

EDUCATION PROGRAM

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GOALS AND OBJECTIVES OF THE EDUCATION PROGRAM

The goals and objectives of the school district shall be designed to achieve the philosophy statement of the school district. An advisory committee of representatives composed of community members, students, staff members, board members and administration will make recommendations for the goals and objectives of the education program. Membership of the committees will be reviewed annually.

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

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

Any committee required by the Code of Iowa or the Iowa Administrative Code shall be convened according to the pertinent code. The recommendations by the committee submitted to, but not used by, the administration shall be passed on to the board along with the administrators' recommendation before any implementation.

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JESUP COMMUNITY SCHOOL DISTRICT

SCHOOL CALENDAR

The school calendar will accommodate the education program of the school district. The school calendar is for a minimum of 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.

Legal Reference: Iowa Code §§ 20.9; 279.10, 280.3, 299.1 (2) (2015~~3~~).
281 I.A.C. 12.1(7); 41.106.

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

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JESUP COMMUNITY SCHOOL DISTRICT

SCHOOL DAY

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 superintendent 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.

Legal Reference: 34 C.F.R. sec. 300
28 C.F.R. pt. 35
Iowa Code § 256.7(3) (21)(32), 279.8, .10
281 I.A.C. 12.1(1), .1(7-10).

Cross Reference: 601.1 School Calendar

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JESUP COMMUNITY SCHOOL DISTRICT

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, 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 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 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;*

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- *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 continuum 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 shall be the responsibility of the superintendent to keep the board apprised of necessary curriculum revision, 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

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

Cross Reference: 101 Educational Philosophy of the School District
103 Educational and Operational Planning
602 Curriculum Development
603 Instructional Curriculum
605 Instructional Materials

CURRICULUM IMPLEMENTATION

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

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

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

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

- *Study and identify the best instructional practices and materials to deliver the content;*
- *Describe procedures for the purchase of instructional materials and resources (See Policy 605.1R1)*
- *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);*

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- *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.*

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

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.

Legal Reference: 20 U.S.C. § 1232h (1988).
34 C.F.R. Pt. 98 (1993).
Iowa Code §§ 216.9; 279.8; 74 ,280.3-.14 (1995).
281 I.A.C. 12.8.

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

CURRICULUM EVALUATION

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

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

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

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

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- *Provide support to staff in using data to make instructional decisions;*
- *Define procedures for regular and clear communication and assessment results to the various internal and external publics (mandatory for communication and 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 is the responsibility of the superintendent to keep the board apprised of curriculum evaluation activities, the progress of each content area related to curriculum evaluation activities, and to develop administrative regulations for curriculum evaluation including recommendations to the board.

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.

Legal Reference: 20 U.S.C. § 1232h (1988).
34 C.F.R. Pt. 98 (1995).
Iowa Code §§ 216.9; 279.8; .74 ; 280.3-.14 (1995).
281 I.A.C. 12.8.

Cross Reference: 101 Educational Philosophy of the School District
103 Educational and Operational Planning
505 Student Scholastic Achievement
602 Curriculum Development
603 Instructional Curriculum

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

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

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

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

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

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

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JESUP COMMUNITY SCHOOL DISTRICT

BASIC INSTRUCTION PROGRAM

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

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

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

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

The basic instruction program of students enrolled in grades nine through twelve shall include English-language arts (8 units), social studies (7 units), mathematics (6 units), science (6 units), health (1 unit), physical education (4 unit), fine arts (3 units), foreign language (4 units), and vocational education (12 units).

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

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

NOTE: This policy reflects the educational standards.

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

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

SUMMER SCHOOL INSTRUCTION

The board, in its discretion, may offer summer school for one or more courses and student activities for students who need additional help and instruction or for enrichment in those areas. This decision shall be within the discretion of the board.

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

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

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

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

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SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board shall provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one or to a maximum age allowable in accordance with the law. Students requiring special education 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). The IEP may state that a special education student's interests are best served by the student attending school on a different school calendar than regular education students.

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It is the responsibility of the Superintendent and the Area Education Agency Director of Special Education to provide or make provisions for appropriate special education and related services.

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

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

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

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

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JESUP COMMUNITY SCHOOL DISTRICT

MULTICULTURAL/GENDER FAIR EDUCATION

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

The education program shall be free of discrimination and provide equal opportunity for the students. The education program shall foster knowledge of and respect and appreciation for the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. The educational program should not ignore the significant accomplishments of Asian Americans, African Americans, Hispanic Americans and persons with disabilities. It shall 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.

Legal Reference: Iowa Code §§ 216.9; 256.11 (1995).
281 I.A.C. 12.5(8).

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

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JESUP COMMUNITY SCHOOL DISTRICT

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, including acquired immune deficiency syndrome. The purpose of the health education program is to help each student protect, improve and maintain physical, emotional and social well-being.

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

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

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

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

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

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JESUP COMMUNITY SCHOOL DISTRICT

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 Health Education/responsible and irresponsible sexual behavior.	
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

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

Signed: _____ Date: _____
(Parent or Guardian)

Signed: _____ Date: _____
(School Administrator)

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JESUP COMMUNITY SCHOOL DISTRICT

PHYSICAL EDUCATION

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

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

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

- the student is enrolled in academic courses not otherwise available, or
 - the student 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.

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

Cross Reference: 504 Student Activities
603 Instructional Curriculum

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JESUP COMMUNITY SCHOOL DISTRICT

CAREER EDUCATION

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

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

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

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

Cross Reference: 603 Instructional Curriculum

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JESUP COMMUNITY SCHOOL DISTRICT

TEACHING ABOUT RELIGION

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

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

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

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

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

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

Approved November 1997

Reviewed May 2000/June 2002/April 2005/February 2007/September 2009/December 2011/April 2014/August 2016/July 2020

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

TEACHING ABOUT RELIGION REGULATION - RELIGIOUS HOLIDAYS

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

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

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

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

Approved November 1997

Reviewed May 2000/June 2002/April 2005/February 2007/September 2009/December 2011/April 2014/August 2016/July 2020

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

ACADEMIC FREEDOM

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

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

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

NOTE: This is not a mandatory policy, but it is strongly recommended. The policy and accompanying regulation reflect current law on the subject.

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

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

Approved November 1997

Reviewed May 2000/June 2002/April 2005/February 2007/September 2009/December 2011/April 2014/August 2016/July 2020

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

TEACHING CONTROVERSIAL ISSUES

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

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

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

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

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

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

Approved November 1997

Reviewed May 2000/June 2002/April 2005/February 2007/September 2009/December 2011/April 2014/August 2016/July 2020

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

GLOBAL EDUCATION

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

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

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

Cross Reference: 602 Curriculum Development
603 Instructional Curriculum

Approved November 1997

Reviewed May 2000/June 2002/April 2005/February 2007/September 2009/December 2011/April 2014/August 2016/July 2020

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

CITIZENSHIP

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

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

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

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

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

Approved November 1997

Reviewed May 2000/June 2002/April 2005/February 2007/September 2009/December 2011/April 2014/August 2016/July 2020

Revised July 2000

JESUP COMMUNITY SCHOOL DISTRICT

PRIVATE INSTRUCTION

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

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

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

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

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

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

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>.

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

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

Approved December 1997

Reviewed June 2000/July 2002/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016

Revised August 2021

JESUP COMMUNITY SCHOOL DISTRICT

COMPETENT PRIVATE INSTRUCTION REPORT

Directions: Complete one form in duplicate (carbon or photostatic copy) for each child for whom the compulsory education law is being met in other than regular enrollment in a public school or accredited nonpublic school. **NO REPORT IS NECESSARY** if the child is not of compulsory attendance age (6-16 with birth date prior to September 15) or if the child is enrolled in a home school assistance program in a public or a state accredited nonpublic school. Reporter should retain a copy of this report for personal records.

Return to school district secretary by _____ (school start date) or within 14 calendar days of removing the child from public or accredited nonpublic school.

A. MANDATORY INFORMATION. (This information is required by Iowa Code §299.4).

1. Name and birth date of child under private instruction. (Use one form for each child.)

_____	_____
child's name	birth date

2. Name and address of person filing report:

name	
_____	circle one:
address	parent guardian custodian

city/state/zip	

3. School year and resident school district:

_____	_____
(e.g., 200__-0__)	resident school district

4. Number of days of instruction for the school year _____ (min. 148)

5. Name and address of person providing instruction to the child, and relationship to child.

instructor	
_____	relationship to child
address	(parent, guardian, custodian
_____	or licensed teacher)
city/state/zip	

6. Will instruction be provided or supervised by a person with a valid Iowa teacher's license/certificate appropriate for the age and grade level of the child?

_____ yes _____ no

Approved December 1997

Reviewed June 2000/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016 Revised _____

COMPETENT PRIVATE INSTRUCTION REPORT

If yes, print folder number of teacher: _____
 folder no.

Name of Iowa licensed teacher: _____

Note: if properly licensed teacher provides or supervises instruction in accordance with 281 I.A.C. 31 of the rules of the Iowa Department of Education, no annual assessment is required. Otherwise a baseline test the first year and annual assessments thereafter are required of all students over 7 years of age who are in private instruction.

7. List subjects covered in instruction and approximate amount of time spent on each. Use extra sheet if necessary.

Circle one: daily weekly monthly quarterly by semesters annually

8. Identify texts used including title and author or publisher and grade level series. Use extra sheet if necessary.

_____	_____
_____	_____
_____	_____

9. If the child is being placed under private instruction for the first time, or for all children for whom no evidence was provided in a previous school year, attach evidence of the child's immunizations as required by Iowa law. Evidence includes a doctor's statement, a copy of a public health record, or the name and address of last school attended, or any other formal evidence of the dates and types of inoculations.

_____ attached previously provided to:

(tell where, when and to whom evidence was provided)

Please attach lesson plans for the period of instruction for the academic school year as required by Iowa Code §299.4.

- B. OPTIONAL INFORMATION (Note: Although not required by law for reporting purposes under Iowa Code §299.4, failure to respond may result in loss of some privileges or available options to parents, guardians or custodians.)

10. a. Indicate whether or not you desire dual enrollment in the public school for the child under competent private instruction.

_____ yes _____ no

COMPETENT PRIVATE INSTRUCTION REPORT

b. Indicate whether dual enrollment is desired for:
 academics _____ extra curricular activities _____ both _____

11. If the child is dual enrolled in the public school, please specify in which grade level you wish to include the child for the purposes of academic or extracurricular activities.

_____ grade level

12. If the child is dual enrolled, of which activities do you wish to be notified (e.g., field trips, vocal or instrumental music opportunities, physical education class, drama, art, music, science lab, driver's ed, track, volleyball, academic decathlon, mock trial, etc.)?

13. Is the child currently identified as a child requiring special education: _____ yes _____ no
 (If "yes," approval of the AEA Director of Special Education is required before the child can be placed under competent private instruction.)

_____ signature of AEA special education director or designee

14. If the answer to question 6 is no, please indicate the desired method of assessment:
 _____ Standardized testing _____ Portfolio evaluation

A baseline test is required the first year of home schooling regardless of which type of assessment is chosen if the child is under the annual assessment requirement.

15. Please indicate which test you desire to use for
 Baseline (B) or Annual Assessment (AA) purposes:
 B AA

_____ California Achievement Test (CAT)
 _____ Metropolitan Achievement Test (MAT)
 _____ Comprehensive Tests of Basic Skills (CTBS)
 _____ Stanford Achievement Test
 _____ Iowa Assessment (formerly ITBS/ITED)
 _____ Stanford Achievement Test (Abbrev.)

Grade level of test desired _____

_____ Fall Norms _____ Winter norms _____ Spring norms

COMPETENT PRIVATE INSTRUCTION REPORT

16. If your answer to question 14 is portfolio evaluation, please provide name of portfolio evaluator, if known, and folder number.

_____ portfolio evaluator _____ folder number

_____ Please provide me with a list of trained portfolio evaluators.

17. Do you wish to have the school district or Area Education Agency notify you of the dates it will be conducting testing sessions, so your child can take a baseline or annual assessment test at the same time?

_____ Yes _____ No

18. If you answered yes to questions 10 or 17, please provide the name, address, and telephone number of the person who desires to be notified.

_____ name _____ address
_____ telephone number _____ city/state/zip

It is the responsibility of the test administrator to submit the results of the child's baseline test, and if standardized testing form of assessment is chosen, the annual standardized test results to the parent, guardian, or custodian of the child; to the district of residence; and to the Iowa Department of Education annually by June 30. If portfolio assessment is chosen, the responsibility of the portfolio evaluator is to provide a narrative report assessing the child's progress to the child's parent, guardian, or legal custodian; to the district of residence; and to the Iowa Department of Education by June 30 annually. All reports to the Department should be sent to: Iowa Department of Education, Attn: Student Assessment Results, Grimes State Office Bldg., Des Moines, IA 50319-0146.

INDIVIDUALIZED INSTRUCTION

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

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

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

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

Cross Reference: 501.12 Pregnant Students
604.1 Competent Private Instruction

Approved December 1997

Reviewed June 2000/July 2002/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

PROGRAM FOR TALENTED AND GIFTED STUDENTS

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

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

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

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

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

Approved December 1997

Reviewed June 2000/July 2002/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

PROGRAM FOR AT-RISK STUDENTS

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

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

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

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

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

Approved December 1997

Reviewed June 2000/July 2002/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

RELIGIOUS-BASED EXCLUSION FROM A SCHOOL PROGRAM

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

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

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

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

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

NOTE: This policy reflects Iowa law regarding parents removing their children from parts of the education program.

Approved December 1997

Reviewed June 2000/July 2002/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016

Revised _____

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

Cross Reference: 603 Instructional Curriculum
606.2 School Ceremonies and Observances

INSTRUCTION AT A POST-SECONDARY 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 is responsible for determining the number of high school credits that shall be granted to a student who successfully completes a concurrent enrollment course.

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. This would include courses at a community college with which the district has a concurrent enrollment agreement. 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 is responsible for determining the number of high school credits that shall be granted to a student who successfully completes a PSEO course. Students may not enroll on a full-time basis to any post-secondary institution through the PSEO program.

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. 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.

Legal Reference: Iowa Code 256.7, 11; 258; 261E; 279.61; 280.3, .14 (1995).
281 I.A.C. 12, 22.

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

Approved March 1996

Reviewed April 1999/June 2001/April 2003/July 2004/May 2006/March 2011/August 2013/November 2015/April 2018

Revised December 2008/July 2018/June 2023

DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district. The student shall be considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary prior to the third Friday of September each year on forms provided by the school district. On the form, they shall indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

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

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

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

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

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

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

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

Approved December 1997

Reviewed June 2000/July 2002/May 2005/March 2007/October 2009/January 2012/May 2014/September 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

FOREIGN STUDENTS

Foreign students must meet all district entrance requirements including age, place of residence and immunization. Foreign Exchange Students will be placed in the appropriate grade according to age (by September 15 must be at least 17 to be placed in the Senior class and 16 to be placed in the Junior Class). Foreign Exchange Students who are placed in the Senior Class (by age) must meet Jesup's graduation requirements, including attendance in order to receive a Jesup diploma. Senior Foreign Exchange students who do not meet the graduation requirements will receive an Honorary Diploma. The board reserves the right to limit the number of Foreign Exchange Students accepted, with the maximum being three in any one year. Students who are citizens of a foreign country will be considered residents if they meet one of the following requirements:

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

NOTE: The only legal requirement for foreign students is stated in the second bullet. However, the other requirements are strongly recommended.

Legal Reference: Iowa Code § 279.8 (1995).

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

Approved December 1997

Reviewed June 2000/July 2002/May 2005/October 2009/January 2012/May 2014/September 2016

Revised September 2002/April 2007

JESUP COMMUNITY SCHOOL DISTRICT

VIRTUAL/ONLINE COURSES

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

Credit from an on-line online or virtual course may be earned only in the following circumstances:

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

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

Provided virtual/online courses are part of the student's regular school day coursework and within budgetary parameters, the tuition costs for a virtual/online courses shall be borne by the school district during the fall and spring semesters, but may be passed on to the parent/guardian during the summer semester. Any additional costs, such as textbook rentals or school supplies, shall be borne by the parents for students enrolled full-time.

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

Legal Reference: Iowa Code § 256.9(56); 279.8 (2013)
281 I.A.C. 15

Cross Reference: 605.6 Internet Appropriate Use
501.6 Student Transfers In

Approved June 2019

Reviewed _____

Revised _____

INSTRUCTIONAL MATERIALS SELECTION

The board 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 to licensed employees. The licensed employees will work closely together to ensure vertical and horizontal articulation of textbooks in the education program.

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

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

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

1. support the educational philosophy, goals and objectives of the school district;
2. consider the needs, age, and maturity of students;
3. are within the school district's budget;
4. foster respect and appreciation for cultural diversity and difference of opinion;
5. stimulate growth in factual knowledge and literary appreciation;
6. encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
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 ____, "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.

NOTE: This is a mandatory policy, but the content is discretionary. The board may edit the policy and regulation to reflect its philosophy, goals and practices.

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Revised November 2022/August 2023/

Legal Reference: Iowa Code §§ 279.8; 279.74; 280.14; 301
281 I.A.C. 12.3(12).

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

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JESUP COMMUNITY SCHOOL DISTRICT

SELECTION OF INSTRUCTIONAL MATERIALS SELECTION

I. Responsibility for Selection of Instructional Materials

- A. The board is responsible for matters relating to the operation of District.
- B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system.
- C. While selection of materials may involve many people including principals, teacher-librarian, students, parents and community members, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees.
- D. Responsibility for coordinating the selection of instructional materials for distribution to classes will rest with the licensed employees, principal and superintendent.
- E. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee is formed and appointed in compliance with the board policy on Ad Hoc Committees.
 - The superintendent will inform the committee as to their role and responsibility in the process.
 - The following statement is given to the ad hoc committee members:

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

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

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

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

II. Material selected for use in libraries and classrooms will meet the following guidelines:

- A. Religion - Material will represent any religions in a factual, unbiased manner. The primary source material of religions is considered appropriate, but material which advocates rather than informs, or is designed to sway reader judgment regarding religion, will not be included in the school libraries or classrooms.

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SELECTION OF INSTRUCTIONAL MATERIALS SELECTION

- B. Racism - Material will present a diversity of race, custom, culture, and belief as a positive aspect of the nation's heritage and give candid treatment to unresolved intercultural problems, including those which involve prejudice, discrimination, and the undesirable consequences of withholding rights, freedom, or respect of an individual. Required material will comply with all applicable laws.
- C. Sexism - Material will reflect sensitivity to the needs, rights, traits and aspirations of individuals without preference or bias. Required material will comply with all applicable laws.
- D. Age - Material will recognize the diverse contributions of various age groups and portray the continuing contributions of maturing members of society.
- E. Ideology - Material will present basic primary and factual information on an ideology or philosophy of government which exerts or has exerted a strong force, either favorably or unfavorably, over civilization or society, past or present. This material will not be selected with the intention to sway reader judgment and is related to the maturity level of the intended audience.
- F. Profanity and Sex - Material is subjected to a test of literary merit and reality by the teacher-librarians and licensed staff who will take into consideration their reading of public and community standards of morality.
- G. Controversial issues materials will be directed toward maintaining a balanced collection representing various views.

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

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

III. Procedure for Selection

- A. Material purchased for libraries and classrooms is recommended for purchase by licensed employees, in consultation with administrative staff, school library staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase is approved by the appropriate building administrator.
- 1. The materials selected will support stated objectives and goals of the school district. Specifically, the goals are:
 - a. To acquire materials and provide service consistent with the demands of the curriculum;
 - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
 - c. To effectively guide and counsel students in the selection and use of materials and libraries;

SELECTION OF INSTRUCTIONAL MATERIALS SELECTION

- d. To foster in students a wide range of significant interests;
 - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
 - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
 - g. To encourage life-long education through the use of the library; and,
 - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
2. Materials selected are consistent with stated principles of selection. These principles are:
- a. To select material, within established standards, which will meet the goals and objectives of the school district;
 - b. To consider the educational characteristics of the community in the selection of materials within a given category;
 - c. To present the sexual, racial, religious and ethnic groups in the community by:
 - 1. Portraying people, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
 - 2. Placing no constraints on individual aspirations and opportunity.
 - 3. Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.
 - 4. Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.
 - d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
 - e. To strive for impartiality in the selection process.
3. The materials selected will meet stated selection criteria. These criteria are:
- a. Authority-Author's qualifications - education, experience, and previously published works;
 - b. Reliability:
 - 1. Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.
 - 2. Current-presentation of content which is consistent with the finding of recent and authoritative research.
 - c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
 - d. Language:
 - 1. Vocabulary:
 - a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;

SELECTION OF INSTRUCTIONAL MATERIALS SELECTION

- b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause others to feel excluded or dehumanized.
 - 2. Compatible to the reading level of the student for whom it is intended.
- e. Format:
 - 1. Book
 - a. Adequate and accurate index;
 - b. Paper of good quality and color;
 - c. Print adequate and well spaced;
 - d. Adequate margins;
 - e. Firmly bound; and,
 - f. Cost.
 - 2. Nonbook
 - a. Flexibility, adaptability;
 - b. Curricular orientation of significant interest to students;
 - c. Appropriate for audience;
 - d. Accurate authoritative presentation;
 - e. Good production qualities (fidelity, aesthetically adequate);
 - f. Durability; and,
 - g. Cost.
 - 3. Illustrations of book and nonbook materials should:
 - a. Depict instances of fully integrated grouping and settings to indicate equal status and nonsegregated social relationships.
 - b. Make clearly apparent the identity of minorities;
 - c. Contain pertinent and effective illustrations;
 - 4. Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.
- f. Special Features:
 - 1. Bibliographies.
 - 2. Glossary.
 - 3. Current charts, maps, etc.
 - 4. Visual aids. Index.
 - 5. Special activities to stimulate and challenge students.
 - 6. Provide a variety of learning skills.
- g. Potential use:
 - 1. Will it meet the requirement of reference work?
 - 2. Will it help students with personal problems and adjustments?
 - 3. Will it serve as a source of information for teachers and librarians?
 - 4. Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, gender identity and sexual stereotypes?
 - 5. Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?
 - 6. Will it help students and teachers keep abreast of and understand current events?
 - 7. Will it foster and develop hobbies and special interest?
 - 8. Will it help develop aesthetic tastes and appreciation?

SELECTION OF INSTRUCTIONAL MATERIALS SELECTION

9. Will it serve the needs of students with special needs?
 10. Does it inspire learning?
 11. Is it relevant to the subject?
 12. Will it stimulate a student's interest?
4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts is within the discretion of the board.
5. In order to provide a current, highly usable collection of materials, teacher-librarians will ensure constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

INSTRUCTIONAL AND LIBRARY MATERIALS INSPECTION AND DISPLAY

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

Instructional and library materials may be viewed on school district premises.

Parents and guardians of students will be provided view-only access to select instructional materials through the district's classroom management software. Select instructional and library materials include:

- A catalog of books available in the school library;
- Electronic textbooks and core materials that are written and published primarily for use in elementary and secondary school instruction, and are required by the classroom teacher for use by students;
- Relevant portions of required printed textbooks and materials, if it is practical for district staff to digitize and upload;
- Any other materials as determined by the classroom teacher.

In determining what materials should be posted on the district's classroom management software platform, the district will balance the desire for transparency with the time constraints of existing job duties and demands of employees. Parents and guardians should be advised that while district employees strive to keep information current, the most up to date materials are available upon request and subject to all applicable laws.]

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

NOTE: The federally funded program portion of this policy reflects federal law on the subject of parental rights to inspect instructional materials. The language related to viewing materials through either district premises or use of the classroom management software platform is optional language that allows for greater transparency for districts. It is not required by law but is intended to be used in districts that utilize online classroom management software and choose to make an online catalog of instructional materials visible to parents/guardians. Not all districts may have online classroom software capable of this feature.

Legal Reference: Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).

Iowa Code §§ 279.8; 279.74: 280.3, .14; 301 (1995).
281 I.A.C. 12.3(12)

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

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JESUP COMMUNITY SCHOOL DISTRICT

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.

Parents or guardians of students enrolled in the district have the ability to request that their student not be able to check out certain library materials.

NOTE: This is a mandatory policy, but the language related to checking out materials is optional for districts. The board may edit the policy and regulation to reflect its philosophy, goals and practices.

Legal Reference: Iowa Code §§ 279.8; 279.74:280.3, .14; 301
281 I.A.C. 12.3 (12).

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

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JESUP COMMUNITY SCHOOL DISTRICT

INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

The policy of this school district related to selection of learning materials states that any resident of the district may formally challenge instructional 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 decision 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. However, the committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

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

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INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE

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

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

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

Code No. 605.3E2

3 pages

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REQUEST FORM

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

REVIEW INITIATED BY:

DATE: __

Name _____

Address _____

City/State _____ Zip Code _____ Telephone __

School(s) in which item is used _____

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

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

Author _____ Hardcover _____ Paperback _____ Other _____

Title _____

Publisher (if known) _____

Date of Publication _____

AUDIOVISUAL MATERIAL IF APPLICABLE:

Title _____

Producer (if known) _____

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

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self

Group or Organization

Name of group _____

Address of Group _____

JESUP COMMUNITY SCHOOL DISTRICT

1. What brought this item to your attention?

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

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

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

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

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

_____ yes _____ no

If yes, please list specific suggestions: _____

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

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

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

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

_____ minutes.

_____ No

Dated

Signature

**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,

JESUP COMMUNITY SCHOOL DISTRICT

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

JESUP COMMUNITY SCHOOL DISTRICT

**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 _____

JESUP COMMUNITY SCHOOL DISTRICT

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY 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. 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. Schools 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 school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.
2. Each attendance center and the school district's central administrative office will keep on hand and make available Request for Reconsideration of Instructional and Library Materials Forms.
3. 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.
4. The building-level principal will promptly file the objection with the Superintendent for re-evaluation.

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REGULATION

5. The Superintendent will convene a reconsideration committee within two weeks of receipt of the Reconsideration Form.
6. The committee will make their recommendation to the Superintendent within five school days of meeting.
7. The Superintendent will issue a decision related to the Reconsideration Request Form within 5 school days of receipt of the committee's recommendation. A copy of the Superintendent's decision will be provided to the complainant.
8. 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.
9. 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.
10. 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 of the community appointed annually, as needed, by the board.
 - (5) Two high school students, selected annually by the high school principal.
 - b. The committee will select their chairperson and secretary.
 - c. The committee will meet at the request of the superintendent.
 - d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.
 - e. 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.
 - f. The committee will receive the completed Reconsideration Request Form from the superintendent.

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS REGULATION

- g. 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 a group spokesperson to talk about or expand on the Reconsideration Request Form.
 - (3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.
 - (4) Distribution of copies of the challenged instructional material as available.
- h. The Committee 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 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 judgment 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.

TECHNOLOGY AND INSTRUCTIONAL MATERIALS

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

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

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

Legal Reference: Iowa Code § 279.8
281 I.A.C. 12.3(12), 12.5(10), .5(17).

Cross Reference: 602 Curriculum Development
605 Instructional Materials

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JESUP COMMUNITY SCHOOL DISTRICT

SCHOOL LIBRARY/ MEDIA CENTERS

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

Materials for the libraries will be acquired according to board policy, "Instructional Materials Selection." The district may provide access to all parents and guardians of students enrolled in the district an online catalog of all books available to students in the school libraries. This access will be displayed on the school district's website.] Any challenges to library materials will be handled following the process for handling challenges to instructional and library materials as established in board policy.

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

It is 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.

NOTE: This is a mandatory policy and reflects the educational standards. The language in italics is optional and is not a legal requirement. However, districts may wish to make this information accessible to parents and guardians to increase transparency for the school community.

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

Cross Reference: 602 Curriculum Development
605 Instructional Materials

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JESUP COMMUNITY SCHOOL DISTRICT

INTERNET - APPROPRIATE USE

The district recognizes the importance of developing students into agile learners who are capable of addressing the complex needs of our future workforce. For this reason, the district has prioritized making available technology and programs that teach students to embrace modern technology and tools while fostering a secure learning environment for students to the extent reasonable. Because technology is a vital part of the school district curriculum, the Internet will be made available to employees and students. Appropriate and equitable use of the Internet will allow employees and students to access resources unavailable through traditional means.

Students will be able to access the Internet through their teachers. Individual student accounts and electronic mail addresses may be issued to students. Students may be permitted to use district-issued email addresses and Internet-based collaboration software to send and receive messages at school.

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

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

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

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JESUP COMMUNITY SCHOOL DISTRICT

INTERNET - APPROPRIATE USE

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

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

Note: This is a mandatory policy. Parents must give permission to allow their children to access the internet according to the policy language; and districts are obligated to provide education/training on the safe use of the internet for students.

Legal References: 47 C.F.R 54.520
Iowa Code § 279.8 (2011).

Cross References: 104 Anti-Bullying/Harassment
502 Student Rights and Responsibilities
506 Student Records
605.5 School Library

INTERNET - APPROPRIATE USE REGULATION

I. Responsibility for Internet Appropriate Use.

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

II. Internet Access.

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

III. Student Use of Internet.

- A. Equal Opportunity - The Internet is available to all students within the school district through teacher access.

Approved November 1999

Reviewed July 2000/July 2002/June 2005/November 2009/February 2012/June 2014/October 2016/May 2021

Revised June 2007/ February 2024

INTERNET - APPROPRIATE USE REGULATION**B. Online Protocol.**

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

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

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

IV. Student Violations--Consequences and Notifications.

Students who access restricted items on the Internet are subject to the appropriate action described in board policy or regulations or the following consequences:

1. First Violation - A verbal and written "Warning" notice will be issued to the student. The student may lose Internet access for a period of 10 days at the discretion of the supervising teacher. A copy of the notice will be mailed to the student's parent and a copy provided to the building principal.
2. Second Violation - A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges for a minimum period of 30 days.
3. Third Violation - A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student will forfeit all Internet privileges for 18 months or for the balance of the school year.

Internet Access- Responsible Use Procedures

Dear Parent or Guardian:

Jesup Community School District encourages students to use a variety of technologies to enhance their learning. To ensure the privacy and safety of our students, and to protect data and our resources, we ask parents and students to become familiar with policy and regulations that have been established for technology use in the district. The district's Internet- Appropriate Use Policies is available on the district web site, <http://www.jesup.k12.ia.us> . The policies are Code No. 605.6 through 605.6E2. These policies can be found by clicking on Board Policies under the Board of Education link under the District tab at the top of the page.

While working in a digital and collaborative environment, students should always conduct themselves as good digital citizens by adhering to the following:

1. **Respect Yourself.** I will show respect for myself through my actions. I will select online names that are appropriate. I will use caution with the information, images, and other media that I post online. I will carefully consider what personal information about my life, experiences, or relationships I post. I will not be obscene. I will act with integrity.

2. **Protect Yourself.** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or a schedule of my activities. I will report any attacks or inappropriate behavior directed at me while online. I will protect passwords, accounts, and resources.

3. **Respect Others.** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or stalk people. I will show respect for other people in my choice of websites: I will not visit sites that are degrading to others, pornographic, racist, or inappropriate. I will not enter other people's private spaces or areas.

4. **Protect Others.** I will protect others by reporting abuse and not forwarding inappropriate materials or communications. I will avoid unacceptable materials and conversations.

5. **Respect Intellectual property.** I will request permission to use copyrighted or otherwise protected materials. I will suitably cite all uses of websites, books, media, etc. I will acknowledge all primary sources. I will validate the information. I will use and abide by the fair use rules.

6. **Protect Intellectual Property.** I will request to use the software and media others produce. I will purchase, license, and register all software or use available free and open-source alternatives rather than pirating software. I will purchase

my music and media and refrain from distributing these in a manner that violates their licenses.

User Agreement :

- Students and parents who have a Chromebook/iPad go home with a student are required to acknowledge this user agreement and sign it electronically or with the paper version. While there is no cost for the use of the Chromebook/iPad, it is imperative that the device the student is issued be maintained and handled in a responsible way. In the case of accidental or intentional incidents, the family will be responsible for the cost of repairing the device. The repair cost will be equal to the cost of the replacement parts needed for the device. If a power cord, sleeve or other accessory is damaged or lost the student is responsible for the full cost of replacement.
- Students will be responsible for the entire cost of repairs or replacement to the Chromebook/iPad damaged through student misuse, neglect, intentional damage or loss. In case of theft, an official police report will be required. **Cost for replacing a lost or damaged Chromebook is \$300, iPad \$350, Apple MacBook Pro \$1200, Case \$20, Cord \$20** (prices subject to change as repair/replacement prices change)

My child and I have read, discussed and agree to Jesup Community School District Responsible Use Procedures (RUP) and information found within the Technology Handbook for Parents and Students.

Student Name (print): _____
Student Signature: _____
Parent/Guardian Signature: _____

Student grade: _____
Date: _____
Date: _____

Approved November 1999

Reviewed July 2000/July 2002/June 2005/November 2009/February 2012/June 2014/October 2016/May 2021

Revised June 2007/August 2021

INTERNET APPROPRIATE USE VIOLATION RECORD

Student:

This record will be kept on file in each building principal's office. Students who access restricted items shall be subject to the appropriate action described in the school's discipline policy or student handbook or to the following consequences:

First Violation - A verbal and written "Violation Notice" will be issued to the student who accesses the Internet or Internet restricted items on the first occurrence. The student will lose Internet access for a period of 10 school days, except for specific in-class assignments that require Internet use. If a second incident occurs the First Violation penalty will be implemented. A copy of the "Violation Notice" will be mailed to the student's parent by the building principal. If a student uses another student's account to obtain access above his/her current level of accessibility or a student allows another student to use their account, he/she will lose Internet privileges for 10 school days. If his/her usage is already revoked, alternative disciplinary measures will be taken.

Second Violation - A verbal and written "Second Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student shall forfeit all Internet privileges for a minimum period of 30 school days. A copy of the "Violation Notice" will be mailed to the student's parent by the building principal. A conference will be held with the student, parents, and administration before the student will be allowed to access the Internet.

Third Violation - A verbal and written "Third Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent and a copy provided to the building principal. The student shall forfeit all Internet privileges for a minimum period of 18 consecutive school weeks (penalty will be carried over to the next school year if applicable). A copy of the "Violation Notice" will be mailed to the student's parent and a copy provided to the building principal. A conference will be held with the student, parents, and administration before the student will be allowed to access the Internet.

Fourth Violation - A verbal and written "Fourth Violation" notice will be issued to the student. A copy of the notice will be sent to the student's parent by the building principal. The student shall forfeit all Internet privileges for a minimum period of one (1) calendar year (penalty will be carried over to the next school year if applicable). A copy of the "Violation Notice" will be mailed to the student's parent and a copy provided to the building principal. A conference will be held with the student, parents, and administration before the student will be allowed to access the Internet/network.

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Revised June 2007

INTERNET APPROPRIATE USE VIOLATION RECORD

Students that have violated the Internet - Appropriate Use Policy and who are restricted under the Second, Third or Fourth Violation Notices, will be given alternate class assignments or with written permission from the building principal, may use Internet during class time only and under the direct supervision of that classroom teacher.

Students will be allowed a "fresh start" when they change from building to building. In a particular building (example - High School), if a student gets 2 violations during Grade 9 and 1 violation in Grade 11; the Grade 11 violation would be violation #3 and the above disciplinary action would be implemented. A record of violations will be kept for the entire enrollment in Elementary, Middle School or High School in order to see if there is a pattern of violations.

Students may appeal the implementation of each violation in the following order in the appeal process:

1. Individual Teacher
2. Building Administrator
3. Appeal Committee

INTERNET VIOLATION REPORT FORM

Student Name _____

Date _____

Reported By: _____

Incident:

Additional Comments:

Student Signature/Date _____

Teacher Signature/Date _____

Principal Signature/Date _____

INTERNET VIOLATION REPORT FORM/RECORD

Student Name _____

First Violation

- Date on which violation occurred _____
- Place violation occurred _____
- Usage revoked from _____ to _____

Second Violation

- Date on which violation occurred _____
- Place violation occurred _____
- Usage revoked from _____ to _____
- Date of Parent/Student Conference _____

Third Violation

- Date on which violation occurred _____
- Place violation occurred _____
- Usage revoked from _____ to _____
- Date of Parent/Student Conference _____

Fourth Violation

- Date on which violation occurred _____
- Place violation occurred _____
- Usage revoked from _____ to _____
- Date of Parent/Student Conference _____

USE OF INFORMATION RESOURCES REGULATION

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

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

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

Authorized Reproduction and Use of Copyrighted Material Reminders:

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

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

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

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

- Brevity
 - A complete poem, if less than 250 words and two pages long, may be copied; excerpts from longer poems cannot exceed 250 words;
 - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;
 - Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;

USE OF INFORMATION RESOURCES REGULATION

- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. “Special” works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 10 percent of the work.
- Spontaneity – Should be at the “instance and inspiration” of the individual teacher when there is not a reasonable length of time to request and receive permission to copy.
- Cumulative Effect – Teachers are limited to using copied material for only one course for which copies are made. No more than one short poem, article, story or two excerpts from the same author may be copied, and no more than three works can be copied from a collective work or periodical column during one class term. Teachers are limited to nine instances of multiple copying for one course during one class term. Limitations do not apply to current news periodicals, newspapers and current news sections of other periodicals.

Copying Limitations

Circumstances will arise when employees are uncertain whether or not copying is prohibited. In those circumstances, the, *[principal, teacher or teacher-librarian – choose all that apply or add others]* should be contacted. The following prohibitions have been expressly stated in federal guidelines:

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

Authorized Reproduction and Use of Copyrighted Materials in the Library

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

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

USE OF INFORMATION RESOURCES REGULATION

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

Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 10% of a printed musical work if it is to be used for academic purposes other than performance, provided that the excerpt does not comprise a part of the whole musical work which would constitute a performable unit such as a complete section, movement, or song;
- In an emergency, a teacher may make and use replacement copies of printed music for an imminent musical performance when the purchased copies have been lost, destroyed or are otherwise not available.
- Make and retain a single recording of student performances of copyrighted material when it is made for purposes of evaluation or rehearsal;
- Make and retain a single copy of excerpts from recordings of copyrighted musical works for use as aural exercises or examination questions; and,
- Edit or simplify purchased copies of music or plays provided that the fundamental character of the work is not distorted. Lyrics shall not be altered or added if none exist.

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

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

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

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

Recording of Copyrighted Programs

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

USE OF INFORMATION RESOURCES REGULATION

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 10 consecutive school days, excluding scheduled interruptions, in the 45 calendar day retention period. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each additional copy shall be subject to all provisions governing the original recording.

After the first ten consecutive school days, off-air recordings may be used up to the end of the 45 calendar day retention period only for evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum. Permission must be secured from the publisher before the recording can be used for instructional purposes after the 10 day period.

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

Authorized Reproduction and Use of Copyrighted Computer Software

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

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

Fair Use Guidelines for Educational Multimedia

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

USE OF INFORMATION RESOURCES REGULATION

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

- In face-to-face instruction;
- In demonstrations and presentations, including conferences;
- In assignments to students;
- For remote instruction if distribution of the signal is limited;
- Over a network that cannot prevent duplication for fifteen days, after fifteen days a copy may be saved on-site only; or,
- In their personal portfolios.

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

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

- Motion media: ten percent or three minutes, whichever is less;
- Text materials: ten percent or 1,000 words, whichever is less;
- Poetry: an entire poem of fewer than 250 words, but no more than three poems from one author or five poems from an anthology. For poems of greater than 250 words, excerpts of up to 250 words may be used, but no more than three excerpts from one poet or five excerpts from an anthology;
- Music, lyrics and music video: Up to ten percent, but no more than thirty seconds. No alterations that change the basic melody or fundamental character of the work;
- Illustrations, cartoons and photographs: No more than five images by an artist, and no more than ten percent or fifteen images whichever is less from a collective work;
- Numerical data sets: Up to ten percent or 2,500 field or cell entries, whichever is less;

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

Notices – Before including this section, make sure employees are ready to comply with it and notices are posted.

The superintendent, principal, teacher, teacher-librarian is responsible for ensuring that appropriate warning devices are posted. The warnings are to educate and warn individuals using school district equipment of the copyright law. Warning notices must be posted:

- *On or near copiers;*
- *On forms used to request copying services;*
- *On video recorders;*
- *On computers; and,*
- *At the library and other places where interlibrary loan orders for copies of materials are accepted.*

ARTIFICIAL INTELLIGENCE IN THE EDUCATION ENVIRONMENT

The district believes that to adequately prepare modern learners for the future, advances in technology should first be explored within the education environment. At its most simple, generative artificial intelligence (AI) is automation based on association. AI tools analyze large amounts of information and detect patterns using that information to draw a conclusion. The AI tools then improve the conclusions drawn based upon additional data reviewed, patterns found, and prior conclusions drawn. Generative AI for the education environment has the potential to automate classroom organizational tasks, enhance individualized student learning, teaching, assessment of student learning, and even enhance research and professional development for educators.

However, generative AI tools can be vulnerable to inaccuracy in some significant ways. AI tools can: have bias in how the tools detect patterns; detect patterns/draw conclusions based on inaccurate data; and may not be fully accessible to students to differing abilities. It is valuable for students to understand the potential uses and limitations of this imperfect technology in an educational environment where AI tools have been carefully selected and are monitored and reviewed within appropriate guidelines. For this reason, human oversight and decision making must lead the selection, use, and review of AI tools in the education environment.

Only humans can verify the accuracy of AI tools and apply proper context to any information generated from them. AI tools will never be the sole determining factor used to make decisions related to student learning, assessment, academic integrity, and behavior. All decisions must be made by appropriate licensed staff and based upon a holistic analysis of available evidence.

Privacy must be protected when using generative AI tools. AI draws conclusions based on analysis of data. No personally identifiable information about other students or staff will be shared with AI tools, without prior written consent from the parent or guardian of the student, or from the student/staff if applicable. Permission must be granted prior to students using open-source AI tools that may share information outside the tool itself, and with any entities outside the control of the privacy terms and conditions of the AI tool.

Use of AI tools by students and staff will be at all times appropriate to the educational environment and subject to all applicable laws, regulations and policies. This includes but is not limited to the Family Education Rights and Privacy Act, Children's Internet Protection Act, and the Children's Online Privacy Protection Rule; as well as district policies on student conduct, copyright protections, student records, personnel records, bullying and harassment, and staff/student expression.

The Superintendent, working in collaboration with relevant staff, will develop regulations necessary to carry out the intent of this policy.

Approved February 2024

Reviewed _____

Revised _____

ARTIFICIAL INTELLIGENCE IN THE EDUCATION ENVIRONMENT

Note: This policy is discretionary and can be adapted to suit the needs of your district. AI is an umbrella term. Nearly all districts already utilize classroom management software, collaboration software and other technologies within the district that use AI technology in some fashion. The intent of this policy is to address the use of generative and open-source AI tools more specifically in the education setting, and what limitations and protections will be built into that process.

Legal References: 16 C.F.R. 312
 34 C.F.R. pt. 99
 47 C.F.R 54.520
 Iowa Code § 279.8

Cross References: 104 Anti-Bullying/Harassment
 502 Student Rights and Responsibilities
 506 Student Records
 605.5 School Library

ARTIFICIAL INTELLIGENCE IN THE EDUCATION ENVIRONMENT REGULATION

Selection of AI tools

AI tools will be vetted by relevant stakeholders including, but not limited to the district's IT staff and, when related to student learning or assessment, by the Curriculum Director. Decisions to use AI tools should be focused on:

- **Protection of students:** Any AI tools used in the district must comply with the requirements to safeguard students from accessing material that is obscene, child pornography and harmful to minors.
- **Privacy:** Personally identifiable information of students will not be shared without necessary written consents. Further, any AI tools utilized must meet the requirements of the School Official exemption listed in FERPA, and described in policy 712.
- **Accessibility:** Is the tool available to students of all abilities? If not, what comparable alternatives will be offered to ensure an equitable learning environment for all students?
- **Accuracy:** To the extent reasonable, the AI tool should be both reliable and unbiased in its pattern recognition, and data used by the tool should be verified for accuracy.
- **Transparent and Interruptible:** Student use of AI tools must be able to be monitored by licensed staff to safeguard the appropriateness of the learning experience for the student and monitor for accuracy of the AI tool.

Academic Integrity

Use of AI in research and graded work by students must include proper source citations. Copyright protections must be strictly adhered to. Students who fail to comply with these requirements may face discipline as stated in relevant district policies.

Appropriate Use

Prior to using AI tools, classroom teachers will clearly state how AI tools may be used to engage in and complete educational tasks and assignments. Classroom teachers will establish appropriate parameters for AI tool usage and will monitor student use of AI tools as appropriate.

Prohibited Uses

Students will not use AI tools to access or create information that is discriminatory, constitutes bullying or harassment, shares confidential or personally identifiable information of others, or access/create material that is harmful to minors, obscene, or child pornography. Any violation of this regulation will be treated as a violation of relevant district policies and may be subject to loss of access to the AI tool, and further discipline.

CLASS SIZE - CLASS GROUPING

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

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

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

Cross Reference: 606.6 Insufficient Classroom Space

Approved January 1998

Reviewed July 2000/July 2002/June 2005/May 2007/December 2009/March 2012/July 2014/November 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

SCHOOL CEREMONIES AND OBSERVANCES

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

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

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

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

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

Approved January 1998
Reviewed July 2000/July 2002/June 2005/May 2007/December 2009/March 2012/July 2014/November 2016
Revised August 2021

JESUP COMMUNITY SCHOOL DISTRICT

ANIMALS IN THE CLASSROOM

Live animals will not be allowed in school district facilities except for an educational purpose or under special circumstances; such as service animals. Permission from the principal will be required of anyone wishing to bring an animals (except for service animals) 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.

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 507 Student Health and Well-Being

Approved January 1998

Reviewed July 2000/July 2002/June 2005/May 2007/December 2009/March 2012/July 2014/November 2016

Revised July 2018

JESUP COMMUNITY SCHOOL DISTRICT

STUDENT PRODUCTION OF MATERIALS AND SERVICES

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

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

Legal Reference: Iowa Code § 279.8 (1995).

Cross Reference: 408.2 Licensed Employee Publication or Creation of Materials

Approved January 1998

Reviewed July 2000/July 2002/June 2005/May 2007/December 2009/March 2012/July 2014/November 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

STUDENT FIELD TRIPS AND EXCURSIONS

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

In authorizing field trips and excursions, the principal shall consider the financial condition of the school district, the educational benefit of the activity, the inherent risks or dangers of the activity, and other factors deemed relevant by the superintendent. Written parental permission will be required prior to the student's participation in field trips and excursions. The superintendent's approval will be required for field trips and excursions. Board approval will be required for field trips and excursions which involve unusual length or expense or trips that require an overnight stay.

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.

NOTE: This is not a required policy but one that is recommended. The board may need to amend it to reflect current practice.

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

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

Approved January 1998

Reviewed July 2000/July 2002/June 2005/May 2007/December 2009/March 2012/July 2014/November 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

INSUFFICIENT CLASSROOM SPACE

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

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

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

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

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

Approved January 1998

Reviewed July 2000/July 2002/June 2005/May 2007/December 2009/March 2012/July 2014/November 2016

Revised _____

JESUP COMMUNITY SCHOOL DISTRICT

STUDENT GUIDANCE AND COUNSELING PROGRAM

The board will provide a student guidance and counseling program. The school 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 shall be coordinated with the education program and involve licensed employees.

Legal Reference: Iowa Code § 280.14; 622.10 (1995).
281 I.A.C. 12.3(11).

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

Approved January 1998

Reviewed July 2000/July 2002/June 2005/December 2009/March 2012/July 2014/November 2016

Revised June 2007/March 2023

JESUP COMMUNITY SCHOOL DISTRICT

STUDENT HEALTH SERVICES

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

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

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

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

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, vision or scoliosis. The following language is suggested;

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

Approved January 1998

Reviewed July 2000/July 2002/July 2005/May 2007/December 2009/March 2012/July 2014/November 2016

Revised September 2022/August 2023

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

Cross Reference: 501.4 Entrance - Admissions
507 Student Health and Well-Being

STUDENT HEALTH SERVICES REGULATION

Student Health Services Administrative Regulations

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

Supports to improve student achievement include:

- qualified health personnel
- school superintendent, school nurse, and school health team working collaboratively
- family and community involvement
- optimal student health services program with commitment to its continuing improvement

Components provided within a coordinated school health program include:

- | | |
|-----------------------------|--------------------------------------------------|
| • health services | • health education |
| • nutrition | • physical education and activity |
| • healthy, safe environment | • counseling, psychological, and social services |
| • staff wellness | • family and community involvement |

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

II. Student Health Services Essential Functions

- A. Identify student health needs:
1. Provide individual initial and annual health assessments
 2. Provide needed health screenings
 3. Maintain and update confidential health records
 4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws
- B. Facilitate student access to physical and mental health services:
1. Link students to community resources and monitor follow through
 2. Promote increased access and referral to primary health care financial resources such as Medicaid, HAWK-I, social security, and community health clinics
 3. Encourage appropriate use of health care
- C. Provide for student health needs related to educational achievement:
1. Manage chronic and acute illnesses
 2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel

STUDENT HEALTH SERVICES REGULATION

3. Develop, implement, evaluate, and revise individual health plans (IHPs) for all students with special health needs according to mandates in the Individuals with Disabilities Education Act (IDEA), Rehabilitation Act (Section 504), and American with Disabilities Act (ADA)
 4. Provide urgent and emergency care for individual and group illness and injury
 5. Prevent and control communicable disease and monitor immunizations
 6. Promote optimal mental health
 7. Promote a safe school facility and a safe school environment
 8. Participate in and attend team meetings as a team member and health consultant
- D. Promote student health, well-being, and safety to foster healthy living:
1. Provide developmentally appropriate health education and health counseling for individuals and groups
 2. Encourage injury and disease prevention practices
 3. Promote personal and public health practices
 4. Provide health promotion and injury and disease prevention education
- E. Plan and develop the student health services program collaboratively with the superintendent, school nurse, and school health team:
1. Gather and interpret data to evaluate needs and performance
 2. Establish health advisory council and school health team
 3. Develop health procedures and guidelines
 4. Collaborate with staff, families, and community
 5. Maintain and update confidential student school health records
 6. Coordinate program with all school health components
 7. Coordinate with school improvement
 8. Evaluate and revise the health service program to meet changing needs
 9. Organize scheduling and direct health services staff
 10. Develop student health services annual status report
 11. Coordinate information and program delivery within the school and between school and major constituents
 12. Provide health services by qualified health professionals to effectively deliver services, including multiple levels of school health expertise such as registered nurses, physicians, and advanced registered nurse practitioners
 13. Provide for professional development for school health services staff
- III. Expanded Health Services
- These additional health services address learning barriers and the lack of access to health care. Examples include school-based services in the school, school-linked services connected to the school, primary care, mental health, substance abuse, and dental health.