

## EMPLOYEE EXPRESSION

The board believes the district has an interest in maintaining an orderly and effective work environment while balancing employees' First Amendment rights to freedom of expression and diverse viewpoints and beliefs. When employees speak within their official capacity, their expression represents the district and may be regulated. The First Amendment protects a public employee's speech when the employee is speaking as an individual citizen on a matter of public concern. Even so, employee expression that has an adverse impact on district operations and/or negatively impacts an employee's ability to perform their job for the district may still result in disciplinary action up to and including termination.

Employees will comply with Iowa law to the extent that compliance does not infringe on employees' free speech rights.

Employees who use social media platforms are encouraged to remember that the school community may not be able to separate employees as private citizens, from their role within the district. Employee expression on social media platforms that interferes with the district's operations or prevents the district from functioning efficiently and effectively may be subject to discipline up to and including termination.

A district employee who acts to protect a student for engaging in free expression or who refuses to infringe on students engaging in free expression; and who is acting within the scope of their professional ethics will not be retaliated against or face any adverse employment action based on their behavior provided that expression is otherwise permitted by law and board policy.

If the board or court finds an employee that is subject to licensure, certification or authorization by the Board of Educational Examiners discriminated against a student or other co-employee, the board will refer the employee to the Board of Educational Examiners for additional proceedings as required by law and which may result in discipline up to and including termination.

Note: This is a mandatory policy required by Iowa Code ch.279.73

Legal Reference: U.S. Const. Amend. I  
Kennedy v Bremerton School District, 597 U.S. (2022)  
Iowa Code §§279.73; 280.22

**I.C. Iowa Code**

Iowa Code § 279.73  
Iowa Code § 280.22

**Description**

[Directors - Powers and Duties - Intellectual Freedom](#)  
[Student Exercise of Free Expression](#)

**U.S. Constitution**

U.S. Constitution

**Description**

[Amend. 1](#)

**Cross References****Code**

401.13  
502.3

**Description**

Staff Technology Use/Social Networking  
Student Expression and Student Publications Code

Approved: August 9, 2021

Revised: November 14, 2022

## Policy 402.2 CHILD ABUSE REPORTING

In compliance with state law and to provide protection to victims of child abuse, the board believes incidents of alleged child abuse should be reported to the proper authorities. ~~Employees are encouraged, and licensed employees are required as mandatory reporters, to report alleged incidents of child abuse they become aware of within the scope of their professional duties. The definition of child abuse is in the accompanying regulation.~~ . All licensed school employees, teachers, coaches and paraeducators are mandatory reporters as provided by law and are to report alleged incidents of child abuse they become aware of within the scope of their professional duties.

When a mandatory reporter suspects a student is the victim of child abuse, the mandatory reporter shall ~~make an oral report of the suspected child abuse to orally or in writing notify~~ the Iowa Department of Human Services within 24 hours of becoming aware of the abusive incident ~~and shall make a written report to the Iowa Department of Human Services within 48 hours following the oral report.~~ If the mandatory reporter believes the child is in immediate danger, the local law enforcement agency shall also be notified. ~~Within forty-eight hours of the oral report, the mandatory reporter shall file a written report with the Iowa Department of Human Services.~~

Within six months of their initial employment, mandatory reporters shall take a two-hour training course involving the identification and reporting of child abuse, or submit evidence they've taken the course within the previous ~~five~~ **three** years. ~~The course shall be re-taken at least every five years.~~ Once the training course has been taken, the certificate will remain valid for three years. Employees who have taken the two-hour training course will take the one-hour follow-up training course every three years prior to the expiration of their certificate.

***NOTE: All mandatory reporter training certificates issued prior to July 1, 2019 remain effective for five years. Once this certificate expires, subsequent training certificates will be valid for three years.***

Legal Reference:

Legal Reference: Iowa Code §§ 232.67-.77; 232A; 235A; 280.17.  
441 I.A.C. 9.2; 155; 175.

<b>I.C. Iowa Code</b>	<b>Description</b>
Iowa Code § 232	<a href="#">Juvenile Justice</a>
Iowa Code § 232A	<a href="#">Juvenile Justice Restitution</a>
Iowa Code § 235A	<a href="#">Child Abuse</a>
Iowa Code § 280.17	<a href="#">Uniform School Requirements - Child abuse reporting</a>

<b>I.A.C. Iowa Administrative Code</b>	<b>Description</b>
441 I.A.C. 155	<a href="#">Human Services - Child Abuse Prevention</a>
441 I.A.C. 175	<a href="#">Human Services - Abuse of Children</a>
441.I.A.C. 9.2	<a href="#">Human Services - Statement of Policy</a>

### **Cross References**

<b>Code</b>	<b>Description</b>
401.06	Limitations to Employment References
402.03	Abuse of Students by School District Employees
502.09	Interviews of Students by Outside Agencies
507.01	Student Health and Immunization Certificates

Approved February 2018 Reviewed January 2018 Revised \_\_\_\_\_

## Policy 408.1 LICENSED EMPLOYEE PROFESSIONAL DEVELOPMENT

The board encourages licensed employees to attend and participate in professional development activities to maintain, develop, and extend their skills. The board will maintain and support an in-service program for licensed employees. Professional development activities will include activities that promote and/or teach about compliance with applicable Iowa laws.

Requests for attendance or participation in a development program, other than those development programs sponsored by the school district, shall be **are** made to the superintendent. Approval of **by** the superintendent must be obtained prior to attendance by a licensed employee in a professional development program when the attendance would result in the licensed employee being excused from their duties or when the school district pays the expenses for the program.

The superintendent shall have sole discretion to allow or disallow licensed employees to attend or participate in the requested event. When making this determination, the superintendent will consider the value of the program for the licensed employee and the school district, the effect of the licensed employee's absence on the education program and school district operations and the school district's financial situation as well as other factors deemed relevant in the judgment of the superintendent. Requests that involve unusual expenses or overnight travel must also be approved by the board.

The requirements stated in the Master Contract between employees in that certified collective bargaining unit and the board regarding professional development of such employees shall be followed.

Legal Reference:

Iowa Code § 279.8;.74  
281 I.A.C. 12.7; 83.6

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)

Iowa Code 279.74

[Powers and Duties - Specific Defined Concepts](#)

**I.A.C. Iowa Administrative Code**

**Description**

281 I.A.C. 12.7

[Professional Development](#)

281 I.A.C. 83.6

[General Accreditation Standards - Teacher Professional Development](#)

### Cross References

<b>Code</b>	<b>Description</b>
414	Classified Employee Professional Purposes Leave

Approved March 2018 Reviewed February 2018 Revised \_\_\_\_\_

## Policy 601.2 SCHOOL DAY

The student school day for grades one through twelve shall consist of a minimum of **six** ~~five and one-half~~ hours, not including the lunch period. The school day consists of the schedule of class instruction and class activities as established and sponsored by the school district. Time during which students are released from school for parent/teacher conferences may be counted as part of 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 kindergarten will be held and the length of each school day for the students attending 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 through twelve in any five consecutive school days equals a minimum of twenty-seven and one-half hours, even though any one day of school is less than the minimum instructional hours because of a staff development opportunity provided for the instructional staff or parent-teacher conferences have been scheduled beyond the regular school day. If the total hours of instructional time for the first four consecutive days equal at least twenty-seven and one-half hours because parent-teacher conferences have been scheduled beyond the regular school day, the school district may record zero hours of instructional time on the fifth consecutive school day as a school day. Schedule revisions and changes in time allotments will be made by the superintendent.

When the school is forced to close due to weather or other emergencies, that part of the day during which school was in session will constitute a school day. **The superintendent will create administrative regulations necessary to utilize any remote learning opportunities that are available and permitted by law during the period of closure. The provision of special education and accommodations for students who have individualized education programs (IEPs) or Section 504 plans during periods of closure will be determined by each respective IEP or Section 504 team.**

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

### Legal Reference:

34 C.F.R. sec. 300

28 C.F.R. pt. 35

Iowa Code § 256.7 (3) (21) (32), 279.8, .10.

281 I.A.C. 12.1(1), .1(7-10).

**I.C. Iowa Code****Description**

Iowa Code § 256.7

[DE - Duties of State Board](#)

Iowa Code § 279.10

[Directors- Powers and Duties - School Year Begin Date](#)

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)**I.A.C. Iowa Administrative Code****Description**

281 I.A.C. 12.1

[General Standards](#)**C.F.R. - Code of Federal Regulations****Description**

28 C.F.R. 35

[Judicial - Disability - Nondiscrimination](#)

34 C.F.R. Pt. 300

[Education - Disabilities/Children/Assistance to States](#)**Cross References****Code****Description**

601.01

School Calendar

711.08

Transportation in Inclement Weather

Legal Reference: Iowa Code § 256.7, 279.8, .10 (2013).  
281 I.A.C. 12.1(1), .1(7-10).

Cross Reference: 601.1 School Calendar

Approved February 2019 Reviewed January 2019 Revised \_\_\_\_\_

**New Hampton Community School District**



## Policy 602.1 CURRICULUM DEVELOPMENT

Curriculum development is an ongoing process in the school district and consists of both research and design. Research is the studious inquiry and critical investigation of the various content areas for the purpose of revising and improving curriculum and instruction based on relevant information pertaining to the discipline. This study is conducted both internally (what and how we are currently doing at the local level) and externally (what national standards, professional organizations, recognized experts, current research, etc. tell us relative to the content area). Design is the deliberate process of planning and selecting the standards and instructional strategies that will improve the learning experiences for all students. The board delegates the curriculum development process to the Superintendent, who will make curriculum development recommendations and submit them to the board for final approval.

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

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

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

- Study the latest thinking, trends, research, and expert advice regarding the content/discipline;
- Study the current status of the content/discipline (what and how well students are currently learning);
- Identify content standards, benchmarks, and grade level expectations for the content/discipline;
- Describe the desired learning behaviors, teaching, and learning environment related to the content/discipline;
- Identify differences in the desired and present program and develop a plan for addressing the differences;
- Communicate with internal and external publics regarding the content area;
- Involve staff, parents, students, and community members in curriculum development decisions;

- ~~Verify 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 K-12 continuum that builds on the prior learning of each level.
- Ensure proposed curriculum complies with the applicable laws;
- Align annual improvement goals with needs assessment information.

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

Legal Reference:

[20 U.S.C. § 1232h](#) .

[34 C.F.R. pt. 98](#) (2002).

[Iowa Code §§ 216.9, 256.7, 279.8, .74 280.3-14](#)

[281 I.A.C. 12.8](#)

<b>I.C. Iowa Code</b>	<b>Description</b>
<b>Iowa Code § 216.9</b>	<a href="#"><u>Unfair/Discriminatory Practices</u></a>
<b>Iowa Code § 256.7</b>	<a href="#"><u>DE - Duties of State Board</u></a>
<b>Iowa Code § 279.8</b>	<a href="#"><u>Directors - General Rules - Bonds of Employees</u></a>
<b>Iowa Code § 280.3</b>	<a href="#"><u>Education Program - Attendance Center Requirements</u></a>
<b>Iowa Code 279.74</b>	<a href="#"><u>Powers and Duties - Specific Defined Concepts</u></a>
<b>I.A.C. Iowa Administrative Code</b>	<b>Description</b>

<b>281 I.A.C. 12.5</b>	<a href="#"><u>General Accreditation Standards - Education Program</u></a>
<b>281 I.A.C. 12.8</b>	<a href="#"><u>General Accreditation Standards - Student Achievement</u></a>
<b>U.S.C - United States Code</b>	<b>Description</b>
<b>20 U.S.C. § 1232h</b>	<a href="#"><u>Education - Protection of Pupil Rights</u></a>
<b>C.F.R. - Code of Federal Regulations</b>	<b>Description</b>
<b>34 C.F.R. Pt. 98</b>	<a href="#"><u>Education - Research, Experimental Programs, Testing - Student Rights</u></a>

#### Cross References

<b>Code</b>	<b>Description</b>
<b>101</b>	<b>Educational Philosophy of the School District</b>
<b>103</b>	<b>Long-Range Needs Assessment</b>
<b>103</b>	<b>Long-Range Needs Assessment</b>
<b>604.10</b>	<b>Online Courses</b>
<b>906</b>	<b>Unmanned Aircraft/Drones</b>

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## **Policy 602.2 CURRICULUM IMPLEMENTATION**

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

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

- 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.
- Ensure the curriculum framework complies with applicable laws;
- Provide professional development to staff to support effective curriculum implementation.

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

Legal Reference:

[20 U.S.C. § 1232h](#) (1994).

[34 C.F.R. pt. 98](#) (2002).

[Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14](#) (2005).

[281 I.A.C. 12.8\(1\)\(c\)\(1\)](#).

<b>I.C. Iowa Code</b>	<b>Description</b>
Iowa Code § 216.9	<a href="#">Unfair/Discriminatory Practices</a>
Iowa Code § 256.7	<a href="#">DE - Duties of State Board</a>
Iowa Code § 279.8	<a href="#">Directors - General Rules - Bonds of Employees</a>
Iowa Code § 280	<a href="#">Uniform School Requirements</a>
Iowa Code 279.74	<a href="#">Powers and Duties - Specific Defined Concepts</a>
<b>I.A.C. Iowa Administrative Code</b>	<b>Description</b>

281 I.A.C. 12.8

[General Accreditation Standards - Student Achievement](#)

**U.S.C - United States Code**

**Description**

20 U.S.C. § 1232h

[Education - Protection of Pupil Rights](#)

**C.F.R. - Code of Federal Regulations**   **Description**

34 C.F.R. Pt. 98

[Education - Research, Experimental Programs, Testing - Student Rights](#)

**Cross Reference:**

101 Educational Philosophy of the School District

105 Long-Range Needs Assessment

505 Student Scholastic Achievement

602 Curriculum Development

603 Instructional Curriculum

Approved February 2019 Reviewed January 2019 Revised \_\_\_\_\_

## **Policy 602.3 CURRICULUM EVALUATION**

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

Curriculum evaluation refers to an ongoing process of collecting, analyzing, synthesizing, and interpreting information to aid in understanding what students know and can do. It refers to the full range of information gathered in the school 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-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;
- Define procedures for regular and clear communication about assessment results to the various internal and external publics (mandatory for communication about students receiving special education services);

- Define data reporting procedures;
- Verify that assessment tools are fair for all students and are consistent with all state and federal mandates;
- Verify that assessment tools measure the curriculum that is written and delivered;
- Identify procedures for deciding when multiple assessment measures are necessary for making good decisions and drawing appropriate conclusions about student learning;
- Identify roles and responsibilities of key groups;
- Involve staff, parents, students, and community members in curriculum evaluation;
- Ensure participation of eligible students receiving special education services in district-wide assessments.
- **Ensure curriculum complies with applicable laws.**

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

Legal Reference:

[20 U.S.C. § 1232h](#) (1994).

[34 C.F.R. pt. 98](#) (2002).

[Iowa Code §§ 216.9, 256.7, 279.8, 280.3-.14](#) (2005).

[281 I.A.C. 12.8\(1\)\(c\)\(1\)](#).

I.C. Iowa Code	Description
Iowa Code § 216.9	<a href="#">Unfair/Discriminatory Practices</a>
Iowa Code § 256.7	<a href="#">DE - Duties of State Board</a>
Iowa Code § 279.8	<a href="#">Directors - General Rules - Bonds of Employees</a>
Iowa Code § 280.3	<a href="#">Education Program - Attendance Center Requirements</a>



Iowa Code 279.74

[Powers and Duties - Specific Defined Concepts](#)

**I.A.C. Iowa Administrative Code**

**Description**

281 I.A.C. 12.8

[General Accreditation Standards - Student Achievement](#)

**U.S.C - United States Code**

**Description**

20 U.S.C. § 1232h

[Education - Protection of Pupil Rights](#)

**C.F.R. - Code of Federal Regulations**

**Description**

34 C.F.R. Pt. 98

[Education - Research, Experimental Programs, Testing - Student Rights](#)

**Cross Reference:**

101 Educational Philosophy of the School District

105 Long-Range Needs Assessment

505 Student Scholastic Achievement

602 Curriculum Development

603 Instructional Curriculum

Approved February 2019 Reviewed January 2019 Revised \_\_\_\_\_

**New Hampton Community School District**

## Policy 605.1 INSTRUCTIONAL MATERIALS SELECTION

The board has sole discretion to approve instructional materials for the school district. The board delegates this ~~This authority is delegated~~ authority to licensed employees to determine which instructional materials, ~~other than textbooks,~~ will be utilized by and purchased by the school district. **The licensed employees will work closely together to ensure vertical and horizontal articulation of textbooks in the education program.**

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

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

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

- support the educational philosophy, goals and objectives of the school district;
- consider the needs, age, and maturity of students;
- are within the school district's budget;
- foster respect and appreciation for cultural diversity and difference of opinion;
- stimulate growth in factual knowledge and literary appreciation;
- encourage students to become decision-makers, to exercise freedom of thought and to make independent judgment through the examination and evaluation of relevant information, evidence and differing viewpoints;
- portray the variety of careers, roles, and lifestyles open to persons of both sexes; and,
- increase an awareness of the rights, duties, and responsibilities of each member of a multicultural society.

In the case of textbooks, the board shall make the final decision after receiving a recommendation from the superintendent. The criteria stated above for selection of other instructional materials shall apply to the selection of textbooks. **The superintendent may appoint licensed employees to assist in the selection of textbooks.** ~~develop another means for the selection of textbooks. Textbooks shall be reviewed as needed and at least every seven years.~~

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

The superintendent will establish additional criteria to guide the selection of instructional materials through administrative regulations ensuring alignment with educational goals and compliance with laws.

Legal Reference:

[Iowa Code §§ 279.8; 280.3, .14; 301](#) (2005).

281 I.A.C. 12.3(12)

<i>I.C. Iowa Code</i>	<i>Description</i>
<i>Iowa Code § 279.8</i>	<a href="#"><u><i>Directors - General Rules - Bonds of Employees</i></u></a>
<i>Iowa Code § 280.14</i>	<a href="#"><u><i>Uniform School Requirements - Administrators</i></u></a>
<i>Iowa Code § 280.3</i>	<a href="#"><u><i>Education Program - Attendance Center Requirements</i></u></a>
<i>Iowa Code § 301</i>	<a href="#"><u><i>Textbooks</i></u></a>
<i>Iowa Code 279.74</i>	<a href="#"><u><i>Powers and Duties - Specific Defined Concepts</i></u></a>
<i>I.A.C. Iowa Administrative Code</i>	<i>Description</i>
<i>281 I.A.C. 12.3</i>	<a href="#"><u><i>Administration</i></u></a>

Cross Reference:

209.1 Ad Hoc Committees

505 Student Scholastic Achievement

602 Curriculum Development

605 Instructional Materials

Approved March 2019 Reviewed February 2019 Revised \_\_\_\_\_

## Regulation 605.1R1 SELECTION OF INSTRUCTIONAL MATERIALS

### I. Responsibility for Selection of Instructional Materials

- A. The Board is responsible for matters relating to the operation of the New Hampton Community School District.
- ~~B. The responsibility for the selection of instructional materials is delegated to the professionally trained and licensed employees of the school system. For the purpose of this rule the term "instructional materials" includes printed and audiovisual materials (not equipment), whether considered text materials or media center materials. The board retains the final authority for the approval of textbooks.~~
- ~~C. While selection of materials may involve many people including principals, teachers, students, parents, community members and media specialists, the responsibility for coordinating the selection of most instructional materials and making the recommendation for the purchase rests with licensed employees. For the purpose of this rule the term "media specialist" includes librarians, school media specialists or other appropriately licensed persons responsible for the selection of media equipment and materials.~~
- D. Responsibility for coordinating the selection of text **instructional** materials for distribution to classes will rest with the licensed employees, principal and superintendent. ~~For the purpose of this rule the term 'text materials' includes textbooks and other printed and nonprinted material provided in multiple copies for use of a total class or major segment of a class.~~
- E. If the board appoints an ad hoc committee to make recommendations on the selection of instructional materials, the ad hoc committee shall be formed and appointed in compliance with the board policy on Ad Hoc Committees.
  - A. The superintendent will inform the committee as to their role and responsibility in the process.
  - B. The following statement shall be given to the ad hoc committee members:

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

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

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

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

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

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

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

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

III. Procedure for Selection

- A. Material purchased for libraries and classrooms shall be recommended for purchase by licensed employees, in consultation with administrative staff, media center staff, students or an ad hoc committee as appointed by the board. The material recommended for purchase shall be approved by the appropriate building administrator.
- A. The materials selected shall support stated objectives and goals of the school district. Specifically, the goals are:
- a. To acquire materials and provide service consistent with the demands of the curriculum;
  - b. To develop students' skills and resourcefulness in the use of libraries and learning resources;
  - c. To effectively guide and counsel students in the selection and use of materials and libraries;
  - d. To foster in students a wide range of significant interests;
  - e. To provide opportunities for aesthetic experiences and development of an appreciation of the fine arts;
  - f. To provide materials to motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy;
  - g. To encourage life-long education through the use of the library; and,
  - h. To work cooperatively and constructively with the instructional and administrative staff in the school.
- B. Materials selected shall be ~~are~~ consistent with stated principles of selection. These principles are:
- a. To select material, within established standards, which will meet the goals and objectives of the school district;
  - b. To consider the educational characteristics of the community in the selection of materials within a given category;
  - c. To present the sexual, racial, religious and ethnic groups in the community by:
    - (1) Portraying people, ~~both men and women~~, adults and children, whatever their ethnic, religious or social class identity, as human and recognizable, displaying a familiar range of emotions, both negative and positive.
    - (2) Placing no constraints on individual aspirations and opportunity.
    - (3) Giving comprehensive, accurate, and balanced representation to minority groups and women - in art and science, history and literature, and in all other fields of life and culture.

(4) Providing abundant recognition of minority groups and women by showing them frequently in positions of leadership and authority.

- d. To intelligently, quickly, and effectively anticipate and meet needs through awareness of subjects of local, national and international interest and significance; and,
- e. To strive for impartiality in the selection process.

3. The materials selected shall meet stated selection criteria. These criteria are:

- a. Authority-Author's qualifications - education, experience, and previously published works;
- b. Reliability:

(1) Accuracy-meaningful organization and emphasis on content, meets the material's goals and objectives, and presents authoritative and realistic factual material.

(2) Current-presentation of content which is consistent with the finding of recent and authoritative research.

- c. Treatment of subject-shows an objective reflection for the multi-ethnic character and cultural diversity of society.
- d. Language:

(1) Vocabulary:

- a. Does not indicate bias by the use of words which may result in negative value judgments about groups of people;
- b. Does not use "man" or similar limiting word usage in generalization or ambiguities which may cause **others** ~~women~~ to feel excluded or dehumanized.

(2) Compatible to the reading level of the student for whom it is intended.

e. Format:

(1) Book

- a. Adequate and accurate index;
- b. Paper of good quality and color;
- c. Print adequate and well spaced;
- d. Adequate margins;
- e. Firmly bound; and,
- f. Cost.



(2) Nonbook

- a. Flexibility, adaptability;
- b. Curricular orientation of significant interest to students;
- c. Appropriate for audience;
- d. Accurate authoritative presentation;
- e. Good production qualities (fidelity, aesthetically adequate);
- f. Durability; and,
- g. Cost.

(3) Illustrations of book and nonbook materials should:

- a. Depict instances of fully integrated grouping and settings to indicate equal status and non-segregated social relationships.
- b. Make clearly apparent the identity of minorities;
- c. Contain pertinent and effective illustrations;

(4) Flexible to enable the teacher to use parts at a time and not follow a comprehensive instructional program on a rigid frame of reference.

f. Special Features:

- (1) Bibliographies.
- (2) Glossary.
- (3) Current charts, maps, etc.
- (4) Visual aids.
- (5) Index.
- (6) Special activities to stimulate and challenge students.
- (7) Provide a variety of learning skills.

g. Potential use:

- (1) Will it meet the requirement of reference work?
- (2) Will it help students with personal problems and adjustments?
- (3) Will it serve as a source of information for teachers and librarians?

(4) Does it offer an understanding of cultures other than the student's own and is it free of racial, religious, age, disability, ethnic, and sexual stereotypes?

(5) Will it expand students' sphere of understanding and help them to understand the ideas and beliefs of others?

(6) Will it help students and teachers keep abreast of and understand current events?

(7) Will it foster and develop hobbies and special interest?

(8) Will it help develop aesthetic tastes and appreciation?

(9) Will it serve the needs of students with special problems?

(10) Does it inspire learning?

(11) Is it relevant to the subject?

(12) Will it stimulate a student's interest?

4. Gifts of library or instructional materials may be accepted if the gift meets existing criteria for library and instructional materials. The acceptance and placement of such gifts shall be within the discretion of the board.
5. In order to provide a current, highly usable collection of materials, media specialists shall provide for constant and continuing renewal of the collection, not only the addition of up-to-date materials, but by the judicious elimination of materials which no longer meet school district needs or find use. The process of weeding instructional materials will be done according to established and accepted standards for determining the relevance and value of materials in a given context.

Legal Reference:

**I.C. Iowa Code**

**Description**

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)

Iowa Code § 280.14

[Uniform School Requirements - Administrators](#)

Iowa Code § 280.3 [Education Program - Attendance Center Requirements](#)

Iowa Code § 301 [Textbooks](#)

Iowa Code 279.74 [Powers and Duties - Specific Defined Concepts](#)

**I.A.C. Iowa Administrative Code**      **Description**

281 I.A.C. 12.3 [Administration](#)

Cross Reference:

602 Curriculum Development

605 Instructional Materials

901.1 Public Examination of School District Records

Approved March 2019 Reviewed February 2019 Revised \_\_\_\_\_

## Policy 605.2 INSTRUCTIONAL MATERIALS INSPECTION

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

The instructional and library materials must may be viewed on school district premises. ~~Copies may be obtained according to board policy.~~

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

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

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

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

Legal Reference:

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

[Iowa Code §§ 279.8; 280.3, .14; 301](#) (2005).

281 I.A.C. 12.3(12)

### I.C. Iowa Code

### Description

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)

Iowa Code § 280.14

[Uniform School Requirements - Administrators](#)

Iowa Code § 280.3

[Education Program - Attendance Center Requirements](#)

Iowa Code § 301

[Textbooks](#)

Iowa Code 279.74

[Powers and Duties - Specific Defined Concepts](#)

**I.A.C. Iowa Administrative Code**

**Description**

281 I.A.C. 12.3

[Administration](#)

**Cross References**

**Code**

**Description**

901

Public Examination of School District Records

**Cross Reference:**

602 Curriculum Development

605 Instructional Materials

901.1 Public Examination of School District Records

Approved March 2019 Reviewed February 2019 Revised \_\_\_\_\_

## Policy 605.3 OBJECTION TO INSTRUCTIONAL MATERIALS

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

It is the responsibility of the superintendent, in conjunction with the principals, to develop administrative regulations for reconsideration of instructional materials.

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

Legal Reference:

[Iowa Code §§ 279.8; 280.3, .14; 301](#) (2005).

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

<b>I.C. Iowa Code</b>	<b>Description</b>
Iowa Code § 279.8	<a href="#">Directors - General Rules - Bonds of Employees</a>
Iowa Code § 280.14	<a href="#">Uniform School Requirements - Administrators</a>
Iowa Code § 280.3	<a href="#">Education Program - Attendance Center Requirements</a>
Iowa Code § 301	<a href="#">Textbooks</a>
Iowa Code 279.74	<a href="#">Powers and Duties - Specific Defined Concepts</a>
<b>I.A.C. Iowa Administrative Code</b>	<b>Description</b>
281 I.A.C. 12.3	<a href="#">Administration</a>

Cross Reference:

215 Public Participation in Board Meetings

402.5 Public Complaints About Employees

602 Curriculum Development

605 Instructional Materials

Approved March 2019 Reviewed February 2019 Revised March 2010 \_\_\_\_\_

## **Exhibit 605.3E1 INSTRUCTIONS TO THE RECONSIDERATION COMMITTEE**

The policy of this school district related to selection of learning materials states that any member of the school district community may formally challenge instructional **and library** materials used in the district's education program. This policy allows those persons in the school and the community who are not directly involved in the selection of materials to make their own opinions known. The task of the reconsideration committee is to ~~provide an open forum for discussion of challenged materials and~~ to make an informed recommendation on the challenge. The meetings of the committee may be subject to the open meetings law.

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

The reconsideration process, the task of this committee, is just one part of the selection continuum. Material is purchased to meet a need. It is reviewed and examined, if possible, prior to purchase. It is periodically re-evaluated through updating, discarding, or re-examination. The committee must be ready to acknowledge that an error in selection may have been made despite this process. Librarians and school employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.

In reconsidering challenged materials, the role of the committee, and particularly the chairperson, is to produce a climate for **meaningful discussion of disparate views** ~~disagreement~~. However, the committee should begin by finding items of agreement, keeping in mind that the larger the group participating, the greater the amount of information available and, therefore, the greater the number of possible approaches to the problem.

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



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

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

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

Approved March 2019 Reviewed February 2019 Revised March 2010

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS

RECONSIDERATION REQUEST FORM

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

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

Name \_\_\_\_\_

Address \_\_\_\_\_

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

School(s) in which item is used \_\_\_\_\_

Relationship to school (parent, student, citizen, etc.) \_\_\_\_\_

BOOK OR OTHER PRINTED MATERIAL IF APPLICABLE:

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

Title \_\_\_\_\_

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

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

AUDIOVISUAL MATERIAL IF APPLICABLE:

Title \_\_\_\_\_

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

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

PERSON MAKING THE REQUEST REPRESENTS: (circle one)

Self Group or Organization

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

Address of Group \_\_\_\_\_

RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS

1. What brought this item to your attention?

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

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

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

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

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

\_\_\_\_\_ yes                      \_\_\_\_\_ no

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

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

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RECONSIDERATION OF INSTRUCTIONAL AND LIBRARY MATERIALS

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

\_\_\_\_\_ Yes (a) Please call the office of the Superintendent

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

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

\_\_\_\_\_ No

\_\_\_\_\_  
Dated

\_\_\_\_\_  
Signature

Approved March 2019

Reviewed February 2019

Revised March 2010

## **Exhibit 605.3E3 SAMPLE LETTER TO INDIVIDUAL CHALLENGING INSTRUCTIONAL MATERIALS**

Dear:

We recognize your concern about the use of \_\_\_\_\_ in our school district. The school district has developed procedures for selection of instructional materials but realizes that not everyone will agree with every selection made.

To help you understand the selection process, we are sending copies of the school district's:

1. Instructional goals and objectives,
2. Instructional **and Library** Materials Selection policy statement, and
3. Procedure for reconsideration of instructional **and library** materials.

If you are still concerned after you review this material, please complete the Reconsideration Request Form and return it to me. You may be assured of prompt attention to your request. If I have not heard from you within one week, we will assume you no longer wish to file a formal complaint.

Sincerely,

Approved March 2019 Reviewed February 2019 Revised March 2010 \_\_\_\_\_

**New Hampton Community School District**

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

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

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

Name \_\_\_\_\_

Address \_\_\_\_\_

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

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

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

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

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

Title \_\_\_\_\_

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

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

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

Title \_\_\_\_\_

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

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

\_\_\_\_\_  
Dated \_\_\_\_\_ Signature \_\_\_\_\_

## **Regulation 605.3R1 RECONSIDERATION OF INSTRUCTIONAL MATERIALS REGULATION**

~~A. A member of the school district community may raise an objection to instructional materials used in the school district's education program despite the fact that the individuals selecting such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.~~

- ~~1. The school official or employee receiving a complaint regarding instructional materials will try to resolve the issue informally. The materials will remain in use pending the outcome of the reconsideration procedure.
  - ~~a. The school official or employee initially receiving a complaint will explain to the individual the board's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.~~
  - ~~b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the media specialist who can identify and explain the use of the material.~~~~
- ~~2. The employee receiving the initial complaint will advise the building principal of the initial contact no later than the end of the school day following the discussion with the individual, whether or not the individual has been satisfied by the initial contact. A written record of the contact is maintained by the principal in charge of the attendance center. Each building principal shall inform employees of their obligation to report complaints.~~
- ~~3. In the event the individual making an objection to instructional materials is not satisfied with the initial explanation, the individual is referred to the principal or to the media specialist of the attendance center. If, after consultation with the principal or media specialist, the individual desires to file a formal complaint, the principal or media specialist will assist in filling out a Reconsideration Request Form in full and filing it with the superintendent.~~

### ~~B. Request for Reconsideration~~

- ~~1. A member of the school district community may formally challenge instructional materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.~~
- ~~2. Each attendance center and the school district's central administrative office will keep on hand and make available Reconsideration Request Forms. Formal objections to instructional materials must be made on this form.~~
- ~~3. The individual will state the specific reason the instructional material is being challenged. The Reconsideration Request Form is signed by the individual and filed with the superintendent.~~

- ~~4. The superintendent will promptly file the objection with the reconsideration committee for re-evaluation.~~
- ~~5. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.~~
- ~~6. The Reconsideration Committee~~
  - ~~a. The reconsideration committee is made up of eight members.~~

~~(1) One licensed employee designated annually by the superintendent.~~

~~(2) One media specialist designated annually by the superintendent.~~

~~(3) One member of the administrative team designated annually by the superintendent.~~

~~(4) Three members of the community appointed annually by the board.~~

~~(5) Two high school students, selected annually by the high school principal.~~

- ~~b. The committee will annually select their chairperson and secretary.~~
- ~~c. The committee will meet at the request of the superintendent.~~
- ~~d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.~~
- ~~e. Notice of committee meetings is made public through appropriate publications and other communications methods.~~
- ~~f. The committee will receive the completed Reconsideration Request Form from the superintendent.~~
- ~~g. The committee will determine its agenda for the first meeting which may include the following:~~

~~(1) Distribution of copies of the completed Reconsideration Request Form.~~

~~(2) An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.~~

~~(3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.~~

~~(4) Distribution of copies of the challenged instructional material as available.~~



- ~~h. The committee may review the selection process for the challenged instructional material and may, to its satisfaction, determine that the challenge is without merit and dismiss the challenge. The committee will notify the individual and the superintendent of its action.~~
- ~~i. At a subsequent meeting, if held, interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.~~
- ~~j. The individual filing the challenge is kept informed by the reconsideration committee secretary on the status of the Reconsideration Request Form throughout the reconsideration process. The individual filing the challenge and known interested parties is given appropriate notice of meetings.~~
- ~~k. At the second or a subsequent meeting the committee will make its final recommendation. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the board, the individual and the appropriate attendance centers. The superintendent may also make a recommendation but if so, it should be independent from the committee's.~~

~~Following the board's decision with respect to the committee's recommendation, the individual or the chairperson of the reconsideration committee may appeal the decision to the board for review. Such appeal must be presented to the superintendent in writing within five days following the announcement of the superintendent's decision. The board will promptly determine whether to hear the appeal.~~

- ~~l. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.~~
- ~~m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered. Completed and filed Reconsideration Request Forms are acted upon by the committee.~~
- ~~n. If necessary or appropriate in the judgment of the committee, the committee may appoint a subcommittee of members or nonmembers to consolidate challenges and to make recommendations to the full committee. The composition of this subcommittee will approximate the representation of the full committee.~~
- ~~o. Committee members directly associated with the selection, use, or challenger of the challenged material are excused from the committee during the deliberation of the challenged instructional materials. The superintendent may appoint a temporary replacement for the excused committee member, but the replacement is of the same general qualifications as the member excused.~~

~~p. Persons dissatisfied with the decision of the board may appeal to the Iowa Board of Education pursuant to state law.~~

A. A member of the school district community may raise an objection to instructional materials used in the school district's education program. While the individuals recommending the selection of such material were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material; the district must be ready to acknowledge that an error in selection may have been made despite this process. School employees regularly read great numbers of reviews in the selection process, and occasional errors are possible.

1. The complainant will address the complaint at the lowest organizational level of licensed staff. Often this will be the classroom teacher.

2. The school official or employee receiving a complaint regarding instructional or library materials will try to resolve the issue at the lowest organizational level. The materials generally will remain in use pending the outcome of the reconsideration procedure.

a. The school official or employee initially receiving a complaint will explain to the individual the district's selection procedure, criteria to be met by the instructional materials, and qualifications of those persons selecting the material.

b. The school official or employee initially receiving a complaint will explain to the individual the role of the objected material in the education program, its intended educational purpose, and additional information regarding its use. In the alternative, the employee may refer the individual to the teacher-librarian who can identify and explain the use of the material.

c. The school official or employee receiving the initial complaint will direct the complainant to complete the Request for Reconsideration of Instructional and Library Materials Form, and notify the building level principal of receipt of the complaint within two school days after the reconsideration form is received. Schools officials will offer to assist the complainant in completing the form, but if a complainant refuses to complete the form, the complaint will be deemed invalid and no further action taken.

#### B. Request for Reconsideration

1. A member of the school district community may formally challenge instructional and library materials on the basis of appropriateness used in the school district's education program. This procedure is for the purpose of considering the opinions of those persons in the school district and the community who are not directly involved in the selection process.

2. Each attendance center and the school district's central administrative office will keep on hand and make available Request for Reconsideration of Instructional and Library Materials Forms.

3. The individual will state the specific reason the instructional or library material is being challenged. The Request for Reconsideration of Instructional and Library Materials Form is signed by the individual and filed with the building-level principal.

4. The building-level principal will promptly file the objection with the Superintendent for re-evaluation.

5. The Superintendent will convene a reconsideration committee within two weeks of receipt of the Reconsideration Form.

6. The committee will make their recommendation to the Superintendent within five school days of meeting.

7. The Superintendent will issue a decision related to the Reconsideration Request Form within 5 school days of receipt of the committee's recommendation. A copy of the Superintendent's decision will be provided to the complainant.

8. An appeal of the Superintendent's decision may be filed with the board secretary within five days of the Superintendent's decision. The board will determine whether to hear the appeal at the next regular meeting or within 30 days of the Superintendent's decision, whichever is later. If the board elects to hear the appeal, the board will act to affirm, modify or reverse the decision of the Superintendent. The board's decision will be communicated to the complainant. The board's decision will be deemed final.

9. Generally, access to challenged instructional material will not be restricted during the reconsideration process. However, in unusual circumstances, the instructional material may be removed temporarily by following the provisions of Section B.6.d. of this rule.

10. The Reconsideration Committee

a. The reconsideration committee is made up of eight members.

(1) One licensed employee designated annually, as needed, by the superintendent.

(2) One teacher-librarian designated annually by the superintendent.

(3) One member of the administrative team designated annually by the superintendent.

(4) Three members of the community appointed annually, as needed, by the board.

(5) Two high school students, selected annually by the high school principal.

b. The committee will select their chairperson and secretary.

c. The committee will meet at the request of the superintendent.

d. Special meetings may be called by the board to consider temporary removal of materials in unusual circumstances. A recommendation for temporary removal will require a two-thirds vote of the committee.

e. The committee may be subject to applicable open meetings and public records laws. Notice of the committee meeting is made public through appropriate communication methods as required by law.

f. The committee will receive the completed Reconsideration Request Form from the superintendent.

g. The committee will determine its agenda for the meeting which may include the following:

(1) Distribution of copies of the completed Reconsideration Request Form.

(2) An opportunity for the individual or a group spokesperson to talk about or expand on the Reconsideration Request Form.

(3) Distribution of reputable, professionally prepared reviews of the challenged instructional material if available.

(4) Distribution of copies of the challenged instructional material as available.

h. The Committee will determine whether interested persons, including the individual filing the challenge, may have the opportunity to share their views. The committee may request that individuals with special knowledge be present to give information to the committee.

i. The committee's final recommendation may be to take no removal action, to remove the challenged material from the school environment, or to limit the educational use of the challenged material. The sole criterion for the final recommendation is the appropriateness of the material for its intended educational use. The written final recommendation and its justification are forwarded to the superintendent, the complainant and the appropriate attendance centers.

j. The individual filing the challenge is kept informed by the Superintendent of the status of the reconsideration request throughout the reconsideration process. The individual filing the challenge and known interested parties are given appropriate notice of meetings as required by law.

k. Following the superintendent's decision with respect to the committee's recommendation, the individual may appeal the decision to the board for review.

l. A recommendation to sustain a challenge will not be interpreted as a judgment of irresponsibility on the part of the individuals involved in the original selection or use of the material.

m. Requests to reconsider materials which have previously been reconsidered by the committee must receive approval of two-thirds of the committee members before the materials will again be reconsidered.

n. If necessary or appropriate in the judgment of the committee, the committee may consolidate related challenges, or decline to hear multiple challenges to the same materials. Generally, the committee will not hear subsequent challenges to the same materials within the same school year.

### **I.C. Iowa Code**

### **Description**

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)

Iowa Code § 280.14

[Uniform School Requirements - Administrators](#)

Iowa Code § 280.3

[Education Program - Attendance Center Requirements](#)

Iowa Code § 301

[Textbooks](#)

Iowa Code 279.74

[Powers and Duties - Specific Defined Concepts](#)

### **I.A.C. Iowa Administrative Code**

### **Description**

281 I.A.C. 12.3

[Administration](#)

### **Cross References**

### **Code**

### **Description**

Approved March 2019 Reviewed February 2019 Revised March 2010

## Policy 605.4 TECHNOLOGY AND INSTRUCTIONAL MATERIALS

The board supports the use of innovative methods and the use of technology in the delivery of the education program. The board encourages employees to investigate economical ways to utilize multi-media, instructional television, audiovisual materials, computers, **electronic devices** and other technological advances as a 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. The superintendent shall report the results of the evaluation and make a recommendation to the board annually regarding the use of technology in the curriculum.

Legal Reference:

[Iowa Code § 279.8](#) (2005).

[281 I.A.C. 12.5](#)(10), [.5](#)(22).

### **I.C. Iowa Code**

### **Description**

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)

### **I.A.C. Iowa Administrative Code**

### **Description**

281 I.A.C. 12.3

[Administration](#)

281 I.A.C. 12.5

[General Accreditation Standards - Education Program](#)

Cross Reference:

217.4 Board of Directors and Area Education Agency

602 Curriculum Development

605 Instructional Materials

Approved March 2019 Reviewed February 2019 Revised \_\_\_\_\_

## Policy 605.5 MEDIA CENTERS

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

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

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

It is the responsibility of the superintendent to develop procedures for the selection and replacement of both library and instructional materials. ~~for the acceptance of gifts, for the weeding of library and instructional materials, and for the handling of challenges to either library or classroom materials.~~

Legal Reference:

[Iowa Code §§ 256.7\(24\); 279.8; 280.14; 301](#) (2005).

[281 I.A.C. 12.3](#)(11).

<b>I.C. Iowa Code</b>	<b>Description</b>
Iowa Code § 256.7	<a href="#">DE - Duties of State Board</a>
Iowa Code § 279.8	<a href="#">Directors - General Rules - Bonds of Employees</a>
Iowa Code § 280.14	<a href="#">Uniform School Requirements - Administrators</a>
Iowa Code § 301	<a href="#">Textbooks</a>



<b>I.A.C. Iowa Administrative Code</b>	<b>Description</b>
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281 I.A.C. 12.3	<a href="#"><u>Administration</u></a>
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Cross Reference:

602 Curriculum Development

605 Instructional Materials

Approved March 2019 Reviewed February 2019 Revised \_\_\_\_\_

## Policy 802.4 FIXED CAPITAL ASSETS MANAGEMENT SYSTEM

~~To improve the school district's oversight of fixed assets by assigning and recording them to specific facilities and programs and to provide for proof of loss of fixed assets for insurance purposes, t~~The school district shall **will** establish and maintain a fixed capital assets management system for reporting capitalized fixed assets owned or under the jurisdiction of the school district in its financial reports in accordance with generally accepted accounting principles (GAAP) as required or modified by law; **to improve the school district's oversight of capital assets by assigning and recording them to specific facilities and programs and to provide for proof of loss of capital assets for insurance purposes.**

Capital assets, including tangible and intangible assets, are reported in the government-wide financial statements (i.e. governmental activities and business type activities) and the proprietary fund financial statements. Capital assets reported include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. Capital assets reported in the financial reports will include individual capital assets with an historical cost equal to or greater than \$1,000, except for intangible right to use lease assets. The Federal regulations governing school lunch programs require capital assets attributable to the school lunch program with a historical cost of equal to or greater than \$500 be capitalized. Additionally, capital assets are depreciated over the useful life of each capital asset.

All intangible assets except for right to use lease assets with a purchase price equal to or greater than \$1,000 with useful life of two or more years, are included in the intangible asset inventory for capitalization purposes. Such assets are recorded at actual historical cost and amortized over the designated useful lifetime applying a straight-line method of depreciation. If there are no legal, contractual, regulatory, technological or other factors that limit the useful life of the asset, then the intangible asset needs to be considered to have an indefinite useful life and no amortization should be recorded.

If an intangible asset that meets the threshold criteria is fully amortized, the asset must be reported at the historical cost and the applicable accumulated amortization must also be reported. It is not appropriate to "net" the capital asset and amortization to avoid reporting. For internally generated intangible assets, outlays incurred by the government's personnel, or by a third-party contractor on behalf of the government, and for development of internally generated intangible assets should be capitalized.

~~A separate fixed assets listing shall be prepared for fixed assets in the general fixed assets account group (GFAAG) and for the fixed assets of each proprietary and fiduciary fund. "Fixed assets" in the GFAAG shall include school district buildings and sites, construction in progress, improvements other than buildings and sites, land and machinery and equipment. "Fixed assets" in the proprietary funds shall include school district buildings and sites, construction in progress, improvements other than buildings and sites, capitalized interest, infrastructure, land and machinery and equipment. Fixed assets reported in the financial reports shall include individual fixed assets with an~~

~~historical cost equal to or greater than \$ 1,000. Fixed assets accounted for and reported in the proprietary funds shall be depreciated over the useful life of each fixed asset.~~

The district recognizes the importance of classifying leases of intangible assets as assets or liabilities in financial statements. When operating as a lessor, the district will recognize a lease liability and an intangible right-to-use lease asset. When operating as a lessee, the district will recognize a lease receivable and a deferred inflow of resources consistent with the requirements established in GASB 87.

The District recognizes a lease liability and an intangible right-to-use lease asset with an initial value of \$5,000 or more. At the commencement of a lease, the District initially measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, adjusted for lease payments made at or before the lease commencement date plus certain initial direct costs to place the asset in service. The lease asset is then amortized on a straight-line basis over the life of the lease.

The ~~fixed~~ **capital** assets management system shall **must** be updated monthly to account for the addition/acquisition, disposal, relocation/transfers of fixed **capital** assets. It shall be the responsibility of the superintendent to count and reconcile the fixed assets listing for the general fixed assets account group and for each proprietary and fiduciary fund with the fixed assets management system on June 30 each year.

It ~~shall be~~ is the responsibility of the superintendent to develop administrative regulations implementing this policy. It shall **will** also be the responsibility of the superintendent to educate employees about this policy and its supporting administrative regulations.

Legal Reference:

[Iowa Code §§ 257.31\(4\); 279.8; 297.22-.25; 298A](#) (2005).

**I.C. Iowa Code**

**Description**

Iowa Code § 257.31

[Finance Program - Committee](#)

Iowa Code § 279.8

[Directors - General Rules - Bonds of Employees](#)

Iowa Code § 297

[School Houses/Sites](#)

Iowa Code § 298A

[School District Fund Structure](#)

Cross Reference:

709.1 Insurance Program

701.5 Financial Records

Approved October 2019 Reviewed September 2019 Revised February 2007