for staff, student, and parent use. Access to these resources is a privilege and not a right. Privileges can and will be taken away for violation of the policy and regulations. All students and their parents or guardians must read and understand the acceptable use policies, and provide the signed acknowledgment form annually, to be kept on file in the school office.

When using district-supplied information technology facilities and resources, individuals agree to abide by all policies and procedures adopted by the JCSD as well as all current federal, state, and local laws. These include District policies and procedures against harassment, plagiarism, and unethical conduct; as well as local, state, and federal laws prohibiting theft, copyright infringement, and insertion of viruses into computer systems, vandalism, and other unlawful intrusions. In the event of violation of any of these policies, procedures or laws, current district disciplinary policies and practices will be followed, including those regulating the provision of information to law enforcement authorities.

Internet access is available through a complex association of agencies, regional and state networks and commercial organizations. To ensure the smooth operation of the network, end users must adhere to established guidelines regarding proper conduct and efficient, ethical and legal usage.

ACCESS & MONITORING

With access to computers and people all over the world also comes the availability of material that may not be considered of educational value in the context of the school setting. On a global network it is impossible to control access to all materials; an industrious user may discover inappropriate information. While the JCSD prohibits access to such material, it is not possible to totally prevent access. The JCSD firmly believes that the valuable information and interaction available on this worldwide network far outweigh the possibility that users may procure material that is not consistent with the educational goals of the District.

Internet activities will be monitored by the district through supervision and use of internet filtering mechanisms to ensure that users are not accessing inappropriate sites that have visual depictions that include obscenity, pornography, or are harmful to minors. The District will take measures for educating minors about appropriate online behavior.

Internet technology resources must be used in support of education and research, and consistent with JCSD educational objectives. Specifically prohibited are violations of copyright, threatening or obscene material, commercial activities, product advertisement, or unsolicited political lobbying.

HARDWARE/SOFTWARE

Employee Technology: Damaged Technology shall be fixed or replaced after first incident at no cost to employee. Second loss per computer lifecycle, employees will be charged insurance premium of \$100 and every instance thereafter. Damage due to carelessness may result in disciplinary action including, but not limited to suspension of privileges

Vandalism will result in a suspension of privileges and payment for damages. Other district disciplinary policies and practices may also apply. Vandalism is defined as any malicious attempt to harm or destroy hardware, software, or data of another user or interference with network operation. This includes, but is not limited to the uploading or creation of viruses, removing keys from keyboards, removing any parts from equipment and hacking.

To maintain consistency and licensing, the technology coordinator will regulate installation of software on computers. Users should check before installing software. Users are prohibited from installing software. Only software owned by the district may be installed.

The district takes precautions to avoid data loss, but the potential for loss always exists. The District will not be held responsible for any loss of data.

NETWORK & INTERNET USE

Appropriate use of the network is critical for stability and smooth operation. Bypassing the content filter by using proxy servers and any other means is not allowed.

Social networking sites and instant messaging are not prohibited, although require responsible use. Such interactive sites provide an educational environment which may serve as organizational tools, prompts to guide student discussion and response, enhance collaboration, allow for electronic retrieval and submission of assignments, and provide access to grades, assignments, and calendars to both students and parents. Instructional activities using social networking sites and instant messaging will be supervised by the teacher. This policy also serves as notice and consent of all and any such 'terms of use' for such activity. Use of social networking sites during instructional time for non-curricular purposes requires approval from the immediate supervisor.

The network is not be used in a way that would disrupt the use of the network by others (e.g., downloading huge files, sending mass e-mail messages). Information stored on the District server must be for a school-related purpose, and does not maintain any expectation of confidentiality.

EMAIL

Email accounts may be provided for all staff and students. Users will check their email frequently and stay within their email quota.

Email which resides on the District server/network is not confidential. Email messages may be requested by the public under the Open Records Act.

Other email violations include, but are not limited to:

- Do not email personal items for sale or to give away. Ask the building administrator where these items can be posted.
- Do not forward email to the school mailing lists unless it specifically relates to school business.

- Do not engage in “spamming” or participate in chain letters

Chain Letter Definition: a letter to be circulated among many people by being Copied, or, sometimes, added to, and then passed to others with a request to do the same.

Spamming Definition: to send (a message) indiscriminately to multiple mailing lists, individuals, or news groups.

- Do not send large email attachments to building mailing lists or a large number of users at once.
(General Rule – less than 3MB)
- Never reply to a spam email.

PERSONAL DEVICES

Personal electronic and/or technological devices are not permitted on the District’s security protected network. All District policies, rules, and regulations apply to devices which access any network provided by the District.

WEB PAGES - CONTENT

The purpose of the District-sponsored web site is: to make parents, students, and community aware of the school, classroom, and student activities, and to support communication among those groups.

When publishing, users must remember that visitors to the site will include global communities (students, families, staff, alumni, community, prospective students and families, and ANYONE in the world with internet access.)

Teacher created web pages that are used in the classroom or to support instruction must follow the procedures outlined in this document. Teacher and/or school-related web sites and links to external sites must be instructional in content and all subject matter on the web pages must relate to curriculum, instruction, school activities, or general information that is relevant and appropriate. Web pages for individuals or organizations not directly affiliated with the District are not allowed and items are not to be solicited or advertised for personal business. Personal information should be kept to a minimum. Only school phone numbers and email address should be posted on the web sites.

Only school-sponsored fund raising may be placed on District web pages.

CONFIDENTIALITY - Student work may be published when it relates to a class project, course, or other school-related activity. No personal information, such as home phone numbers or addresses, should be included for any student. Content should not reveal students’ disabilities such as “Ms. Jones’ Special Education Class.” For student publishers, the sponsoring staff member’s email must be included as the responsible person.

Any student included in a photo must have a photo release signature on file. Staff may opt to have their photo on their own web page, but written permission will be needed to use another staff member’s photo on a page.

QUALITY - All web pages created for use in the district will be approved by the network administrator before being uploaded to the site for the first time. Student web pages must be approved by the teacher before being uploaded to a web server.

The District reserves the right to remove any web pages deemed inappropriate or contrary to District policies.

COPYRIGHT – Videos from United Streaming/Discovery or other sites should be linked from their original site, not from a file on the District server. Only original works may be linked to a file directly from the District web server.

Music cannot be made available for download, unless it was an original piece created by you. This includes music in student presentations that are on the web as well. All pages and content are the property of the Janesville Consolidated School District.

REQUIREMENTS – Schools, teachers and staff members must provide email and work telephone information on their web pages as a convenient means of communication for their web site visitors. Student web pages must contain the email address of the supervising teacher.

Legal References: Iowa Code §§ 279.8(1995).

Cross References: 502 Student Rights and Responsibilities
506 Student Records
605.5 Media Centers

Approved 8/12/96 Reviewed 07/11/22 Revised 07/11/22

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

EXAMPLES OF UNACCEPTABLE USES

• This list is by no mean exhaustive, but an attempt to provide examples of activities which fall into the category of unacceptable use.

- Users should not download copy or store any software applications in their server space unless approved by the Technology Coordinator. (Do not drag applications to your desktop.)
- The network may not be used for commercial purposes. Users may not give away or sell products or services through the system.
- Use of network for advertising or unsolicited political lobbying is prohibited.
- The network may not be used for any activity, or to transmit any material, that violates United States or local laws. This includes, but is not limited to, illegal activities such as threatening the safety of another person or violating copyright laws.
- Network users may not use vulgar, derogatory, or obscene language. Users may not engage in personal attacks, harass another person, or post private information about another person.
- Network users may not log on to someone else's account or attempt to access another user's files. "Hacking" or otherwise trying to gain access to another person's or organization's computer system is prohibited. Never share your password with anyone.
- Users may not access material that is obscene or that promotes illegal acts. If a user accidentally accesses this type of information, he or she should immediately get out of the site, then notify a teacher, librarian, and/or network administrator.
- Network users may not engage in "spamming" or participate in chain letters. Any email forwarded to mailing lists should be directly related to school business.
- Users may not bypass the school's internet filter. This includes the use of proxy servers.

Approved 09/07/96

Reviewed 11/15/21

Revised 09/19/12

SAFETY GUIDELINES FOR STUDENTS

- Never give out your last name, address, phone number, age, school, or where you hang out. Tell your parents or an adult if someone asks for this information.
- Choose a nickname/username that is appropriate and does not include your real name.
- Never share your password with anyone.
- Never agree to meet in person with anyone you have met online unless you first have the approval of a parent or guardian.
- Notify an adult immediately if you receive a message that may be inappropriate or if you encounter any material that violates the Acceptable Use Policy.
- Your parents should instruct you if there is additional material that they think would be inappropriate for you to access. The JCSD expects you to follow your parent's wishes in this matter. Remember that everything you read online may not be true.
- Never respond to messages that are obscene, threatening, or make you feel uncomfortable. If you receive a threatening email, do not delete it. Tell an adult and they can contact your service provider for assistance in tracing it.
- Don't say anything in text that you wouldn't want the public to know.
- If someone in a chat room says or does something inappropriate, block them and do not respond.
- Do not pretend to be someone you are not.
- Do not cyberbully. Do not say mean and rude things.

BE GOOD DIGITAL CITIZENS

Technology makes it easy and fast to access and post information online. Stop and think before you type. Are you being a good digital citizen?

- Don't search for illegal, crude, rude, or inappropriate things.
- Don't harass other students through blogs
- Don't copyright infringe or plagiarize, or download anything illegally.
- If you ever have to think if the site you want to use is appropriate, it probably is not.
- Never post personal information, such as your full name, phone number, address, where you work, etc. Google yourself. Would you want a future employer to see what you find? Could someone find you based on your online information?
- Think before you type. Would you say it to their face?
- Evaluate web content. Everything on the internet is not true.
- Know when it is appropriate to play online games or access non-educational sites.

Approved 09/07/96

Reviewed 11/15/21

Revised 7/19/11

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ACCEPTABLE USE SIGNATURE FORM

Parent/Guardian Signature

I have read and understand the information provided regarding appropriate use of technology at Janesville Consolidated School District. I also understand that my child's work (writing, drawings, etc.) may occasionally be published on the internet.

I understand this form will be kept on file at the school.

(Parent Name – Print)

(Parent Signature)

(Date)

Student Signature

(Parents, please review this policy with your child and have them respond to the following)

I have read the Acceptable Use Policy and agree to abide by these provisions. I understand that violation of these provisions may constitute suspension or revocation of internet and/or technology privileges.

I agree to be responsible for payment of costs incurred by accessing any internet services that incur a cost.

(Student Name – Print)

(Student Signature)

(Date)

Approved 09/07/96

Reviewed 11/15/21

Revised 7/13/09

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

Code No. 605.6E2

ACCEPTABLE USE VIOLATION

Students who violate the Acceptable Use Policy shall be subject to, but not limited to, the following consequences. Additional District Policy may be applicable to the violation.

First Offense: Loss of internet access for a period of 30 school days.

Second Offense: Loss of internet access for a period of 90 school days.

Third Offense: Loss of all internet and/or technology privileges for a period of 1 calendar year.

Approved 09/07/96

Reviewed 11/15/21

Revised 7/19/11

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

ACCEPTABLE USE SIGNATURE FORM - EMPLOYEE

I have read and understand the information provided regarding appropriate use of technology resources at Janesville Consolidated School District. I agree to abide by these provisions and I understand that violations will result in disciplinary actions up to and including dismissal.
I agree to be responsible for payment of costs incurred by accessing any internet services that have costs involved.

I understand this form will be kept on file at the school.

(Employee Name – Print)

(Employee Signature)

(Date)

Approved 09/07/96

Reviewed 11/15/21

Revised 7/13/09, 7/19/11

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD

USE OF INFORMATION RESOURCES

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 requirement of the law. In no circumstances shall it be necessary for school district staff to violate copyright 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 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 Superintendent who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required.

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

Legal Reference: 17 U.S.C. 101 et al. (2006)
 281 I.A.C. 12.3 (12)

Cross Reference: 605.6 Internet Appropriate Use

Approved 11/8/10

Reviewed 11/15/21

Revised _____

CLASS SIZE -- CLASS GROUPING

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

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

Legal Reference: Iowa Code §§ 279.8; 280.3 (1995).

Cross Reference: 606.6 Insufficient Classroom Space

Approved 10/9/95 Reviewed 11/15/21 Revised _____

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

SCHOOL CEREMONIES AND OBSERVANCES

The school district will continue school ceremonies and observances which have become a tradition and a custom of the education program. These include, but are not limited to, reciting the Pledge of Allegiance and observance of holidays, such as Christmas, Halloween and Easter, by programs and performances. Such ceremonies or observances will have a secular purpose and will not advocate or sponsor a particular religion.

The district will provide and maintain a suitable flagstaff at each school site and raise the Iowa and United States flags each school day as weather conditions permit. The district will display the United States flag and administer the Pledge of Allegiance in each 1st through 12th grade classroom on school days.

Students who do not wish to participate in these activities may be silent during the ceremony or observance or receive permission from the principal to be excused from the ceremony for religious reasons in compliance with board policy.

Legal Reference: U.S. Const. amend. I.
Lee v. Weisman, 112 S.Ct. 2649 (1992).
Lemon v. Kurtzman, 403 U.S. 602 (1971).
Graham v. Central Community School District of Decatur County, 608 F.Supp. 531 (S.D. Iowa 1985).
Iowa Code § 279.8, 280.5.

Cross Reference: 603 Instructional Curriculum
604.5 Religious-Based Exclusion from a School Program

Approved 10/9/95 Reviewed 11/15/21 Revised 11/15/21

ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school district facilities except under special circumstances and only for an educational purpose. Permission from the principal will be required of anyone wishing to bring an animal into school district facilities. Appropriate supervision of animals is required when animals are brought into the school district facilities.

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

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

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 507 Student Health and Well-Being

Approved 10/9/95 Reviewed 11/15/21 Revised _____

STUDENT PRODUCTION OF MATERIALS AND SERVICES

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

It shall be the responsibility of the superintendent to determine incidental expense.

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

Approved 10/9/95 Reviewed 11/15/21 Revised _____

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

STUDENT FIELD TRIPS AND EXCURSIONS

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

In authorizing field trips and excursions, the principal 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. The superintendent's approval will be required for field trips and excursions outside the state. Board approval will be required for field trips and excursions which involve unusual length or expense.

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

Legal Reference: 390 C.F.R. Pt. 390.3(f) (1993).
 Iowa Code § 279.8 (1995).
 281 I.A.C. 43.9.

Cross Reference: 503.1 Student Conduct
 503.4 Good Conduct Rule
 603 Instructional Curriculum
 711 Transportation

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

INSUFFICIENT CLASSROOM SPACE

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

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

Legal Reference: Iowa Code § 282.18(13) (1995).
281 I.A.C. 17.6(3).

Cross Reference: 103 Educational and Operational Planning
501.15 Open Enrollment Transfers - Procedures as a
Receiving District
606.1 Class Size - Class Grouping

Approved 10/9/95 Reviewed 11/15/21 Revised _____

FOREIGN STUDY

The Board of Directors recognizes that study programs outside the country are sometimes desirable and justifiable.

Plans for such study programs must be approved in advance by the Board of Directors. Separate approval shall be gained for each trip. Trips that do not have Board approval are not the responsibility of the school and are no way associated with the school.

Proper insurance and liability protection must be guaranteed for the protection and safety of participants. The school system can in no way be placed in a position of personal liability.

There should be no monetary profit motive for any school employee. Bookkeeping shall be available for public view.

Approved 7/10/89 Reviewed 11/15/21 Revised 1/11/93

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

HOMEWORK

Homework should be an integral and relevant part of every student's instructional program. It should be used consistently throughout the grades and classes.

Homework is defined to be the extra-class activities and assignments which may properly be considered as extensions and enrichment of the regular classroom instructional program.

The purpose of carefully assigned homework should be:

- practicing research and exploratory activities,
- sharing and discussing ideas,
- reviewing and summarizing materials studied,
- becoming acquainted with references and resource materials,
- organizing students' thoughts and thinking processes in preparation for classroom activities, and
- making up incomplete course or subject assignments.

The superintendent or his/her designee is directed to develop rules and regulations for the assignment of homework for students in grades K-12.

Approved 7/10/89

Reviewed 11/15/21

Revised 1/11/93

OUTSIDE RESOURCE PEOPLE

The Board of Directors recognizes that the people of the community are one of the greatest resources of the school system, and that they have special knowledge and particular talents to contribute to the school program. The Board of Directors therefore 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 approved by the superintendent of schools.

As a matter of courtesy, the classroom teacher shall notify the building principal of a visiting speaker at least one week before the expected visit takes place.

Approved: 7/10/89 Reviewed 11/15/21

Revised _____

PERFORMANCE TESTING FOR CLASSROOM CREDIT

In meeting the needs of the students, the Board may grant credit by 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 prior to taking the test.

LEGAL REF.: Iowa Code 256.11 (1989)
281 Iowa Admin. Code 12.5(19) (new standards)

CROSS REF.: Graduation Requirements
Testing Program

Approved: 7/10/89 Reviewed 11/15/21 Revised 12/11/95

JANESVILLE CONSOLIDATED SCHOOL DISTRICT BOARD POLICY

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board 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. 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 involve licensed employees.

Legal Reference: Iowa Code § 622.10 (1995).
281 I.A.C. 12.3(6); .5(21).

Cross Reference: 506 Student Records
603 Instructional Curriculum
604.4 Program for At-Risk Students

Approved 7/10/89 Reviewed 11/15/21 Revised 10/9/95

STUDENT HEALTH SERVICES

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

Except in emergent care situations or child abuse assessments, the district will not administer invasive physical examinations or health screenings of a student that are not required by state or federal law without first obtaining the written consent of the student's parent or guardian.

- Emergent care situation means a sudden or unforeseen occurrence of onset of a medical or behavioral condition that could result in serious injury or harm to a student or others in the event immediate medical attention is not provided. Emergent care situation includes the need to screen a student or others for symptoms or exposures during an outbreak or public health event of concern as designated by the department of public health.
- Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening.
- Student health screening means an intentionally planned, periodic process to identify if students may be at risk for a health concern and to determine if a referral for an in-depth assessment is needed to consider appropriate health services. Student health screening does not include an episodic, individual screening done in accordance with professional licensed practice.

The superintendent, in conjunction with the school nurse, health advisory committee, public health nurse, school health team, etc. will develop administrative regulations implementing this policy. The superintendent will provide a written report on the role of health services in the education program to the board annually.

The school district will annually notify parents of physical exams or screenings conducted on students except for vision, hearing or scoliosis.

Legal Reference: 42 U.S.C. §§ 12101 et seq.
34 C.F.R. pt. 99, 104, 200, 300 et seq.
29 U.S.C. § 794(a)
28 C.F.R. 35
20 U.S.C. 1232g § 1400 6301 et seq..
Iowa Code §§ 22.7, 139A.3. .8, .21; 143.1, 152, 256.7(24), .11, 279; 280.23 .
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8
282 I.A.C. 22.
641 I.A.C. 7.
655 I.A.C. 6

I.C. Iowa Code	Description
Iowa Code § 139A	Communicable/Infectious Diseases
Iowa Code § 143.1	Public Health Nurses
Iowa Code § 152	Nursing
Iowa Code § 22.7	Confidential Records
Iowa Code § 256.11	DE - Educational Standards
Iowa Code § 256.7	DE - Duties of State Board
Iowa Code § 279	Directors - Powers and Duties
Iowa Code § 280.23	Student Health Services
I.A.C. Iowa Administrative Code	Description
281 I.A.C. 12.3	Administration
281 I.A.C. 12.4	School Personnel
281 I.A.C. 12.8	General Accreditation Standards - Student Achievement
282 I.A.C. 22	Educational Examiners - Authorizations
641 I.A.C. 7	Public Health - Immunizations
655 I.A.C 6	Nursing
U.S.C - United States Code	Description
20 U.S.C. § 1232g	Education - FERPA
20 U.S.C. § 6301	Education - Elementary and Secondary Improvement
20 U.S.C. 1400	Education - IDEA - Findings, Purposes
29 U.S.C. §§ 794	Labor - Vocation Rehab Rights
42 U.S.C. § 12101	Public Health - Equal Opportunity - Disabilities
C.F.R. - Code of Federal Regulations	Description
28 C.F.R. 35	Judicial - Disability - Nondiscrimination
34 C.F.R. Pt. 104	Education - Nondiscrimination on Basis of Handicap
34 C.F.R. Pt. 200	Education - Academic Achievement of Disadvantaged
34 C.F.R. Pt. 300	Education - Disabilities/Children/Assistance to States
34 C.F.R. Pt. 99	Education - Family Rights and Privacy
Cross References	
Code	Description
501.04	Entrance - Admissions

Code	Description
505.04	<u>Testing Program</u>
507.02	<u>Administration of Medication to Students</u>
	<u>Administration of Medication to Students -</u> <u>Authorization - Epinephrine, Asthma,</u> <u>Airway Constricting or Respiratory Distress</u> <u>Medication Self-Administration Consent</u> <u>Form</u>
507.02-E(1)	<u>Administration of Medication to Students -</u> <u>Parental Authorization and Release Form</u> <u>for the Administration of Medication to</u> <u>Students</u>
507.02-E(2)	

Approved 7/10/89

Reviewed 11/15/21, 10/11/22

Revised 02/15/10, 10/11/22

ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION

The Janesville School District is committed to ensuring the integrity of the information obtained from the use of educational assessments. This policy is intended to apply to two assessments in particular; the assessment used to meet the reporting requirement under the No Child Left behind Act and the assessment used to meet the reporting requirements for the Annual Progress Report to the Iowa Department of Education.

The purpose of this policy is to identify procedures that can ensure assessment results are truly representative of the achievement of students in our district. It is also our intent to create awareness of the potential negative impact that inappropriate assessment practices might produce, to outline processes to be followed, and to identify the potential consequences of violating the policy. If test scores become questionable because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost.

APPOINTMENT OF DISTRICT TEST COORDINATOR

The district shall appoint a District Test Coordinator, who may in turn delegate responsibility for testing-related functions to one or more Building Test Coordinators. The District Test Coordinator is the Superintendent. The District Test Coordinator is responsible for storing materials from Iowa Testing Programs in a secure area with restricted access both prior to and after testing period.

TEST PREPARATION

As a function of educating students, staff may prepare students for assessments by providing instruction in the content areas to be assessed. Staff may also prepare students for assessments by teaching general test-taking skills that are applicable to any test or test format.

Staff shall not conduct reviews or drills that use actual test items or identical format items of the accountability assessments, use copies of tests from previous years, or review test-specific curriculum content with students at any time.

ADMINISTRATION OF TESTS

In the administration of standardized tests, it is a violation of test security to do any of the following:

1. Provide inappropriate test preparation such as any of the following:
 - a. Copy, reproduce, or use in any manner any portion of any secure test booklet, for any reason.
 - b. Share an actual test instrument in any form.
 - c. Use test preparation materials or strategies developed specifically for Annual Progress Reporting or the Annual Yearly Progress report.
2. Deviate from the test administration procedures specified in the test examiner's manual.
3. Provide inappropriate assistance to students during the test administration.
4. Make test answers available to students.
5. Change or fill in answers on student answer documents.

6. Provide inaccurate data on student answer documents.
7. Engage in any practice to artificially raise student scores without actually improving underlying student achievement.
8. Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

After testing is completed, test booklets are to be returned according to procedures established by the District Test Coordinator.

CONSEQUENCES OF POLICY VIOLATIONS

If a violation of this policy occurs, as determined by the Superintendent following an investigation of allegations of irregularities, the Superintendent shall determine whether the integrity of the testing program has been jeopardized, whether some or all of the test results are invalidated, and whether a teacher or administrator has violated the Code of Ethics of the Iowa Board of Educational Examiners as found at 282---Iowa Administrative Code chapter 25.

Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures.

A staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board policy. If the staff member is a licensee of the Board of Educational Examiners, the Superintendent shall make a timely report to that Board.

If the Superintendent believes that assessment results are invalid, the Superintendent shall make a timely report to the Iowa Department of Education.

Approved _____ Reviewed 11/15/21 Revised _____