



## GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

This series of the board policy manual is devoted to the goals and objectives for the delivery of the educational program. While each course may not have a specific policy reflecting it, the board's objective in the design and contents and in the delivery of the educational program is providing an equal opportunity for students to pursue a high school diploma free of discrimination on the basis of race, color, sex, sexual orientation, gender identity, marital status, national origin, religion, or disability.

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

In striving to meet this overall goal, North Scott graduates will:

- possess a basic core of knowledge
- demonstrate personal responsibility
- communicate effectively
- demonstrate social and civic responsibility
- demonstrate self-directed life-long learning
- use complex thinking to solve problems and make decisions
- work well on a team
- use technology effectively
- think creatively

The Superintendent's Advisory Committee and the Strategic School Improvement Advisory Committee shall make recommendations for the goals and objectives of the educational program. Annually, the superintendent shall report to this committee regarding the board adopted goals and objectives of the educational program.

Approved: January 28, 1991  
Reviewed: October 11, 2021  
Revised: April 14, 2008



## 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 is for a minimum of 1080 hours in the school calendar. 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.

Time during which students are released from school for parent-teacher conferences shall be counted as part of the students' instructional time.

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

Legal Reference: Iowa Code §§ 20.9; 256.7, 279.10, 280.3 (2015).  
281 I.A.C. 12.1(7).

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

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: May 11, 2015



## 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.

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

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;
- Verify integration of local, state, and/or federal mandates (multi-cultural gender fair, school-to-work, etc.);
- Verify how the standards and benchmarks of the content/discipline support each of the broader student learning goals and provide a K-12 continuum that builds on the prior learning of each level.

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



## CURRICULUM DEVELOPMENT

Legal Reference: 20 U.S.C. 1232h (1994).  
34 C.F.R. pt. 98 (1996).  
Iowa Code 216.9, 256.7, 279.8, 280.3-.14 (2013).  
281 I.A.C. 12.8(1)(c)(1).

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

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Renamed: September 11, 2000  
Revised: September 11, 2000



## 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.

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

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

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

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

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.



## CURRICULUM IMPLEMENTATION

Legal Reference: 20 U.S.C. 1232h (1994).  
34 C.F.R. pt. 98 (1996).  
Iowa Code 216.9, 256.7, 279.8, 280.3-.14 (2013).  
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603 Instructional Curriculum

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## CURRICULUM EVALUATION

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

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

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

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

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



## CURRICULUM EVALUATION

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

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

Legal Reference: 20 U.S.C. 1232h (1994).  
34 C.F.R. pt. 98 (1996).  
Iowa Code 216.9, 256.7, 279.8, 280.3-.14 (2013).  
281 I.A.C. 12.8(1)(c)(1).

Cross Reference: 101 Educational Philosophy of the School District  
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603 Instructional Curriculum

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## EXPERIMENTAL - INNOVATIVE PROJECTS

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

Students, who may 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 experimentation 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 experimentation 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."

Legal Reference: 20 U.S.C. 1221e, 1232h.  
34 C.P.R. 98.  
Iowa Code §§279.8, 280.3-.14 (2013).  
281 Iowa Admin. Code 11.5.  
281 Iowa Admin. Code 12.5.

Cross Reference: 104 Equal Education Opportunity  
505 Student Scholastic Achievement  
602 Curriculum Development

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised & Name Changed: June 9, 2014



## BASIC INSTRUCTIONAL PROGRAM

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

The basic pre-kindergarten and kindergarten instructional program shall be designed to develop healthy emotional and social habits, and growth in the language arts and communication skills, as well as a capacity for the completion of individual tasks, and protect and increase physical well-being with attention given to experiences relating to the development of life skills and human growth and development.

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

The basic instructional program of students enrolled in grades seven and eight shall include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, music, visual art, family and consumer education, career education and technology education. Instruction in these areas shall include the contributions and perspectives of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups, and shall be designed to eliminate career and employment stereotypes.

The basic instructional program of students enrolled in grades nine through twelve shall include English-language arts, social studies, mathematics, science, health, human growth and development, physical education, fine arts, foreign language, and vocational education.

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

Each instructional program shall be carefully planned to obtain its benefits. Each instructional program's plan should describe the program, its goals, content standards, and benchmarks, the effective materials, the activities, and the methods for student evaluation.

Legal Reference:        29 U.S.C. §§624-634.  
                              42 U.S.C. §§2000e-11.  
                              Iowa Code §§279.8, 280.3-.14, 601A.9 (2013).  
                              281 Iowa Admin. Code 11.5.  
                              281 Iowa Admin. Code 12.5.

Cross Reference:       104    Equal Education Opportunity  
                              505    Student Scholastic Achievement  
                              602    Curriculum Development  
                              603    Instructional Curriculum

Approved:        January 28, 1991  
Reviewed:        February 25, 2019  
Revised:         February 27, 2006



## SUMMER SCHOOL INSTRUCTION

The board, at its discretion, may offer summer school for one or more courses and student activities.

Legal Reference: Iowa Code §§279.8, 280.3, 282.6  
281 Iowa Admin. Code 41.106.

Cross Reference: 410.3 Summer School Licensed Personnel  
505.3 Student Promotion – Retention - Acceleration  
603 Instructional Curriculum  
712.6 Summer School Program Transportation Service

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: March 14, 1994



## 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 maximum age allowable in accordance with the law. Students requiring special education shall attend regular 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. Students requiring special education shall be placed in the least restrictive environment possible appropriate to the needs of each individual student.

The appropriate education for each student shall be written in the student's Individualized Education Program (IEP).

Special education students shall be required to meet the requirements stated in board policy or in their IEPs for graduation. It shall be the responsibility of the 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 shall be provided comprehensive special education services within the public education system. The school district shall work in conjunction with the area education agency to provide services, at the earliest appropriate time, to children with disabilities from birth through age 2. This shall be done to ensure a smooth transition of children entitled to early childhood special education services.

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: January 28, 2013



## MULTICULTURAL AND GENDER FAIR EDUCATION

Enrolled students in the school district community shall have an equal opportunity for a quality public education without discrimination, regardless of their race, sex, marital status, national origin, sexual orientation, gender identity, ethnicity, religion, socioeconomic status, ability or disability. The educational program shall be free of such discrimination and provide equal opportunity for the students.

The district and the board shall encourage and engage in multicultural approaches to the educational program, which shall include approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, including race, color, national origin, gender, disability, religion, creed, and socioeconomic background; and which shall include the contributions and perspectives of Asian Americans, African Americans, Hispanic Americans, American Indians, European Americans, and persons with disabilities.

The district and the board shall encourage and engage in gender fair approaches to the educational program, which shall include approaches which foster knowledge of, and respect and appreciation for, the historical and contemporary contributions of women and men to society; shall reflect the wide variety of roles open to both women and men; and shall provide equal opportunity to both sexes.

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: January 28, 2013



## HEALTH EDUCATION

Students in grade levels kindergarten through twelve shall receive, as part of their health education, instruction about personal health, food and nutrition, environmental health, safety and survival skills, consumer health, family life, substance use and non-use, including the effects of alcohol, tobacco, drugs and poisons on the human body, human growth and development, self-esteem, stress management, and interpersonal relationships, emotional and social health, health resources, prevention and control of disease, and the characteristics of communicable diseases, including acquired immune deficiency syndrome.

While the areas stated above shall be included in health education, the instruction shall be adapted at each grade level to aid understanding by the students. Beginning no later than in grade seven, characteristics of communicable disease shall include information about sexually transmitted diseases.

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

### **Nutrition Education**

- Every child K – 9<sup>th</sup> grade will receive age appropriate nutrition education during the school year.
- High School students 10 – 12<sup>th</sup> grades will have course options available that address areas of nutrition education.
- Nutrition education will include one or more of the following:

<b>Elementary</b>	<b>Intermediate</b>	<b>High School</b>
Accepting body size difference	Dietary Guidelines for Americans	Dietary Guidelines for Americans
Balancing food intake and activity	Eating disorders	Eating disorders
Benefits of healthy eating	Healthy weight control	Healthy weight control
Eating more fruits, vegetables, whole grains and calcium rich dairy foods	Understanding influences on food choices	Understanding influences on food choices
Following food safety practices		
Food guide pyramid		
Making healthy food choices for meals and snacks		
Using food labels		



## HEALTH EDUCATION

- Students in 9<sup>th</sup> grade will be assessed regarding the items such as:
  - Nutritional knowledge, including the benefits of healthy eating, essential nutrients, the benefits of healthy weight management, the use and misuse of dietary supplements and safe food preparation;
  - Nutrition related skills, including planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation and commercial food advertising; and
  - How to assess one's personal eating habits, set goals for improvement and achieve those goals.
- The food service program shall model the Dietary Guidelines for Americans and coincide with nutrition instruction.

Food service staff shall also work closely with those responsible for the other components of the school health program to achieve common goals.

Legal Reference: Iowa Code §§256.11, 279.8, 280.3-.14 (2013).  
281 Iowa Admin. Code 11.  
281 Iowa Admin. Code 12.5(3)(e), .5(4)(e), .5(5)(e).  
Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq. (2005)  
Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.

Cross Reference: 502 Student Rights and Responsibilities  
503 Student Discipline  
507.10 Wellness Policy  
603 Instructional Curriculum

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: June 26, 2006



## PHYSICAL EDUCATION

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

### Physical Activity

- Unless otherwise exempted, the amount of physical education per week is as follows:
  - Elementary students will receive at least an average of 50 minutes.
  - Junior High students will receive at least an average of 100 minutes.
  - High School students will receive at least an average of 100 minutes or a block schedule format.
- Physical education curriculum will include:
  - Exposure to a wide range of physical activities that teach skills to help maintain lifelong health and fitness;
  - Curriculum components will include instruction of individual activities and competitive and non-competitive group activities;
  - Curriculum will include a Physical Education course for students consistent with national standards for Physical Education and focus on students' development of motor skills, movement forms, and health-related fitness.
- Developmentally appropriate physical fitness assessments will be given in grades K-12 annually.
- A cumulative health report will be developed and implemented no later than the 2007 – 2008 school year for each student in grades K – 8, which may include the following information:
  - Physical fitness assessment scores
  - Body Mass Index (BMI)
  - Individual student's goal achievement results
- Students in grades K-5 will be provided with opportunities for physical movement in and out of classrooms during the school day.

Students will 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 is enrolled in academic courses not otherwise available; or
- the student has obtained a physical education waiver for a [semester or trimester] because the student is actively involved in an athletic program; or
- the student has been exempted because of a conflict with the student's religious beliefs; or





## PHYSICAL EDUCATION

- the student is participating in the Legislative Page Program at the state capitol for a regular session of the general assembly; or
- the student is enrolled in a junior reserve officer training corps.

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

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

Legal Reference: Iowa Code §256.11 (2013).  
281 Iowa Admin. Code 11.5 (10).  
281 Iowa Admin. Code 12.5 (3)(f), .5 (4)(f), .5 (5)(f), 4.5 (6).

Cross Reference: 502 Student Rights and Responsibilities  
507.10 Wellness Policy  
603 Instructional Curriculum

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## CAREER EDUCATION

School-to-career educational programming will be incorporated into the Comprehensive School Improvement Plan. Curricular and cocurricular teaching and learning experiences regarding career education shall be provided from the prekindergarten level through grade twelve.

Preparing students for careers is one goal of the educational program. Career education will be infused into the educational 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, at a minimum, within Iowa; experiences in personal decision-making; experiences that help students connect work values into all aspects of their lives; and the development of employability skills.

It shall be the responsibility of the superintendent to assist licensed personnel in finding ways to provide career education in most courses. The board, in its review of the curriculum, shall review the means in which career education is combined with other instructional programs.

Legal Reference: Iowa Code §§256.11, 280.9 (2013).  
281 Iowa Admin. Code 11.5(9).  
281 Iowa Admin. Code 11.5(7).

Cross Reference: 603 Instructional Curriculum

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Reviewed: February 25, 2019  
Revised:



## 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 to 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 object of the activity must not be one that advances or inhibits religion; and
- the activity must not foster excessive governmental entanglement with religion.

Legal Reference: U.S. Const. Amend. I.  
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 (2013).

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum

Approved: January 28, 1991  
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## ACADEMIC FREEDOM

The board believes students should have an opportunity to reach their own decision and beliefs about conflicting points of view. Academic freedom is the opportunity of educators 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 instructor to refrain from advocating partisan causes, sectarian religious views, or biased positions through classroom or school methods. Instructors are not discouraged from expressing personal opinions as long as students are aware it is a personal opinion and students are allowed to reach their own conclusions independently.

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

Legal Reference: Iowa Code §§279.8, 280.3, .6 (2013).

Cross Reference: 502 Student Rights and Responsibilities  
603 Instructional Curriculum

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised:



## GLOBAL EDUCATION

Because of our growing interdependence with other nations in the world, global education shall be incorporated into the educational 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 educational 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.

Legal Reference: Iowa Code §256.11 (2013).  
281 Iowa Admin. Code 12.5(11).

Cross Reference: 602 Curriculum Development  
603.7 Career Education

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised:



## CITIZENSHIP

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

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

Legal Reference: Iowa Code §§256.11, .11A (2013).  
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: March 13, 2000  
Reviewed: February 25, 2019  
Revised:



## PRIVATE INSTRUCTION

The North Scott 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 private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, which results in the student making adequate progress; or private instruction provided by a parent, guardian, or legal custodian.

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

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

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  
604.8 Dual Enrollment

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: September 27, 2021  
Name Changed: May 9, 2016



## FOREIGN STUDY

The board recognizes some students may wish to take courses outside the country. The board must approve such foreign exchange student study programs prior to acceptance of the program by the student. The board's approval is not an assumption of liability, but rather an approval of the credits from the program toward the graduation requirements.

Students must obtain board approval prior to participating in the foreign exchange student program, unless it is a continuing program which has received a favorable evaluation by the administration and the program will be carried out in the future as it has been in the past.

The students and school district personnel or others, if they travel with the students, shall have personal insurance and liability protection. The school district assumes no liability for the participants.

It shall be the responsibility of the superintendent to keep the board informed of ongoing programs and to bring new programs to the board's attention.

Legal Reference: Iowa Code §279.8 (2013).

Cross Reference: 603 Instructional Curriculum

Approved: January 28, 1991

Reviewed: February 25, 2019

Revised:





## FOREIGN STUDY - TRIPS

All foreign study trips shall have the approval of the building principal, in advance. For any first-time trip, for the first of a planned series of the same kind of trip, or for a significant departure from previous arrangements, approval from the board of directors is also required at least four months in advance of any final commitment to participating students or parents.

The following criteria apply for school-sponsored foreign study trips:

1. Study programs outside the country shall normally be taken at times when North Scott schools are not in session. Exceptions may be granted by the board of directors upon recommendation of the building principal and the superintendent.
2. Parent or guardian permission slips must be obtained for each trip and placed on file in the building principal's office prior to the trip.
3. Detailed plans and data are to be provided to administration, involved parents, and students.
4. Proper health insurance and liability protection must be supplied by each participant.
5. School employees involved in working out agreements with a travel agency, etc. act as representatives of the school district.
6. Adequate supervision must be provided during the foreign study trip. One staff member or adult supervisor per ten students is recommended.
7. District transportation may be provided for part of the trip such as transportation to the airport; this transportation cost will be included in the cost of the trip.
8. Reimbursement for all travel and other trip-related expenses will be provided to the staff member(s) from participants' fees or other available funds.

Approved: March 14, 1994

Reviewed: February 25, 2019

Revised:



## PROGRAM FOR TALENTED AND GIFTED STUDENTS

The board recognizes some students require qualitative differentiated programming beyond the regular educational program. The board shall identify students with special abilities and provide educational 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 school district personnel.

Legal Reference: Iowa Code §442.31-.36 (2013).  
281 Iowa Admin. Code 59.  
281 Iowa Admin. Code 12.5(12).

Cross Reference: 505 Student Scholastic Achievement

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised:



## PROGRAM FOR AT-RISK STUDENTS

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

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

Legal Reference: Iowa Code §442.51-.54 (2013).  
281 Iowa Admin. Code 61.  
281 Iowa Admin. Code 12.5 (13).

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

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: March 10, 1997



## RELIGION-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their student excluded from a school program because of religious beliefs must inform the principal in writing. The board authorizes the administration to allow the exclusion if it is not disruptive to the educational process and it does not infringe on a compelling state or educational interest. Further, the exclusion must not interfere with other school district operations. The principal shall have sole discretion to make this determination.

Students who are allowed to be excluded from a program or activity which violated their religious beliefs may be required to do an alternate supervised activity, or may be simply allowed to go home for the day or a portion of the day.

Legal Reference: U.S. Const. Amend. I.  
Lemon v. Kurtzman, 403 U.S. 602, 91 S.Ct. 2105 (1971).  
Graham v. Central Community School District of Decatur County. 608 F. Supp. 531 (Iowa 1985).  
Iowa Code §§256.11 (7), 279.8 (2013).

Cross Reference: 603 Instructional Curriculum  
606.4 School Ceremonies and Observances

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: June 8, 1992



## RELIGION-BASED EXCLUSION FROM A SCHOOL PROGRAM

The factors the principal may consider when a student requests to be excluded from a program or activity because of religious beliefs include, but are not limited to:

1. Staff available to supervise a student who wishes to be excluded.
2. Space to house the student while the student is excluded.
3. Numbers of students who wish to be excluded.
4. Whether allowing the exclusion places the school in a position of supporting a particular religion.
5. Whether the program or activity is required for promotion to the next grade level or for graduation.

Approved: June 8, 1992  
Reviewed: February 25, 2019  
Revised:



## COURSE WORK THROUGH AN ACCREDITED POST SECONDARY 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 coursework 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 notification to parents and students annually and for developing the appropriate forms and procedures for implementing this policy and the following post-secondary educational opportunities:

### **College Connection Individual Registration (CCIR) Program (Post-Secondary courses taught on EICC campus or online)**

The board may, in its discretion, enter into a contractual agreement with a community college to provide courses for eligible students when comparable courses are not offered by the school district. Students must be a junior/senior and are subject to qualifications and prerequisites from EICC and NSHS. Qualified students may take two classes per year. The School District accepts financial responsibility for the tuition of their students who are enrolled in CCIR courses. Students/parents are responsible for the actual cost of the textbook and any additional costs associated with the course. Students receiving partial or full fee waivers should see their high school counselor for assistance.

Students who successfully complete CCIR 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.

### **Concurrent Enrollment (Post-Secondary Classes Taught at the High School or High School site)**

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. The school district accepts financial responsibility for the tuition of their students who are enrolled in concurrent courses. 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.

### **Full-time Enrollment and Senior Year Plus**

For purposes of the Senior Year Plus (SYP), full-time is defined (281--IAC 22.6) as enrollment in 24 or more postsecondary credit hours in any one postsecondary institution in one academic year (or the equivalent) excluding any summer term. Only courses for postsecondary credit delivered through SYP programs count toward the limit.



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COURSE WORK THROUGH AN ACCREDITED POST SECONDARY INSTITUTION

The following courses do not apply toward the 24 credit hour limit:

- Contracted college credit courses for which the district does not receive supplementary funding (e.g., courses used by the district to meet minimum “offer and teach” requirements).
- College credit courses taken independently by tuition paying students.
- Non-concurrent enrollment AP courses and articulated credit courses.

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

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

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: November 9, 2018



## HOMEBOUND INSTRUCTION

Students who cannot attend school due to long term illness or other circumstances may receive homebound instruction at the expense of the school. It shall be within the discretion of the board to determine when a student qualifies for homebound instruction. Students requiring homebound instruction shall make a formal request with the superintendent.

Students who do not wish to receive instruction from the school district shall be required to meet the requirements in board policy 604.1, "Competent Private Instruction."

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

Legal Reference: Iowa Code 256.11; 279.10, .11; 299.1-.6, .11, .15, .24 (2013).

Cross Reference: 604.1 Competent Private Instruction

Approved: November 9, 1992

Reviewed: February 25, 2019

Revised:





## DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district in accordance with state law and policy. The student is considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary no later than September 15 of the school year in which dual enrollment is sought on forms provided by the school district. On the form, they will 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 will apply to the dual enrollment students in the same manner as the other students enrolled in the school district. These policies and administrative rules will include, but not be limited to, athletic eligibility requirements, the good conduct rule, academic eligibility requirements, and payment of applicable fees.

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

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

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

Legal Reference: Iowa Code §§ 279.8, 299A.  
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 Private Instruction

Approved: November 9, 1992  
Reviewed: February 25, 2019  
Revised: May 9, 2016



## VIRTUAL/ON-LINE COURSES

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

Virtual credits at North Scott High School are defined as those credits earned in a nontraditional classroom through the use of technology.

Virtual classes include:

- Credit Recovery
- Correspondence Courses
- On-Line Courses

Credit from an on-line or virtual course may be earned only in the following circumstances, unless approved by administration:

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

Students wanting to take a virtual course must meet with their school counselor and receive approval to participate. The school must receive an official record of the final grade before credit toward graduation will be recognized.

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

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

Cross Reference: 501.6 Student Transfers In  
505.6 Graduation Requirements  
605.6 Internet Appropriate Use

Approved: February 26, 2007  
Reviewed: February 25, 2019  
Revised: November 9, 2020



## APPROPRIATE USE OF ONLINE LEARNING PLATFORMS

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

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

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

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

Legal Reference:     20 U.S.C. §1232g; 34 C.F.R. Part 99  
                              47 U.S.C. §254  
                              20 U.S.C. §6777  
                              Iowa Code §§ 715C

Cross Reference:     104     Anti-Bullying/Anti-Harassment  
                              401.13   Staff Technology Use/Social Networking  
                              506.1     Student Records  
                              605.3     Technology in the Classroom  
                              605.5     Internet Appropriate Use  
                              501.6     Student Transfers In

Approved: July 28, 2020

Reviewed:

Revised:



## PRINT AND NON-PRINT MATERIALS SELECTION

The board has sole discretion to approve print and non-print materials for the school district. This authority is delegated to the superintendent, who will consult with the licensed and administrative staff to determine which instructional materials will be utilized by and purchased by the school district.

In reviewing current materials for continued use and in selecting additional materials, the licensed and administrative staff shall consider the current and future needs of the school district as well as the changes and the trends in education and society, and other criteria as stated in III. of Administrative Regulation #605.1R1. It shall be the responsibility of the superintendent to report to the board the action taken by the licensed staff.

Educational materials given to the school district must meet the criteria established above. The gift must be received in compliance with board policy.

Legal Reference: Iowa Code §§279.8, 280.3, .14, 301 (2013).  
281 Iowa Admin. Code 11.5 (20), .5(21).  
281 Iowa Admin. Code 12.5 (22).

Cross Reference: 505 Student Scholastic Achievement  
602 Curriculum Development  
605 Print and Non-Print Materials  
605.1R1 Print and Non-Print Materials Selection

Approved: January 28, 1991  
Reviewed: September 27, 2021  
Revised: January 8, 1996



REQUEST FOR RECONSIDERATION OF PRINT/NON-PRINT MATERIALS

Title \_\_\_\_\_

Type of Material \_\_\_\_\_

Author \_\_\_\_\_ Publisher/Producer \_\_\_\_\_

Reconsideration requested by \_\_\_\_\_

Phone \_\_\_\_\_ Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Please answer the following questions after you have read, viewed, or listened to the school materials in their entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional page.)

1. To what in the material do you object? Please be specific - cite pages, video sequence, web resource (video, audio, written), etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What do you believe is the theme or purpose of this material?

\_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result of a student using this material?

\_\_\_\_\_  
\_\_\_\_\_

4. For what age group would you recommend this material? \_\_\_\_\_



REQUEST FOR RECONSIDERATION OF PRINT/NON-PRINT MATERIALS

5. Is there anything good in this material? Please explain.

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6. Do you have a recommendation for other material of the same subject and format?

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\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Please return completed form to the building principal.

Approved: November 23, 1998  
Reviewed: February 25, 2019  
Revised: September 27, 2021



REQUEST FOR RECONSIDERATION OF PRINT/NON-PRINT MATERIALS



CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S  
RECONSIDERATION OF PRINT AND/OR NON-PRINT MATERIAL  
NON-FICTION

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Type of Media \_\_\_\_\_

A. Purpose

1. What is the overall purpose of the material? \_\_\_\_\_

2. Is the purpose effectively accomplished? \_\_\_\_\_ yes \_\_\_\_\_ no

B. Authenticity

1. Is the author/producer competent and qualified in the field? \_\_\_\_\_ yes \_\_\_\_\_ no

2. What is the reputation and significance of the author and publisher/producer in  
the field? \_\_\_\_\_  
\_\_\_\_\_

3. Is the material current? \_\_\_\_\_ yes \_\_\_\_\_ no

4. Are information sources well documented? \_\_\_\_\_ yes \_\_\_\_\_ no

C. Appropriateness

1. Does the material promote the educational goals and objectives of the  
curriculum of the North Scott School District? \_\_\_\_\_ yes \_\_\_\_\_ no

2. Is it appropriate to the level of instruction intended? \_\_\_\_\_ yes \_\_\_\_\_ no

3. Are the illustrations/photos appropriate to the subject and age levels? \_\_\_\_\_ yes \_\_\_\_\_ no

D. Content

1. Is the content of this material well presented by providing adequate scope,  
range depth and continuity? \_\_\_\_\_ yes \_\_\_\_\_ no

2. Does this material present information not otherwise available? \_\_\_\_\_ yes \_\_\_\_\_ no





CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S  
RECONSIDERATION OF PRINT AND/OR NON-PRINT MATERIAL  
NON-FICTION

3. Does this material provide a balance in the collection in this subject are      \_\_\_ yes    \_\_\_ no
4. Are the illustrations/photos appropriate?      \_\_\_ yes    \_\_\_ no
5. Are the illustrations/photos realistic in relation to the text      \_\_\_ yes    \_\_\_ no

E. Reviews

1. Source and date of review \_\_\_\_\_
- Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_
2. Does this title appear in one or more reputable selection areas?      \_\_\_ yes    \_\_\_ no
- If the answer is yes, please list the titles and dates of the selection aids.
- \_\_\_\_\_
- \_\_\_\_\_

F. Additional comments

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Date



CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S  
RECONSIDERATION OF PRINT AND/OR NON-PRINT MATERIAL  
NON-FICTION

Signatures of Media Advisory Review Committee:

_____	_____
_____	_____
_____	_____
_____	_____

Approved: November 23, 1998  
Reviewed: February 25, 2019  
Revised: September 27, 2021



CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S  
RECONSIDERATION OF PRINT AND/OR NON-PRINT MATERIAL  
FICTION AND OTHER LITERARY FORMS

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Type of Media \_\_\_\_\_

A. Purpose

1. What is the overall purpose, theme or message of the material? \_\_\_\_\_  
\_\_\_\_\_
2. Is the purpose effectively accomplished? \_\_\_ yes \_\_\_ no
3. If the story is fantasy, is it the type that has imaginative appeal and is  
suitable for children? \_\_\_ yes \_\_\_ no  
for young adults? \_\_\_ yes \_\_\_ no  
If both are marked no, for what age group would you recommend?
4. Will the reading/viewing/listening to material result in more compassionate  
understanding of human beings? \_\_\_ yes \_\_\_ no
5. Does the material offer an opportunity to better understand and appreciate the  
aspirations, achievements and problems of a minority group? \_\_\_ yes \_\_\_ no
6. Are any questionable elements of the story an integral part of a worthwhile  
theme or message? \_\_\_ yes \_\_\_ no

B. Content

1. Does the story give a realistic picture of life during the time represented? \_\_\_ yes \_\_\_ no
2. Does the story avoid an oversimplified view of life, one which leaves the reader  
with the general feeling that life is sweet and rosy or ugly and meaningless? \_\_\_ yes \_\_\_ no
3. When factual information is part of the story, is it presented accurately? \_\_\_ yes \_\_\_ no
4. Are elements of prejudice evident or present? \_\_\_ yes \_\_\_ no



CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S  
RECONSIDERATION OF PRINT AND/OR NON-PRINT MATERIAL  
FICTION AND OTHER LITERARY FORMS

5. Are concepts presented appropriate to the ability and maturity of the potential readers? \_\_\_ yes \_\_\_ no
6. Do characters speak in a language true to the period and section of the country in which they live? \_\_\_ yes \_\_\_ no
7. Does the material offend in some special way the sensibilities of any group of persons by the way it presents either the chief character or any of the minor characters? \_\_\_ yes \_\_\_ no
8. Is there preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would make this material inappropriate for children?  
young adults? \_\_\_ yes \_\_\_ no  
\_\_\_ yes \_\_\_ no
9. If there is use of offensive language, is it appropriate to the purpose of the text for children?  
for young adults? \_\_\_ yes \_\_\_ no  
\_\_\_ yes \_\_\_ no
10. Is the material free from derisive names and epithets that would offend minority groups?  
children?  
young adults? \_\_\_ yes \_\_\_ no  
\_\_\_ yes \_\_\_ no  
\_\_\_ yes \_\_\_ no
11. Is the material well written or produced? \_\_\_ yes \_\_\_ no
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, gender, sexual orientation, education, religion or philosophy in any adverse way? \_\_\_ yes \_\_\_ no
13. Does the material help to provide a balance in the collection in this subject area? \_\_\_ yes \_\_\_ no
14. Are the illustrations/photos appropriate and in good taste? \_\_\_ yes \_\_\_ no
15. Are the illustrations/photos realistic in relation to the story? \_\_\_ yes \_\_\_ no



CHECKLIST FOR SCHOOL MEDIA ADVISORY COMMITTEE'S  
RECONSIDERATION OF PRINT AND/OR NON-PRINT MATERIAL  
FICTION AND OTHER LITERARY FORMS

C. Reviews

1. Source and date of review \_\_\_\_\_

Favorably reviewed \_\_\_\_\_ Unfavorably reviewed \_\_\_\_\_

2. Does this title appear in one or more reputable selection aids?                      \_\_ yes    \_\_ no

If the answer is yes, please list the titles and dates of the selection aids.

D. Additional comments

\_\_\_\_\_  
\_\_\_\_\_

Recommendation by School Media Advisory Committee for Treatment of Challenged Materials:

\_\_\_\_\_  
Date

Signatures of Media Advisory Review Committee:

_____	_____
_____	_____
_____	_____
_____	_____

Approved: November 23, 1998  
Reviewed: September 27, 2021  
Revised: April 5, 2004



## SELECTION OF PRINT AND NON-PRINT MATERIALS

The North Scott Board of Directors supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights (1) of the American Library Association and the Students Right to Read (2) of the National Council of Teachers of English. The North Scott Board of Directors hereby declares it is the policy of the North Scott Community School District to provide a wide range of instructional materials (3) on all levels of difficulty, with diversity of appeal and the presentation of different points of view and to allow the review of allegedly inappropriate instructional materials through established procedures. (Code of Iowa reference - 279.8 Ch. 301.)

### Statement of Rules

#### I. Objectives of Selection

In order to assure that the school's print and non-print materials are an integral part of the educational program of the school, the following selection objectives are adopted:

- A. To provide materials that will enrich and support the curriculum and personal needs of the users taking into consideration their varied interests, abilities and learning styles;
  - B. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
  - C. To provide a background of information which will enable students to make intelligent judgments in their daily lives;
  - D. To provide materials on opposing sides of controversial issues so that users may develop, under guidance, the practice of critical analysis;
  - E. To provide materials which realistically represent our pluralistic society and reflect the contributions made by these groups and individuals to our American heritage;
- (1) Council of the American Library Association, the School Library Bill of Rights, Chicago: American Library Association, 1967.
  - (2) National Council of Teachers of English, Students' Right to Read, Urbana, IL, National Council of Teachers of English, 1972.
  - (3) Instructional materials, for purposes of this policy, are defined as published materials used directly in the classroom as well as books and non-print materials housed in the media center.



## SELECTION OF PRINT AND NON-PRINT MATERIALS

- F. To place principle above a personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection of instructional materials appropriate for the users.

### II. Responsibility for Selection

#### A. Media center materials:

Although the North Scott Board of Directors is legally responsible for the operation of the schools, the responsibility for building purchases resides with the principal. While selection of materials involves many people, including library/media specialists, teachers, students, supervisors, administrators and community persons, the responsibility for coordinating and recommending the selection and purchase of media center materials is delegated to the licensed library/media personnel.

#### B. Classroom centered curriculum materials:

Responsibility for coordinating the selection and purchase of curriculum materials rests with the superintendent.

### III. Criteria for Selection

Educational goals of the local school district, standards and benchmarks, individual student learning modes, teaching styles, curricular needs, faculty and student needs, existing materials and technology arrangements should be considered in developing the print and non-print materials collection. Guidelines for the evaluation and selection of print and non-print resources are listed (4).

Print and non-print materials should:

- A. Be relevant to today's world;
  - B. Be written by favorably reviewed authors and/or producers;
  - C. Support the curriculum;
  - D. Be appropriate to the level of the intended user;
  - E. Represent differing viewpoints toward achieving a balanced collection;
- (4) For specific criteria for various forms of materials and equipment, reference shall be made to but not limited to Booklist, School Library Journal, Young Adult Library Services Associations (YALSA) Best Books For Young Adults, and Common Sense Media.



## SELECTION OF PRINT AND NON-PRINT MATERIALS

### IV. Procedures for Selection

#### A. Media center materials:

In selecting school media center materials, the licensed personnel will: evaluate the existing collection; assess curricular needs; examine materials and/or consult reputable, professionally prepared selection aids. Recommendations for acquisition may be solicited from administrators, faculty, students and others.

Gift materials should be judged by the criteria listed in the preceding section (Section III) and should be accepted or rejected on the basis of those criteria.

It should be understood that selection is an ongoing process which should include the removal of materials no longer appropriate as determined by the licensed media personnel and the replacement of lost and worn materials still of educational value.

#### B. Classroom-centered materials:

Criteria for classroom-centered materials shall be consistent with Section III. Information on materials selected for adoption shall be presented to the board by the superintendent.

### V. Procedures for Reconsideration of Materials

Occasional objections to print and non-print materials will be made despite the quality of the selection process. In the event that materials are questioned, the principles of intellectual freedom, the right to access of materials and the integrity of the licensed personnel shall be defended.

If a complaint is made, the following procedures shall be followed: (appropriate forms are located in the district and building administrative offices).

#### A. The principal will:

1. Inform the complainant of the selection procedures and attempt to resolve the issue by withdrawal of the complaint.
2. If unsuccessful, request the complainant to submit a formal "Request for Reconsideration of Print and Non-Print Materials" providing the complainant with the correct form.
3. Inform the superintendent and other appropriate personnel, including the Board of Directors.
4. Keep challenged materials in use during the reconsideration process.
5. Upon receipt of the completed form, request review of the challenged material by an ad hoc





### SELECTION OF PRINT AND NON-PRINT MATERIALS

materials review committee within fifteen working days. (Balanced mean the makeup of the committee on different viewpoints)

- B. The balanced review committee is appointed by the superintendent with the consultation of the building principal and the licensed library/media personnel. It includes 1 media professional, 2 administrators, 2 representatives from the classroom teachers, 2 parents and 2 high school students. The review committee takes the following steps after receiving the challenged materials:
1. reads, views or listens to the material in its entirety;
  2. checks general acceptance of the material by reading reviews and consulting recommended lists;
  3. determines the extent to which the material supports the curriculum;
  4. completes the appropriate "Checklist for School Media Advisory Committee's Reconsideration of Print and Non-Print Material" judging the material for its strength and value as a whole and not in part;
  5. makes the decision to retain or withdraw challenged materials;
  6. notifies the objector of the decision of this committee by a phone call from the chair of the committee. This should later be confirmed in writing. A written report of the decision must then be circulated to all appropriate personnel, including the superintendent and the school board.

Once the procedure has been followed through to completion for a particular print or non-print item, complaints against the same item will not be reconsidered for a period of at least three years. The reconsideration may be discontinued at any point during the process should the initiator drop the complaint. A file should be established in the administration office to provide a record of materials questioned and of the decisions reached concerning them. Forms to implement this policy statement are found in each principal's office and the Central Administration Office.

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: September 27, 2021



## PRINT AND NON-PRINT MATERIALS INSPECTION

Parents and other members of the school district community may review print and non-print materials used by the students.

All materials, including teacher's manuals, films, tapes, videos, software and internet websites, 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.

The materials must be viewed on the school district premises unless otherwise authorized by the building principal.

Legal Reference:      Goals 2000: Educate America Act, Pub. L. No. 103-227, 108 Stat. 125 (1994).  
Iowa Code §§279.8, 280.3, .14, 301 (2013).  
281 Iowa Admin. Code 11.5 (20), .5(21).  
281 Iowa Admin. Code 12.5 (22).

Cross Reference:      602      Curriculum Development  
602.4      Pilot - Experimental - Innovative Projects  
605      Print and Non-Print Materials

Approved:      January 28, 1991  
Reviewed:      February 25, 2019  
Revised:      April 24, 2000



## TECHNOLOGY AND INSTRUCTIONAL MATERIALS

The board supports the use of innovative methods and the use of technology in the delivery of the educational program. The board encourages school district personnel to investigate economical ways to utilize instructional television, audiovisual materials, computers, Iowa Communication Network (ICN) and other technological advances as part of the curriculum.

It shall be the responsibility of the superintendent to develop a plan for the use of technology in the curriculum and to evaluate it annually.

Legal Reference: Iowa Code §§256.17, 279.8, 282.14 (2013).  
281 Iowa Admin. Code 11.5 (21) .5 (10).  
281 Iowa Admin. Code 12.5 (10).

Cross Reference: 602 Curriculum Development  
605 Instructional Materials

Approved: January 28, 1991  
Reviewed: October 11, 2021  
Revised: June 9, 2014



## MEDIA CENTERS

Students are encouraged to use the media center. The students shall have an opportunity to be exposed to a variety of media resources. The school district shall maintain a media center in each building, staffed by a qualified school media specialist, for use by school district personnel and by students.

Materials for the center will be acquired according to board policy, “Print and Non-Print Materials Selection.”

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

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

Legal Reference: Iowa Code §§279.8, 280.3, .14, 301 (2013).  
281 Iowa Admin. Code 11.5 (20), (21).  
281 Iowa Admin. Code 12.5 (22).

Cross Reference: 505 Student Scholastic Achievement  
602 Curriculum Development  
605.1 Print and Non-Print Materials Selection  
605.IR1 Selection of Print and Non-Print Materials  
704.4 Gifts - Grants - Bequests

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: January 28, 2002



## MEDIA CENTERS

Administrative regulation #605.1R1 - Selection of Print and Non-Print Materials, and board policy #704.4 - Gifts - Grants - Bequests, contain a detailed procedure for the selection and replacement of both media center and instructional materials, for the acceptance of gifts, and for the handling of challenges to either media center or classroom materials.

Appropriate weeding will be accomplished by the building media specialist taking into account such factors as: amount of usage, accuracy of content, physical condition of materials, balance of the collection, historical or classical value of the item.

Approved: April 28, 1997  
Reviewed: February 25, 2019  
Revised:



## INTERNET - APPROPRIATE USE

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

The Internet can provide a vast collection of educational resources for students and employees. It is a global network 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 and employees 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 cyber bullying, 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 the Internet Safety Policy;
- Student safety with regard to:
  - safety on the Internet;
  - appropriate behavior while on online, on social networking Web sites, and
  - in chat rooms; and
  - cyber bullying awareness and response.
- Compliance with the E-rate requirements of the Children's Internet Protection Act

Employees and students will be instructed on the appropriate use of the Internet. Parents will be required to give permission 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.



## INTERNET - APPROPRIATE USE

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

Legal References: Iowa Code § 279.8

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

Approved: February 26, 1996  
Reviewed: February 25, 2019  
Revised: April 24, 2017



## INTERNET APPROPRIATE USE GUIDELINES

The use of the internet is a privilege. As users of the internet, employees and students will be allowed to access other networks. Each network may have its own set of policies and procedures. Users should abide by the policies and procedures of these other networks. In addition, students and employees will follow the guidelines listed below.

The internet can provide a vast collection of educational resources for students. It is a global network, making it impossible to control all of the information available. Because information appears, disappears, and changes constantly, it is not possible to predict or control what students may locate. Although students will be under supervision while on the network, it is not possible to constantly monitor individual students and what they are accessing on the network. Consequently, some students might encounter information that may not be of educational value to them.

1. All use of the internet must be in support of education and research and consistent with the purpose of the district and all written policies.
2. Any use of the internet for commercial or for-profit purposes is prohibited.
3. Extensive use of the internet for personal and/or private business is prohibited.
4. Any use of the internet for product advertisement or political lobbying is prohibited.
5. Internet accounts are to be used only by the authorized owner of the account for the authorized purpose.
6. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the internet.
7. No use of the internet shall serve to disrupt the use of the internet by others; hardware or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the internet (including hate mail, harassment, discriminatory remarks and other antisocial behaviors) or the development of programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
9. The illegal installation of copyrighted software for use on district computers is prohibited.
10. Transmission or use of material, information, software, or virus in violation of any district policy, local, state or federal law is prohibited.





## INTERNET APPROPRIATE USE GUIDELINES

11. Use of the internet to access or process pornographic material, inappropriate text files, or files dangerous to the integrity of the local area internet is prohibited.
12. Subscriptions to news groups and LISTS will only be initiated by teachers.
13. Mail from newsgroups and LISTS will be monitored daily by teachers and may be deleted from the personal mail directory to avoid excessive use of file server hard-disk space.
14. From time to time, the district will make determinations on whether specific uses of the internet are consistent with the appropriate use practice.
15. In the event that students or employees do incur unauthorized costs, besides being subject to discipline, they will be responsible for payment of those costs.

Approved: February 26, 1996  
Reviewed: February 25, 2019  
Revised: April 24, 2017



## INTERNET APPROPRIATE USE GUIDELINES



## INTERNET – APPROPRIATE USE

### Parent and Student Agreement:

We have read and agree to the North Scott Community School District's Internet – Appropriate Use policy and agree that the student user identified below will abide by its provisions. We also understand that violation of the Internet – Appropriate Use policy may result in disciplinary actions. We understand that the North Scott Community School District has subscribed to the special content filtering service through the Mississippi Bend Area Education Agency, that no filter is perfect, and in rare instances, there may be unintentional access to inappropriate material; and

As the parent or legal guardian of the listed student, I understand that access is being provided to the student for educational purposes only. I understand that it is impossible for the district to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the regulation.

I am therefore signing this Policy and agree to indemnify and hold harmless the school, North Scott Community School District, district staff, and the internet provider against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks and his or her violation of the foregoing policy.

Parents / guardians may be held accountable for damages and costs incurred by deliberate misuse and damage of the technology resources available to students.

I hereby give permission for my child / ward to use North Scott computers and grant the school and district use of my child / ward's video, and / or student work, on the district website, the school website, and in school publications.

\_\_\_\_\_ Yes, I give permission for my child / ward to access the internet for educational purposes.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Parent or Guardian: \_\_\_\_\_

**PARENTS, PLEASE DISCUSS THESE RULES WITH YOUR STUDENT TO ENSURE HE OR SHE UNDERSTANDS THEM.**

Return this sheet to your child's / ward's school where they attend.

**THESE RULES ALSO PROVIDE A GOOD FRAMEWORK FOR YOUR STUDENT'S USE OF COMPUTERS AT HOME, AT LIBRARIES, OR ANYWHERE.**

NORTH SCOTT COMMUNITY SCHOOL BOARD OF DIRECTORS



## INTERNET – APPROPRIATE USE

The North Scott Community School District's information technology resources, including servers, network services, computers, printers, internet access, telephones, video, peripherals, applications, library catalog, online resources, and multimedia, are provided for educational purposes. Adherence to the following policy is necessary for continued access to the school's technological resources:

### **Students must:**

- Respect and protect the privacy of others.
  - Use only assigned accounts.
  - Not view, use, or copy passwords, data, or networks to which they are not authorized.
  - Not distribute private information about others or themselves. This includes private information posted online (social media) from school or from home, or any other location. (Code No. 104.1 - Cyber Bullying / Harassment)
- Respect and protect the integrity, availability, and security of all electronic resources.
  - Observe all network security practices, as posted.
  - Report security risks or violations to a teacher, building administrator, or a member of the technology staff.
  - Not destroy or damage data, networks, or other resources that do not belong to them. This includes all computers and technology related hardware. (Code No. 502.2 – Care of School Property / Vandalism)
  - Conserve, protect, and share these resources with other students and internet users.
- Respect and protect the intellectual property of others.
  - Not infringe copyrights (no making illegal copies of music, games, or movies).
  - Not plagiarize.
- Respect and practice the principles of community.
  - Communicate only in ways that are kind and respectful.
  - Report threatening or discomfoting materials to a teacher.
  - Not intentionally access, transmit, copy, or create material that violates the school's code of conduct (such as messages that are pornographic, threatening, rude, discriminatory, or meant to harass).
  - Not intentionally access, transmit, copy, or create material that is illegal (such as obscenity, stolen materials, or illegal copies of copyrighted works).
  - Not use the resources to further other acts that are criminal or violate the school's code of conduct.
  - Not send spam, chain letters, or other mass unsolicited mailings.
  - Not buy, sell, advertise, or otherwise conduct business, unless approved as a school project. Any financial obligation resulting from network use, such as purchase of goods and services via the internet or phone services, are the user's responsibility and not the responsibility of the North Scott Community School District.
  - Not attempt to harm, alter, disable, or destroy any system, or data belonging to anyone else, either indirectly, such as by uploading or creating computer viruses, or directly, or impedance of other users or systems by mass consumption of resources (downloading unauthorized video, music, etc.).



## INTERNET – APPROPRIATE USE

- Not attempt to use anonymous proxy servers in an attempt to bypass the school's internet content filtering software.
- Only the school's technology staff or staff designees, under the direction of the technology director, shall perform the configuration and install computer equipment for use on the school's network. Connecting laptops or other devices to the district's network is prohibited whether these devices are owned by the district or not, except when done by the district's technology department.

### **Supervision and Monitoring**

School and network administrators and their authorized employees monitor all use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline, or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement. The North Scott Community School District will cooperate fully with local, state, and/or federal officials in any investigation into any illegal activities conducted through the service.

### **Consequences for Violation**

The network and technology are privileges. North Scott Community School District at any time and for any reason or for no reason may discontinue general access to the network or rescind the user's privilege of using the network and technology. Violations of these rules may result in disciplinary action, including and not limited to, the loss of a student's privileges to use the school's information technology resources. (Code No. 605.5 – Internet – Appropriate Use)

### **Internet and Device Infractions:**

While this document serves as a guide, the school administration reserves the right to handle any actions mentioned in this document or any other actions in the misuse of technology in the manner they feel is the most appropriate. This may mean jumping levels based on the severity of the infraction. Technology discipline offenses will also result in the restricted use of personal mobile computing devices while on school grounds. Consequences may include other non-computer restrictions such as loss of personal device, detention, suspension, expulsion, restitution, possible referral to law enforcement.

The student will have restricted internet use for a period of (SEE RESPECTIVE COLUMN BELOW) school days. The student will still have access to PowerSchool, Canvas, AEA resources, and their Google accounts. A copy of the notice will be emailed to the student's parent/guardian and a copy entered into students discipline records.



## INTERNET – APPROPRIATE USE

**Fines for Device Damage as of July 2016****Chromebook:**

- Screens: \$45.00
- Power Adaptor: \$35.00
- Always On Case: \$35.00
- Entire Chromebook: \$200.00
- Other Damage (motherboard, hinge, etc.): costs vary depending on damage

All service should be performed by district, as any unauthorized work will void the device warranty.

	The items listed here are examples, but do not include all possible infractions.	First Infraction	Second Infraction	Third Infraction	Fourth + Infraction
Level 1	<ul style="list-style-type: none"><li>• Unauthorized use of internet or computer game</li><li>• Unauthorized non-school related activity</li><li>• Use of profane, inflammatory or abusive language</li><li>• Unauthorized participation in chat rooms/chatting/messaging services</li><li>• (Down) loading/storing/creating unauthorized files, images, video, music, apps, data, or programs</li><li>• Negligent care of school device or intentional misuse of other's device. Misuse could lead to loss or privilege of taking device home.</li><li>• Unauthorized transmission of personal information over the internet</li><li>• Activities that may be disruptive to the school environment</li></ul>	Warning	5 school days	15 school days	Administrative decision
Level 2	<ul style="list-style-type: none"><li>• Cheating (see also District Student Code of Conduct)</li></ul>	5 school days	15 school days	30 school days	Administrative decision



## INTERNET – APPROPRIATE USE

<ul style="list-style-type: none"><li>● Illegal installation or transmission of copyrighted materials</li><li>● Sharing, using or modifying someone else's username or password</li><li>● Changing Software/Hardware Configuration</li><li>● (Down)Loading/storing/creating unauthorized files, images, video, music, apps, data, programs, or viruses</li><li>● Taking/sharing pictures, audio, video without subject's or school's permission</li><li>● Use of unauthorized anonymous and/or false communications using social media, including Google Chat</li><li>● Unauthorized change of program setting or any behavior or activity that damages or disrupts network performance on school devices</li><li>● Sending, transmitting, accessing, uploading, downloading, or distributing obscene, offensive, profane, threatening, or sexually explicit materials intended to harm or demean staff or students</li><li>● Deletion, examination, copying, or modifying of files/data/device settings belonging to other users, including staff, students and district</li><li>● Spamming- sending mass or inappropriate emails</li><li>● Vandalism (minor) such as malicious attempt to harm or destroy another's device</li></ul>				
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## INTERNET – APPROPRIATE USE

	<ul style="list-style-type: none"><li>● By-passing the web filter through a Web Proxy</li><li>● Activities that may be disruptive to the school environment</li><li>● Action violating existing board policy</li></ul>				
Level 3	<ul style="list-style-type: none"><li>● Any activity that voids the device, service agreement, software license or warranty such as, but not limited to jailbreaking or rooting (process of hacking a device to bypass digital rights management software)</li><li>● Unauthorized entry to program files/hacking</li><li>● Vandalism (major) such as any malicious attempt to harm or destroy another student's device</li><li>● Sending, transmitting, accessing, uploading, downloading, distributing, or publishing obscene, offensive, profane, threatening, or sexually explicit materials intended to harm or demean staff or students</li><li>● Deleting district system applications and unauthorized changing of device settings</li><li>● Use of the school/district's internet or email accounts for financial gain or personal gain, or any illegal activity</li><li>● Activities that may be disruptive to the school environment</li><li>● Any use that violates local, state and/or federal laws or regulations</li></ul>	15 school days	Administrative decision	Administrative decision	Administrative decision
Level 4	<ul style="list-style-type: none"><li>● Sending, transmitting, accessing, uploading, downloading, distributing, or</li></ul>	Administrative decision	Administrative decision	Administrative decision	Administrative decision





## INTERNET – APPROPRIATE USE

	publishing obscene, offensive, profane, threatening, cyberbullying, pornographic, or sexually explicit materials intended to harm or demean staff or students				
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## Parent and Student Agreement:

We have read and agree to the North Scott Community School District's Internet – Appropriate Use policy and agree that the student user identified below will abide by its provisions. We also understand that violation of the Internet – Appropriate Use policy may result in disciplinary actions. We understand that the North Scott Community School District has subscribed to the special content filtering service through the Mississippi Bend Area Education Agency, that no filter is perfect, and in rare instances, there may be unintentional access to inappropriate material; and

As the parent or legal guardian of the listed student, I understand that access is being provided to the student for educational purposes only. I understand that it is impossible for the district to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the regulation.

I am, therefore, signing this Policy and agree to indemnify and hold harmless the school, North Scott Community School District, district staff, and the internet provider against all claims, damages, losses, and costs, of whatever kind, that may result from my child's or ward's use of his or her access to such networks and his or her violation of the foregoing policy.

Parents / guardians may be held accountable for damages and costs incurred by deliberate misuse and damage of the technology resources available to students.

I hereby give permission for my child / ward to use North Scott computers and grant the school and district use of my child / ward's video, and / or student work, on the district website, the school website, and in school publications.

**PARENTS, PLEASE DISCUSS THESE RULES WITH YOUR STUDENT TO ENSURE HE OR SHE UNDERSTANDS THEM. THESE RULES ALSO PROVIDE A GOOD FRAMEWORK FOR YOUR STUDENT'S USE OF COMPUTERS AT HOME, AT LIBRARIES, OR ANYWHERE.**

Approved: February 26, 1996

Reviewed: February 25, 2019

Revised: April 24, 2017



INTERNET – APPROPRIATE USE



## ELECTRONIC MAIL

### I. Rationale

Electronic mail services are provided to faculty and staff for the purpose of enhancing the district's communication in day-to-day activities. A class account may be issued to teachers for student use. This request is made to the district technology coordinator. This procedure is intended to address issues unique to electronic mail and clarify use in regard to other district policies and legal implications.

### II. General Use of Electronic Mail

- A. Access to electronic mail for faculty, staff, and students is a privilege that carries certain responsibilities.
- B. E-mail users are expected to be ethical and responsible in their use and to comply with state and federal laws.
- C. Users are expected to delete files on a regular basis in an effort to keep storage manageable.
- D. When an individual leaves the district, the e-mail account will be terminated.

### III. Personal Use of Electronic Mail

- A. E-mail services may be used for incidental personal purposes during off-work hours or lunch provided that:
  - 1. Use does not directly or indirectly interfere with the district operation of computing facilities or e-mail services.
  - 2. Use does not interfere with the e-mail user's employment or other obligations to the district.
  - 3. Users do not violate this policy, or any other applicable policy or law, including but not limited to use for personal gain, conflict of interest, harassment, defamation, copyright violation or illegal activities.
  - 4. E-mail messages arising from such personal use shall, however, be subject to access consistent with this policy or applicable law.

### IV. Misuse of Electronic Mail

- A. Using e-mail for illegal activities is strictly prohibited. Illegal use may include, but is not limited to: attempting unauthorized access to data or attempting to breach any security measures on any electronic communications system; attempting to intercept any electronic communication transmissions without proper authority; violation of copyright; threats; harassment; or theft.



## ELECTRONIC MAIL

- B. District e-mail services may not be used for: commercial activities not approved by appropriate supervisory district personnel; personal financial gain, personal use inconsistent with Section III of this policy, uses that violate other district policies; uses that are inconsistent with state or federal law.
- C. E-mail users shall not give the impression that they are representing, giving opinions, or otherwise making statements on behalf of the district unless expressly authorized to do so.
- D. District e-mail services shall not be used for purposes that could reasonably be expected to cause, directly or indirectly, strain on any computing facilities, or interferes with others' use of e-mail or e-mail systems.

### V. Confidentiality

- A. Users should exercise caution in using e-mail to communicate confidential or sensitive matters, and should not assume that their e-mail is private or confidential. E-mail communications made on district computers are not private. Based on conditions outlined in this policy, the district retains the right to access any information on any computer at any time.
- B. An employee's e-mail may need to be accessed if the user is unexpectedly absent and crucial documents related to the operation of the school district need to be retrieved. Each building shall maintain a current list of passwords.

### VI. Reflection of the District

- A. The use of the internet and all other computer network facilities must comply with all laws and regulations and shall exhibit the highest moral and ethical standards of conduct. Use of the district's internet facilities requires use of the district's domain name, and as a result our electronic communication using this name will reflect upon the district.
- B. Illegal, unethical, or inappropriate behavior will not be tolerated. Users must assume that everyone in the world can read what is posted and that permanent copies will be kept at several sites. Users will be expected to take full responsibility for everything said and should not post anything that he/she would not want to see quoted in a newspaper.
- C. Further, use of the internet or e-mail to obtain offensive, pornographic, or sexually explicit materials, including but not limited to nude images, pornography, chat groups, hate groups, is expressly prohibited. The uploading or downloading, displaying or distribution of sexually suggestive pictures or text on a monitor, a printed copy or otherwise, is expressly prohibited.



## ELECTRONIC MAIL

### VII. Security

- A. Users are responsible for safeguarding their identification codes and passwords, and for using them only as authorized.
- B. Each user is responsible for all e-mail transactions made under the authorization of his or her account, and for all network e-mail activity originating from his or her computer.

### VIII. Violations

- A. Suspected or known violations of policy or law should be reported to the superintendent.
- B. Any violation of the procedure will subject the user to discipline which may result in revocation of e-mail service privileges; up to and including termination of employment; referral to law enforcement agencies; or other legal action.

Approved: March 13, 2000  
Reviewed: February 25, 2019  
Revised:



## WEB PAGE

The North Scott Community School District makes internet access available to staff and students. We also offer the opportunity to provide information about our district and programs on the district web site. This privilege brings with it certain responsibilities which are outlined in the following policy. Web page authors should comply with the following guidelines.

### Ownership and Credit:

All web pages on the district's server become property of the North Scott Community School District. Authors of web pages will receive credit for their work through a link on the web page which lists the current authors.

### Web Page Content:

1. All web page content should be related to district or individual school information, curriculum and instruction, school activities, or general information which would be of interest.
2. Staff or student work which is published will be related to class projects, course work, or school-related activities.
3. Personal web pages for individual students, staff, or other individuals or organizations not directly affiliated with the district may not be published on the district's server.
4. All communications via the district web pages will comply with the board approved District Internet Appropriate Use Policy.
5. All web pages will be free of spelling and grammatical errors.
6. Web page content shall be kept current and will be the responsibility of the building administrator or designated staff member.
7. Building administrators or designated staff will be responsible for approving the content in building web pages. Files will then be forwarded to the district web master prior to posting on the server.
8. All links must be approved by the district web master.
9. The district provides an e-mail account for staff and will retain the right to publish these e-mail addresses on the district web site.

### Web Page Design:

1. All building home pages will link to the district home page.
2. All building pages will link to the building home page.
3. Personnel should adhere to all copyright laws in the building of web pages.



## WEB PAGE

### Student/Staff Safety:

1. Student photographs used in web pages can only contain first names and last initials.
2. Web pages may not contain student e-mail links.
3. No information may be included on web pages which indicates the physical location of a student at a particular time.

Concern about the content of any page(s) created by students or staff should be directed to the building administrator or the district web master.

Approved: March 13, 2000  
Reviewed: February 25, 2019  
Revised: February 27, 2006



## USE OF INFORMATION RESOURCES

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

While the school district encourages employees to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of employees to abide by the school district's copying procedures and obey the requirements of the law. In no circumstances shall it be necessary for school district staff to violate copyright requirements in order to perform their duties properly. The school district will not be responsible for any violations of the copyright law by employees or students. Violation of the copyright law by employees may result in discipline up to, and including, termination. Violation of the copyright law by students may result in discipline, up to and including, suspension or expulsion.

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

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

It is the responsibility of the superintendent, in conjunction with the principal, to develop administrative regulations regarding this policy.

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

Cross References: 605.6 Internet Appropriate Use

Approved: April 28, 2008  
Reviewed: February 25, 2019  
Revised: June 24, 2013





## USE OF INFORMATION RESOURCES REGULATIONS

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 librarian. Employees and students who fail to follow this procedure may be held personally liable for copyright infringement and may be subject to discipline by the board.

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

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

### Authorized Reproduction and Use of Copyrighted Material Reminders

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

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

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

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

- Brevity
  - A complete poem, if less than 250 words and two pages long, may be copied: excerpts from longer poems cannot exceed 250 words;
  - Complete articles, stories or essays of less than 2500 words or excerpts from prose works less than 1000 words or 10% of the work, whichever is less may be copied; in any event, the minimum is 500 words;



## USE OF INFORMATION RESOURCES REGULATIONS

- Each numerical limit may be expanded to permit the completion of an unfinished line of a poem or prose paragraph;
- One chart, graph, diagram, drawing, cartoon or picture per book or periodical issue may be copied. "Special" works cannot be reproduced in full; this includes children's books combining poetry, prose or poetic prose. Short special works may be copied up to two published pages containing not more than 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 librarian should be contacted. The following prohibitions have been expressly stated in federal guidelines:

- Reproduction of copyrighted material shall not be used to create or substitute for anthologies, compilations or collective works.
- Unless expressly permitted by agreement with the publisher and authorized by school district action, there shall be no copying from copyrighted consumable materials such as workbooks, exercises, test booklets, answer sheets and the like.
- Employees shall not:
  - Use copies to substitute for the purchase of books, periodicals, music recordings, consumable works such as workbooks, computer software or other copyrighted material. Copy or use the same item from term to term without the copyright owner's permission;
  - Copy or use more than nine instances of multiple copying of protected material in anyone 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;



## USE OF INFORMATION RESOURCES REGULATIONS

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

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

### Authorized Reproduction and Use of Copyrighted Music or Dramatic Works

Teachers may:

- Make a single copy of a song, movement, or short section from a printed musical or dramatic work that is unavailable except in a larger work for purposes of preparing for instruction;
- Make multiple copies for classroom use of an excerpt of not more than 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 non-dramatic musical works that are copyrighted are permitted without the authorization of the copyright owner, provided that:

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

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



## USE OF INFORMATION RESOURCES REGULATIONS

### 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 librarian or the subscription database, e.g. united streaming.

Off-air recording may be used once by individual teachers in the course of instructional activities, and repeated once only when reinforcement is necessary, within a building, during the first 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 technology director or librarian; and,
- A computer program may be adapted by adding to the content or changing the language. The adapted program may not be distributed.



## USE OF INFORMATION RESOURCES REGULATIONS

### Fair Use Guidelines for Educational Multimedia

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

Educators may perform or display their own multimedia 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 to 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.

Approved: April 28, 2008  
Reviewed: February 25, 2019  
Revised: June 24, 2013



## SHARED STUDENTS

The board may make arrangements for sharing students with neighboring school districts in order to expand the opportunities available in the education program or in the operation of the school district. It shall be within the discretion of the board to determine when and with which school district sharing agreements will be made.

It shall be the responsibility of the superintendent to bring to the board's attention opportunities for sharing students with neighboring school districts.

Legal Reference: Iowa Code §§280.15, 282.10-.12, 442.39, 442.39A (2013).

Cross Reference: 217.3 Board of Directors and Adjoining District Boards of Directors  
302.3 Administration and Adjoining District Administration  
410.2 Shared Licensed Personnel

Approved: January 28, 1991

Reviewed: February 25, 2019

Revised:



### CLASS SIZE - CLASS GROUPING

It shall be within the sole discretion of the board to determine the size of classes and to determine whether class grouping shall take place. The board shall 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 budget of the school district, the qualifications of and number of licensed personnel, and other factors deemed relevant to the board.

Legal Reference: Iowa Code §§279.8, 280.3 (2013).

Cross Reference: 603 Instructional Curriculum

Approved: January 28, 1991

Reviewed: October 11, 2021

Revise:

**CLASS SIZE - CLASS GROUPING REGULATION**

Grade Level	Suggested <b>One</b> Section	External Open Enrollment Cutoff	Suggested <b>Two</b> Section	External Open Enrollment Cutoff	Suggested <b>Three</b> Section	External Open Enrollment Cutoff	Suggested <b>Four</b> Section	External Open Enrollment Cutoff	Suggested <b>Five</b> Section	External Open Enrollment Cutoff
K	26	22	52	46	78	70	104	94	130	118
1	26	22	52	46	78	70	104	94	130	118
2	26	22	52	46	78	70	104	94	130	118
3	26	22	52	46	78	70	104	94	130	118
4	28	24	56	50	84	76	112	102	140	128
5	28	24	56	50	84	76	112	102	140	128
6	28	24	56	50	84	76	112	102	140	128

When a one section\*\* grade level\* reaches 26 students in grades K-3 and 28 students in grades 4-6, parents in that grade level will be offered the opportunity to transfer their child to a school with a smaller section size.

When a two section grade level reaches 52 students in grades K-3 and 56 students in grades 4-6, parents in that grade level will be offered the opportunity to transfer their child to a school with a smaller section size.

When a three section grade level reaches 78 students in grades K-3 and 84 students in grades 4-6, parents in that grade level will be offered the opportunity to transfer their child to a school with a smaller section size.

When a four section grade level reaches 104 students in grades K-3 and 112 students in grades 4-6, parents in that grade level will be offered the opportunity to transfer their child to a school with a smaller section size.

When a five section grade level reaches 130 students in grades K-3 and 140 students in grades 4-6, parents in that grade level will be offered the opportunity to transfer their child to a school with a smaller section size.

A plan for counting special education students who are mainstreamed into regular education sections will be established. The weight of a special education student will be determined based upon the amount of time a student would actually spend in a particular section. This plan will be reviewed on an annual basis, and may vary from school to school.

\* grade level - number of students at a specific building (i.e. K,1,2,3,4,5,6)

\*\* section - number of students in a classroom assigned to a teacher

Approved: March 14, 1994

Reviewed: February 25, 2019

Revised: June 9, 2014





## HOMEWORK

Homework, extra class activities or assignments beyond the regular classroom instructional program are a part of the educational program. Homework will be an extension and an enrichment of the classroom instruction.

Homework shall be an opportunity for students to practice skills and activities, to share and discuss ideas, to review materials, to become acquainted with resources, to organize thoughts, to prepare for classroom activity, or to make up incomplete assignments.

Guidelines regarding homework for all grade levels shall be developed in conjunction with the curriculum of the educational program.

Legal Reference: Iowa Code §§279.8, 280.3, .14 (2013).

Cross Reference:	501.9	Student Absences - Excused
	605	Instructional Materials
	606	Instructional Arrangements

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised:



## SCHOOL CEREMONIES AND OBSERVANCES

The school district will continue school ceremonies and observances which have become a tradition and a custom to the educational 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 shall have a secular purpose and shall 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, 91 S.Ct. 2105 (1971).  
Graham v. Central Community School District of Decatur County, 608 F. Supp. 531 (Iowa 1985).  
Iowa Code §279.8, 280.5.

Cross Reference: 603 Instructional Curriculum  
604.5 Religion-Based Exclusion From A School Program

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: September 27, 2021



## ANIMALS IN THE CLASSROOM

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

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

Legal Reference: Iowa Code §279.8 (2013).

Cross Reference: 507 Student Health and Well-Being

Approved: January 28, 1991

Reviewed: February 25, 2019

Revised:



## THERAPY DOGS IN THE CLASSROOM REGULATION

### Protocol for School Based Therapy Dogs

1. Schools buildings are allowed to have therapy dogs. School buildings are allowed a max of two therapy dogs except for special circumstances. The therapy dogs must be available to all students unless approved by the buildings principal.
2. Building administrator approval.
3. Appropriate arrangements made with administration and staff for how the therapy dog will be used. The therapy dog must be available to be utilized building wide.
4. Dog must be trained, tested and certified through a therapy dog program.
5. Proof of graduation.
  - a. Proper tests passed
  - b. Provide documentation that training is completed.
  - c. Provide clean bill of health.
6. Update school board.

### Caretaker is responsible for maintaining:

1. In-service of staff on dog commands, handling procedures and building protocols.
2. That the dog remains current with therapy dog rules and procedures.
3. That the dog remains current with vaccinations and grooming.

Approved: March 23, 2009  
Reviewed: February 25, 2019  
Revised: November 23, 2020



## STUDENT PRODUCTION OF MATERIALS AND SERVICES

Materials and services produced by students at the expense of the school district shall 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, shall be the property of the student.

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

Legal Reference: Iowa Code §279.8 (2013).

Cross Reference: 408.2 Licensed Personnel Publication or Creation of Materials

Approved: January 28, 1991

Reviewed: February 25, 2019

Revised:



## STUDENT FIELD TRIPS AND EXCURSIONS

The superintendent and principal will authorize field trips and excursions when such events contribute to the achievement of educational goals of the school district.

In authorizing such field trips and excursions, the principal shall consider the budget 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 a field trip or excursion outside the school district. The superintendent will approve and report to the board field trips or excursions involving overnight travel, travel outside of the state (excluding the Quad-City metropolitan area), travel outside of the continental United States, or for those field trips or excursions which involve unusual length or expense.

Field trips are to be arranged with the superintendent's office at least five days in advance.

Legal Reference: Iowa Code §279.8 (2013).  
281 Iowa Admin. Code 43.9.

Cross Reference: 503.1 Student Conduct  
503.4 Good Conduct Rule  
712 Transportation

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: March 10, 1997



## SCHOOL ASSEMBLY

The principal may authorize programs or activities in the form of a school assembly when such events contribute to the achievement of educational goals of the school district. Such assemblies shall comply with the school calendar.

In authorizing a school assembly, the principal shall consider the budget of the school district, the educational benefit of the activity, the amount of time involved, the inherent risks or dangers of the activity, and other factors as the principal or superintendent deems relevant.

Legal Reference: Iowa Code §§279.8, 280.3, .14 (2013).

Cross Reference: 605 Instructional Materials  
904.2 Community Resource Persons and Volunteers

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised:



## INSUFFICIENT CLASSROOM SPACE

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

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

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

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

~~Insufficient classroom space exists when conditions adversely affect the implementation of the educational philosophy and program of the board. The board shall determine insufficient classroom space on a case-by-case basis.~~

~~On January 31<sup>st</sup> of each year, the superintendent will review available spaces for external open enrollment students. Starting February 1<sup>st</sup>, forms will be available at the Central Office that must be submitted prior to March 1<sup>st</sup>. Families may indicate their top three choices of schools in the district. A list will be formed to take those allocations to the board. The list will be first come first serve. If a K-6 student starts and finishes a school year at a school during the year, they may remain at that elementary during their career.~~

~~This policy shall be reviewed by the board annually between the months of July and October.~~

Legal Reference: Iowa Code § 282.18 (2016 13).  
281 I.A.C. 17.6(3).

Cross Reference:	101	Educational Philosophy of the School District
	104	Equal Educational Opportunity
	106	Educational and Operational Planning
	501.16	Open Enrollment Transfers - Receiving District
	602	Curriculum Development
	603	Instructional Curriculum
	606.2	Class Size - Class Grouping





## INSUFFICIENT CLASSROOM SPACE

Approved: January 28, 1991  
Reviewed: October 11, 2021  
Revised: May 11, 2015



## ASSISTANCE ANIMALS

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

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

### **Miniature Horses as Service Animals**

Miniature horses shall be allowed as service animals within the district whenever it is reasonable to allow them. Factors to consider when determining reasonableness include: whether the miniature horse is house broken; whether the miniature horse is under the owner's control; whether the facility can accommodate the miniature horse's type, size and weight; and whether the miniature horse's presence will not compromise legitimate safety requirements necessary for safe operation of the facility.

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

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

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

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

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

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

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



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

In certain limited circumstances, it may be reasonable to exclude the use of a service or assistive animal from district property. The Superintendent is permitted to exclude service and assistive animals from district buildings and property in the following circumstances: The presence of the animal poses a direct threat to the health and safety of others; the owner or handler is unable to control the animal; the animal is not house broken; the presence of the animal significantly disrupts or interferes with the educational process; or the presence of the animal would require a fundamental alteration to the program. If a service animal is properly excluded from district property, the district shall provide the student served by the animal the opportunity to participate in the program, service or activity without having the service animal on district property.

Legal References:    29 U.S.C. §794  
                             42 U.S.C. §12132  
                             28 C.F.R. 35  
                             Iowa Code §216C

Cross References:    606.5      Animals in the Classroom  
                             606.5R1   Animals in the Classroom Regulation

Approved:          April 8, 2019  
Reviewed:  
Revised:



## STUDENT GUIDANCE AND COUNSELING PROGRAM

The board shall provide a guidance and counseling program, for the students enrolled, by a guidance counselor certified with the State Department of Education and holding the qualifications required by the board. The guidance counseling services will serve grades kindergarten through twelve. The program will assist students with their personal, educational, social and career development. The program shall be designed to coordinate with the educational program and to involve school district personnel.

Legal Reference: Iowa Code §256.9(b) (2013).  
281 Iowa Admin. Code 11.3(10), .3(11), 11.5(16).  
281 Iowa Admin. Code 12.3(6), 12.5(20).

Cross Reference: 506 Student Records

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: June 9, 2014



## 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.

Nurses and other medical personnel employed by or requested to conduct services for the board shall hold and maintain a current Iowa license and meet the requirements of the State Department of Education if required by the school district.

The superintendent, in conjunction with the school nurses, will develop administrative regulations implementing this policy. The superintendent will be provided with an annual written report on the role of health services in the education program.

Legal Reference: No Child Left Behind, Title II, Sec. 1061, P.L. 107-110 (2002).  
42 U.S.C. §§ 12101 et seq. (1997).  
20 U.S.C. 1232 g § 1400 6301 et seq. (1997).  
29 U.S.C. § 794(a)(1988).  
28 C.F.R. 35.  
34 C.F.R. pt. 99, 104, 200, 300 et seq. (1999).  
Iowa Code §§22.7, 139A.3,.8,.21; 143.1, 152, 256.7(24),.11, 280.23 (2013).  
281 I.A.C. 12.3(4), (7), (11); 12.4(12); 12.8; 41.12(11), .96.  
282 I.A.C. 15.3(14); 22.  
641 I.A.C. 7.  
655 I.A.C. 6, 6.3(1), 6.3(6), 6.6(1), 7.

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

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: March 14, 1994



## 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
- nutrition
- healthy, safe environment
- staff wellness
- health education
- physical education and activity
- counseling, psychological, and social services
- 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 for individual initial and annual health assessments
2. Provide needed health screenings
  - a. Annual vision screening tests for students in grades one through six;
  - b. Annual audiometer screening tests for students in selected grades;
  - c. Annual height and weight measurement for students in grades kindergarten through six;
  - d. Furnish evidence of immunization for students to the State Board of Health within the first thirty days of the school year, and
3. Maintain and update confidential health records.
4. Communicate (written, oral, electronic) health needs as consistent with confidentiality laws



## STUDENT HEALTH SERVICES REGULATION

- 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. Monitor chronic and acute illnesses
  - 2. Provide special health procedures and medication including delegation, training, and supervision of qualified designated school personnel
  - 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 health 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. Maintain 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



## STUDENT HEALTH SERVICES REGULATION

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.

Approved: May 13, 2002  
Reviewed: February 25, 2019  
Revised: June 26, 2006





## ADULT EDUCATION

The board supports post-high school and adult education programs for the members of the school district community. The goal of the adult education program shall be to prepare individuals for democratic citizenship, to provide them with means for economic improvement and cultural development, and to enrich their personal lives.

The school district facilities shall be available for these educational programs as long as they do not interfere with or disrupt the educational program or other school district activities. It shall be the responsibility of the superintendent to oversee these programs.

No programs will be operated unless a predetermined number of individuals register for the program. This number shall be determined based upon the costs of the program. Proposed changes to post-high school and adult education programs shall be made in the manner set forth by the superintendent.

Adult education programs shall be provided in conjunction with local colleges and universities.

Legal Reference: Iowa Code §§259A, 276, 279.8(4), 288.1, 297.9-.12 (2013).  
1936 Op. Att'y Gen. 196.  
1940 Op. Att'y Gen. 232.  
1982 Op. Att'y Gen. 561.

Cross Reference: 906 Use of School District Facilities & Equipment

Approved: January 28, 1991  
Reviewed: February 25, 2019  
Revised: