

## STATEMENT OF GUIDING PRINCIPLES FOR THE EDUCATIONAL PROGRAM

The Board of Directors recognizes its obligation and duty to provide an educational program equally available to all young people of the school district. The Board of Directors believes that all children should have the opportunity to be educated to the full extent of their abilities, aptitudes, and interests through a program that recognizes and provides for the individual needs of each child. Innovation and change, based upon thorough research, study, deliberation, and evaluation shall be encouraged.

**Approved:** 11/16/87

**Reviewed:** 6/19/23

**Revised:**

Legal Ref.: Iowa Code Section 280.3

Cross Refs.: 100, "Educational Philosophy"  
101, "Educational Objectives"  
500, "Student Personnel: Statement of Guiding Principles"

## **TYPES OF SCHOOL ORGANIZATION**

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

1. Early Learning Center: consist of PK.
2. Elementary School: consist of grades KG through grades 4.
3. Middle school: consist of grades 5 through 8.
4. High school: consist of grades 9 through 12.

**Approved:** 11/16/87

**Reviewed:** 6/19/23

**Revised:** 6/19/23

Legal Ref.: Iowa Code Sections 279.11; 280.14  
Iowa Administrative Code 3.2(1) through 3.2(8)

## **SCHOOL CALENDAR**

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of [180 days or 1080 hours] and includes, but is not limited to, the days for student instruction, staff development, in-service days and teacher conferences.

The academic school year for students shall begin no sooner than August 23. Employees may be required to report to work at the school district prior to this date.

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

The board, in its discretion, may excuse graduating seniors from up to five days or 30 hours of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

It is the responsibility of the superintendent to develop the school calendar for recommendation, approval, and adoption by the board annually.

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program. The board shall hold a public hearing on any proposed school calendar prior to adopting the school calendar.

**NOTE: This is a mandatory policy that reflects Iowa law.**

**Approved: 2/13/89**

**Reviewed: 6/19/23**

**Revised: 1/18/16**

Legal Ref.: Iowa Code §§ 20.9; 279.10, 280.3 (2013); 299.1 (2) (2015)  
281 I.A.C. 12.1(7); 41.106.

## **SCHOOL DAY: INSTRUCTIONAL SCHEDULE**

The student school day for grades one through twelve will consist of a minimum of six 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 students' instructional time. The minimum school day will meet the requirements as established for the operation of accredited schools.

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

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one through twelve in any five consecutive school days equals a minimum of thirty hours, even though any one day of school is less than the minimum instructional hours because of 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 thirty hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive 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, the part of the day during which school was in session will constitute a school day. The building principal will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. 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 is the responsibility of the superintendent to inform the board annually of the length of the school day.

**Approved: 11/16/87**

**Reviewed: 6/19/23**

**Revised: 6/19/23**

Legal Ref.: Iowa Code 279.8 (2013).  
281 I.A.C. 12.1(1), .1(7-10).

Cross Ref.: School Calendar

## **MULTICULTURAL/GENDER FAIR EDUCATION**

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

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

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

***Approved: 3/5/07***

***Reviewed: 6/19/23***

***Revised: 6/19/23***

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

## BASIC INSTRUCTION PROGRAM

The basic instruction program will include the courses required for each grade level by the Iowa Department of Education. The instructional approach will be gender fair and multicultural.

The basic instruction program of students enrolled in kindergarten is designed to develop healthy emotional and social habits, language arts and 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 will include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, visual art and computer science. Computer science will be offered during at least one grade level

The basic instruction program of students enrolled in grades seven and eight will include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, visual art and computer science. Computer science will be offered during at least one grade level.

The basic instruction program of students enrolled in grades nine through twelve will include 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) and computer science (1/2 unit).

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

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

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

***Note: This policy reflects the educational standards. The financial literacy requirement is effective with the 2021 graduation class. The computer science requirement for grades one through eight are effective with the school year beginning July 1, 2023. The computer science requirement for grades nine through twelve is effective with the school year beginning July 1, 2022. Districts must also develop and implement a kindergarten through grade twelve computer science plan by July 1, 2022 which incorporates the educational standards.***

**Approved: 11/16/87**

**Reviewed: 6/19/23**

**Revised: 6/19/23**

## **HOMEWORK**

It shall be the policy of the school district to encourage "homework": those extra-class activities and assignments which may properly be considered as extensions and enrichment of the regular classroom instructional program. Homework assignments can be graded and considered in the overall course grade. The purposes of carefully assigned homework should be: practice in research and exploratory activities; sharing and discussing ideas; reviewing and summarizing materials studied; becoming acquainted with the libraries and other sources of reference material; organizing students' thoughts and thinking processes in preparation for classroom activities; oral and silent reading at home for reading fluency and reflective writing; and making up incomplete course or subject assignments.

***Approved: 11/16/87***

***Reviewed: 6/19/23***

***Revised: 1/8/07***

Legal Ref.:

## SUMMER SCHOOL INSTRUCTION

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

- The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. Upon receiving a request for summer school, the board will weigh the benefit to the students and the school district as well as the school district's budget and availability of licensed employees to conduct summer school.
- If a child who is eligible for special education has been determined to need extended school year services as necessary to receive a free appropriate public education, as determined according to state and federal law, such services shall be provided as described in the child's individualized education program.
- In additional instances as provided by law.

The superintendent may develop administrative regulations regarding this policy.

***Approved: 11/16/87***

***Reviewed: 6/19/23***

***Revised: 6/19/23***

Legal Reference: Iowa Code §§ 279.8; 280.3; 282.6.  
281 I.A.C 41.106.

Cross Reference: 605.2 Student Promotion – Retention – Acceleration  
602 Instructional Curriculum  
702.5 Summer School Transportation



## **SPECIAL EDUCATION**

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

Special education students are required to meet the requirements listed for special education students in policy 605.4 - Graduation Requirements and in their IEPs for graduation. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

**Approved: 11/16/87**

**Reviewed: 6/19/23**

**Revised: 6/19/23**

## **SPECIAL EDUCATION CHILD FIND PROGRAM**

The West Liberty Community School District in conjunction with the AEA shall carry out an assertive and ongoing Child Find Program to provide for the identification of all children, ages 0-21, within the boundaries of the District, who may be handicapped and in need of special education.

The Child Find Program shall be implemented in coordination and cooperation with the Mississippi Bend Area Education Agency and shall include:

1. The conduct of public awareness activities designed to create awareness of the characteristics and needs of handicapped children, to create awareness of the right of handicapped children to a free and appropriate public education, and to stimulate potentially handicapped children being referred for special education services by district staff, parents and others.
2. The establishment of procedures to provide for the referral of potentially handicapped children for special education services by district staff, parents and others.
3. The conduct of appropriate special education screening activities to provide for the identification of potentially handicapped children.

**Approved: 11/16/87**

**Reviewed: 6/19/23**

**Revised:**

Legal Ref.:

## STUDENT SPECIAL HEALTH SERVICES

The board recognizes that there are some special education students who are in need of special health services during the school day. These students shall receive confidential special health services in conjunction with their education program.

The superintendent, in conjunction with licensed health personnel, shall draft administrative regulations for the implementation of this policy.

**Approved:** 12/10/92

**Reviewed:** 6/19/23

**Revised:**

Legal Ref.: 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 Community School District v. Department of Public Instruction, 285 N.W. 2d 173 (Iowa 1979).  
20 U.S.C. ss1400 et seq. (1988).  
34 C.F.R. Pt. 300 et seq. (1990).  
Iowa Code ss256.11(7); 273,1,.2,.5,.9(2)-(3); 280.8;  
281 I.A.C. 12.3(7), 41.96, 41.12(6)g).

Cross Ref.: Student Rights and Responsibilities  
Student Records  
Graduation Requirements  
Instructional Curriculum

## **TALENTED AND GIFTED EDUCATION**

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

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

***Approved: 11/16/87***

***Reviewed: 6/19/23***

***Revised: 6/19/23***

Legal Ref.: P.L. 91-230  
Iowa Code Section 442.31; HF 2275, 4/4/81

## **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 will include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, and experiences of integrating work values and work skills into their lives.

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

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

***Approved: 11/16/87***

***Reviewed: 6/19/23***

***Revised: 6/19/23***

Legal Ref.: Iowa Code Sections 258; 280.9  
Iowa Administrative Code, 670 -- 3.5(8); 3.5(9)

## ALTERNATIVE PROGRAMS

Requests to the Board to develop and implement alternative school programs should include the following information:

1. Need. A narrative statement should give the reasons for the request.
2. Objectives. Immediate and long-range objectives should be stated, according to the purposes of the request and the course content.
3. Expected Goals. At the end of a specific trial period, the alternative program should be evaluated and its further use should be projected.
4. Implementation Procedures. Steps for implementing the program should be listed, including plans for developing the program once it is started.
5. Plans for Evaluation. Based on the stated objectives and goals, program evaluation plans should be provided, including a listing and type(s) of possible assessment instruments. The continuation of any program beyond its stated trial period could occur only after a positive evaluation which considers all aspects of the program.

The Board will carefully consider plans for alternative programs, and will weigh the counsel provided by the professional staff and the superintendent. However, the Board's primary responsibilities remain the overseeing of the regular school program and the administration of the district's finances. These primary responsibilities will be kept in mind as the Board reaches a decision.

**Approved: 11/16/87**

**Reviewed: 6/19/23**

**Revised: 1/8/07**

Legal Ref.: Iowa Code Section 280.12  
Iowa Administrative Code 3.5(7); 3.5(10); 3.5(4)

## **PROGRAMS FOR STUDENTS AT RISK**

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 students identified as at-risk 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 school district personnel.

***Approved: 2/13/89***

***Reviewed: 6/19/23***

***Revised: 6/19/23***

Legal Ref.: Iowa Code SS256.9, 261C, 262.71, 280.19, 442.51-.54  
(1989)  
670 Iowa Admin. Code 58.  
281 Iowa Admin. Code 12.5(13) (new standards).

## **COMMUNITY EDUCATION**

Because it recognizes that learning is a life-long activity, the Board of Directors supports the concept of community education. Because school facilities belong to the people, they will be made available, subject to Board and administrative policy and regulation, whenever they are not being used for the district's regular program, for educational, recreational, cultural, and other community services and programs.

***Approved:*** 11/16/87

***Reviewed:*** 6/19/23

***Revised:*** 1/8/07

Legal Ref.: Iowa Code Chapter 276

Cross Refs.: 1004, "Use of School Facilities", and subcodes



## **CO-CURRICULAR ACTIVITIES**

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

To assist in the administration of a student activities program, and to provide a framework of communication and review, the administration will develop a detailed structure of the activities program and compile it in the student handbook.

**Approved:** 11/16/87

**Reviewed:** 6/19/23

**Revised:** 1/21/02

Legal Ref.: Iowa Code Section 280.13  
Iowa Administrative Code 3.5(2); 3.6(1-8)

Cross Refs.: 503, "Student Activities", and subcodes

## **ATHLETIC PRACTICES AND EXTRA-CURRICULAR ACTIVITIES**

1. During the regular school year, practices and squad meetings for all sports shall be concluded no later than 6:15 P.M. on Wednesday night. If night practices are to be held in lieu of after-school practices, permission must be obtained through the Activities Director. The exception to the above would include basketball, where the teams practice in shifts; and summer sports.
2. Practices on Saturdays should be limited in number and scheduled only when necessary. These practices should be scheduled in advance to allow students who work an opportunity to adjust work hours.
3. Practices for any sport or school extra-curricular activity will not be held on Sunday or a school-designated holiday, as indicated in the certified master contract, without prior permission from the superintendent or designee.
4. Practice or scrimmage games must be first cleared through the Activities Director.
5. Practices and meetings for all extra-curricular activities (plays, speech work, music, clubs, organizations, etc.) should be scheduled so that both parents and students alike are aware of the time, place, and the length of the practice or meeting.
6. Permission must be obtained from the Superintendent of Schools before any practice is held on days when school is closed because of inclement weather.
7. Coaches are to note: "Any athlete who has been injured to the extent he or she is removed from practice or competition and is unable to return shall have written clearance from a licensed health care provider in order to participate in athletic practices or contests."
8. Interscholastic competition is not permitted from December 24 and through January 1.
9. When practices are to be held during holiday vacations, a practice schedule must be submitted in advance to the Activities Director indicating the day and the time of practice. A copy will be sent to the High School Principal and the Superintendent. The practice schedule will be distributed to all players involved and parents.

**Approved: 11/16/87**

**Reviewed: 6/19/23**

**Revised: 6/19/23**

Legal Ref.:

## **CANCELLATION/POSTPONEMENT OF ACTIVITIES**

If an activity must be postponed, the following practices will be followed:

1. The Activities Director will confer with the sponsor/coach and principal.
2. The Activities Director will make the decision of postponement. In his/her absence, the principal will make the decision. If neither is available, it is the responsibility of the head sponsor/coach.
3. Sponsor/Coaches will be responsible for notifying their participants.
4. When school is canceled or there is an early dismissal because of inclement weather, all afternoon/evening contests, activities and practices will be canceled for that day. However, reference board policy 602.131, #6 - permission may be granted from the superintendent of schools before any practice is held on days when school is closed because of inclement weather.
5. When school is dismissed for reasons other than weather, activities and practices are scheduled at the Activities Director's discretion.
6. Saturday contests will not be postponed or canceled just because of a Friday early dismissal or school cancellation.

**Approved:**

**Reviewed: 6/19/23**

**Revised: 11/5/03**

Cross Reference: 602.131 Athletic Practices and Extra-Curricular Activities

## CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, state 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. The board delegates the curriculum development process to the Superintendent, who will make curriculum development recommendations and submit them to the board for final approval.

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

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

The superintendent or assigned designee shall be responsible for the curriculum development process 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 grade level expectations 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 with internal and external publics regarding the content area;*
- *Involve staff, parents, students, and community members in curriculum development decisions;*
- *Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-*

*12 articulation that builds on the prior learning of each level.*

- *Ensure proposed curriculum complies with applicable laws*
- *Align annual improvement goals with needs assessment information*

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

**NOTE:** *This is a mandatory policy but the content is discretionary to the extent somewhere in the board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. The bulleted items are suggestions for content of this policy. The italicized items are not mandatory functions but are implied from the mandates. Boards, in conjunction with their administrators, should review their curriculum development process and incorporate it into this policy - striking what doesn't apply and adding what does.*

**Approved:** 11/16/87

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** 20 U.S.C. § 1232h.  
34 C.F.R. Pt. 98.  
Iowa Code §§ 216.9; 256.7, 279.8; .74; 280.3.  
281 I.A.C. 12.5, .8.

## 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 or assigned 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:

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

- *Involve staff, parents, students, and community members in curriculum implementation decisions.*
- *Ensure the curriculum framework complies with applicable laws*
- *Provide professional development to staff to support effective curriculum implementation.*

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

**Note:***This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information.*

*Boards, in conjunction with their administrators, should review their curriculum implementation process and incorporate it into this policy - striking what doesn't apply and adding what does.*

**Approved:** 2/13/89

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** 20 U.S.C. § 1232h.  
34 C.F.R. Pt. 98.  
Iowa Code §§ 216.9; 256.7, 279.8; .74; 280.3.  
281 I.A.C. 12.8.

## 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 student learning and program effectiveness in each content area.

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

The superintendent or assigned 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:

- *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.
- Ensure curriculum complies with applicable laws.

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.

**Note:** *This is a mandatory policy but the content is discretionary to the extent somewhere in board policy the board describes its process for establishing content standards, benchmarks, performance levels, and annual improvement goals aligned with needs assessment information. . Boards, in conjunction with their administrators, should review their curriculum evaluation process and incorporate it into this policy - striking what doesn't apply and adding what does.*

**Approved:** 2/13/89

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** 20 U.S.C. § 1232h.  
34 C.F.R. Pt. 98.  
Iowa Code §§ 216.9; 256.7, 279.8; .74; 280.3.  
281 I.A.C. 12.8.

## **ACCOUNTABILITY TEST INTEGRITY/TEST PREPARATION FOR STANDARDIZED TESTS**

The West Liberty 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 the assessments 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 responsible for storing materials, whether paper or electronic, from Iowa Testing programs in a secure area with restricted access both prior to and after the testing period.

The Building Administrator will communicate the test security policy with educators and students. Building Administrators will oversee the scheduling of tests in their building, the distribution of testing materials (including testing tickets, test booklets and answer sheets) to students using a check-in/check-out process, and the secure storage and return of testing materials to the District Test Coordinator.

### **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.

Unless authorized, 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 or online test, 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, or online test.
6. Provide inaccurate data on student answer documents, or online test.
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, testing tickets and test booklets are to be returned according to procedures established by the District Test Coordinator.

#### **CONSEQUENCES OF POLICY VIOLATION**

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: 1/23/06**

**Reviewed: 10/16/23**

**Revised: 10/21/19**

## 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 will not take place.

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

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

**NOTE:** *This policy and the accompanying regulation reflect the law on teaching religion in the public schools.*

**Approved:** 11/16/87

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** 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.

## **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 will take into account major celebrations of several world religions, not just those of a single religion. Holiday-related activities will be educationally sound and sensitive to religious differences and will be selected carefully to avoid the excessive or unproductive use of school time. Teachers will be especially careful in planning activities that are to take place immediately preceding or on a religious holiday.

Music, art, literature and drama having religious themes (including traditional carols, seasonal songs and classical music) will be permitted if presented in an objective manner without sectarian indoctrination. The emphasis on religious themes is only as extensive as necessary for a balanced and comprehensive study or presentation.

Religious content included in student performances is selected on the basis of its independent educational merit and will seek to give exposure to a variety of religious customs, beliefs and forms of expression. Holiday programs, parties or performances will not become religious celebrations or be used as a forum for religious worship, such as the devotional reading of sacred writings or the recitations of prayers.

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

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

***Approved: 10/16/23***

***Reviewed: 10/16/23***

***Revised: 10/16/23***

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

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

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

The superintendent will have discretion to make this determination. The factors the superintendent will consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to, staff available to supervise a student who wishes to be excluded, space to house the student while the student is excluded, available superintendent-approved alternative course of study or activity while the student is excluded, 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.

**NOTE:** Paragraph one of this policy reflects Iowa law regarding parents removing their children from parts of the education program. The rest of the policy is a process so boards can adapt but it's merely recommended, not mandatory.

**Approved:** 2/13/89

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** 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.

## PRIVATE INSTRUCTION

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

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

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

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

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

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

**Approved:** 11/12/91      **Reviewed:** 10/16/23      **Revised:** 3/21/16

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

## 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. Parents, guardians, or custodians requesting dual enrollment for their student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. 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 in the school district. These policies and administrative rules shall include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of the applicable fees.

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

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

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

**NOTE:** *This policy reflects Iowa's dual enrollment law.*

**Approved:** 11/12/91

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** Iowa Code §§ 279.8, 299A.  
281 I.A.C. 31.



## **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 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.

**Approved:** 2/13/89

**Reviewed:** 10/16/23

**Revised:** 10/16/23

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

**Cross Reference:** 602.14Curriculum Development  
602Instructional Curriculum

## PHYSICAL EDUCATION

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

Students may be excused 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 or trimester] 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.

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

**Approved:** 2/13/89

**Reviewed:** 10/16/23

**Revised:** 10/16/23

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

## HEALTH EDUCATION

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

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

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

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

**Approved:** 2/13/89

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** Iowa Code §§ 256.11; 279.8; 80; 280.3-.14.  
281 I.A.C. 12.5.

**HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Phone: \_\_\_\_\_

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

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

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

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
                     Parent/Guardian

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
                     School Administrator

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

***NOTE: This is a mandatory policy.***

***Approved: 2/13/89***

***Reviewed: 10/16/23***

***Revised: 10/16/23***

**Legal Reference:** Iowa Code §§ 256.11  
281 I.A.C. 12.3(6), 12.5(3)(b)-(5)(b).

**Cross Reference:** 101Educational Philosophy of the School District  
500Student Rights and Responsibilities  
502Student Discipline

## **INSTRUCTION AT A POSTSECONDARY EDUCATIONAL INSTITUTION**

In accordance with this policy, students in grades nine through twelve may receive academic or career and technical education credits that count toward the graduation requirements set out by the board for courses successfully completed in post-secondary educational institutions. Students and parents or guardians shall be made aware of the post-secondary instructional opportunities as part of the development of each student's individual career and academic plan as required by law. The Superintendent or designee is responsible for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

### **Concurrent Enrollment**

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students in grades nine through twelve when comparable courses are not offered by the school district. Notice of the availability of the concurrent enrollment program shall be included in the school district's registration handbook, and the handbook shall identify which courses, if successfully completed, generate post-secondary credit. Students shall not be charged tuition for concurrent enrollment courses and shall not be required to reimburse the school district for tuition if they do not successfully complete a course. Students or their parents or guardians may be required to pay a fee consistent with the school district's established textbook policy and other materials for the concurrent enrollment course to the extent permitted by law. Students or their parents or guardians may also be required to provide their own transportation to and from concurrent enrollment courses to the extent permitted by law. However, transportation shall be the responsibility of the school district for any contracted course that is used to meet school district accreditation requirements.

Students who successfully complete a concurrent enrollment course, as determined by the postsecondary institution, shall receive postsecondary credit in accordance with the institution's policies and high school credit that will be reflected on their high school transcript. The Superintendent or designee shall grant to a student who successfully

completes a concurrent enrollment course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

### **Post-Secondary Enrollment Option**

Ninth and tenth grade students who have been identified by the school district as gifted and talented, and eligible eleventh and twelfth grade students, may utilize the Post-Secondary Enrollment Option ("PSEO") program. To qualify, a course must be a nonsectarian, credit-bearing course that leads to a degree, and in the areas of: mathematics, science, social sciences, humanities, career and technical education. A course is not eligible for PSEO if a comparable course is offered by the school district. In addition, courses at a community college with which the district has a concurrent enrollment agreement are not eligible for PSEO. Students shall not be charged for tuition, textbooks, materials, or fees related to a PSEO course with the exception of equipment that becomes the

property of the student.

The school district shall reimburse the post-secondary institution for tuition and other expenses for each PSEO course up to \$250. Students who successfully complete a PSEO course, as determined by the postsecondary institution, shall receive postsecondary credit and high school credit.

The Superintendent or designee shall grant to a student who successfully completes a PSEO course a unit of high school graduation credit for every unit of high school level instruction successfully completed.

Transportation to and from the postsecondary institution is the responsibility of the student or parent or legal guardian of the student enrolled in a PSEO course, unless offered by the district. Eligible students may take up to seven hours of post-secondary credit during the summer months and receive high school credit upon successful completion of a post-secondary course. However, the student or student's parent or legal guardian are responsible for all costs associated with courses taken during the summer.

Students who fail a PSEO course and fail to receive credit are required to reimburse the school district for all costs directly related to the course up to the \$250.00 reimbursement maximum. Prior to registering, students under the age of eighteen are required to have a parent or guardian 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.

Reimbursement waivers may be granted by the board if sufficient verification is provided to show that the student was unable to complete the course for reasons outside the student's control, including but not limited to physical incapacity, a death in the student's immediate family, or a move out of the school district.

**Approved:** 12/10/92

**Reviewed:** 10/16/23

**Revised:** 10/16/23

**Legal Ref:** Iowa Code §§ 256.7, 11; 258; 261E; 279.61, 280.3, 280.14  
281 I.A.C. 12 and 22

## **CLASS SIZE**

The size of each class shall depend upon the type of instruction needed to assist each student to develop his/her academic and occupational capacities to the utmost. Effective use of staff shall also be considered in organizing and scheduling classroom instruction. The administrators of each school along with the superintendent, shall determine class size for each school unit, within the general policy established for class size by the Board of Education.

Class size for special education students is established by state statute and AEA (Area Education Agency) guidelines.

The superintendent of schools and his/her administrative staff are instructed to investigate new approaches and techniques for organizing and scheduling classroom instruction.

***Approved: 11/16/87***

***Reviewed: 12/18/23***

***Revised: 4/16/07***

Legal Ref.: Iowa Code §§ 279.8; 280.3.



## CLASS SIZE GUIDELINES

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

It is 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.

As of April 2016, given the enrollment projections of the district, the improvements planned for the Dual Language program, and the financial condition of the district, the board has approved the following class size guidelines:

- Preschool 20
- Kindergarten 22
- 1<sup>st</sup> grade 22
- 2<sup>nd</sup> grade 22
- 3<sup>rd</sup> grade 22
- 4<sup>th</sup> grade 26
- 5<sup>th</sup> grade 26

To enhance stability and predictability, as well as enable our district to offer a program of the highest possible quality, we have determined that the number of sections of Dual Language at each grade level, K-5, should be limited to three sections. In addition, no grade level K-5 should have fewer than two sections that are "English only" (not Dual Language).

**Approved: 5/2/16**

**Reviewed: 12/18/23**

**Revised:**

Legal Ref.: Iowa Code §§ 279.8; 280.3.

## INSUFFICIENT CLASSROOM SPACE

It is the goal of the district 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 district adversely affect the implementation of the district'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 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 deemed relevant by the board

This policy is reviewed by the board annually. It is the responsibility of the superintendent 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.***

***Approved: 11/9/89***

***Reviewed: 12/18/23***

***Revised: 12/18/23***

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

## FIELD TRIPS AND EXCURSIONS

The Board of Directors recognizes that a properly planned, well-conducted and carefully supervised field trip is a vital part of the curriculum of any classroom. As such, student trips of significant educational value are to be encouraged when funds are available.

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 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. Written parental permission will be required prior to the student's participation in field trips and excursions.

Field trips outside the state must have the approval of the superintendent or designee.

Excursions outside the United States, or fieldtrips which involve unusual length or expense must have the recommendation of the administration and the approval of the Board of Directors.

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.

Staff members who plan to sponsor student trips that require overnight lodging must submit an outline to the Board of Directors describing the purpose of the trip, the method used to determine which students are to make the trip and how such a trip is to be financed.

**Approved: 11/16/87**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

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

## **SPECIAL EDUCATION**

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to maximum age allowable in accordance with the law. Students requiring special education 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 605.4 Graduation Requirements, and in their IEPs for graduations. It is the responsibility of the superintendent and the area education agency director of special education to provide or make provisions for appropriate special education and related services.

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

***NOTE: This is a mandatory policy and reflects state and federal law. For more detailed discussion of this issue, see IASB's Policy Primers, Vol. 20#7 - Dec. 4, 2008 and 13#3-Jan. 22, 2001.***

***Approved: 8/18/97***

***Reviewed: 12/18/23***

***Revised: 12/18/23***

## **SELECTION OF INSTRUCTIONAL MATERIALS**

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

The board may appoint an ad hoc committee to assist the licensed employees in selecting instructional materials. The committee may be composed of any of the following groups of stakeholders: school district employees, parents, community members or representatives of community groups.

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

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

1. support the educational philosophy, goals and objectives of the school district;
2. stimulate growth in factual knowledge and literary appreciation;
3. consider the needs, age, and maturity of students;
4. Encourage students to become decision-makers, to exercise freedom of thought and to make independent judgement through the examination and evaluation of relevant information, evidence and differing viewpoints;
5. foster respect and appreciation for cultural diversity and difference of opinion;
6. are within the school district's budget;
7. portray the variety of careers, roles, and lifestyles open to all people; and,
8. 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 a recommendation from the superintendent. The criteria stated above for selection of instructional materials will also apply to the selection of textbooks. The superintendent may appoint licensed employees to assist in the selection of textbooks.

Gifts of instructional materials must meet these criteria stated above for the selection of instructional materials. The gift must be received in compliance with board policy 802.7, "Gifts - Grants - Bequests."

The superintendent will establish additional criteria to guide the selection of instructional materials through administrative regulation,

ensuring alignment with educational goals and compliance with laws.

**Approved:** 7/21/88

**Reviewed:** 12/18/23

**Revised:** 12/18/23

Legal Ref.: Iowa Code §§ 279.8, 74; 280.3, .14; 301.

281 I.A.C. 12.3(12).

## OBJECTION TO INSTRUCTIONAL AND LIBRARY MATERIALS

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

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials. Information related to the process for reconsideration of instructional and library materials will be made available on the district's website.

Parents or guardians of students enrolled in the district have the ability to request that their student not be able to access certain instructional material or check out certain library materials. For purposes of prohibiting access to instructional materials, Iowa law has defined instructional materials to mean either printed or electronic textbooks and related core materials that are written and published primarily for use in elementary school and secondary school instruction and are required by a state educational agency or district for use by students in the student's classes by the teacher of record.

Instructional materials does not include lesson plans.

***Note: This is a mandatory policy, including the language allowing parents or guardians to request their student not be provided with certain instructional materials. The district is required to provide this policy and accompanying regulation/exhibits to parents at least annually either in paper or electronic form. The board may edit the policy and regulation to reflect its philosophy, goals and practices.***

***Approved: 7/21/88***

***Reviewed: 12/18/23***

***Revised: 10/16/23***

**Legal Reference:** Iowa Code §§ 279.8; 74; 77; 280.3, .14; 301.  
281 I.A.C. 12.3(12).

## **OBJECTION TO INSTRUCTIONAL AND LIBRARY MATERIALS - RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION**

- A. A member of the school district community may raise an objection to instructional materials used in the school district's education program. While the individuals recommending the selection of such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material; the district must be ready to acknowledge that an error in selection may have been made despite this process. School employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.
1. The complainant will address the complaint at the lowest organizational level of licensed staff. Often this will be the classroom teacher.
  2. The school official or employee receiving a complaint regarding instructional or library materials will try to resolve the issue at the lowest organizational level. The materials generally will remain in use pending the outcome of the reconsideration procedure.
    - a. The school official or employee initially receiving a complaint will explain to the individual the district's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.
    - b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.
    - c. The school official or employee receiving the initial complaint will direct the complainant to complete the Request for Reconsideration of Instructional and Library Materials Form, and notify the building level principal of receipt of the complaint within two school days after the reconsideration form is received. School officials will offer to assist the complainant in completing the form, but if a complainant refuses to complete the form, the complaint will be deemed invalid and no further action taken.
- B. Request for Reconsideration
1. A member of the school district community may formally challenge instructional and library materials on the basis of appropriateness used in the 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 office will keep on hand and make available Request for



- Reconsideration of Instructional and Library Materials forms. The individual will state the specific reason the instructional or library material is being challenged. The Request for Reconsideration of Instructional and Library Materials Form is signed by the individual and filed with the building-level principal.
3. The building-level principal will promptly file the objection with the Superintendent for re-evaluation.
  4. The Superintendent will convene a reconsideration committee within two weeks of receipt of the Reconsideration Form.
  5. The committee will make their recommendation to the Superintendent within five business days of the meeting. The Superintendent will issue a decision related to the Reconsideration Request Form within 5 business days of receipt of the committee's recommendation. A copy of the Superintendent's decision will be provided to the complainant.
  6. An appeal of the Superintendent's decision may be filed with the board secretary within five days of the Superintendent's decision. The board will determine whether to hear the appeal at the next regular meeting or within 30 days of the Superintendent's decision, whichever is later. If the board elects to hear the appeal, the board will act to affirm, modify or reverse the decision of the Superintendent. The board's decision will be communicated to the complainant. The board's decision will be deemed final.
  7. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.10.d. of this rule.
  8. The Reconsideration Committee
    - a. The reconsideration committee is made up of six members:
      1. One licensed employee designated annually, as needed, by the superintendent.
      2. One teacher-librarian designated annually by the superintendent.
      3. One member of the administrative team designated annually by the superintendent.
      4. Three members from the community appointed annually, as needed, by the board.
    - b. The committee will select their chairperson and secretary.
    - c. The committee will meet at the request of the superintendent.
    - d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
    - e. The committee may be subject to applicable open meetings and public records laws. Notice of the committee meeting is made public through appropriate communication methods as required by law. The committee will receive the completed Reconsideration Request form from the superintendent.

- f. The committee will determine its agenda for the meeting which may include the following:
  - 1. Distribution of copies of the completed Reconsideration Request form.
  - 2. An opportunity for the individual or group spokesperson to talk about or expand on the Reconsideration Request Form.
  - 3. Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
  - 4. Distribution of copies of the challenged instructional material as available.
- h. The committee will determine whether 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.
- i. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the superintendent, the complainant, and to the appropriate attendance centers.
- j. The individual filing the challenge is kept informed by the Superintendent of the status of the reconsideration request throughout the reconsideration process. The individual filing the challenge and known interested parties are given appropriate notice of meetings as required by law.
- k. Following the superintendent's decision with respect to the committee's recommendation, the individual may appeal the decision to the board for review.
- l. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.
- m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered.
- n. If necessary or appropriate in the judgement of the committee, the committee may consolidate related challenges, or decline to hear multiple challenges to the same materials. Generally, the committee will not hear subsequent challenges to the same materials within the same school year.

**Approved:** 7/21/88

**Reviewed:** 12/18/23

**Revised:** 10/16/23

**Legal Reference:** Iowa Code §§ 279.8; 74; 280.3, .14; 301.  
281 I.A.C. 12.3

**Cross Reference:** 204.14 Participation by the Public

## **INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE**

The policy of this school district related to selection of learning materials states that any member of the school district community may formally challenge instructional and library 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 make an informed recommendation on the challenge. The meetings of the committee may be subject to the open meetings law.

The most critical component of the reconsideration process is the establishment and maintenance of the committee's credibility in the community. For this purpose, the committee is composed of a combination of community members and licensed employees as detailed in 605.3R1. The community should not, therefore, infer that the committee is biased or is obligated to uphold prior professional decisions.

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 meaningful discussion of disparate views. 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.

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

The committee will listen to the views of all interested persons before making recommendations. In deliberating its recommendation, the committee should remember that the school system must be responsive to the needs, tastes, and opinions of the community it serves. Therefore, the committee must distinguish between broad community sentiment and attempts to impose personal standards. The deliberations should concentrate on the appropriateness of the material. The question to be

answered by the committee is, "Is the material appropriate for its designated audience at this time?"

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

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

**Approved:** 10/16/23

**Reviewed:** 12/18/23

**Revised:** \_\_\_\_\_

**Legal Reference:** Iowa Code §§ 279.8; 74; 280.3, .14; 301.  
281 I.A.C. 12.3

**Cross Reference:** 204.14 Participation by the Public

## RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REQUEST FORM

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

REVIEW INITIATED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State \_\_\_\_\_ Zip 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 \_\_\_\_\_

MULTIMEDIA MATERIAL IF APPLICABLE:

Title \_\_\_\_\_

Producer (if known) \_\_\_\_\_

Type of material (website, online resource,  
filmstrip, motion picture, etc.) \_\_\_\_\_

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self

Group or Organization

Name of group \_\_\_\_\_

Address of group \_\_\_\_\_

## RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REQUEST FORM

1. What brought this item to your attention?

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

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

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

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

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

\_\_\_\_\_ yes

\_\_\_\_\_ no

If yes, please list specific suggestions: \_\_\_\_\_

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

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## RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REQUEST FORM

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

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

\_\_\_\_\_ Minutes.

\_\_\_\_\_ No

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

**Approved:** 7/21/88

**Reviewed:** 12/18/23

**Revised:** 10/16/23



## **SAMPLE LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL OR LIBRARY 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 and Library Materials Selection policy statement, and
3. Procedure for reconsideration of instructional and library 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:** 10/16/23

**Reviewed:** 12/18/23

**Revised:** \_\_\_\_\_

**Legal Reference:** Iowa Code §§ 279.8; 74; 280.3, .14; 301.  
281 I.A.C. 12.3

**Cross Reference:** 204.14 Participation by the Public

## REQUEST TO PROHIBIT A STUDENT FROM CHECKING OUT SPECIFIC LIBRARY MATERIALS

Request to prohibit a student from checking out certain library materials to be submitted to the superintendent. Please complete one form per student.

REQUEST INITIATED BY \_\_\_\_\_ DATE \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

Name of affected Student \_\_\_\_\_

Requester's Relationship to Student (must be parent/legal guardian) \_\_\_\_\_

### BOOK OR OTHER PRINTED MATERIAL TO PROHIBIT STUDENT FROM CHECKING OUT:

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Date of Publication \_\_\_\_\_

### MULTIMEDIA MATERIAL TO PROHIBIT STUDENT FROM CHECKING OUT:

Title \_\_\_\_\_

Producer (if known) \_\_\_\_\_

Type of material (filmstrip, motion picture, etc.) \_\_\_\_\_

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

## REQUEST TO PROHIBIT A STUDENT FROM ACCESSING SPECIFIC INSTRUCTIONAL MATERIALS

Request to prohibit a student from checking out certain instructional materials to be submitted to the superintendent. Please complete one form per student.

REQUEST INITIATED BY \_\_\_\_\_ DATE \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City/State \_\_\_\_\_ Zip Code \_\_\_\_\_ Telephone \_\_\_\_\_

Name of affected Student \_\_\_\_\_

Requester's Relationship to Student (must be parent/legal guardian) \_\_\_\_\_

### BOOK OR OTHER PRINTED MATERIAL TO PROHIBIT STUDENT FROM ACCESSING:

Author \_\_\_\_\_ Hardcover \_\_\_\_\_ Paperback \_\_\_\_\_ Other \_\_\_\_\_

Title \_\_\_\_\_

Publisher (if known) \_\_\_\_\_

Date of Publication \_\_\_\_\_

### MULTIMEDIA MATERIAL TO PROHIBIT STUDENT FROM ACCESSING:

Title \_\_\_\_\_

Producer (if known) \_\_\_\_\_

Type of material (filmstrip, motion picture, etc.) \_\_\_\_\_

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

## **OUTSIDE RESOURCE PEOPLE**

The Board of Directors recognizes the valuable resource it has in the members of the school district. When possible and in concert with the education program, members of the school district community may be asked to make presentations to the students or to assist employees in duties other than teaching. The school district may officially recognize the contributions made by volunteers.

Recruitment, training, utilization, and the maintenance of records for the purposes of insurance coverage and/or recognition of school district volunteers is the responsibility of the superintendent.

Volunteers within the district are held to the same high standards of behavior as school employees and may be subject to background checks prior to interacting with the students in a volunteer capacity. It is the responsibility of the superintendent or the superintendent's designee to create regulations necessary to carry out this policy.

**Approved: 11/16/87**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

*Legal Ref: Iowa Code §§ 279.8; 670*

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

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

It is the responsibility of the instructor to protect the right of the student to study pertinent controversial issues within the limits of good taste, and to allow the student to express personal opinions without jeopardizing his/her relationship with the teacher.

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

The board to 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: 11/16/87**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

*Legal Ref.: Iowa Code §§ 279.8; 280.3, .6.*

## **SHARED-TIME STAFF**

The Administration may enter into a shared-time contract with another school district, or other public educational institution according to Chapter 28E, Iowa Code, to allow certificated staff to fill a vacant or newly created part-time position where none of the current staff members are qualified as determined by the Board.

The school district shall consider proposals of other public educational institutions to share certificated staff members where the arrangements may be mutually beneficial to the institutions, personnel and students involved.

All shared-time contracts shall be made on a voluntary basis with the teacher or administrator to be shared between the institutions.

***Approved: 11/16/87***

***Reviewed: 12/18/23***

***Revised: 1/21/02***

(Note: Transfer and recall procedures of the master contract language or board policy must be reviewed before adopting the language of this policy and before implementation of a shared-time agreement.)

## **STUDENT GUIDANCE AND COUNSELING PROGRAM**

The board will provide student guidance and counseling program. The counselor will be certified with the Iowa Board of Educational Examiners and hold the qualifications required by the board. The guidance and counseling program will serve grades pre-kindergarten through twelve. The program will assist students with their personal, educational, and career development. The program is coordinated with the education program and involve licensed employees.

**Approved: 12/19/02**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

*Legal Ref:* Iowa Code § 280.14; 622.10.  
281 I.A.C. 12.3(11).

## HEALTH SERVICES

The Board of Directors requires that all nurses hold a current Iowa license. 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, or vision 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, 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.

Required health screenings:

1. Vision: All kindergarten and third grade students must have a vision screening no earlier than 1 year prior to enrollment and no more than 6 months after. An ophthalmologist, pediatrician, physician or professional licensed for this test can perform the screening. Schools will provide vision screenings for families,



if needed. School nurses can collaborate with community providers or conduct the vision screenings directly. (Our local Lions Club provides our screenings for Kindergarten; a signed consent form is required. Every other year Vision to Learn provides our screenings for every other student an OPT OUT form is sent home)

2. Hearing: During the school year, your child's hearing may be screened and/or tested by Mississippi Bend Area Education Agency (MBAEA) Audiologists or their assistants as a part of the annual State of Iowa Hearing Conservation Program. Follow up testing may occur if previous hearing results were not within normal limits. If you do NOT want your child to participate in the hearing screening program, please contact your school with this request.
3. Dental- All children enrolled in Kindergarten and Ninth Grade are required to have a dental screening pursuant to IDPH 641 Chapter 51. The school nurse collaborates with regional public health designee, I-Smile Coordinators, who audit the admitting school official's compliance with IAC 641 Chapter 51. There is no school exclusion with this mandated health screening. A school nurse may complete the Kindergarten Dental Screening.

*Note: This is a mandatory policy. If a school district will be using federal money to perform physical exams or screenings on students, the school district must annually notify parents of the exam or screening except for hearing, or vision. The following language is suggested;*

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

**Approved: 11/16/87**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

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, 280.23 .  
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8  
282 I.A.C. 15.3(14); 22.  
641 I.A.C. 7.  
655 I.A.C. 6

Cross Reference: 501.2 Entrance - Admissions  
504 Student Health and Well-Being

## **SUICIDE PREVENTION AND ACES TRAINING REQUIREMENTS**

The school district considers child exposure to adverse childhood experience, child mental health, and suicide as serious matters which impact learning opportunities for students, classroom, and instructional challenges for staff. Ultimately, if not addressed these issues can lead to lifelong struggles, attempted suicide, and loss of life. The school district will follow all laws and regulations regarding the training required to inform staff of identification and referral to services for students with mental health challenges.

The school district shall provide suicide prevention and postvention training and training on the identification of adverse childhood experiences and strategies to mitigate toxic stress response for all school personnel who hold a license, certificate, authorization or statement of recognition issued by the Board of Educational Examiners and who have regular contact with students in kindergarten through grade twelve. The training shall begin July 1, 2019, and occur annually between July 1 and June 30, thereafter. The content of the training shall be based on nationally recognized best practices.

"Adverse childhood experience" means a potentially traumatic event occurring in childhood that can have negative, lasting effects on an individual's health and well-being.

"Postvention" means the provision of crisis intervention, support and assistance for those affected by a suicide or suicide attempt to prevent further risk of suicide.

The suicide prevention and postvention training shall be evidence-based, evidence-supported and be at least one hour in length. The content of the training shall be based on nationally recognized best practices.

The identification of adverse childhood experiences (ACES) and strategies to mitigate toxic stress response training shall be evidence-based, evidence-supported, and be at least one hour in length or as determined by the Superintendent. The content of the training shall be based on nationally recognized best practices.

**Approved: 6/17/19**

**Reviewed: 12/18/23**

**Revised:**

## **MEDIA CENTERS**

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

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

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

It is 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.

***Approved: 2/13/89***

***Reviewed: 12/18/23***

***Revised: 12/19/02***

## STUDENT LIBRARY CIRCULATION RECORDS

Student library circulation records are designed to be used internally to assist in the orderly administration of the school district libraries. As a general rule, student library circulation records are considered confidential records and will not be released without parental consent. Individuals who may access such records include a student's parents, the student, authorized licensed employees, authorized government officials from the U.S. Comptroller General, the Secretary of Education, the Commissioner and Director of the National Institute of Education, and the Assistant Secretary for Education and State Education Department. Appropriate authorities in a health or safety emergency may access the student's library circulation records without the approval or the notification of the student's parents. Parents may not access records, without the student's permission, of a student who has reached the age of majority or who is attending a post-secondary educational institution unless the student is considered a dependent for tax purposes.

It is the teacher-librarian's responsibility, as the person maintaining the student library circulation records, to approve requests for access to student library circulation records. Students' library circulation records may be accessed during the regular business hours of the school district. If copies of documents are requested, a fee for such copying may be charged.

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

**NOTE: This is a mandatory policy and a reflection of federal and Iowa law. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1 - August 31, 2007.**

Approved: 11/5/12

Reviewed: 12/18/23

Revised:

Legal Ref.: 20 U.S.C. § 1232g  
34 C.F.R. Pt. 99  
Iowa Code §§ 22  
281 I.A.C. 12.3(4).

## Use of Information Resources (Copyright and Plagiarism Policy)

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

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district's copying procedures and obey the requirements 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 employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

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

Any employee or student who is uncertain as to whether reproducing or using copyrighted material complies with the school district's procedures or is permissible under the law should contact the *teacher 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 superintendent, in conjunction with the *teacher or teacher-librarian* to develop administrative regulations regarding this policy.

***Note: This is a mandatory policy. The policy is based upon federal law. It is strongly recommended the board seek legal counsel prior to making substantive edits to the policy and sample regulation. For more detailed discussion of this issue, see IASB's Policy Primer, Vol. 20 #1-August 31, 2007.***

## PROGRESS REPORTS OF STUDENTS

Students will receive a progress report at the end of each grading period. Grading periods may vary among the buildings. Students, who are doing poorly, and their parents, must be notified prior to the end of the grading period in order to have an opportunity to improve their grade. Each building will establish administrative regulations.

Parent-teacher conferences will be scheduled and placed on the school calendar for all buildings. The conferences at the high school are not individually scheduled.

Parents, teachers or principals may request a conference for students in grades pre-kindergarten through twelve in addition to the scheduled conference time. Parents and students are encouraged to discuss the student's progress or other matters with the student's teacher.

Reporting of K-3 diagnostic, literacy assessment performance results will be shared with each child's parent or guardian at least biannually. A signature on the K-3 Early Intervention/Class Size Reduction Assessment results sheet will document the parent's knowledge of whether or not their child was reading below grade level. Notification will occur at parent-teacher conferences or by mail.

***Note: This is a mandatory policy. The second paragraph should be written to reflect the school district's practice. Paragraph 4 is specific to WLCSD.***

***Approved: 11/16/87***

***Reviewed: 12/18/23***

***Revised: 1/8/07***

*Legal Ref.: Iowa Code §§ 256.11, 41; 280, 284.12.  
281 I.A.C. 12.3(4), 12.3(6), .5(16).*

## **STUDENT PROMOTION – RETENTION - ACCELERATION**

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

The district shall adhere to the following:

- **Retention/Promotion in pre-kindergarten – eighth grade:** The retention of a student will be determined based upon the judgment of the district's professional staff. When it becomes evident in a student in grades kindergarten through eight may be retained in a grade level for an additional year, the parents will be informed prior to making the retention decision. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Retention/Promotion in ninth – twelfth grade:** Students in grades nine through twelve will be informed of the required course work necessary to be promoted each year. When it becomes evident a student in these grades will be unable to meet the minimum credit requirements for the year, the student and parents will be informed. It is within the sole discretion of the district to retain students in their current grade level and to deny promotion to a student.
- **Acceleration in kindergarten – twelfth grade:** Students in grades kindergarten through twelve with exceptional talents may, with the permission of the principal and parents, take classes beyond their current grade level. Enrichment opportunities outside the school district may be allowed when they do not conflict with the school district's graduation requirements.
- **Retention or Acceleration in kindergarten – twelfth grade may also occur in additional instances as provided by law.**

Any student or parent who is not satisfied with the decision of the district's professional staff may seek recourse through policy 102.R1: Grievance Procedure.

***Note: School districts that use specific steps or processes for determining retention or acceleration should reference the applicable criteria or where to locate the criteria in the bulleted information above.***

**Approved: 9/5/17**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

*Legal Ref.: Iowa Code § 279.8*

## **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 or designee prior to taking the test. Testing for credit may only be utilized prior to the offering of a course. Once the course has begun students must attend the class and complete the required work for credit.

***Approved: 2/13/89***

***Reviewed: 12/18/23***

***Revised: 1/21/02***



## GRADUATION REQUIREMENTS

Students must successfully complete the required courses of study and grade levels prior to graduation as determined by the Board and by the Iowa Department of Education in order to graduate.

It is the responsibility of the superintendent to ensure that students complete grades one-twelve and that high school students complete the necessary number of credits for graduation.

The following number of credits are required for graduation:

### Total Credits to Graduate = 56

English	8 Credits	American History	2 Credits
Mathematics	6 Credits	US Government	1 Credit
Science	7 Credit	Physical Education	4 Credits
Social Studies	7 Credits*	Electives	23 Credits

\*American History and US Government credits are counted in Social Studies credits

The required courses of study will be reviewed by the board annually.

Prior to graduation, the district will advise students on how to successfully complete the free application for federal student aid.

Graduation requirements for special education students include successful completion of four years of English, three years of math, three years of social studies and three years of science.

Students who complete a regular session in the Legislative Page Program of the general assembly at the state capitol will be credited  $\frac{1}{2}$  credit of social studies.

Students enrolled in a junior officers' training corp will receive 1/8th physical education credit for each semester the student is enrolled in the program.

***Note: This is a mandatory policy.***

***Approved: 11/16/87***

***Reviewed: 12/18/23 Revised: 12/18/23***

Legal Reference: Iowa Code §§ 256.7, 11, .41; 279.8; 280.3, .14.  
281 I.A.C. 12.3(5); 12(5).

Cross Reference: 603.3                      Special Education

## EARLY GRADUATION

Generally, students will be required to complete the necessary course work and graduate from high school at the end of grade twelve. Students may graduate prior to this time if they meet the minimum graduation requirements stated in board policy.

A student who graduates early will no longer be considered a student and will become an alumnus of the school district. However, the student who graduates early may participate in commencement exercises.

Graduation from West Liberty High School will be based on credits earned, not on years attended. Students wishing to graduate before completing four years of high school should make a written request to the high school principal and/or designee. It will be the responsibility of the early graduates to check with the school, in advance of graduation, regarding:

1. Picking up announcement package;
2. Distribution of cap and gown;
3. Graduation practice.

***NOTE: This is a mandatory policy. School districts do not have the authority to limit when a student may graduate early. Students can graduate early whenever they meet the school district's graduation requirements. It is recommended that when a student graduates early, the student either gets the diploma or a notice from the school district that the student has graduated. The board should determine in policy how an early graduate will be treated after the student graduates. The board should determine whether the early graduate will be allowed to participate in activities and, if so, which activities.***

**Approved: 11/16/87**

**Reviewed: 12/18/23**

**Revised: 12/18/23**

Legal Reference: Iowa Code §§ 279.8; 280.3.  
281 I.A.C. 12.3(5); 12(5)

## OPEN ENROLLMENT AS A SENDING DISTRICT

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

Parents requesting open enrollment out of the school district for their student will notify the sending and receiving school district in accordance with district practice.

In all cases, for any participation in the open enrollment program, the parent(s) of the student(s) desiring to participate must request enrollment in another school district by completing and filing an Open Enrollment Request Form with the office of the Superintendent of the West Liberty Community School District. The request must be made on an official state-approved form that is available from the administrative office of the District located at 1103 N Elm Street, West Liberty, Iowa and online via the Iowa Department of Education website.

Parents of children who will begin kindergarten, enrolled in special education programs and included in the district's basic enrollment will file in the same manner set forth above.

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

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

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

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

Ref: Board Policy: §§ 606.1, 201.3, 606.3, 603.11, 702.7

Legal Ref.: Iowa Code §§ 139A.8, 274.1, 279.11, 282.1, .3, .8, .18,  
299.1.  
Iowa Admin. Code § 281-17.  
1990 Op. Att'y Gen. 75

## OPEN ENROLLMENT AS A RECEIVING DISTRICT

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

*The superintendent will approve within 30 days incoming kindergarten applications; good cause application; or continuation of an educational program application.*

The superintendent will notify the sending school district and parents within five days of the school district's action to approve or deny the open enrollment request.

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

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

Students in grades nine through twelve open enrolling into the school district will not be eligible for participation in interscholastic athletics, at the varsity level, in accordance with applicable law.

*Parents of students whose open enrollment requests are approved by the (board or superintendent) are responsible for providing transportation to and from the receiving school district without reimbursement. The board will not approve transportation into the sending district.*

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

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

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

The parent(s) of a student desiring a change in a school district must request a change by completing and filing an Open Enrollment Request Form with the Superintendent of their resident school district.

***Approved: 1/16/92***

***Reviewed: 8/15/2022***

***Revised: 8/15/2022***

REF: Board Policy: §§ 201.3, 606.2, 606.3, 603.11, 702.7

LEGAL REF: Iowa Code §§ 139.8, 274.1, 279.11, 282.1, .3,  
.8,.18, 299.1 (2013).  
Iowa Admin. Code § 281-17.  
1990 Op. Att'y Gen. 75.

## **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 is the responsibility of the principal to determine appropriate supervision of animals in the classroom. This policy is not intended to address the use of service animals, assistive animals, therapy animals or emotional support animals on District property.

***Approved: 4/15/19***

***Reviewed: 2/17/20***

***Revised:***

REF: Board Policy: 607.2; 504.1, .21, .22, .3  
LEGAL REF.: Iowa Code §§ 279.8

## **ASSISTANCE ANIMALS**

It is the policy of the West Liberty Community School District to foster an equal education environment for all students, employees and community members within the district. The purpose of this policy is to provide guidance to the district on the proper use of assistance animals while on district property. The district shall allow the use of qualified service animals and assistive animals to accompany individuals with disabilities in all areas of district buildings where the public is normally allowed to go. This can include classrooms, cafeteria and school buses. Individuals with disabilities are people who have a physical or mental impairment that substantially limits one or more major life activities. Service animals are dogs trained to do work or perform tasks for individuals with disabilities. Assistive animals are simians or any other animal specially trained or in the process of being trained to assist a person with a disability.

Service animals and assistive animals must be current on all required vaccinations. Service animals and assistive animals also must be under control while on district grounds. The animal may be under control by either the individual with a disability, or a handler of the service or assistive animal. Under control means harnessed, leashed or tethered, unless these devices interfere with the animal's work, in which case under voice or other directive control.

### **Establishing the Need for a Service Animal**

When no prior notice is given to the district of the use of a service or assistive animal, the Superintendent and/or school administrators are permitted to ask the following questions:

*"Do you need/require this animal because of a disability?"*

If the animal's trained tasks are not readily apparent, the administrator may ask:

*"What work or task has the animal been trained to perform?"*

### **Service and Assistive Animals in training**

Assuming the handler and animal are otherwise allowed, individuals who train service and/or assistive animals will also be allowed access with their service animal in training to public areas of district buildings and property. The service or assistive animal in training is expected to abide by the same requirements as a service or assistive animal.

### **Exclusion of Service and Assistive Animals**

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a



service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

***Employee use of Therapy Animals as part of Education Environment***

*Before permission to use therapy animals is granted, staff members must provide:*

- 1. Proof that the animal is certified to be a therapy animal;*
- 2. An explanation of how the animal will be used, including research supporting the use of therapy animals;*
- 3. A plan for how the staff member will provide for the care and control of the animal;*
- 4. A plan for how the staff member will accommodate students with allergies to the animal; and*
- 5. A current vaccination certificate for the animal.*

***Approved: 4/15/19***

***Reviewed: 2/17/20***

***Revised:***

REF: Board Policy: §§ 607.2; 504.1, .21, .22, .3

LEGAL REF.: United States Code §§ 29-794; 42-12132;  
Code of Federal Regulations §§ 28-35  
Iowa Code § 216C  
Iowa Admin. Code § 216C.