

601.1

School Calendar

[Calendar](#)

602.1

Curriculum Development

Curriculum development is an ongoing process in the school and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of reviewing 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:

- 1) Focuses attention on the content standards of each discipline and ensures the identified learnings are rigorous, challenging, and represent the most important learnings for our students.
- 2) 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.
- 3) Facilitates communication and coordination.
- 4) Improves classroom instruction.

The CEO and /or designee 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:

- 1) Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- 2) Study the current status of the content/discipline (what and how well students are currently learning);
- 3) Identify the content standards, benchmarks, and grade level expectations for the content/discipline;

- 4) Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- 5) Identify the differences in the desired and present program and develop a plan for addressing the differences;
- 6) Communicate with internal and external publics regarding the content area;
- 7) Involve staff, parents, students, and community members in curriculum development decisions;
- 8) Verify integration of local, state, and/or federal mandates (multi-cultural gender-fair, higher order thinking, global education and career education).
- 9) Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a 9-12 continuum that builds on the prior learning of each level.

It shall be the responsibility of the CEO 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. The Board will annually review the curriculum cycle and approve changes as necessary.

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

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

602.2

### 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:

- 1) Understanding the conceptual framework of the content/discipline being implemented; and,
- 2) 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 CEO and/or designee 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:

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

It shall be the responsibility of the CEO 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: Iowa Code 216.9; 256.7; 279.8; 280.3-.14  
281 I.A.C. 12.8(1)(c)(1)

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

## 602.3

### 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 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 informed decisions which impact significant and sustainable improvements in teaching and student learning.

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

- 1) Identify specific purposes for assessing student learning;
- 2) Develop a comprehensive assessment plan;
- 3) Select/develop assessment tools and scoring procedures that are valid and reliable;
- 4) Identify procedures for collecting assessment data;
- 5) Identify procedures for analyzing and interpreting information and drawing conclusions based on the data (including analysis of the performance of various subgroups of students);
- 6) 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);
- 7) Identify procedures for using assessment information to determine long-range and annual improvement goals;
- 8) Identify procedures for using assessment information in making decisions focused on improving teaching and learning (data based decision making);
- 9) Provide support to staff in using data to make instructional decisions;

- 10) 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);
- 11) Define data reporting procedures;
- 12) Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- 13) Verify that assessment tools measure the curriculum that is written and delivered;
- 14) Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- 15) Identify roles and responsibilities of stakeholders involved in curriculum;
- 16) Involve staff, parents, students, and community members in curriculum review;
- 17) Ensure participation of eligible students receiving special education services in district-wide assessments.

It shall be the responsibility of the CEO 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: Iowa Code 216.9; 256.7; 279.8; 280.3-.14  
281 I.A.C. 12.8(1)(c)(1)

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

603.3

### Special Education

The board recognizes some students have different educational needs than other students. The board shall provide a free appropriate public education program and related services to students identified in need of special education in the least restrictive environment. 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 shall 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 shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the CEO and the area education agency director of special education to provide or make provisions for appropriate special education and related services. This shall be done to ensure a smooth transition of children entitled to special education services.

Legal Reference: Iowa Code 256.11(7); 256B; 273.1,.2,.5,.9(2)-(3); 280.8  
281 I.A.C. 41

CROSS REF.: 601.1 School Calendar

Approved \_\_\_\_\_ - Reviewed \_\_\_\_\_

603.4

Multicultural/Gender Fair Education

Students will have an equal opportunity for a quality education without discrimination, regardless of their race, religion, creed, socioeconomic status, color, sex, marital status, national origin, sexual orientation, gender identity or disability. The education program is free of discrimination and provide equal opportunity for the students. The education program will foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. Special emphasis is placed on Asian-Americans, African-Americans, Hispanic-Americans, American Indians, European-Americans, and persons with disabilities. It will also reflect the wide variety of roles open to both men and women and provide equal opportunity to both sexes.

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

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

603.6

Physical Education

Students in grades nine through twelve shall be 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:

1. the student is enrolled in academic courses not otherwise available; or
2. the student has obtained a physical education waiver for a semester because the student is actively involved in an athletic program.

Twelfth grade students may also be excused from physical education courses if the student is enrolled in a cooperative, work study or other educational program authorized by the school which requires the student's absence from school. Twelfth grade students may also be excused from the last semester of physical education if the student has applied for and been approved for early graduation. 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 REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

603.7

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 CEO to assist certified employees in finding ways to provide career education in the education program. Special attention should be given to courses of a 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  
281 I.A.C. 12.5(7)

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

603.11

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  
281 I.A.C. 12.3(8)

Approved \_\_\_\_\_ - Reviewed \_\_\_\_\_

605.1

Instructional materials Selection

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

The board has sole discretion to approve instructional materials for the school. The board delegates its authority to determine which instructional materials will be utilized and purchased by the school to certified employees.

In reviewing current instructional materials for continued use and in selecting additional instructional materials, the certified employees will consider the current and future needs of the school as well as the changes and the trends in education and society.

In making its recommendation to the CEO, the certified employees will select materials which:

- Support the educational philosophy, goals and objectives of the school;
  - Consider the needs, age, and maturity of students;
  - Are with the school's budget;
  - Foster respect and appreciation for cultural diversity and difference of opinion;
  - Stimulate growth in factual knowledge and literary appreciation;
  - Encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
- Portray the variety of careers, roles, and lifestyles open to persons of both sexes; and
  - Increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

In the case of textbooks, the board will make the final decision after receiving a recommendation from the CEO. The criteria stated above for selection of instructional materials will also apply to the selection of textbooks. The CEO may appoint certified employees to assist in the selection of textbooks. Education materials given to the school must meet the criteria established above. The gift must be received in compliance with board policy.

Legal Reference: Iowa Code 279.8; 280.3,.14; 301

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

## Instructional Materials Inspection

Parents and other members of the school community may view the instructional materials used by the students. All instructional materials 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 premises. Copies may be obtained according to board policy.

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

Legal Reference: Iowa Code 279.8; 280.3,.14; 301

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_ -

605.3

## Objection to Instructional Materials

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

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

Legal Reference: Iowa Code 279.8; 280.3,.14; 301

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

605.4

## 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 economical ways to utilize multi-media, computers, and other technologies as a part of the curriculum.

It is the responsibility of the CEO to develop a plan for the use of technology in the curriculum and to evaluate it annually. The CEO will 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  
281 I.A.C. 12.3(12), 12.5(10),.5(22)

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

## 605.5 School Library

The school will maintain an online school library for use by employees and by students during the school day.

It is the responsibility of the principal of the building to oversee the use of materials in the online library.

It is the responsibility of the CEO to develop procedures for use of the online library.

Legal Reference: Iowa Code 256.7(24); 279.8; 280.14; 301 (2011)  
281 I.A.C. 12.3(11),(12)

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

## 605.6

## Internet - Appropriate Use

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

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

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

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

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

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

Legal Reference: Children's Internet Protection Act, 47 U.S.C. 254(h)  
Iowa Code 279.8

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

605.7

### 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 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's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school staff to violate copyright requirements in order to perform their duties properly. The school will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

Parents or others who wish to record, by any means, school programs or other activities need to realize that even though the school 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 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's procedures or is permissible under the law should contact the principal, teacher, or teacher librarian who will also assist employees and students in obtaining proper authorization to copy or use protected material when such authorization is required. It is the responsibility of the CEO, in conjunction with the principal, teacher, or teacher-librarian to develop administrative regulations regarding this policy.

Legal References: 17 U.S.C. § 101 et al. (2010)  
281 I.A.C. 12.3(12).

Cross References: 605.6 Internet Appropriate Use

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

### 606.6

#### Insufficient Classroom Space

It is the goal of the school to create learning environments that encourage the growth and development of each student. Providing classrooms with an appropriate student-teacher ratio is central to achieving this goal. Insufficient classroom space exists when conditions in the school adversely affect the implementation of the school's goals and its educational program.

Insufficient classroom space is determined on a case-by-case basis.

In making its determination whether insufficient classroom space exists, the board may consider several factors, including but not limited to, the nature of the education program, the grade level, the available licensed employees, the instructional method, the physical space, student-teacher ratios, equipment and materials, facilities either being planned or under construction, facilities planned to be closed, financial condition of the school 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 goals and objectives, and other factors considered relevant by the board.

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

NOTE: This is a policy mandated by Iowa's open enrollment law and reflects the requirements of the law.

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

Cross Reference:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_

607.2

### 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's comprehensive school improvement plan, needs, and resources determine the linkages.

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

Legal Reference: Iowa Code 22.7; 139A.3,.8,.21; 143.1; 152; 256.7(24).,11; 280.23  
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.12(11),.96  
282 I.A.C. 15.3(14); 22  
641 I.A.C. 7  
655 I.A.C. 6; 6.3(1); 6.3(6); 6.6(1); 7

CROSS REF.:

Approved \_\_\_\_\_ Reviewed \_\_\_\_\_