

EDUCATION PROGRAM

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ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

EDUCATION PROGRAM

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GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

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

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

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

Approved 7/1/93

Reviewed 9/17/07

Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

SCHOOL CALENDAR

The school calendar shall accommodate the education program of the school district. The school calendar shall be for a minimum of two hundred (200) days and include, but not be limited to, the days for student instruction, staff development, in-service days, and teacher conferences.

The academic school year for students shall be for a minimum of one hundred and eighty (180) days in the school calendar. The academic school year for students may not begin prior to the date established by law. Employees may be required to report to work at the school district prior to this date.

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

The board, in its discretion, may excuse graduating seniors from up to five (5) days of instruction after the school district requirements for graduation have been met. The board may also excuse graduating seniors from making up days missed due to inclement weather if the student has met the school district's graduation requirements.

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

The board may amend the official school calendar when the board considers the change to be in the best interests of the school district's education program.

Approved 7/1/93

Reviewed 9/17/07

Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

SCHOOL DAY

The student school day for grades one (1) through twelve (12) shall consist of a minimum of five and one-half hours (5 1/2), not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent-teacher conferences may be counted as part of the student's instructional time. The minimum school day shall meet the requirements as established for the operation of accredited schools.

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

The school district may also record a day of school with less than the minimum instructional hours if the total hours of instructional time for grades one (1) through twelve (12) in any five (5) consecutive school days equals a minimum of twenty-seven and one-half (27 1/2) hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four (4) consecutive days equal at least twenty-seven and one-half (27 1/2) hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. The superintendent will make schedule revisions and changes in time allotments.

When the school is forced to close due to weather or other emergencies, that part of the day during which school was in session will constitute a school day.

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

Approved 7/1/93

Reviewed 9/17/07

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ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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 appropriate learnings of 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 students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;

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CURRICULUM DEVELOPMENT

- Communicate with internal and external publics regarding the content area;
- Verify integration of local, state, and/or federal mandates (MCNS, 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 Pre-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.

Approved 5/8/00

Reviewed 9/17/07

Revised 5/8/00

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CURRICULUM IMPLEMENTATION

Implementation refers to what actually happens in practice as compared to what was supposed to happen. Curriculum implementation includes the provision of organized assistance to staff in order to ensure that the newly developed curriculum and the most powerful researched based 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;
- Study the current status of instruction in the content area (how teachers are teaching);
- Organize staff into collaborative study teams to support their learning and implementation efforts
- 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

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.

Approved 5/8/00

Reviewed 9/17/07

Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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

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

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CURRICULUM EVALUATION

- Define procedures for regular and clear communication about assessment results to the various internal and external publics;
- 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;
- Ensure participation of eligible students receiving special education services in district-wide assessments to the extent determined appropriate by that student's IEP team.

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.

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Approved 5/8/00

Reviewed 9/17/07

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ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

PILOT - EXPERIMENTAL - INNOVATIVE PROJECTS

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

Students who 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".

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

BASIC INSTRUCTION PROGRAM

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

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

The basic instruction program of students enrolled in grades one (1) through six (6) shall include reading strategies and skills, English-language arts, social studies, mathematics, science, health, human growth and development, physical education, traffic safety, music, and visual art.

The basic instruction program of students enrolled in grades seven (7) and eight (8) shall include English-language arts, social studies, mathematics, science, health, human growth and development, family and consumer, career, technology education, physical education, music, and visual art.

The basic instruction program of students enrolled in grades nine (9) through twelve (12) shall include English-language arts (6 units), social studies (5 units), mathematics (6 units), science (5 units), health (1 unit), human growth and development, physical education (1 unit), fine arts (3 units), foreign language (4 units), and vocational education (5 units).

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

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

It shall be the responsibility of the superintendent to develop administrative regulations stating the required courses and optional courses for kindergarten, grades one (1) through six (6), grades seven (7) and eight (8), and grades nine (9) through twelve (12).

Approved 7/1/93 Reviewed 9/17/07 Revised

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SUMMER SCHOOL INSTRUCTION

The board, at its discretion, may offer summer school for one (1) or more courses and student activities, for students who need qualitative differentiated instruction in those areas.

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

The program offered during the summer school shall be designed so that the following purposes or objectives may be met:

- Enrichment and extension of the program provided during the regular academic year; and
- Remedial for those students who need and can profit from further work in the basic subject matter areas.

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

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

SPECIAL EDUCATION

The board recognizes some students have different educational needs than other students. The board will provide a free appropriate public education program and related services to students identified in need of special education. The special education services will be provided from birth until the appropriate education is completed, age twenty-one (21) or to maximum age allowable in accordance with the law. Students requiring special education will attend general education classes, participate in nonacademic and extracurricular services and activities and receive services in a general education setting to the maximum extent appropriate to the needs of each individual student. The appropriate education for each student is written in the student's Individualized Education Program (IEP), as developed by the student's IEP team.

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

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

Approved 7/1/93Reviewed 9/17/07Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

MULTICULTURAL AND NONDISCRIMINATORY EDUCATION

Enrolled children in the school district community shall have an equal opportunity for a quality public education without discrimination, regardless of their race, color, creed, religion, socioeconomic status, gender, marital status, national origin, sexual orientation, gender identity, or disability.

The educational program shall be free of such discrimination and provide equal opportunity for the participants. The educational program shall foster knowledge of and respect and appreciation for, the historical and contemporary contributions of diverse cultural groups, as well as men and women, to society. It shall also reflect the wide variety of roles open to both men and women and provide equal opportunity to both genders.

Inquiries regarding compliance with equal education opportunity shall be directed to the superintendent by writing to Central Administrative Office, Title IX, Title VI and Section 504 Compliance Officer, Adel DeSoto Minburn Community School District, 801 Nile Kinnick Dr. S., Adel, Iowa 50003; or by telephoning (515) 993-4283; or by writing to the Director of the Region VII office of Civil Rights, Department of Education, Kansas City, Missouri. Further information and copies of the procedures for filing a grievance are available in the central administrative office and the administrative office in each attendance center.

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Approved 7/1/93Reviewed 9/17/07Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

HEALTH EDUCATION

Students in grade levels one (1) through twelve (12) shall receive, as an age-appropriate 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 sexuality, self-esteem, stress management, and interpersonal relationships, emotional 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 (7), 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 student be excused from the instruction. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent shall have the final authority to determine the alternate activity or study.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

HUMAN GROWTH AND DEVELOPMENT STUDENT EXCUSE FORM

Student Name: _____ Grade: _____

Parent/Guardian: _____ Phone #: _____

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

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

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

Signed: _____ Date: _____
(Parent or Guardian)

Signed: _____ Date: _____
(School Administrator)

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

PHYSICAL EDUCATION

Students in grades one (1) through twelve (12) shall be required to participate in physical education courses unless they are properly excused upon written request by their parents or guardians.

Students who will not participate in physical education must have a written request or statement from their parents. The written request shall include a proposed alternate activity or study acceptable to the superintendent. The superintendent or his or her designee shall have the final authority to determine the alternate activity or study.

Valid excuses may include that the the student is physically unable to participate due to illness or injury or when the student has been exempted because of a conflict with the student's religious beliefs. Other excuses may be granted for students as determined by the District in accordance with applicable law.

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Approved 7/1/93Reviewed 9/17/07Revised 9/17/07

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

CAREER EDUCATION

Preparing students for careers is one goal of the educational program. Career education will be infused into the educational program for grades kindergarten (K) through twelve (12). This education shall include, but not be limited to, awareness of self in relation to others and the needs of society, exploration of employment opportunities, experiences in personal decision-making, experiences of integrating work values and work skills into their lives, and the development of employability skills.

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

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Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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 is 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.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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 (K) through twelve (12) 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.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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 educational 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.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

COMPETENT PRIVATE INSTRUCTION

In the event a child of compulsory attendance age, over age six and under age sixteen by September 15 of a given school year, does not attend public school or an accredited nonpublic school, the child must receive competent private instruction, unless otherwise excepted by law.

A parent choosing competent private instruction for a student must notify the school district prior to August 26 of that school year on forms provided by the school district. The forms are available in the central administration office. One copy of the completed forms will be kept by the school district and another copy will be forwarded to the area education agency.

The superintendent will determine whether the completed form is in compliance with the law. Specifically, the superintendent will determine whether the individual providing the instruction is either the student's parent, guardian, custodian, or an Iowa licensed practitioner; whether the licensed practitioner's license is appropriate for the age and grade level of the student; that the student is being instructed a minimum of one hundred and forty-eight days per year; that immunization and blood lead test evidence is provided for students placed under competent private instruction for the first time and that the report is timely filed.

The school district shall report noncompliance with the reporting, immunization, attendance, instructor qualifications, and assessment requirements of the compulsory attendance law to the county attorney of the county of residence of the student's parent, guardian or custodian.

Students receiving competent private instruction are eligible to request open enrollment to another school district. The receiving district shall not bill the resident district unless the receiving district complies with the necessary requirements. If the parent, guardian or custodian fails to comply with the compulsory attendance requirements, the receiving district shall notify the resident district. The resident district shall then report the noncompliance to the county attorney of the county of residence of the parent, guardian or custodian.

Students receiving competent private instruction from a parent, guardian or custodian must be evaluated annually by May 1. The parent, guardian or custodian may choose either a standardized test approved by the Iowa Department of Education or a portfolio evaluation. If the parent, guardian or custodian chooses standardized testing and the student is dual enrolled, the school district shall pay for the cost of the standardized test and the administration of the standardized test. If the student is not dual enrolled, the parent, guardian or custodian shall reimburse the school district for the cost of the standardized test and the administration of the

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COMPETENT PRIVATE INSTRUCTION

standardized test. If a parent, guardian or custodian of a student receiving competent private instruction chooses portfolio assessment as the means of annual assessment, the superintendent must approve the portfolio evaluator. Portfolio evaluators must verify that they have received portfolio training. Portfolio evaluators must hold a valid Iowa practitioner's license or teacher certificate appropriate to the ages and grade levels of the children whose portfolios are being assessed. No annual evaluation is required for students receiving competent private instruction from an appropriately licensed or certified Iowa practitioner.

Upon the request of a parent, guardian or custodian of a student receiving competent private instruction or upon referral of a licensed practitioner who provides instruction or instructional supervision of a student under competent private instruction, the school district shall refer a student who may require special education to the area education agency, Division of Special Education, for evaluation.

Students in competent private instruction must make adequate progress. Adequate progress includes above at the thirtieth percentile on a standardized test or a report by the portfolio evaluator indicating adequate progress. Students who fail to make adequate progress under competent private instruction provided by the student's parent, guardian or custodian shall attend an accredited public or nonpublic school beginning the next school year unless otherwise provided by law. The parent, guardian or custodian of a student who fails to make adequate progress may apply to the director of the Department of Education for approval of continued competent private instruction under a remediation plan.

The remediation plan shall be for no more than one year. Before the beginning of the school year, the student may be retested and if the student achieves adequate progress the student may remain in competent private instruction

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Approved 7/1/93Reviewed 9/17/07Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

CRITERIA FOR COMPETENT PRIVATE INSTRUCTION

Elementary School Level

The following areas shall be taught in grades one (1) through five (5):

- Art
- English/Language Arts, including English, oral and written
 - Handwriting
 - Literature
 - Reading
 - Spelling
- Health/Physical Education
- Mathematics
- Music
- Science
- Social Studies
- Traffic Safety

Middle School Level

The following shall be taught in grades six (6) through eight (8):

- Art
- English/Language Arts, which shall include:
 - Reading
 - Spelling
 - Grammar
 - Oral and Written Composition, and may include other communication subjects
- Health/Physical Education
- Mathematics
- Music
- Science
- Social Studies

The board shall review time allocations for those instructional areas specified by law.

The following time guidelines (in minutes per week) shall be reviewed and considered when determining equivalency of instruction. Significant variation from the time guidelines shall be explained in the supporting data and be judged by the board to be educationally sound.

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CRITERIA FOR COMPETENT PRIVATE INSTRUCTION

Elementary

	<u>Grades 1-2</u>	<u>Grades 3-5</u>
Art	40	40
English/Language Arts	700	700
Health/Physical Education	50	50
Music (Vocal)	50	50
Mathematics	140	200
Science	75	75
Social Studies	75	75

*Instruction in traffic safety should be included at some time during the year.

Middle School*

	<u>Grades 6-8</u>
Art*	60
English/Language Arts	250
Health/Physical Education	50
Mathematics	250
Music (Vocal)	125
Science	250
Social Studies	250

*Not required in 8th grade.

The instruction shall be offered for a minimum of twenty-four (24) consecutive school weeks commencing with the first week of school after the first day of September. (Code of Iowa, Section 299.1).

Private instruction shall provide appropriate textbooks and supportive instructional materials.

- a. Textbooks shall be provided for each academic area.
- b. The reading level of the textbooks shall be appropriate for the student.
- c. Supplemental instructional materials other than basic texts shall be available for student use.

Private instruction shall provide the following student evaluation procedures:

- a. The instructional program shall provide for continuous informal evaluation of the student's progress.
- b. The results of the informal evaluation shall be used to modify the instructional program when appropriate.
- c. The evaluation procedures shall provide for annual assessment of the basic skills areas by a recognized, appropriate standardized test.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

CRITERIA FOR COMPETENT PRIVATE INSTRUCTION

Annual approval of equivalent instruction:

- a. The parents shall file a certificate of equivalency for the board of directors' consideration annually for any student covered by the compulsory education section of the Code of Iowa who is not enrolled in a regularly conducted school. Such request for renewal shall be accompanied by the results of standardized tests that have been administered during the previous year.

Section II: The Board shall approve or deny annually all certificates of equivalency based on their compliance with section 1 of this regulation.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

INDIVIDUALIZED INSTRUCTION

The board's primary responsibility in the management of the school district is the operation and delivery of the regular education program. Generally, students attending the school district shall take the regular educational program offered by the district. Students be only allowed to receive individualized instruction at the expense of the school district as required by applicable law or under exceptional circumstances.

Except as otherwise provided by law, recommendations from the superintendent for individualized instruction shall state the need for the instruction, the objectives and goals sought for the instruction, the personnel requirements for the instruction, the implementation procedures for the instruction and the evaluation procedures and processes that will be used to assess the value of the instruction.

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Approved 7/1/93Reviewed 9/17/07Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

INTERNATIONAL 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.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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. It shall also be the responsibility of the superintendent to develop administrative regulations for identifying students, for program evaluation, and for training of school district personnel.

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

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 program to encourage and provide an opportunity for at-risk students to achieve their potential and obtain their high school diploma.

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

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

RELIGION-BASED EXCLUSION FROM A SCHOOL PROGRAM

Parents who wish to have their child excluded from a school program because of religious beliefs must inform the superintendent. The board authorizes the administration to allow the exclusion if it is not disruptive to the 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.

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

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

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

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

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

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

Students in grades eleven and twelve, and identified gifted and talented students in grades nine and ten may enroll in a post-secondary educational institution for academic or vocational-technical credits with the board's approval on a case-by-case basis. Students who intend to enroll in a post-secondary educational institution shall notify the school district during the course scheduling process prior to each semester. Students may attend courses at a post-secondary educational institution only after the school district certifies that the student is eligible to attend under this policy.

Eligible students shall receive academic or vocational-technical credit toward the graduation requirements set out by the board for successful completion of courses at a post-secondary educational institution. The post-secondary educational institution shall determine successful completion of the course. A student attending credit-bearing courses in a high school for the available hours of instruction is a full-time student. The board shall have complete discretion to determine the academic or vocational-technical credit to be awarded to the student.

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

The following factors shall be considered in the board's determination of whether a student will receive academic or vocational-technical credit toward the graduation

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION
requirements set out by the board for a course at a post-secondary educational institution:

- the course is taken from a public or accredited private post-secondary educational institution;
- a comparable course is not offered in the school district. A comparable course is one in which the subject matter or the purposes and objectives of the course are substantially similar, in the judgment of the board, to a course offered in the school district.
- the course is in the discipline areas of mathematics, science, social sciences, humanities, vocational-technical education, or a course offered in the community college career options program;
- the course is a credit-bearing course that leads to a degree;
- the course is not religious or sectarian; and
- the course meets any other requirements set out by the board and applicable law.

Parents or guardians of students participating in the concurrent enrollment program or the postsecondary enrollment options program shall be responsible for transportation without reimbursement to and from the location where the course is being offered.

The District will pay a tuition reimbursement for eligible students participating in the postsecondary enrollment options program for tuition and other costs directly related to the course up to \$250. Students who take courses during the summer months when school is not in session shall be responsible for the costs of attendance for the courses.

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

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INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

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

INSTRUCTION AT A POST-SECONDARY EDUCATIONAL INSTITUTION

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

DUAL ENROLLMENT

The parent, guardian, or custodian of a student receiving competent private instruction may also enroll the student in the school district. The student shall be considered under dual enrollment. The parent, guardian, or custodian requesting dual enrollment for the student should notify the board secretary not later than September 15 each year on forms provided by the school district. On the form, they shall indicate the extracurricular and academic activities in which the student is interested in participating. The forms are available at the central administration office.

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

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

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

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

Approved 7/1/93

Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

HOME SCHOOL ASSISTANCE PROGRAM

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

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

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

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Reviewed 9/17/07

Revised 5/11/98

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

VIRTUAL/ON-LINE COURSES

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

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

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

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

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

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

Approved 4/10/06

Reviewed 9/17/07

Revised 4/10/06

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

VIRTUAL/ EDUCATION: STUDENT ON-LINE LEARNING

1. **Equity in Access/Equal Educational Opportunities**

- Districts should continue compliance with student nondiscrimination laws related to fairness issues in admission to virtual education/on-line instruction opportunities.
- Districts should view on-line learning opportunities as one in an array of instructional options for students and make course information available to students and parents.
- Parents should be notified prior to student enrollment in on-line courses.

2. **Quality of On-line Instructional Staff**

- Either the local or remote on-line teacher/facilitator must be certified in the subject area of instruction and on-line pedagogy.
- Teachers, facilitators and presenters of on-line courses should possess necessary skills to provide effective instruction and desired student outcomes.
- Teachers, facilitators and presenters of on-line courses should engage in professional development on an ongoing basis.

3. **Course Content**

- All on-line courses should be reviewed to ensure quality and alignment to the Iowa Core and local district's standards and benchmarks.
- Course content quality requirements should include:
 - specific performance standards established for learner outcomes,
 - clearly written course syllabus available for review,
 - engagement of students in learning activities that address various learning styles,
 - adaptation of learning activities to accommodate students with unique and special needs (for example, gifted and talented students, children at-risk, students with disabilities, 504),
 - opportunities for students to engage in abstract thinking and critical reasoning,
 - timely, fair, adequate and appropriate methods and procedures to assess student mastery of content, and
 - access to resources that enrich the course content.
- The extent to which a student must complete prerequisites prior to taking on-line courses.

4. **Delivery of On-line Instruction**

- Appropriate and timely teacher/facilitator-to-student interaction, including feedback about student progress, should be an ongoing part of the on-line experience.
- Where applicable to the learning activity, a plan should be implemented for monitoring student-to-student interaction.
- Timelines of when students must notify the district they want to take an on-line course shall generally be at registration time.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

VIRTUAL/ EDUCATION: STUDENT ON-LINE LEARNING

5. **Support and Services**

The following should be provided:

- appropriate local learning support to enhance student success,
- appropriate technical support for students and staff,
- appropriate training specific to on-line instruction for staff, and
- student support services required by law.

6. **Accountability and Evaluation**

The local district should ensure the following:

- assessment and determination of student proficiency in desired outcomes (to establish grade and/or credit, if applicable),
- assessments are aligned with course content and standards,
- mechanisms are in place for verification of the authenticity of student work,
- local policy that addresses procedures related to enrollment, withdrawal, completion of courses and district requirements,
- evaluation of program and course effectiveness, including assessments of student learning, student retention and student/staff satisfaction, and
- who must approve the course prior to the student enrolling in it - principal, guidance counselor, etc.

7. **Funding**

- A policy should be in place governing the coverage of appropriate costs, e.g. school supplies or textbooks, of all on-line coursework, including the cost of textbooks and school supplies.

8. **Security and Safety**

- Necessary steps should be taken to provide a secure on-line environment and ensure confidentiality of on-line coursework and records.
- Clearly documented "acceptable use" policies should be communicated to students, parents and staff.

9. **Restrictions**

A student shall only be entitled to take a virtual or online course if:

- A district school does not offer the course.
- Although a district school offers the course, the student will not be able to take it due to an unavoidable scheduling conflict or special circumstances.
- The course may 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 building administrator, with agreement of the student's teachers and parents/guardians, determines if the student requires a differentiated or accelerated learning environment.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

VIRTUAL/ EDUCATION: STUDENT ON-LINE LEARNING

10. **Considerations**

- The extent to which a school district employee will be involved with the student during the coursework.
- How grades and credits will transfer to high school.
- Whether the district requires a course syllabus, including prerequisites, specific learning goals/activities, student evaluation criteria and teacher responsibilities, to be submitted for review before the course is approved as part of the student's educational program.
- Whether the student possesses the appropriate traits to be successful in an on-line environment such as responsibility, work completeness in other courses and independent work habits. The school district may consider counseling students and parents regarding the traits that contribute to success in this type of learning environment.
- Whether students can take on-line courses for credit during the summer.
- Students must complete the on-line course within the time limits established by the course instructor.

Approved 4/10/06

Reviewed 9/17/07

Revised 4/10/06

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

FOREIGN STUDENTS

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

- The student resides with his/her parent(s) or legal guardian; or
- The student is in the United States with appropriate documentation (Form I-20) from the United States Department of Justice-Immigration and Naturalization Services; or
- The student is a participant in a recognized foreign exchange program.

Approved 9/17/07

Reviewed 9/17/07

Revised 9/17/07

ADEL-DESOTO-MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS